

# In Europe Schools: Social and Economic Inequality in Europe

## *Planning Grid for teachers*

How can social and economic inequality disrupt society? This is the main question that young people will try to answer in a short documentary that they will create, guided by this interactive education kit.

***Content focus: Social and Economic Inequality in Europe***

***Research question: How can social and economic inequality disrupt society?***

***End product: Documentary***

***Age Group: 15 - 18 years old***

## Rationale and learning outcomes

This Education Kit focuses on the growing social and economic inequalities throughout Europe that have raised and continue to raise unrest and discontent within societies at large. Looking into historical events and developments related to social and economic inequality, and doing research on inequalities in their own local context, students are challenged to critically reflect on what social and economic inequality means to them, can mean to different people, and what its roots and consequences are. In this Education Kit, students will be answering the following research question: *How can social and economic inequality disrupt society?*

## Learning outcomes

- Students will learn about the concept of social and economic inequality;
- Students will learn about the roots and historical perspectives of social and economic inequality;
- Students will reflect on the consequences of social and economic inequality.

## Timing

The full lesson plan takes 8-10 hours (homework included). There are some suggestions in the explanations to pick and choose activities based on the timing and the students' groups.

## Assessment

To assess the students' documentaries, there is an assessment grid with ten items that can also be shared with the students at the beginning of the project.

This assessment grid has two different versions:

1. Assessing the documentaries while working on them and
2. Assessing the documentaries at the end of the project.

*Version 1 can be used as a checklist by students while working on the documentary, while version 2 can be used either for co-assessment or for assessment. Both versions can be found in [annex 1](#).*

## Using the videos

All videos (Starter Clip and Tutorials) are available on the [In Europe Schools YouTube Channel](#). On the YouTube channel, you will also find student-made documentaries from other topics. Your students can take a look at them for inspiration!

# Step 1 Part 1: Introducing In Europe Schools

## Introduction

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

## Lesson objective

Students will learn about the project, the main objectives and the goals they have to achieve.

## Preparation and materials

- Presentation clip: [Introducing In Europe Schools](#)
- Assessment grid ([annex 1](#))
- Organise the communication with the partner school (online meeting, video, email, etc.)
- Analyse and if necessary, adapt the assessment criteria to give to students.

*Please note: If you do not have a partner school, you can also use the [European School Education / eTwinning](#) platform. You can find more information about this in [Annex 10](#).*

## Planning Grid

### 1) Introduction of the project:

- Students will watch a video clip that presents the objective of the project – creating a short 10- to 15-minute documentary and exchanging it with other European schools. This video is the same for all Education Kits.
  - 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.
- Set up a brief communication with the partner students, if possible via Zoom, Teams, eTwinning or any other video conferencing tool:
  - 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..."
  - If an online 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.

- 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, 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 their 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 their interest				

## Step 1 Part 2: Introducing the Topic

Students will watch the starter clip depicting the experiences of various people from the northern French city of Amiens, including regular workers, a mother on welfare, and students. These people are united by their involvement in the Yellow Vests movement. On December 1, 2018, the widespread anger of the Yellow Vests culminated in a major demonstration in Paris, shaking the French government and the capital to its core.

In the months leading up to that day, the Yellow Vests had been protesting. The final straw was a tax increase on petrol prices, implemented shortly after taxes for the very rich were cut.

By viewing the clip from their perspective, students will gain a deeper understanding of the topic and become more aware of the consequences of social inequality that lead also to protests and social movements. This will enable them to reflect on the research question, spark their interest in the subject, and help them identify the various roots and consequences of addressing this issue.

### Introduction

This part has the objective of introducing the topic and motivating students.

### Lesson objectives

- Students will watch a video that shows what kind of challenges regular people (with a regular salary) face in their daily life.
- Students will start reflecting on the topic, their own knowledge of it, and their opinion of its importance.
- Students will learn more about social movements, the reason why people take part in it, principles and other relevant terms to increase their understanding of the research question.
- Students will also start thinking about the research question as actors who can deal with the issue in different ways.

### Preparation and materials

- Starter Clip: [Social and Economic Inequality](#)
- Annex 2 : Yellow Vest Movement
- Annex 3: Social and Economic Inequality

## Planning grid

### 1) Motivation for the lesson

- Watch the starter clip and comment on it as a whole class. Probably, it would be a good idea to give students information about the topic of the Starter Clip: The Yellow Vest Movement. You have this information in Annex 2.
- Some possible questions you could ask your students:
  1. Comprehension
    - What do you see?
    - What are these people doing?
    - What are these people frustrated with? And what do they ask?
  2. Discussion
    - What do you know about social and economic inequality?
    - Can you name examples of social and economic inequality?
    - Do you have any experience with social and economic inequality in your direct or indirect surroundings?

### 2) Introduction of the topic

- Divide your students into groups of 4 - 6 (depending on the size of your class) and give them the assignment to create mind maps based on their understanding of social and economic inequality: What does it mean to them?
  - In groups, they will start mind mapping their thoughts and the knowledge they already have. The purpose is to have a free discussion on these questions within smaller groups.
  - Once they are done with that part, ask all groups to reflect on how they think different individuals or groups experience social and economic inequality and what kind of measures could be taken to combat it.
  - All groups can present their main findings in plenary and respond to each other's mind maps.
  - Teachers could complete the information about inequalities, in case it is necessary with the given information sheet on Social and Economic Inequalities (Annex 3).

### 3) Introduction of the inquiry question

- Ask students to individually write down their own perspective on this theme. How do they think we should deal with the inquiry question?  
Question: *How can social and economic inequality disrupt society?*

At the end of the project, students will come back to the inquiry question and write down their reflections on it for a second time, comparing their responses to see if they have modified/developed ideas on the topic. It would be a good idea to take a picture of the ideas written on the blackboard.

## **Annex 2: Yellow Vest Movement**

The Yellow Vests Movement or Movement des Gilets Jaunes was a movement for economic justice that began in France in October 2018. After an online petition posted in May had attracted nearly a million signatures, mass demonstrations began on 17 November. The movement is motivated by rising fuel prices, a high cost of living; it claims that a disproportionate burden of the government's tax reforms were falling on the working and middle classes, especially in rural and peri-urban areas. The protesters have called for lower fuel taxes, a reintroduction of the solidarity tax on wealth, a minimum-wage increase, the implementation of Citizens' initiative referendums, as well as the resignations of President Emmanuel Macron and the government. The protests have involved demonstrations and the blocking of roads and fuel depots in France, some of which developed into major riots and attacks, described as the most violent since those of May 1968. The movement has received international attention, and protesters in many places around the world—some with similar grievances, others unrelated—have used the yellow vest as a symbol.

The Yellow Vests movement, known as "Gilets Jaunes" in French, got its name from the high-visibility yellow vests that French drivers must keep in their vehicles for emergencies. The movement began in October 2018 as a protest against rising fuel taxes, and the yellow vests became a symbol of the protesters' demands for economic justice and improved living conditions.

The choice of the yellow vest was significant because it is a common, easily recognizable item that symbolises the everyday worker. It also highlights the grassroots nature of the movement, as the protesters were largely from rural and suburban areas, feeling neglected by the government.



## Annex 3 : Social and Economic Inequality

### Social and economic inequality, a brief outline

As far as we know there is no country in the world where inequality doesn't exist. If we take a closer look at inequality worldwide we notice that Europe has the lowest inequality level (<https://wir2022.wid.world/executive-summary/>) Nevertheless, inequality clearly shows in Europe as well. Although we take inequality worldwide seriously, this toolkit focuses on inequality in Europe.

There are many kinds of inequality. Inequality can often be directly observed and measured, such as different income levels or different health or educational outcomes but it can also seem invisible, 'normal' or inevitable. Either way, they can become determining factors in a person's quality of life.

Inequality can be divided into three key types: economic, social, and political inequality. They are often interrelated. For example, a child with poor nutrition and health will be less able to learn at school, resulting in lower educational attainment levels and lower lifelong earnings, which in turn affect economic inequalities.

**Economic Inequality** refers to the differences in wealth and income among people. Some people have more money and resources than others.

**Social Inequality** refers to differences in access to opportunities and privileges within a society, such as education, healthcare, housing, and jobs. Social inequality often arises from social differentiation which is influenced by factors such as race, gender, class, occupation, and education.

Discriminatory norms and beliefs lead to additional negative, social outcomes, for example, when people from lower classes or castes are socially excluded and marginalised groups are routinely denied dignity, legitimacy, and voice.

**Political inequality** is commonly thought of as the concentration of political power in the hands of a few but should be broadened to include participation inequality in general. In this toolkit, we don't explicitly consider political inequality.

Understanding social and economic inequality highlights how societies value their people and also reveals biases in societies.

