

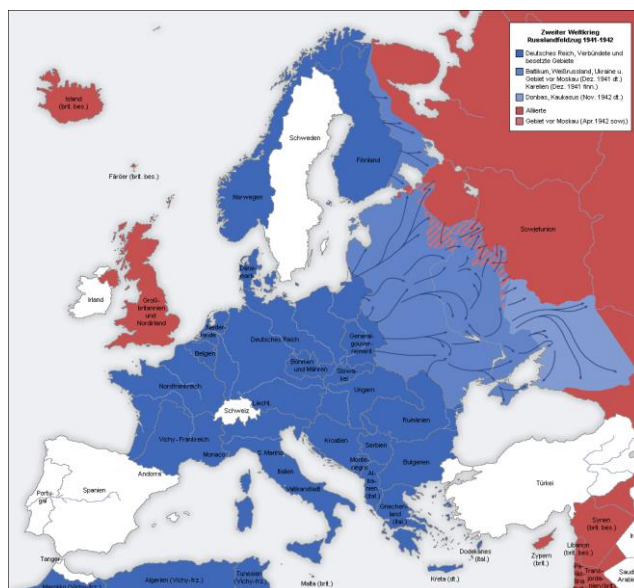
LEARNER TASK no/title:		12. History: The Second World War				
LEARNER Name						
Advice for level in Secondary Education				ISSUE DATE:		DUE DATE:
Lower		Middle		Upper	✓	
ASSESSMENT ATTEMPT		DATE SUBMITTED	RESULT P=PASS R=REMEDIATION 2=2 <sup>nd</sup> ATTEMPT	TEACHER'S SIGNATURE		DATE
1 <sup>ST</sup> ASSESSMENT: Yes / No			P / R / 2			

## What is this learner task about?

**This learner task is about:** The second world war; causes, effects and comparing the war in your country to one other European country (Norway, Romania, Germany, The Netherlands or Spain).

This learner task is suitable for any Secondary Level and can be adapted to different age groups. It can be carried out both in your mother tongue and in a foreign language.

You will learn a lot about world history, with a focus on European history. You will be asked to participate in a class discussion, a discussion in groups, make a kahoot (quiz) and finally, you will be asked to make a power point presentation, both as a hand in and to be presented orally in class.



The learner task is designed within the project TRIGGER and is one of a set of 12 learner tasks on internationalisation and the preparation for mobility experience, in which you can develop your own skills as: Being adaptive for changes, a teamplayer, an active European citizen, curious, interactive and taking care of the environment.

To achieve this assignment you are required to provide evidence to demonstrate your knowledge and understanding about the second world war with a focus on causes, effects and the war in your country and one other country.

Learner Task/s

### 1. Introduction to the topic:

- a. You will start off by brainstorming about the Second World War to get a feeling about what you know about it. Why did it start? Your teacher is leading the discussion and makes an overview on the board.

### 2. Research:

In groups of 3-5 you discuss the following topics:

- i. What were the reasons the war broke out?
- ii. Who were allied?
- iii. What were the effects internationally of the war?
- iv. What was the international role of **your** country before the war started?
- v. What was the role of your other country of choice before the war started?
- vi. What were the effects for **your** country?
- vii. What were the effects for your other country of choice?

### 3.Competition:

In groups, make a kahoot <https://getkahoot.com/> or another quiz based on the research of the work you have done. Your kahoot /quiz will be tested out on your fellow students.

### 4. Assignment:

Individually, you are going to make a power point presentation based on your research about the Second World War. It should consist of 10-15 slides and include maps, pictures / illustrations and text. You are asked to hand it in and to your teacher and be prepared to present it to your class.

#### Minimum evidence required to gain a pass

Minimum evidence required to gain a pass for this assignment is to take part in the class discussion and the discussion in groups concerning the research. Furthermore, the making of the kahoot (quiz) and to make, hand in and to present a power point presentation about the topic.

