



Task sheet for teachers: Visiting an exhibition

Target audience	14 - 18 year olds
Cross curricular links	History, political science, citizenship / civics, ethics, philosophy, language learning, art, IT and other subjects
Time needed	This is a cross-curriculum learning process that is composed of various activities over a period of several weeks
Technology / materials needed	<ul style="list-style-type: none"> ● Mobile phones / tablets / cameras / computers for taking pictures, video clips, sound clips and for post-production ● Technology to present photo / video stories in the classroom (such as a monitor or a projector) ● Internet access for sharing the stories
Activity objectives	<p>This activity provides an opportunity to engage with a subject of recent history in an exploratory, collaborative and creative way. It begins with studying the subject independently or with a teacher, going deeper into the historical context by visiting a related exhibition and relating specific issues of the past to the present. This is followed by making statements on the issues concerned and communicating them on social media.</p> <p>Skills in the area of critical thinking, creativity and collaboration:</p> <ul style="list-style-type: none"> - Self-determined learning - Using a variety of sources - Analysing and comparing information - Presenting your points of view to others in creative ways - Reaching common goals with your team
Preparation	<p>Before you get started with your students:</p> <ul style="list-style-type: none"> ● Read the approach document ● Read the technical support document / video tutorials ● Have a look at the student task sheet(s) and explore shifting walls stories on our channels (www.shiftingwalls.eu; https://www.instagram.com/shiftingwalls_eu/) ● Make a plan for your project / timetable ● Get permissions from parents or the students themselves if they are over 18 <p>Get in touch with us if you have any questions.</p>

Visiting an exhibition

Step 1. Decide on a subject of recent history that you want to explore with your students

We decided to explore the Lithuanian Independence Movement (Sąjūdis), a period that started in late 1980s and led to declaration of Lithuanian independence on 11 March 1990 (which made Lithuania the first country to leave the Soviet Union). Our choice was inspired by the 30th anniversary of declaring Independence that we celebrated in Lithuania in 2020.

Step 2. Look for an exhibition in a museum or gallery related to your subject that is available for visiting.

We decided to look into an exhibition about the Independence movement in the National Museum of Lithuania.

Step 3. Visit it yourself and/or consult the curators or educators of the museum or gallery to determine what aspects of the exhibition would be helpful to your students (artefacts such as photos, videos, objects).

We found some of the subjects presented in the exhibition particularly relevant to the students' life such as environmental issues, public protests, demonstrations and other forms of expressing public opinion as well as the power of mass civic engagement in general.

Step 4. When you determine specific sub-topics that would help students make connections between the past and present, consider 1 to 3 other teachers that would be interested in getting involved.

We thought this range of issues might interest history and political science, language, ethics, arts and IT teachers.

Step 5. Make a plan. Decide with the teachers involved who does what and make a timetable. Draft plan:

1. Introduction to the subject and sub-topics in class through individual tasks.

For example, if one of the themes is freedom of assembly, the ethics teacher may want to introduce the concept of human and civic rights, and teachers of political science - the concept of a civil society. Whereas the history teachers introduce the Independence movement (Sąjūdis) itself.

2. Split the class into groups, let each group choose one issue that they would be interested to explore. Encourage them to ask questions about this issue and find out more information.
3. **Get in touch with the staff** of the museum or gallery to plan your visit and agree on the roles and tasks.
4. **Visit the exhibition.** A guide or an educator introduces the class to the exhibition, explains its structure, provides guidance about navigating the exhibition and introduces rules of conduct and resources available.

5. Each group **explores the exhibition** looking for artefacts and information about the issue that they are exploring. Their task is to find related artefacts in the exhibition and prepare a short, 5 minutes long presentation. While doing that, they are encouraged to take photos (if it is allowed by the hosting institution) of what they find important for their exploration. They will then create a short story about their experience when they are back at school.

See ANNEX 1: Handout for students. Prepare a short exhibition tour to your peers.

6. Enjoy this exhibition tour with the class – give instructions and allow each group to take time to present their take of the exhibition. Encourage the class to ask questions to each presenting group.
7. Reflecting. When back at school, encourage the students in their small groups to reflect this whole experience. Ask them about the process as a whole, from starting to explore the issue to the presentation at the exhibition. What were the greatest challenges and successes? What worked well? What would they do differently? What did they learn about the subject; about themselves? Their classmates? What will they take with them?

See ANNEX 2: Handout for students. Reflect and share your story on Instagram.

Step 6. Implement your plan.

Step 7. Reflect. Meet with the team of teachers that were involved. Discuss what happened through the visit. Share your observations about how students responded to the process, what impact this activity made on them. How did you feel in this process, what kind of roles did you take on, what challenges did you face? Talk about successes and think of what you would improve. Agree on next steps, decide what to do next, how you want to share or develop this activity.

ANNEX 1. Guidelines for students preparing their 5 min presentation to their peers.

Look for and tell about:

- The most surprising artefact?
- Something that you found puzzling
- Something that opened a new perspective to the issue that you have been exploring
- Something in the exhibition that reminds you of your own experiences or something you know from your family
- Elements of the exhibition which are relevant to the issue that you have been exploring.
- Compare the history with present. Maybe you saw photos or videos in the exhibition that are similar to photos and videos today? Maybe there are some events that are very similar to some recent events? What can you tell about their similarities and differences?
- An artefact that you would like to take home and why?

Based on these guidelines, create a 5 min presentation of the exhibition that your peers would enjoy! Make it informative and exciting at the same time. Take it as a challenge!

ANNEX 2. Share your impressions from the exhibition on Instagram.

Take a look at the pictures from your visit with your team to the exhibition. Collect the best moments of your presentation and also the most remarkable parts of your peers presentations. Create a post featuring photos and your comments. Be informative as well as inspiring!

Choose an „Insta-Admin“ who has access to the channel (@shiftingwalls_eu) and can upload all of the content produced (photo and short story).



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