## Globalisation

Globalisation and social and economic inequality are closely intertwined, with globalisation often influencing inequality in various ways. Here are some key points to consider:

- Globalisation can lead to increased economic disparities both within and between countries. While it can boost economic growth and lift many out of poverty, the benefits are often unevenly distributed, leading to greater income inequality.
- The integration of global labour markets can result in job losses in certain sectors within developed countries, as companies move production to countries with cheaper labour. This can increase unemployment and wage inequality in the affected regions.
- Globalisation can improve access to resources, technology, and markets for developing countries, potentially reducing inequality. However, without proper policies and institutions, the gains may be captured by a small elite, exacerbating inequality.
- Countries with good social protection systems can mitigate the negative effects of globalisation on inequality. Social policies, such as education, healthcare, and social security, play a crucial role in ensuring that the benefits of globalisation are more evenly distributed. There are many countries however that don't have adequate social protection systems.
- Globalisation can also lead to cultural homogenization, which might marginalise local cultures and exacerbate social inequalities

In summary, while globalisation potentially reduces global inequality by integrating economies and spreading technology, its impact on social inequality is complex and depends heavily on national policies and institutional frameworks.

## Step 2 Part 1: Inequalities throughout history

*Students will explore the origins of social and economic inequality and examine pivotal events in recent history that have shaped its current state, both within Europe and globally. Additionally, they will deepen their understanding of contemporary phenomena that contribute to significant disparities within society. Students will critically reflect on the consequences of these inequalities and think of potential actions/solutions to address and combat them.*

### Introduction

During this lesson, students will learn how inequalities have increased or decreased through history by studying different defining moments and events in history, as well as more recent developments.

### Lesson objectives

- Students will have group discussions about social and economic inequalities they know from their daily life. Students will research about the causes and consequences of some historical events related to inequalities, using the timeline, and present the conclusion to the whole group.
- Students will do some research and draw some conclusions about similarities and differences between different countries about inequality.
- Students will reflect on the topic of social inequality within the context of their community.

### Preparation and materials

- [Tiki Toki Timeline](#) with information about key moments and events that increased or decreased inequality during history.
- **Annex 4: Timeline Annex** with written information about the events listed in the Tiki Toki. This can be used as a reference document.
- **Handout 1: Social and Economic Inequality in the European Union.**

## Planning Grid

### 1) Examples of inequality

- In this assignment, students are divided into groups of three or four and are asked to give examples of social and economic inequality they know of their daily life, in either their direct or indirect surroundings. Following the identification of these examples, they are asked to make an analysis of its causes and consequences. Examples can also include:
  - The housing market
  - Bankruptcy of small enterprises or private companies due to the pandemic
  - Unemployment
  - Education
  - Coronavirus
  - Climate change

### 2) Historical Timeline

- Organise students in pairs/groups of three and ask them to choose an event/or two from the Tiki Toki Timeline and do research about the causes or consequences of historical social and economic inequalities.
- They can prepare a poster with the information they find.
- If there is time, they could even present the posters to the whole class.
- You can also create a list of the events you think are most important based on the Tiki Toki Timeline, and ask your students to select events from the list. For this, you can also refer to Annex 4.

### 3) Local Research about social and economic inequality

- In this assignment, students will reflect in groups on the different ways that social and economic inequalities have affected their lives and their communities. For doing that, they will continue their research on a local level. This will also help prepare them for their research for the documentary.
- For this, students can look for different news headlines from their surroundings (e.g. local newspapers) related to social and economic inequalities. Using these headlines, they can do research about the events they find and look into the causes and consequences. They can then add on their findings onto the poster

they have already started creating in Activity 2 and share it with the rest of the class.

#### 4) Research and compare social and economic inequality in EU countries

- After doing research on social and economic inequality from a historical perspective and local angle, students will now zoom out and look at different instances, causes and consequences of social and economic inequality in other EU Member States. For this, they can use Eurostat to collect data.
- Students will select an EU Member State, research its data on social and economic inequality, and create a presentation (PPT, Canva or similar) with their research findings to share with the rest of the class. They will finish comparing their findings with the research findings of the previous activity. This activity can be done either individually, in pairs or larger groups.
- Students can use **Handout 1: Social and Economic Inequality in the European Union**.

## Handout 1 - Social and Economic Inequalities in the European Union

Fighting social inequality is a priority in the EU and the world. But to reduce inequality, we have to understand its causes and consequences as well, which is not an easy task. They are often deeply rooted in social, economic, political and environmental systems. Drivers of inequality can include gender, age, disability, employment status and citizenship, with implications for pay and income, and access to welfare, health and education services. In this task, students will therefore research an EU member state.

You can focus on data related to important social inequality indicators:

- Population
- Age
- Gender
- Education level
- Employment level
- Income level
- Ethnicities
- Disabilities
- Urban-rural disaggregation
- Geographic disaggregation - by region
- Citizenship and immigration status
- GDP (gross domestic product)
- Poverty
- Political system
- Voting turnouts last EP elections (June 2024)

Useful links:

- [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Living\\_conditions\\_in\\_Europe\\_-\\_income\\_distribution\\_and\\_income\\_inequality&stable=1](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Living_conditions_in_Europe_-_income_distribution_and_income_inequality&stable=1)
- <https://wid.world/>

## Annex 4 - Timeline

*Movements and events against social and economic equality.*

### Imperialism, 12-10-1492 - Ongoing

Western colonialism, a political-economic phenomenon whereby various European nations explored, conquered, settled, and exploited large areas of the world. The purposes of colonialism included economic exploitation of the colony's people and natural resources, creation of new markets for the coloniser, and extension of the coloniser's way of life to populations beyond its national borders.



In the years 1500-1900 Portugal, Spain, the Netherlands, France, Britain, Belgium, and other countries in Europe colonised all of North America, South America, and Australia, most of Africa, and substantial parts of Asia by sending settlers to populate the land or by taking control of governments for economic opportunities, sometimes due to the poverty and unemployment, of their original countries.

These expansions on indigenous territories frequently involved acts of genocidal violence against Indigenous groups in Europe, the Americas, Africa, Asia, and Oceania.

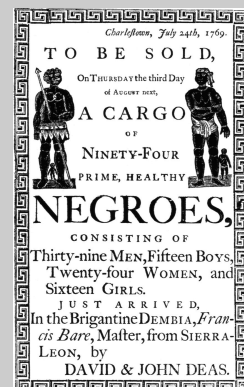
Source: <https://www.britannica.com/summary/Western-colonialism>

Image: Ortelius, Maris Pacific 1598, [https://en.wikipedia.org/wiki/File:Ortelius\\_-\\_Maris\\_Pacifici\\_1589.jpg](https://en.wikipedia.org/wiki/File:Ortelius_-_Maris_Pacifici_1589.jpg), Public Domain

### First enslaved people in British American colonies, 1619-08-20

The first enslaved people from Africa arrived in the British colony of Virginia in 1619, marking the beginning of slavery in North America. Around 20 Angolans, originally kidnapped by Portuguese forces from the Kongo and Ndongo kingdoms, were forced onto the ship San Juan Bautista. On its way to New Spain, the ship was attacked by two privateers, the White Lion and the Treasurer, which captured about 60 of the enslaved people.

The White Lion later docked at Point Comfort in Virginia and traded some of the captives for food. This event began the long and brutal history of the trans-Atlantic slave trade in the American colonies. By the time of the 1860 U.S. census, nearly 4 million people were enslaved, accounting for 13% of the population.



Source: <https://www.history.com/this-day-in-history/first-african-slave-ship-arrives-jamestown-colony>

Image: First Enslaved People Arrive in Massachusetts, February 26, 1638

<https://www.massmoments.org/moment-details/first-slaves-arrive-in-massachusetts.html>

## The Ku Klux Klan, 1865-12-24

The Ku Klux Klan (KKK) was founded on December 24, 1865, by six Confederate veterans. It quickly became a violent group targeting African Americans, Jews, Catholics, homosexuals, trade unionists, communists, and anyone opposing the ideology of white Protestant supremacy.

At its peak between 1868-1870, the KKK had over four million members. Today, the group exists in small factions with around 8,000 members. It has shifted its focus to attacking Black and immigrant communities, aligning with anti-LGBT and anti-Black Lives Matter movements.

The Klan's rise followed the Civil War, fueled by Southern opposition to the abolition of slavery and the North's industrial influence. Although the Supreme Court declared the Ku Klux Klan Act unconstitutional in 1882, the group had largely disbanded by then.



Source: <https://www.es.amnesty.org/en-que-estamos/blog/historia/articulo/ku-klux-klan-simbolo-infame-del-odio-racista/>  
<https://www.britannica.com/topic/Ku-Klux-Klan>

Image: <https://commons.wikimedia.org/wiki/File:Kkkklan.jpg>, CC BY-SA 4.0

## Great Depression, 1929 -10-24, 1939-09-01

The Great Depression, a worldwide economic downturn began in 1929 and lasted until about 1939. Although it originated in the United States, with the Wall Street Crash in New York, the Great Depression caused drastic declines in output, severe unemployment, and acute deflation in almost every country of the world.

The depression brought mass unemployment and poverty to all levels of European and worldwide society. For example, The United States had more than 12 million unemployed in 1932. As a consequence, domestic politics became increasingly turbulent.