Where possible you should use relevant materials to support your work in this assignment.

#### Additional Information

<https://getkahoot.com/>

[www.snl.no](http://www.snl.no) (for Norwegian learners)

*books from your school*

*lessons*

*library*

# Assessment page: COURSES , SKILLS and CFEC domain / level/ indicator

## COURSES

	applicable	Not applicable	Achieved
Geography	✓		
History	✓		
Economics			
Music/Art			
Mother tongue	✓		
Foreign language	✓		
Religion/Ethics			

	applicable	Not applicable	Achieved
Maths			
Science			
Technology			
Biology			
Politics/Citizenship	✓		
Social Studies	✓		
Physical education/sports			

## SKILLS (based on EU documents):

	Applicable	Not applicable	Achieved
A. Being adaptive for changes			
B. Being a team player	✓		
C. Being an active EU citizen	✓		
D. Being curious	✓		
E. Being interactive	✓		
F. Taking care of the environment			

## CFEC DOMAINS (Common framework for European Competences):

EIO 1: I am an informed EU citizen, who can access process and evaluate knowledge relevant to Europe and the wider world, and act upon it					
No	Applicable	Achieved	no	Applicable	Achieved
1.1.1	✓		1.4.1		
1.1.2	✓		1.4.2	✓	
1.1.3	✓		1.4.3		
1.2.1			1.5.1		
1.2.2			1.5.2		
1.2.3	✓		1.5.3	✓	
1.3.1			1.6.1		
1.3.2	✓		1.6.2		
1.3.3	✓		1.6.3		

EIO 2: I can communicate effectively and cope in everyday life in a European / international setting					
No	Applicable	Achieved	no	Applicable	Achieved
2.1.1	✓		2.4.1		
2.1.2	✓		2.4.2	✓	
2.1.3			2.4.3		
2.2.1			2.5.1		
2.2.2	✓		2.5.2	✓	
2.2.3			2.5.3	✓	
2.3.1			2.6.1		
2.3.2			2.6.2	✓	
2.3.3			2.6.3		

EIO 3: I can collaborate constructively with peers from other countries on a common thematic task or project					
No	Applicable	Achieved	no	Applicable	Achieved
3.1.1	✓		3.4.1	✓	
3.1.2	✓		3.4.2	✓	
3.1.3	✓		3.4.3	✓	
3.2.1			3.5.1		
3.2.2	✓		3.5.2		
3.2.3			3.5.3		
3.3.1			3.6.1		
3.3.2			3.6.2		
3.3.3			3.6.3		

EIO 4: I can work and learn in an informal and work-related context and demonstrate entrepreneurship in a European / international setting					
No	Applicable	Achieved	no	Applicable	Achieved
4.1.1	✓		4.4.1		
4.1.2			4.4.2		
4.1.3			4.4.3		
4.2.1			4.5.1		
4.2.2			4.5.2		
4.2.3			4.5.3		
4.3.1			4.6.1	✓	
4.3.2			4.6.2		
4.3.3			4.6.3	✓	

## Assessment Feedback

First Assessment Feedback:

Second Assessment Feedback:

Student Declaration	I certify that the attached is all my own work and, that where the work of others has been included, it is suitably referenced.		
	PRINT NAME:		
Signed		Date	

Teacher's Signature		Date	
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## Learner Task Guide for Teacher

Learner Task no/title:	<b>12. History: The Second World War</b>
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This is an assignment which brings a lot of dynamic in the group! Although it may look complicated to use this learner task, it is not as difficult as it looks. Once all started to be active, you don't have to do anything but walk around! This learner task is also very suitable for pupils from different countries to work together with.

### Who is this learner task for?

This learner task is for learners in secondary education, and can be used in all years. It is suitable for pupils from 13-19 years.

This assignment is part of a set of 12 learner tasks integrating the Common Framework for Europe Competences (CFEC) domains including Internationalization and the preparation for mobility experience, the new European skills and different school courses. This learner task focuses on what the learner knows about the Second World War; both in their home country and in another country in Europe. In addition, the pupils will learn how to make a quiz through the use of Kahoot <https://getkahoot.com/>.

