Europeana Learning Scenario

Title

Discover the Image Myth

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Summary

Table of summary	
Subject	ICT, Sociology, Anthropology
Topic	Image myth
Age of students	14-15
Preparation time	2 hours
Teaching time	3 hours
Online teaching material	Padlet Kahoot
Offline teaching material	Two large sheets of paper and markers
Europeana resources used	https://www.europeana.eu/portal/en

Licenses

Integration into the curriculum

In IT curriculum in lower secondary education it is necessary to teach the way of creating attractive presentations and well-prepared documents collaboratively. Also, Search engines is a useful tool and the resources of Europeana can give solutions to research during the educational interventions. The e-Tools that are planned to be used in this scenario is Google Drive for word documents and presentations. With the main "Discovering the Image Myth" students will create presentations and documents where they will express their teamwork results.

Aim of the lesson

The didactic aim is the students' familiarization with Google drive, search engines and Europeana research. The main idea of the educational intervention will lead students to understand the concept of the Image Myth, understanding that it is a myth (i.e. a false, made up concept) because it is impossible to achieve it and there is not only one way to look beautiful.

Trends

Students collaborate and focus on their teamwork; they discuss and negotiate according to their needs and they are in the centre of a collaborative learning process. All the material that groups create are saved in a cloud. The Cloud Based Learning gives students opportunity to edit, amend, comment on data and results given by all groups since all the results can be reached and modified by different devices.

21st century skills

ICT (Information, Communications and Technology) Literacy, Civic Literacy, Health Literacy

Learning and Innovation Skills: Critical Thinking and Problem Solving, Communication, Collaboration, Information, Media and Technology Skills, Information Literacy, Life and Career Skills, Initiative and Self-Direction, Social and Cross-Cultural Skills, Productivity and Accountability

Activities

Name of activity	Procedure	Time
Introduction	During the first phase students will try to identify what the image myth is. They all collaborate and write words or images that they find with a search engine. Most of the students usually find models but they sometimes note that pictures are not real, and they are amended with photoshop or a similar software. At the same time, they comment on other posts on Padlet what their opinion about the image myth is.	15'
Main part	**PART 1. Identify the Image Myth** a) Students are asked to visit the Europeana collection, find images and other relevant exhibits that show the differentiation of teenagers' appearance in various countries and try to explain why these appearances are different. They form groups and they create a presentation with comparison of teenagers' appearance a) between countries b) before and today. b) Each group creates a list with the Perfect boy and Perfect Girl characteristics and a representative of each group adds them on a large paper in the middle of the class. Also, they add pictures or words on Padlet.	45'

c) A body is drawn on a large paper and each group with different coloured markers writes disadvantages of image myth for themselves (in the body) and for the society (outside the body).

1 hour

d) Groups add their presentations with the three worst disadvantages of the Image Myth for themselves.

PART 2. Group Work in Action
Students in three groups discuss:
Group A:
- *Is it possible to achieve everything on the list of the perfect boy and girl at once?* *No! Even if we think someone has all the features on the list, for example a model or a celebrity, their faces and bodies are often airbrushed (their image is altered using a computer) in advertisements and films to change the way they look.*

- *Do you think this list has always been the same throughout the history of our society?* *No! The list of features that go in the 'perfect- looking' list changes through time.*

Group B
- *Do you think the list would be the same if we asked girls or boys of your age from another country?* *The Image Myth list is often different in other cultures, though some features cross cultures, especially through big Hollywood or Bollywood films.*

- *Do you/your friends feel pressure to achieve this list? What are the down-sides or problems the Image Myth causes?*

  For example: makes you sometimes feel worried and unhappy, feel you aren't good enough, compare yourself to others, low self-esteem

Group C

- *Are there any other reasons why trying to look like the Image Myth is a problem for individuals and society? Write down the answers to this next to your Image Myth list:* *For example: monetary cost, damage to physical and mental health, low self-esteem, time spent on image is time that could be better spent on positive things, less likely to want to do sport or join activities, less time focused on education.*

Name of activity	Procedure	Time
	Society misses out on the difference these people could make, and their potential skills and talents. More likely to opt out of activities that could be fun or important, and less likely to give an opinion, be assertive. Creates gender stereotypes and expectations. Do you think it's a good idea to try and achieve the Image Myth? *Encourage everyone to shout 'NO!'*	
Presentation	Part A: PowerPoints of teams are presented to the entire class, assessed by the teacher and their classmates alike, and issues raised are gathered to be used as fuel for the concluding discussion. Part B: groups present their results as they like.	1 hour
Concluding discussion	After an initial remark by the teacher, students are encouraged to share their opinion, in a discussion carefully led by the teacher, due to the sensitive nature of the subject and it is suggested to them to plan an activity for the school entitled "Against the Image Myth".	15'

Assessment

A Kahoot Quiz is used to assess the students in order to summarize what Image myth is and what it is not, and also emphasize what teens must do in order not to be affected by the Image Myth.

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

Student feedback

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Teacher's remarks

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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.