Source: <https://www.britannica.com/event/Great-Depression>

Image: <https://cdn.britannica.com/14/95714-050-D06EC8EE/Breadline-New-York-City-Bryant-Park-Great.jpg>, Public Domain



## Instability in Germany, 1929-12-01 - 1933-06-01

The economic and political collapse of the Weimar Republic played a significant role in Hitler's rise to power. The Wall Street Crash of 1929 severely impacted Germany, which was heavily reliant on American loans. As these loans were recalled, Germany's economy plunged into depression, causing wages to drop by 39%, employment to fall sharply (1.5 millions in 1929 that rose to 6 millions for 1933) , and thousands of businesses to close.



This economic downturn, coupled with rising poverty, led to widespread disillusionment with the Weimar democracy. The political instability made Nazi propaganda more appealing. The humiliation of the Versailles Treaty and its associated grievances were exploited by Hitler, who used them to blame Jews and leftists for Germany's defeat and economic woes and became Chancellor of Germany in 1933.

Source: <https://www.bbc.co.uk/bitesize/guides/zpvhk7h/revision/1>

<https://www.theholocaustexplained.org/the-nazi-rise-to-power/the-nazi-rise-to-power/the-role-of-economic-instability/>

Image: Unknown via Wikimedia Commons, CC-BY-SA 3.0.

[https://commons.wikimedia.org/wiki/File:Bundesarchiv\\_Bild\\_119-11-19-12.\\_Adolf\\_Hitler\\_bei\\_Ortsgruppenfeier\\_der\\_NSDAP\\_Rosenheim.jpg](https://commons.wikimedia.org/wiki/File:Bundesarchiv_Bild_119-11-19-12._Adolf_Hitler_bei_Ortsgruppenfeier_der_NSDAP_Rosenheim.jpg)

## Post World War II, 1945-09-02 - 1947-03-01

The aftermath of World War II left Europe struggling with widespread economic and social inequalities. The war had destroyed cities, infrastructure, and industries, leading to severe shortages of food, fuel, and basic goods. Even after the war, food rationing continued, and black markets flourished, creating stark divides between those who had access to essential supplies and those who did not.

Communication networks and supply chains were disrupted, causing layoffs and reducing purchasing power, making it hard for many to meet their growing needs. These inequalities were particularly evident in the harsh winter of 1946-1947, when extreme cold worsened fuel shortages, leading to increased suffering and frustration. Rebuilding housing, industry, and infrastructure further strained national economies. Widespread strikes and protests erupted as workers demanded better conditions, highlighting the deep social tensions caused by unequal access to resources and opportunities in post-war Europe.



Source: [https://en.wikipedia.org/wiki/Aftermath\\_of\\_World\\_War\\_II](https://en.wikipedia.org/wiki/Aftermath_of_World_War_II)

Image: Destruction of Köln in 1945,

[https://commons.wikimedia.org/wiki/File:Bundesarchiv\\_Bild\\_101I-484-2999-20.\\_K%C3%B6ln.\\_Ruinen\\_zerst%C3%B6rter\\_Geb%C3%A4ude.\\_Dom.jpg](https://commons.wikimedia.org/wiki/File:Bundesarchiv_Bild_101I-484-2999-20._K%C3%B6ln._Ruinen_zerst%C3%B6rter_Geb%C3%A4ude._Dom.jpg), CC-BY-SA 3.0.

## Oil Crisis, The OPEC Oil Price Shock of 1973 - 1973-10-01 - 1974-03-01

The 1973 oil crisis began when OPEC, led by Arab nations, imposed an oil embargo on the U.S. and its allies in response to American support for Israel during the Fourth Arab-Israeli War. This caused severe oil shortages and a sharp rise in oil prices, sparking an economic crisis in the U.S. and other developed nations.



What made this crisis unique was the combination of high inflation due to soaring energy costs and economic stagnation. This rare situation, known as "stagflation," posed a serious challenge to economists. The resulting recession led to rising unemployment, reduced industrial output, and economic hardships that took years to overcome. Inflation gradually returned to normal, but the crisis had lasting effects on global energy policies.

Source: <https://www.britannica.com/story/5-of-the-worlds-most-devastating-financial-crises>  
<https://www.energypolicy.columbia.edu/publications/the-1973-oil-crisis-three-crises-in-one-and-the-lessons-for-today/#:~:text=indeed%2C%20the%201970s%20would%20prove,barrel%20to%20%2480%20a%20barrel.>  
Image: <https://picryl.com/media/gas-shortage-nara-548173-cc41e4>, Public Domain.

## Global Financial Crisis, 2007-09-01 - 2008-08-01

The collapse of the U.S. housing bubble triggered the Great Recession, the most severe financial crisis since the Great Depression, which devastated global financial markets. The crisis led to the downfall of Lehman Brothers, one of the world's largest investment banks, and pushed numerous financial institutions and businesses to the edge of collapse. Governments responded with massive bailouts to stabilise the economy.

The effects of the crisis were far-reaching, with millions of jobs lost and billions of dollars in income wiped out. It took nearly a decade for the global economy to recover—though some effects still linger today.



Source: <https://www.britannica.com/story/5-of-the-worlds-most-devastating-financial-crises>  
Image: Lehman Brothers Rockefeller centre. The Manhattan headquarters of Lehman Brothers before their bankruptcy in 2008. [https://en.m.wikipedia.org/wiki/File:Lehman\\_Brothers\\_Times\\_Square\\_by\\_David\\_Shankbone.jpg](https://en.m.wikipedia.org/wiki/File:Lehman_Brothers_Times_Square_by_David_Shankbone.jpg), CC BY-SA 3.0.

## Coronavirus, 2020-03-10 - 2023-05-05

The COVID-19 pandemic has profoundly impacted global society, resulting in over 3.1 million deaths and pushing 120 million people into extreme poverty, while also triggering a severe global recession. As suffering has surged, stark disparities have emerged; some data indicate that the wealth of billionaires has simultaneously increased.



This juxtaposition of rising extreme poverty alongside growing billionaire wealth underscores the pandemic's role in exacerbating existing inequalities. However, the relationship between these trends is complex. While the crisis has highlighted vulnerabilities in economic systems, the distribution of wealth and resources reveals deeper issues of inequality that predate the pandemic. The situation emphasises the urgent need for systemic change to address the imbalances and ensure equitable recovery. As societies

rebuild, it is crucial to focus on inclusive policies that prioritise the needs of the most affected, aiming for a more just and resilient future.

Source: <https://www.imf.org/external/pubs/ft/fandd/2021/06/inequality-and-covid-19-ferreira.htm>

Image: Drive-up COVID-19 testing sign March 30, 2020 in Livingston, Tennessee, Defense Visual Information Distribution Service via NARA & DVIDS Public Domain Media.

## *Movements and events against social and economic inequality.*

### Sparkling of the revolution: Bread shortage, 1789-07-14

Bread shortages played a key role in fueling anger toward the monarchy during the French Revolution. For many wage-earners, bread made up 60-80% of their budget, so even small



increases in grain prices sparked unrest. In the 1780s, poor harvests and a growing population led to famine. By 1789, bread prices had nearly doubled, consuming 85% of an unskilled worker's daily wage.

Government efforts to address the crisis failed, and revolutionary groups exploited the lack of bread to stir rebellion. A plot in 1789 even aimed to worsen the bread

shortage to provoke the bourgeoisie into taking up arms. Soon after, the Bastille was stormed, marking the start of the revolution. Concerned over the high price and scarcity of bread, women from the market places of Paris led the March on Versailles on October 5, 1789. This became one of the most significant events of the French Revolution, eventually forcing the royals to return to Paris.

Source: <https://www.history.com/news/bread-french-revolution-marie-antoinette>

Image: Source: <https://www.history.com/news/bread-french-revolution-marie-antoinette>

## French revolution, 1789-07-14

The storming of the Bastille on July 14, 1789, was a turning point in the French Revolution, symbolising the collapse of royal authority. After years of food shortages, heavy taxes, and government mismanagement, anger toward King Louis XVI and the monarchy reached its peak. The Bastille, a fortress and prison in Paris, was seen as a symbol of the king's tyranny and oppression.



The fall of the Bastille inspired further uprisings across France, and within weeks, the revolution spread to the countryside. Peasants revolted against their landlords in what became known as the "Great Fear," marking the beginning of the end for the feudal system. The monarchy's grip weakened, setting the stage for further revolutionary events and the eventual rise of a republic.

Source: <https://www.britannica.com/event/storming-of-the-Bastille>

Image: Storming of the Bastille on July 14th 1789, <https://www.flickr.com/photos/tonyentone/35114899213>

## Abolition of slavery in New York and the first Black Journal, 1827-07-4

On July 4, 1827, slavery was abolished in New York, and two young Black men, John Brown Russwurm and Samuel E. Cornish founded **Freedom's Journal**, the first African American-owned newspaper in the U.S.

At a time when reading had been forbidden for enslaved people, this paper gave Black voices a powerful platform. The editors declared, "*We wish to plead our own cause. Too long have others spoken for us.*" The paper covered slavery, lynchings, social justice, and international news relevant to the Black community, such as events in Haiti and Sierra Leone. It also featured biographies, jobs, schools, and community events. For two years, **Freedom's Journal** served 300,000 African Americans in the North, Haiti, Europe, and Canada, inspiring 24 more Black newspapers before the Civil War.



