

A Peaceful Europe



Methodological Steps

Set up an individual brainstorming activity by asking: “What does the word “peace” mean for you?” Ask the students to fill in a [Padlet](#) wall or to answer via [Sli.do](#) or [Mentimeter](#) (you can learn more by enrolling in the [Module 2 of the MOOC](#)) and make a word cloud out of their answers. Please note that word clouds are automatic with [Sli.do](#) and [Mentimeter](#), not with [Padlet](#).

Next, set up a plenary activity: in a lecture, explain the concept of peace using a multimedia presentation. Suggested tools are [Canva](#), [Prezi](#), or check for other [presentation tools at this page](#).

Then, divide the students into groups and ask every group to deal with different topics, such as: conflicts in Europe in the last century, politicians who contributed to peaceful resolution of conflicts, the building up of the European Union, European Union institution.

Ask each group to create a presentation on their topic; make sure to provide them a clear structure (length, number and type of images, presence of videos, keywords to use). Be clear on the fact that these criteria are going to be evaluated in a rubric, together with the quality of the content and the quality of the oral presentation. Suggested tools: [Animaker](#), [Powtoons](#).

Ask each group to present their work to the class and to prepare a [Kahoot](#) or something similar (learn more on [Module 2 of the MOOC](#)) to be submitted to the other students after the presentations.

Follow up activity: the role of our country within the European Union. [Google Meet](#) or [Zoom](#) meeting among different countries. Further tip: prepare a debate about the pros and cons of the European Union.

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Skills Assessment

Rubrics to assess the presentations and the debate as a summative assessment. **Kahoot** designed by the students and assigned after the group work as a formative assessment.

The activity develops both **disciplinary knowledge** and **transversal and lifelong learning competencies**, particularly digital and social ones for **cooperative work**. **E-portfolios** on specific tools such as **Padlet** or **One Note** represent a personal repository of the student.



Communication

This activity uses mainly video conferencing (**Zoom, Teams, Meet**) with breakout rooms for the communication between teacher and students.

Other communication media are school email or messenger. Students can communicate with each other through social media.



Subject(s) : Social Sciences



Age of students : 15 - 16 years old



Duration : 2- 4 weeks, 4-12 weeks



Learning resources : Digital texts



Tests : Written online test, Student homework or project work



Tools : Meeting, Collaboration and debate, Questions, Presentations



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Filling  the gap

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