

## Europeana DSI-3

## Future Classroom Scenario

*Title of the scenario:*

**War and Peace... the Changing role of Women?**

*Names of author(s)*

Maria Antónia Brandão

### Relevant Trend/s

Write the trend(s) or trends the Scenario is intended to respond to.

e.g. <http://www.allourideas.org/trendiez/results>

- Collaborative Learning: a strong focus on group work
- Student-centred Learning: students and their needs are at the centre of the learning process
- Edutainment: playful learning. Learning while having fun
- Visual Search & Learning: images and multimedia are more powerful than verbal stimuli.

### Learning Objectives, Skills and competencies

What are the main objectives?

What skills will the learner develop and demonstrate within the scenario? (e.g. 21<sup>st</sup> Century Skills).

- Critical thinking (by questioning the traditional roles for women and analyse future trends);
- Creativity (by drawing and making photo collage);
- Communication and collaboration (by working together and writing collective text) ;
- Digital Literacy (by using tools like Quizizz, Canva or Google Docs)
- Autonomy (by making choices and decisions)

### Learner's Role

What sort of activities will the learner be involved in?

#### Propaedeutic moment

Introduction to the theme done with a worksheet, questioning if girls and boys are equal.

#### Work phases

In the first phase, students watch and analyse photographs and a small film about Europeana's resources from WWI.

In the second phase, students make a photo collage, coloring or drawing, expressing their vision of women's roles after which they explain their points of view.

In the third phase, students discuss, in small groups, and with support from a text, the reasons why women's participation in the workplace increased during WWI. They build a mind map, first on paper and then using Canva or another tool, where they present the conclusions of the previous discussion.

In the fourth phase, students will play a Quizizz (presented by the teacher) with topics related to gender equality <https://quizizz.com/admin/quiz/5a61cc9ceb23ff001c2bd43e>

In the fifth phase, work groups, using Google Docs, write a newspaper article about how women conquered their places in a man's world that will be published in the school newspaper and on the official webpage.

Finally, students evaluate their work using Rubrics that they produce according to the guidelines of the teacher and they present an exhibition of their work (students suggested to make some bookmarks and bracelets to offer to the visitors).

Children are between 10 and 11 years old. The teacher uses Europeana's content and children will know this marvellous tool. The teacher uses photography and films, because students have relatively little skills to read in foreign languages. Students watch, listen and write, collaborate, discuss, practice, produce and present their work. They can also make some choices, for instance they may choose the members of the group and another tool to make a mind map, or to design an exhibition of their work.

## Tools and Resources

What resources, particularly technologies, will be required?

[Link to dataset](#)

Other resources:

- <http://www.iwm.org.uk/history/12-things-you-didnt-know-about-women-in-the-first-world-war><sup>1</sup>
- [Guião : Pages from 160 162](#)<sup>2</sup>
- Europeana website: <http://www.europeana.eu/portal/en>; <https://goo.gl/xSBYcn>;

<sup>1</sup> Mason, A. (2018) *12 Things You Didn't Know About Women In The First World War*, retrieved from: <https://www.iwm.org.uk/history/12-things-you-didnt-know-about-women-in-the-first-world-war>

<sup>2</sup> Clarinda Pomar (coord.) et al. (2012) *Guião de Educação, 2º ciclo, Género e Cidadania*, Comissão para a Cidadania e a Igualdade de Género

- Computers, tablets and projector.

### Learning space

Where will the learning take place e.g. school classroom, local library, museum, outdoors, in an online space?

Learning can take place in a school classroom; online space (Google Docs) and local library.

### Future Classroom Scenario Narrative

*Describe in max 10 sentences the main ideas of the scenario.*

The scenario is about gender equality and how the role of women changed after WWI. In this scenario, children observe the theme of gender equality, some pictures of working women during the war, they watch a 3-minute-long film about the same topic and understand that history is made of changes. They can find new work fields for women during the war, looking at the pictures and discussing the film. After that, they will be invited to express their vision of women's roles, women's clothes and why women's participation in the workforce increased during WWI.

In collaborative group work children can discuss advantages and disadvantages of working woman, with the help of a worksheet, and they can present the conclusions of the group to the class using the mind map built first on paper, and then with the aid of Canva.

The teacher presents them a Quizizz with topics related to gender equality <https://quizizz.com/admin/quiz/5a61cc9ceb23ff001c2bd43e>

The groups, using Google Docs, can write a collaborative text about how women conquered their places in a man's world that can be published in the school newspaper. Assessment can be done using a Rubric evaluation.

The outcomes of this scenario are a mind map made with Canva, or some other tool that children can choose, drawings (or photo collages) published on the school website and an article for the school newspaper and also for the official web page of the school, as well as an exhibition and some bookmarks and bracelets.

**This scenario is aimed at students aged 10-12.**

### Learning Activities

Add the link to the Learning Activities created with Learning Designer (<http://learningdesigner.org>)

<https://v.gd/UdgoVK>



This Future Classroom Scenario has been developed as part of the Europeana DSI-3 project.