Slavery was formally abolished across the U.S. in 1865 with the Thirteenth Amendment.

Slavery was abolished earlier in other parts of the world: in 1493 in Spanish colonies (even though forced labour continued) , England 1706, Russia 1723, France 1793, Ohio in 1802.

Source: <https://maap.columbia.edu/place/29.html>

Image: Proclamation of the Abolition of Slavery in the French Colonies, 27 April 1848, Public Domain via Wikimedia Commons, <https://commons.wikimedia.org/wiki/File:Petition-slavery-1826.jpg> and

[https://en.wikipedia.org/wiki/Proclamation\\_of\\_the\\_Abolition\\_of\\_Slavery\\_in\\_the\\_French\\_Colonies,\\_27\\_April\\_1848](https://en.wikipedia.org/wiki/Proclamation_of_the_Abolition_of_Slavery_in_the_French_Colonies,_27_April_1848)

## The International Women's Day, 1911-03-19

International Women's Day is a global celebration of women's social, economic, cultural, and political achievements and a call for gender equality. First honoured on March 19, 1911, in Austria-Hungary, Denmark, Germany, and Switzerland, over a million people demanded the right to work, vocational training, and an end to job discrimination.



The idea began in the U.S. with National Woman's Day on February 28, 1909, to commemorate the 1908 New York garment workers' strike. In 1913, the date was moved to March 8. Women in Europe and Russia protested against war and expressed solidarity during rallies held in late February and early March from 1913-1914. This date became the official International Women's Day in 1921, following a historic strike linked to the Russian Revolution. The United Nations first sponsored International Women's Day in 1975.

Image of the the Lawrence Textile Strike of 1912, also known as the Bread & Roses strike – because at least half the strikers were young women between 14 and 18 who carried signs reading “We want bread and roses too.”

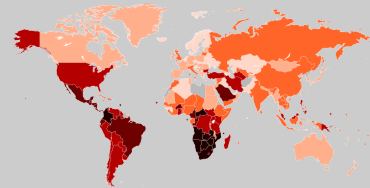
Source: <https://www.britannica.com/video/239353/history-International-Womens-Day>

Image: Press photograph of two women strikers in New York, February 1910. Courtesy of the U.S. Library of Congress, <https://jwa.org/media/uprising-of-20000>, Public Domain.

## Gini coefficient, 1912-02-01

The Gini coefficient or GINI index, is the most commonly used measure of inequality. It was developed by Italian statistician Corrado Gini (1884-1965) and is named after him.

It is typically used as a measure of income inequality, but it can be used to measure the inequality of any distribution – such as the distribution of wealth or even life expectancy. It measures inequality on a scale from 0 to 1, where higher values indicate higher inequality. This can sometimes be shown as a percentage from 0 to 100%, called the “Gini Index”.



Source: Measuring inequality: what is the Gini coefficient? - Our World in Data

Image: Map of countries by GINI coefficient (1990 to 2020). Alice Hunter, CC BY-SA 4.0 via Wikimedia Commons, [https://commons.wikimedia.org/wiki/File:Map\\_of\\_countries\\_by\\_GINI\\_coefficient\\_%281990\\_to\\_2020%29.svg](https://commons.wikimedia.org/wiki/File:Map_of_countries_by_GINI_coefficient_%281990_to_2020%29.svg)

## The Civil Rights Movement, 1950



The civil rights movement was a struggle for social justice that took place mainly during the 1950s and 1960s for Black Americans to gain equal rights under the law in the United States. The Civil War officially abolished slavery, but it didn't end discrimination against Black people—they continued to endure the devastating effects of racism, especially in the South. By the mid-20th century, Black Americans, along with many other Americans, mobilised and began an unprecedented fight for equality that spanned two decades.

Source: <https://www.history.com/topics/black-history/civil-rights-movement>

Image: Civil Rights March on Washington, D.C. (Leaders marching from the Washington Monument to the Lincoln Memorial), <https://www.flickr.com/photos/archivesfoundation/9515062877>, Public Domain

## The First Earth Summit, 1972-06-16

The United Nations Conference on the Human Environment, held in Stockholm from 5-16 June 1972, is also known as the First Earth Summit. During this conference, a declaration was adopted, outlining key principles for protecting and enhancing the human environment. It included an action plan with recommendations for global environmental efforts.



Significantly, the declaration addressed climate change for the first time, urging governments to consider how their activities could impact the climate. It called for evaluating the likelihood and severity of potential climate effects, marking an important step in recognising climate change as a global issue.

This two-week conference was convened by the UN General Assembly to build international consensus on preserving and improving the environment for current and future generations. One of the key speakers was Indian Prime Minister Indira Gandhi, who addressed the conference.

Source:

<https://sgkplanet.com/en/the-stockholm-declaration-in-way-to-the-half-century-of-the-first-earth-summit/#>

<https://www.un.org/en/chronicle/article/stockholm-kyoto-brief-history-climate-change>

Image: UN Photo/Yutaka Nagata, <https://www.unep.org/ru/node/33603>

## Anti austerity movements Greece, 2010-05-05 - 2012-10-18



The anti-austerity movement in Greece involved a series of demonstrations and general strikes that took place across the country. The events, which began on 5 May 2010, were provoked by plans to cut public spending and raise taxes as austerity measures in exchange for a €110 billion bail-out, aimed at solving the Greek government-debt crisis. Three people were killed on 5 May in one of the largest demonstrations in Greece since 1973.

Source: [https://en.wikipedia.org/wiki/Anti-austerity\\_movement\\_in\\_Greece](https://en.wikipedia.org/wiki/Anti-austerity_movement_in_Greece)

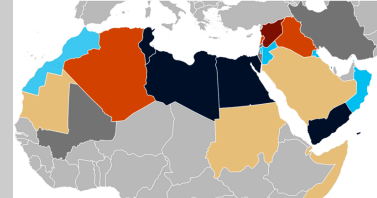
Image: 29 June 2011: Demonstrations in front of the Greek parliament - Moutza against the parliament.

[https://commons.wikimedia.org/wiki/File:20110629\\_Moutza\\_demonstrations\\_Greek\\_parliament\\_Athens\\_Greece.jpg](https://commons.wikimedia.org/wiki/File:20110629_Moutza_demonstrations_Greek_parliament_Athens_Greece.jpg), Ggia, CC

### Arab Spring, 2010-12-07 - 2012-12-01

The Arab Spring began in Tunisia after Mohamed Bouazizi's self-immolation in protest against police corruption. These uprisings highlighted deep-rooted social and economic disparities, spread across the Middle East from 2010-2012. They were fueled by widespread frustration over human rights violations, political repression, and economic stagnation.

Many countries in the region suffered from high unemployment, poverty, and inequality, especially among youth populations, while corrupt elites maintained power. Economic opportunities were scarce, and social mobility was limited, deepening public discontent. The lack of political freedoms and the concentration of wealth among ruling classes exacerbated feelings of injustice.



These social and economic disparities became the foundation for the protests. The Arab Spring exposed the link between economic hardship and authoritarian governance, emphasizing the role of inequality in driving unrest.

Source: <https://www.britannica.com/event/Arab-Spring>

Image: Arab Spring Map, [https://commons.wikimedia.org/wiki/File:Arab\\_Spring\\_map.svg](https://commons.wikimedia.org/wiki/File:Arab_Spring_map.svg), Brightgarls, CC 3.0 via Wikimedia Commons.

### Occupy Wall Street Movement (OWS), 2011-09-17 - 2011-11-15

Major protest movement against economic and social inequality that arose in the aftermath of the Great Recession resulting from the 2008 financial crisis. The main protest action involved the occupation of Zuccotti Park in Lower Manhattan (New York) from September 17 to November 15, 2011.

Although the main Zuccotti Park occupation was relatively short-lived, the OWS movement had a major cultural impact. Inspired by events in New York, similar occupation movements appeared globally, not only across the United States but around the world, like Occupy London.

The whole phenomenon reached its apex on October 15, 2011, when members of the movement and others joined together in a global “Day of Rage” protest. Demonstrations occurred in more than 900 cities.



The demonstration marked the beginning of a new focus on wealth disparity in American politics. Occupy Wall Street succeeded in reframing the national conversation about economic inequality, and it did so in simple effective terms. The protesters' slogan “We are the 99 percent”—referring to the difference in wealth between the richest percentile of U.S. citizens and the rest of the population—resonated and persisted.

Source: <https://study.com/academy/lesson/occupy-wall-street-origins-purpose.html>  
<https://www.britannica.com/topic/Occupy-Wall-Street>

Image: [https://commons.wikimedia.org/wiki/File:Day\\_14\\_Occupy\\_Wall\\_Street\\_September\\_30\\_2011\\_Shankbone\\_51.JPG](https://commons.wikimedia.org/wiki/File:Day_14_Occupy_Wall_Street_September_30_2011_Shankbone_51.JPG), David Shankbone, CC BY 3.0 via Wikimedia Commons.