This assignment is suitable for all learners, irrespective of their educational level and whether they will or will not participate in a mobility experience. In their own country they can encounter internationalization and globalization too.

### Suggestions for cross curricular work:

This learner task will fit into the curriculum of history; in addition, it can be combined with geography, mother tongue and/or foreign languages for example by including literature about the 2<sup>nd</sup> World War from different countries.

### Suggestion for interactive teaching methods:

There is information on how to use a portfolio, how to do research and how to write a paper in the Teacher Handbook. It is downloadable free from <http://www.trigger-project.org/products>

### How to use Kahoot:

Kahoot offers quizzes ready to be used, but in this learner task we suggest making one. The page is only in English, but it is more or less self-instructive; in words, pictures and illustrations. In advance, it is advisable for the teacher to go through the introduction to see and understand how it works.

Open <https://getkahoot.com/>. Choose "get your free account", choose "what's your role". Here the pupils can choose between student – or + 16. They continue filling out their e-mail address and make a password and complete by pressing "get my free account". When they have logged in they see "create new kahoot" and they choose "quiz". From this stage forward it is easy. The teacher decides how many questions to make; this may depend on the level of secondary education. We suggest 5-10 for lower secondary education and 10-15 for upper secondary education.

When they are ready to run the quiz for their fellow pupils, everybody needs an internet connection (telephone or computer), and they open <https://getkahoot.com/>. The group running the quiz opens it through the projector in the classroom. Press "play", "launch" and a game-pin will show. Every student log in with the game-pin and add their first name (or a nick name).

We will suggest Kahoot to be used in all the other learner tasks as well.

### When should this learner task be undertaken?

It is advised that this assignment is undertaken whenever you want, but best is to let it be integrated with other TRIGGER assignments to form an enhanced project based assignment.

All students can start with either assignment. This assignment could be offered to a lower class or level learner too, coaching will be necessary depending the year and level. The focus should be on conflicts. An international perspective is always needed on this topic.

**How many hours should be undertaken to achieve this learner task?**

It has been estimated that around 6 hours' work is needed for learners. This can be completed as part of the curriculum or independently. These estimated hours are merely a guideline and may need adjusting for learners who have additional support needs. These estimated hours can be reduced depending on whether the whole group works on all the subtasks or whether different teams take up different subtasks AND depending on the amount of hours available to reach these competence aims and outcomes within the curricula.

**What evidence is required to achieve this learner task?**

A student can undertake several levels or smaller tasks of this assignment. To achieve the highest level, all tasks must be completed. Where possible a student should use relevant materials to support the work in this assignment. DIFFERENT LEVELS, DIFFERENT TASKS: Lower level students can fulfill fewer tasks. There will be more complicated tasks for higher level students.

Support from the tutor is sometimes essential. It is advised to have a few links to websites.

**What are possible benefits of completing this assignment?**

- @ Good knowledge about European history 1939-1945
- @ Comparing two countries
- @ Improving your computer skills by making a power point presentation
- @ Learning how to make a web based quiz (<https://getkahoot.com/>)
- @ Working together in a team
- @ Presenting a topic in front of the class

**Preparation**

Students should complete the tasks outlined within the learner task.

The evidence for this assignment is to be presented in a variety of ways such as a power point presentation, a quiz and an oral presentation.

**How can I receive more information on the topic of Internationalisation?**

You can check the Teacher Handbook. It intends to give you a guideline for the integration of internationalisation and mobility into your teaching routine. It is downloadable free from <http://www.trigger-project.org/products>

**Feedback**

If you want to give feedback, you can do so through the contact information on the TRIGGER website ([www.TRIGGER-project.org](http://www.TRIGGER-project.org)) .

You can also contact the project partner in your country through the Partner Information on the website.