

Step 1 Part 1: Introducing the Project In Europe

Introduction

The introduction has the objective of introducing the project and motivating students.

Objective

- Students will learn about the project, the main objectives and the goals they have to achieve (creating a short documentary about their perspective on certain historical issues).

Preparation and materials

- Presentation videoclip (please find the link online in step 1 part 1)
- Assessment grid (annex 1)
- Organise the communication with the partner school (Skype, video, email, etc.)
- Analyse and if necessary, adapt the assessment criteria to give to students.

Planning Grid

Please start with a short questionnaire before you introduce the project. You can find the link online

1) Introduction of the project:

- a) Students will watch a video clip that presents the objective of the project – creating a short 10-15 minute documentary and exchanging it with other European schools. This video is the same for all topics.
 - i) If necessary, give more explanation to the students, addressing the objective of the lesson, the steps, timing, characteristics of the video clip students have to create, etc.
- b) Set up a brief communication with the partner students, if possible via Skype:

- i) Students from each class should introduce themselves:
Hello, this is our class. We are looking forward to this project, we are very excited. I am Michael, I'm 16 years old, Delphine: Hello..."
- ii) If a Skype meeting is not possible, prepare a short presentation video to send them or write an email with the presentation and add a picture of the class.

This activity does not have to take longer than 15-20 minutes but has a significant effect on student motivation and the success of the project.

If the students' English level is poor, you can communicate via email, so they have time to prepare the communication and translate the answers.

- c) Explain the assessment criteria to the students.

ANNEX 1: Assessment grid for the students' documentaries

1) Version for students while working on the documentary

| The documentary made by the students | Yes | No |
|---|-----|----|
| 1. Is focused on the enquiry question | | |
| 2. Uses the camera angles, editing choices, voice-over and sounds in a purposeful way in accordance with the story told | | |
| 3. Has the requested length and a clear structure (presentation, interview, conclusion, source credits) | | |
| 4. Integrates the story with its historical context | | |
| 5. Uses primary sources (e.g. an oral history interview) that support the enquiry question | | |
| 6. Gives different, fair and balanced perspectives | | |
| 7. Shows difference(s) between past and present | | |
| 8. Gives different causes and/or explains consequences | | |
| 9. Distinguishes evidence-based facts from unsubstantiated opinion | | |
| 10. Is created in an attractive / original way that catches the viewer's attention and holds his interest | | |

2) Version for assessing the documentaries at the end of the project

| The documentary made by the students | Yes | Partly yes | Partly no | No |
|--|------------|-------------------|------------------|-----------|
| 1. Is focused on the enquiry question | | | | |
| 2. Uses the camera angles, editing choices, voice-over and sounds in a purposeful way in accordance with the story told. | | | | |
| 3. Has the requested length and a clear structure (presentation, interview, conclusion, credits of the sources) | | | | |
| 4. Integrates the story with its historical context | | | | |
| 5. Uses primary sources (e.g. an oral history interview) that support the enquiry question | | | | |
| 6. Gives different, fair and balanced perspectives | | | | |
| 7. Shows difference(s) between past and present | | | | |
| 8. Gives different causes and/or explains consequences | | | | |
| 9. Distinguishes evidence-based facts from unsubstantiated opinion | | | | |
| 10. Is created in an attractive / original way that catches the viewer's attention and holds his interest | | | | |