### Indignados Movement Spain (M15), 2011-05-05 - 2015-04-01

The anti-austerity movement in Spain, also known as the 15-M or Indignados Movement, began around the 2011-2012 local and regional elections. Sparked by the 2008 recession and severe austerity measures, the movement protested economic inequality, political corruption, and a system seen as failing its citizens.



What started with forty people on May 15 quickly grew to over 20,000 "indignants" camping in Madrid's Puerta del Sol by May 21. The protests spread across Spain, with demonstrations in major cities. The movement led to the rise of new political parties, like Podemos, and became a symbol of discontent with the existing political order.

Source: <https://english.elpais.com/society/2022-05-02/15-m-how-spains-outraged-movement-spawned-political-change.html#>  
Image: Puerta del Sol in Madrid during the 2011 Spanish protests. <https://commons.wikimedia.org/wiki/File:PuertadelSol2011.jpg>, Fotograccion, CC SA 3.0 via Wikimedia Commons.

### Black Lives Matter, 2013-07-13



The Black Lives Matter (BLM) movement, founded in 2013, initially focused on police brutality but also highlighted broader social and economic inequalities faced by Black communities. These disparities, rooted in systemic racism, affect wealth, education, housing, healthcare, and employment. Black Americans face higher rates of poverty and unemployment, alongside limited access to quality education and discriminatory housing practices, which perpetuate economic hardship.

Police violence is a visible symptom of these deeper inequalities, with over-policing in marginalised communities reflecting the broader devaluation of Black lives. BLM advocates for not only ending police brutality but also addressing the structural causes of inequality, calling for reforms in education, jobs, and housing access.

Source: <https://library.law.howard.edu/civilrightshistory/BLM>  
Image: BLM March Baltimore City, [https://commons.wikimedia.org/wiki/File:Black\\_Lives\\_Matter.jpg](https://commons.wikimedia.org/wiki/File:Black_Lives_Matter.jpg), John Lucia, CC BY 2.0 via Wikimedia Commons.

### #MeToo Movement, 2017-10-15

The #MeToo movement, initiated by Tarana Burke in 2006, aimed to raise awareness about sexual violence and highlight the pervasive rape culture and gender inequality. A very important step in the movement was when French journalist Tristane Banon, publicly announced that she was sexually harassed by Dominique Strauss Kahn in 2002. You can also find more about the movement in the Education Kit on [Gender Equality](#). The movement gained further traction in late 2017 when actress Alyssa Milano encouraged others to share their





experiences of harassment and assault, especially in response to the allegations against film producer Harvey Weinstein.

The movement quickly went viral on social media, empowering individuals, particularly women, to speak out against sexual violence and harassment in various industries.

#MeToo has not only focused on high-profile cases but also emphasised the widespread nature of such abuses, revealing how power dynamics perpetuate gender inequality. By fostering a collective voice, the movement seeks to dismantle the societal norms that allow sexual violence to persist, advocating for accountability and systemic change to protect survivors and promote gender equality.

Source: <https://metoomvmt.org/get-to-know-us/history-inception/>

Image: Wolfmann, CC BY-SA 4.0 via Wikimedia Commons,

[https://commons.wikimedia.org/wiki/File:MeToo\\_hashtag\\_digital\\_text\\_on\\_RGB\\_screen\\_2017-12-09\\_version\\_11.jpg](https://commons.wikimedia.org/wiki/File:MeToo_hashtag_digital_text_on_RGB_screen_2017-12-09_version_11.jpg)

### Fridays for Future, 2018-08-20

Fridays for Future is a youth-led movement that began in August 2018 when 15-year-old Greta Thunberg and other young activists staged protests outside the Swedish parliament, demanding action on the climate crisis. Thunberg's initial solitary strike quickly gained momentum as she shared her efforts on social media, inspiring students around the world to join her cause.



The movement encourages young people to take part in regular school strikes, urging governments to prioritise climate action and implement sustainable policies. By amplifying youth voices, the movement seeks to hold leaders accountable and advocate for systemic change to combat environmental degradation and promote a sustainable future. Through collective action, Fridays for Future emphasises that young people are crucial in the fight against climate change.

Source: <https://fridaysforfuture.org/>

Image: Fridays for Future, FridaysForFuture Deutschland, CC 2.0 via Wikimedia Commons,

[https://commons.wikimedia.org/wiki/File:Fridays\\_for\\_Future\\_25.01.2018\\_Berlin\\_%2846871949391%29.jpg](https://commons.wikimedia.org/wiki/File:Fridays_for_Future_25.01.2018_Berlin_%2846871949391%29.jpg)

### Mouvement des Gilets Jaunes (Yellow Vests Movement), 2018-11-17

This was a movement for economic justice that began in France in October 2018. The Yellow Vests movement, known as "Gilets Jaunes" in French, got its name from the high-visibility yellow vests that French drivers must keep in their vehicles for emergencies. The movement began in October 2018 as a protest against rising fuel taxes, and the yellow vests became a symbol of the protesters' demands for economic justice and improved living conditions.

The choice of the yellow vest was significant because it is a common, easily recognizable item that symbolises the everyday worker. It also highlights the grassroots nature of the



movement, as the protesters were largely from rural and suburban areas, feeling neglected by the government.

Soon “yellow vest” demonstrations multiplied internationally (Belgium, The Netherlands, Sweden, Greece, UK, Germany, Canada, Ireland, Poland, Bulgaria, Turkey, Greece, Israel, Serbia, Jordan, Iraq).

Source: <https://aeod.library.harvard.edu/galleries/yellow-vests-movement>

Image: Yellow Vests protest, Belfort January 2019, Thomas Bresson, CC BY 4.0 via Wikimedia Commons, [https://commons.wikimedia.org/wiki/File:2019-01-19\\_14-06-10\\_manif-GJ-Belfort.jpg](https://commons.wikimedia.org/wiki/File:2019-01-19_14-06-10_manif-GJ-Belfort.jpg).

### Europe’s migration and refugee crisis, 2015

According to the UNHCR, migration is the movement of people from one place to another, to settle in a new location. It is an all-time phenomenon. Migration can be voluntary or involuntary and can occur for a variety of different reasons, including economic, environmental and social issues. Migration and immigration are concepts that predate current laws, rooted in human history as nomadic tribes sought fertile lands and new resources. People migrate for various reasons, such as armed conflict, natural disasters, gender inequality, political corruption, and lack of job opportunities or access to healthcare and education. However, immigration is complex and involves a combination of reasons. For example, war and conflict create asylum seekers who flee human rights violations and persecution, while refugees are forcibly displaced by external circumstances. Environmental factors, such as natural disasters and climate change, disproportionately impact impoverished families, especially in less developed countries. As climate change intensifies, it is expected to lead to an increase in immigration as affected individuals seek safer living conditions.

Source: <https://www.europarl.europa.eu/topics/en/article/20200624STO81906/exploring-migration-causes-why-people-migrate>

## Step 2 Part 2: Different Perspectives on Social Inequality

*Students are presented with role cards from people or organisations that have different perspectives on social and economic inequality.*

### Introduction

During this lesson, students will learn more about social inequality by analysing how some people deal with it and take action against it, in order to be aware of the different ways of approaching the issue.

### Lesson objectives

- Students will analyse how different people and different organisations, including the characters from the starter clip, reflect on social and economic inequality, in order to draw conclusions about their own perspectives.
- Students will learn that exploring different perspectives, gathering more facts and analysing these is fundamental to the development of a well-considered, balanced personal view.
- Students will brainstorm possible answers to the research question.

### Preparation and materials

- [Character cards](#) (annex 6) with some protagonists from the starter clip and other characters.

### Planning grid

#### 1) Introduction and analysis of different characters

- Give a copy of a different character card to each group. Before they start with their analysis, have a classroom discussion to remind the students of who the characters from the starter clip are. Tell them that most of the other characters are not in the starter clip.
- Tell students to analyse the information that appears in the cards individually or in pairs/groups (depending on the number of people you have in the class). Ask them to identify the perspectives of those dealing with social and economic inequality.
- Next, they will explain to the whole class what their conclusions are. Let

students discuss the different perspectives.

## 2) Final Discussion

- To finish, invite your students to reflect on the topic, using the following guiding questions:
  - Where can social and economic inequality lead to?
  - What do people that experience social and economic inequality have in common?
  - Why do people react differently to social and economic inequality? What causes them to think differently?

## Annex 6: Character Cards

### Laurene Powell Jobs

Philanthropist Laurene Powell Jobs, the widow of Apple founder Steve Jobs, will invest \$3.5 billion within the next 10 years to address the climate crisis, a spokesperson for Emerson Collective, Jobs' organisation, said on Monday.

The money will go into Waverley Street Foundation, an organisation Jobs set up in 2016, and focus on "initiatives and ideas to help underserved communities most impacted by climate change," the spokesperson said. "Efforts will focus on housing, transportation, food security, and health." Jobs has done most of her work through Emerson Collective, which focuses on education, immigration reform and environmental causes, and has other media investments and grants in film, TV production and journalism.



References: <https://www.reuters.com/business/sustainable-business/laurene-powell-jobs-invests-35-bln-new-climate-action-group-2021-09-28/>  
Image: <https://www.flickr.com/photos/tedconference/40505056595> CC BY-NC-ND 2.0

### Marlene Engelhorn

Marlene Engelhorn, a German-Austrian, gave up her inheritance from her grandmother, who died in 2022, because she felt she did not deserve the money. Engelhorn's family is linked to Friedrich Engelhorn, founder of the chemical company BASF, and her grandmother Traudl Engelhorn-Vechiatto had over 4 billion euros.

A committee of 50 Austrians, aged 16 to 85, decided how to allocate the money to reduce inequality and help disadvantaged people. They chose 80 organisations, with the Austrian Nature Conservation Association receiving the most, 1.6 million euros. The rest went to initiatives in climate, housing, health, social affairs, education, and integration. Engelhorn advocates for reinstating inheritance tax in Austria, which was abolished in 2008, believing the wealthy should contribute more to society. Der Spiegel reports that 600 billion euros will be inherited tax-free in Austria over the next 30 years.



References: <https://nos.nl/artikel/2525093-club-van-50-oostenrijkers-verdeelt-25-miljoen-euro-van-rijke-erfgename>  
Image: [https://commons.m.wikimedia.org/wiki/File:Re-publica\\_23\\_-\\_Tag\\_1\\_%2852952487951%29.jpg](https://commons.m.wikimedia.org/wiki/File:Re-publica_23_-_Tag_1_%2852952487951%29.jpg) CC 2.0

## European Anti-Poverty Network (EAPN)

The European Anti-Poverty Network (EAPN) is the largest network in Europe focused on fighting poverty and social exclusion. Established in 1990, it brings together national, regional, and local networks, including anti-poverty NGOs and grassroots groups. Supported by the European Commission, EAPN includes 31 national networks from 27 EU member states (excluding Slovenia), plus Norway, Iceland, Serbia, and North Macedonia, along with 13 European organisations. EAPN has consultative status with the Council of Europe and is a founding member of the Platform of European Social NGOs.

Reference: <https://www.eapn.eu/who-we-are/what-is-eapn/>

Image: <https://www.flickr.com/photos/socialeurope/11081479745/> CC BY-ND 2.0



## Doctors of the World

Doctors of the World, is an international network and movement of doctors that fight for universal access to healthcare. They believe that everyone should have equal access to healthcare regardless of social or economic situation and consider this a human right. With their work, they also advocate to structurally take away any barriers that would stop people from going to a doctor and aim to raise awareness of human rights violations. They were founded in 1978, by a French doctor, Bernard Kouchner, who, together with several colleagues, provided medical care to Vietnamese refugees stuck on a boat at sea. In the 1980s and 1990s, they primarily worked in conflict zones such as Afghanistan, El Salvador and Cambodia, Rwanda and Kosovo. Nowadays, their national branches are also active in Europe where they offer medical care to those who cannot access regular healthcare because of economic barriers.



Reference: <https://doctorsoftheworld.org/>

Image: By Henning Schlottmann via Wikimedia Commons, [https://commons.wikimedia.org/wiki/File:C3%84rzte\\_der\\_Welt\\_9912.jpg](https://commons.wikimedia.org/wiki/File:C3%84rzte_der_Welt_9912.jpg), CC BY-SA 4.0

## Fridays for Future

Fridays for Future is a youth-led movement following the protests led by Greta Thunberg in 2018, to raise awareness on climate change and urge political leaders to undertake action against climate change and the fossil fuel industry to make a transition to renewable energy. Ever since, the movement has been behind numerous youth-led climate



strikes across the globe, also receiving support from scientists. Their action points also address the inequality caused by climate change and how it affects economically disadvantaged people and communities more than economically well-off groups in society.

Reference: <https://fridaysforfutureusa.org/>

Image: Fridays for Future Flag, [https://commons.wikimedia.org/wiki/File:Fridays\\_for\\_Future.jpg](https://commons.wikimedia.org/wiki/File:Fridays_for_Future.jpg), CC0. 1.0 Universal Public Domain.

### Protagonist: Mélanie N'Goye Gaham

Mélanie N'Goye Gaham is a social worker and the unofficial leader of the Yellow Vests in Amiens. Mélanie was violently beaten on the back of the neck by a police man on 20 April 2019 during Act 23 of the Yellow Vests movement in Paris. Nowadays she still suffers from this act of police violence and is part of the association Mutilé.e.s pour l'exemple (Mutilated as an example). She believes that the system in depth needs to be changed and sees the Yellow Vests movement as a first step towards a world where money is not more important than people. According to her, a different future is possible, even if you have to fight to get it.



References: <https://www.vpro.nl/programmas/in-europa/lees/verhalen/gelehesjes-een-revolutie-plan-je-niet.html>

<https://www.politis.fr/articles/2021/07/mutilee-pour-lexemple-melanie-ngoye-gaham-41-ans-membre-des-gilets-jaunes-43443/>

Image: <https://npo.nl/start/serie/in-europa-de-geschiedenis-op-heterdaad-betrapt/seizoen-3/de-gesmoorde-revolutie/afspelen>

### Amnesty International

Amnesty International is an international non-governmental organisation focused on human rights, with its headquarters in the United Kingdom. The organisation says it has more than ten million members and supporters around the world.



The stated mission of the organisation is to campaign for "a world in which every person enjoys all of the human rights enshrined in the Universal Declaration of Human Rights and other international human rights instruments." The organisation has played a notable role on human rights issues due to its frequent citation in the media and by world leaders.

Amnesty International promotes the upholding of economic, social and cultural rights, sometimes referred to as "ESC rights". These rights are protected under the Universal Declaration of Human Rights and many human rights treaties.

References: <https://www.amnesty.org/en/about-us/>

Image: <https://www.flickr.com/photos/35723603@N05/3401890393> CC BY-NC-SA 2.0

## Rosa García

Rosa García is an activist, representative of Stop Desahucios Gipuzkoa, a local chapter of the broader Stop Desahucios Spain movement. This citizen-led platform emerged in response to the social and economic crisis that followed the 15-M movement (15th of May movement, also known as the Indignados Movement) in Spain. Its primary goal is to defend the rights of individuals and families facing eviction due to mortgage debt and the predatory practices of banks.



As a retired pensioner, Rosa dedicates her time to representing the interests of people affected by these abusive lending practices. Her activism is focused on ensuring that people maintain their right to housing, standing up to evictions, and advocating for fairer financial treatment from banks. Along with other activists in this plural movement, she supports individuals by accompanying them through the often stressful and complex legal and financial processes, ensuring they are not alone in their fight to stay in their homes.

References: <https://afectadosporlahipoteca.com/category/propuestas-pah/stop-desahucios/>  
Image: stopdesahucios gipuzkoa, October 2024

## Emmanuel Macron

Emmanuel Macron's time as president of France since 2017 has been shaped by policies that blend free-market ideas with some elements of socialism. In 2016, he also founded the pro-European "La République en Marche", in Amiens, a political party that aimed to fight unemployment in France. At the time, Macron was Minister of Economic Affairs. During his presidency, Macron has made changes like cutting taxes for the rich, loosening labour laws, and reducing social programs, hoping to boost the economy. While these moves aim to attract businesses and investment, many people feel they mostly help the wealthy and harm ordinary workers.



His use of Article 49.3 to push reforms without full debate has also upset a lot of citizens, who see it as undemocratic. These policies have led to job insecurity and fewer benefits for many, sparking protests like the Yellow Vests movement, where people voiced their frustration over growing inequality in France.

References: <https://www.lemonde.fr/blog/piketty/2023/03/14/macron-the-social-and-economic-mess/>  
[https://www.lemonde.fr/en/france/article/2023/06/09/france-has-a-persistent-social-divide-according-to-inequality-monitor\\_6030685\\_7.html](https://www.lemonde.fr/en/france/article/2023/06/09/france-has-a-persistent-social-divide-according-to-inequality-monitor_6030685_7.html)  
Image: [https://commons.m.wikimedia.org/wiki/File:Emmanuel\\_Macron\\_March\\_2024\\_%283%29.jpg](https://commons.m.wikimedia.org/wiki/File:Emmanuel_Macron_March_2024_%283%29.jpg) CC 2.0



## Jeff Bezos

He is an American businessman, media proprietor, and investor, known for founding Amazon, where he served as executive chairman and formerly as president and CEO. Amazon is the world's largest e-commerce and cloud computing company. As of July 16, 2024, his net worth is estimated at \$211 billion, making him the second wealthiest person in the world according to Forbes. From 2017 to 2021, he was the richest person, according to both the Bloomberg Billionaires Index and Forbes.



Throughout the years, Amazon employees have organised various strikes, notably during the COVID-19 pandemic, to demand higher wages. In response, Amazon implemented minimal measures, such as a temporary \$2 hourly wage increase and temperature checks. In April, hundreds of Amazon workers protested the company's handling of the pandemic by staging a sick-out. Organisations like Amnesty International quickly voiced their support for the workers, urging Bezos to address their demands.

References: Wikipedia

Image: <https://www.flickr.com/photos/nationalmuseumofamericanhistory/27082017703> CC BY-NC 2.0

## Giorgia Meloni

As Prime Minister of Italy since 2022, Giorgia Meloni's government has faced criticism for economic policies perceived as favouring the wealthiest segments of society. Her administration has implemented significant tax cuts for higher income brackets and large corporations, aiming to stimulate economic growth and investment. However, these policies have come at the expense of social services, with substantial cuts to welfare programs and public services. Critics argue that these reductions disproportionately impact lower-income and vulnerable populations, exacerbating existing economic inequalities.



References: <https://www.socialeurope.eu/at-italys-dark-heart-the-weak-rule-of-law>

Image: [https://commons.wikimedia.org/wiki/File:Giorgia\\_Meloni\\_Official\\_2023\\_%28cropped%29.jpg](https://commons.wikimedia.org/wiki/File:Giorgia_Meloni_Official_2023_%28cropped%29.jpg) CC 3.0

## Elon Reeves Musk

Elon Reeve Musk is a businessman in the US. He originates from a wealthy South African mining family. He is known for his key roles in Tesla, SpaceX, Starlink and Twitter, now called X. Musk is the wealthiest individual in the world; as of February 2025, his net worth is estimated to be US\$397 billion (Forbes).

Elon Musk's influence is rooted in his wealth, affecting technology and labour markets worldwide. His companies are central to the development of electric vehicles, space exploration and also communication. His political influence is also rooted in his wealth. His political activities and views have made him a polarising figure. He has faced criticism for making unscientific and misleading statements, including misinformation about COVID-19, endorsing antisemitic and transphobic comments, and promoting conspiracy theories.



Musk has engaged in political activities in several countries and has been a vocal and financial supporter of U.S. President Donald Trump. He was the largest donor in the 2024 United States presidential election.

Musk regularly supports the far right in Europe as well. He publicly backed Nigel Farage's Reform UK party but later turned on Farage over a jailed far-right activist. He also used his social media platform X to offer the floor to the far right-wing party Alternative für Deutschland (AfD) chief Alice Weidel and participated in the election rally of the AfD. Critics argue that the billionaire is abusing the reach of his platform to influence the German elections, and more generally European politics.

In January 2025, Musk was appointed the head of Trump's newly restructured Department of Government Efficiency. This Department was established by executive order in January 2025 to cut the U.S. federal budget. It isn't a Cabinet-level department, it operates within the executive branch, with teams embedded in various federal agencies. Musk was designated a "special government employee". One of the first things Musk did was announce the shutting down of USAID, one of the largest official aid agencies in the world with missions in over 100 countries, primarily in Africa, Asia, Latin America, the Middle East, and Eastern Europe.

References: <https://www.theguardian.com/us-news/2025/feb/04/trump-elon-musk-federal-government>  
<https://theconversation.com/the-far-right-is-rising-at-a-crucial-time-in-germany-boosted-by-elon-musk-247895>  
Image: [https://commons.wikimedia.org/wiki/File:Elon\\_Musk\\_Royal\\_Society\\_crop.jpg](https://commons.wikimedia.org/wiki/File:Elon_Musk_Royal_Society_crop.jpg) CC BY-SA 3.0

## Step 2 Part 3: Choosing a topic!

*Students will choose the topic for their documentary, based on their own inspiration, the information they have discovered throughout the previous lessons and the character cards.*

### Introduction

In this part, students will choose the topic of the documentary they will create, taking ideas from the starter clip, character cards and the examples presented in the timelines.

### Lesson objectives

- Students will organise themselves in groups of 4 - 6
- Students will choose a topic for their research

### Preparation and materials

- Groups of 4 - 6 students
- Handout 7: [Choosing your Topic!](#)

### Planning grid

#### 1) Introduction

- Tell students that they will create a documentary in groups of 4 - 6. Make the groups or tell them to organise themselves into groups.

#### 2) Choosing the topic

- Before they start choosing the topic, remind them that social and economic inequality can be very complex
  - Students can take ideas from the character cards and the examples they have analysed.
  - They can also take ideas on whom they could interview from the handout [Choosing your topic](#). In the handout, they will find different examples of types of people/organisations they can do research on or interview for their documentary.

Be sure that each group has chosen the topic for the documentary by the end of this part, so that they can start doing research in the next step.

## Annex 7: Choosing your topic!

Students get to choose a topic for their documentary to answer the main research question. In doing so, students can choose from a list of examples that they can interview or visit for their documentaries.

Examples may include:

- Someone in their direct surrounding dealing with (the consequences of) social and economic inequality (or poverty);
- A policy maker trying fight social and economic inequality;
- A community leader involved in helping people experiencing poverty;
- NGO
- Socially excluded and marginalised groups

## Step 3: Research and creation of the documentary

### Part 1:

#### Research and creation of the documentary based on examples of local history

In this step, students will learn how to create a documentary in groups, after researching the topic in their own environment. Students will learn how to make a documentary, research the topic in their environment and create the historical documentary in groups of 4-6 students. This is the central step of the project.

#### Uploading

Once students have finished, teachers will upload their videos by following the steps in the uploading tutorial, then contact the partner school and share the links to students' videos. You can share the link with EuroClio via [ineuropeschools@euroclio.eu](mailto:ineuropeschools@euroclio.eu). The tutorial for how to upload can be found on the [In Europe Schools YouTube Channel](#) and on the [website](#). On the YouTube channel, you will find the films made by students from all over Europe who have participated in this project.

Once you have uploaded your videos, YouTube will give you a unique link for each video. Make sure to send these links to: [ineuropeschools@euroclio.eu](mailto:ineuropeschools@euroclio.eu). And remember that this project is not a contest: all films made by your students are welcome to our playlist!

#### Copyright notice

The participating schools will ensure that any footage of third parties and/or music in the clip is cleared. This means that the participating schools must have permission of the original copyright owners and/or the participating schools will use footage and/or music that is free to use (like royalty-free stock music). We strongly advise you not to use copyrighted material without the permission of the copyright owner(s). This also applies to any material of the VPRO (like photos, logos, audio, video etc). If the participating schools are using a copyrighted work (for example, music or archive footage) without permission, the participating schools may be infringing the owners' rights to that work. The participating schools are aware that they will be fully responsible for any claims in that regard. VPRO cannot be held accountable for any claims of third parties. For more information, see tutorials on research, editing and uploading. Click [here](#) for more information about uploading and copyright on YouTube.

## Introduction

In this step, students will create a documentary in groups, after researching the topic in their own environment.

## Lesson Objectives

- To learn how to create a documentary
- To make a documentary of 10-15 minutes in groups of 4 to 6 students after being assigned different roles

## Preparation and materials

- Groups of 4-6 students
- Tutorials on making a documentary
- [Role cards](#) The steps follow the information given in the tutorials and as they are connected to certain roles, the information is also linked in the role cards.
  - Researching
  - Interviewing
  - Filming
  - Editing
- Assessment grid for the documentary ([annex 1](#))
- Specifications for filming on mobile phones ([annex 8](#))
- Statement of consent ([annex 9](#))
- Make copies of the roles and their functions. All the students will be researchers so make copies for each of them. The other functions will be assigned to one/two students in each group depending on the number of students.
- Give the assessment grid to the students before starting the creation of the documentary in case you want to use it as a framework for assessing the students.
- As the teacher, watch all the tutorials in advance so that you know what the students are going to be doing and understand how the various functions fit together.

## Planning grid

### 1) Introduction

- Tell students they will create the documentary in groups of 4-6 and that they will have different roles whilst creating it. There are four roles:
  - Researcher: done by the whole group.
  - Interviewer: in charge of preparing the questions and doing the interview.
  - Camera operator : will record the interview and images needed.
  - Editor: will edit the film with the help of his/her colleagues.

### 2) Organising roles and watching tutorials

- Divide the roles among the groups or let the students choose a role and give them their role cards. For groups of 6, some functions can be duplicated.
- Give each student his/her role card. Ask them to carefully read their role cards and watch the tutorials. As the research will be done by all the students, you can watch this tutorial as a class. The other tutorials can be watched individually as **homework**.

### 3) Researching

- Students will do the main part of the **research** on the topic in class. Before starting, remind them that they started finding a local example in Step 2 Part 2 at the conclusion of the lesson and as part of their homework. Be sure all the groups have a topic/subtopic when they start the research.
- It may be difficult for students to identify an appropriate person to interview in their own environment. Tell the students that this person does not have to be someone who has direct experience of the issue, but can also be someone who is an expert, or whose family experienced the topic students are researching. This increases the range of topics that can be addressed.
- Explain to students that the videos have to be in English, because otherwise, your partner school will not be able to watch your videos in the last exchange lesson.

If the interview partner is not able (or willing) to do the interview in English, they can do the interview in any other language but then they would have to add English subtitles to their video for the interview parts. The tutorial upload explains how to add subtitles after editing.

- The last step of the research is to plan the creation of the movie. Let students do it themselves based on the information provided in their role/step's documents, but check the planning as they will do the following activities out of school.

### 4) Out of school activities

- Students will do the interviewing/filming and editing out of school.
- During the filming phase, organise an opportunity for the students to have contact with you for questions and support (mail contact, a walk-in consultation hour, etc.).
- Remind students that, as it appears in the interview/filming tutorial, they have to ask for the written permission of the people they interview. In the case your students interview a person **under 16**, they have to ask for written permission from their parents via the quit claim ([annex 9](#)).

## 5) Uploading

- As a teacher, watch the tutorial [Uploading](#). The tutorial will lead you through the uploading process step by step.
- Make sure the uploading is done at least one day before the meeting with your partner class.
- Allocate 10 minutes of uploading time for 1 video, depending on the speed of your internet. For a whole class with low speed internet this could take up to an hour and half.



## Role Cards

### Researcher

#### Your functions are:

- To investigate the subject of the film on the basis of the central enquiry question.
- To search for stories, main persons, archive material (photographs and films that can be used freely) and historical background articles.
- To check whether the stories are really true. Collect the names and details of the main characters and make the first contact for an interview.



#### Responsibilities:

NB: in this project, the research is carried out by the entire group.

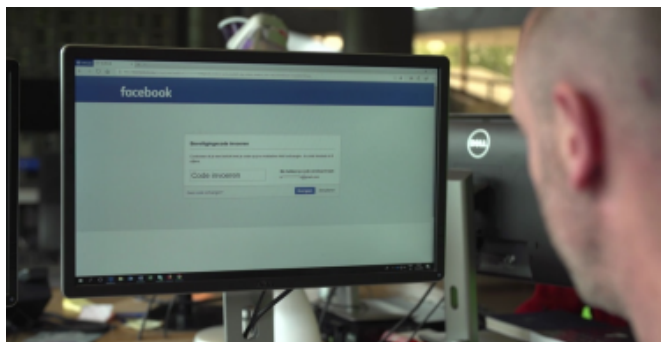
- Those who choose the position of researcher are specifically responsible for checking the sources and data (finding out the truth) and for making agreements with the guests/main persons.
- During the recording, the researcher provides content support to the interviewer.
- The researchers make a list of names and functions for the titles in the editing.

\*Watch the [research tutorial](#) and the [tutorial extended research](#) → with your group for more details and read through the steps for researching below

### Researching (role for the whole group)

#### Brainstorm and look for sources

- First, brainstorm together on how you would like to approach this question so that you can specifically search for the resources you need. What do you want to investigate? Who would answer this question best and where would



you find stories about this question?

- Use different research methods and read different sources as recommended in the tutorial.
- Write down the sources you use and the information they provide.
- Make sure you check your sources. Ask yourself; are they reliable?

### **Mind map**

- Create a profile of the person you would like to interview.
  - What are you actually looking for? What kind of profile does this person have and from what perspective do you want to highlight the theme? From what perspective do you want to tell your story?
- Compare your mind map with the sources and people you have found and make a choice.

### **Content summary and plan of action.**

- Write a short summary of the research. Include checks and balances as explained in the tutorial.
- Write a plan of action as indicated in the tutorial
- Keep in close contact with the interviewer at this stage. He or she will formulate his or her questions based on your data.

### **Personal contact (do this together with the interviewer)**

- Get in contact with your main character(s).
- In order to determine whether your main character is really the right person for your film, personal contact is very important.
- Set a date for the interview
- Check the specific names and titles of your main characters.

### **Photos**

- If you search for photos, make sure they are free of copyright restrictions as indicated in the tutorial.

### **Planning**

- Meet with your group to plan out the time you have to make the movie.
  - How much time do you need to spend on research?
  - When will you conduct the interviews?
  - How long do you want to take to edit?
- Make appointments with your main characters and ask permission to film at certain locations.

## Interviewer

### Your functions are:

- To ask the guest or main character the interview questions.
- To prepare the interview/questionnaire on the basis of the researcher's information.
- In consultation with the group, to choose a form of interview that suits the type of documentary chosen. (see tutorial).
- To maintain close contact with the camera operator and the editor.
- To speak to the guest in advance and tell the camera operator and editor what the interview is about.



### Responsibilities:

- Making a questionnaire that fits in with the research.
- Responsible for good contact with the guest.
- Responsible for good cooperation with the camera operator.
- After the editing, inform the guests about which parts of the interview are in the film.

\*A good interviewer will watch the [interviewing tutorial](#) → and read the steps for interviewing → He/she will also share main findings with the group

## Steps for interviewing

### Preparing the interview

Personal contact (do this together with the researcher)

- Get in contact with your main character(s). In order to determine whether your main character is really the right person for your film, personal contact is very important.
- Set a date for the interview.

### Choose your way of interviewing

- Choose the style of interviewing as pointed out in the tutorial:
  - o Are you going to be in it as our guide through the whole story or are you the invisible interviewer and will the story tell itself?
- Write down your questions based on the research.

### Planning the filming with the camera operator

- Where does the interview take place? Inform your camera operator of the circumstances.
- What do you need to see in order to tell your whole story?
- Plan the scenes you need to complete your interview with the camera operator.

### Interview

- During the interview make sure to ask all the questions you need.
- Check with your camera operator if both sound and video are appropriate.
- Ask for specific names and titles.
- Be polite / be specific / be complete / be kind.
- Get permission from your main character to show this interview on social media.
- Get permission from parents through a quit claim / statement of consent (see below or online) if your main character is under 18.

## Camera Operator

### Your functions are:

- To shoot all the footage for the film. Not only the interview, but also all the images needed to make a good film and build a logical story.
- To think about the locations for filming and the actions to be filmed.
- to consult with the interviewer beforehand so that she/he can determine what and where to film on the basis of the content of the questions.
- To keep in close contact with the editor to ensure that there are enough images for editing with enough variation.
- To make sure that there is enough light to play with, check that all scenes are properly captured in image and sound.
- If necessary, to ask a question again or redo a recording.



### Responsibilities:

- Filming of all images for the film, both interview and environmental shots.
- Practise filming according to the tutorial if you need it.
- Provide the right phone with a charged battery and power bank for recording (possibly via your teacher)
- Responsible for light when filming indoors.
- Responsible for good sound.
- Responsible for good cooperation with the interviewer.
- Responsible for close cooperation with the editor.

\* A good cameraman will watch the [filming tutorial](#) → and read the steps for filming → If time allows, also watch the [editing tutorial](#).

## Steps for filming

### Preparing your materials

- Make sure you have a charged cell phone with a good camera/extra battery pack/sound.
- If you are filming in a house or building look for lights if you need them (see tutorial). Preparing the filming
- Clarify your understanding: o Who is the main character?
  - What story are we going to tell and what do we need to see?

- What actions by the main character will add to the story?
- Where is the best place to tell this story? (her work, his house, their broken down flat, etc.)
- Make a list of all the scenes you need.

### Filming

- Film horizontally!
- Reference the technical aspects on the sheet: specifications for filming on mobile phone ([annex 7](#))
- Use some MS, wide and close up angles during the interview. (see tutorial)
- Make extra shots of the interviewer listening for the editing.
- Make extra shots of the main character listening.
- Use extra tips from the tutorial in improving your filming.

### Download your material

- Bring your material directly to the editor and download together

## Editor

### Your functions are:

- To use the editing of the film to create a complete story. This is where research, interviewing and filming come together. In consultation with the team, scenes or questions can be left out to make the film stronger.
- To be bound to the truth. You are not allowed to transform what a guest/main character has said into another story.
- To look for suitable music or sounds for the film and make titles if necessary. The researchers will provide these and are responsible for correct spelling.



### Responsibilities:

- Assembly of the complete film.
- Practice with the assembly tool if necessary.
- Getting the right laptop/computer for editing from your teacher.
- Providing music and audio for the entire film.
- Close consultation with the interviewer and cameraman/woman about choices to be made in the editing (what do you leave out, in what order do you tell your story).

\* A good editor will watch the [editing tutorial](#) → and read the steps for editing → . If time allows, also watch the [filming tutorial](#)

## Steps for Editing

### Preparation

- Get a computer or laptop.
- Download an edit program and test it out.
- Look at the instructions.
- Upload the film material together with the camera operator with programmes mentioned below.

### Choosing

- Go through all the material and choose the best parts (together with the interviewer/cameraman-woman).

### First draft

- Make a first draft of your editing and do not hesitate to switch scenes to see if it improves your story.
- Adopt tips from the tutorial in your editing.
- Discuss your options with the team.
- Save!!!! Use your save button as much as you can or use an auto saver that will save your edit every 10 minutes.

### Final draft

- Finalise your editing.
- Choose music that is free of copyright restrictions as indicated in the tutorial. (links in tutorial)
- Add sound effects.
- Add titles. Download as MP4 Download your film as an MP4 file and send it to your teacher via email or WeTransfer.

You can edit with the following programs:

- Avid Mediacomposer free
- iMovie
- DaVinci Resolve
- Blender



## Annex 8: Specifications for filming on a mobile phone

**Settings:** Please set your phone to record at **1080p HD resolution** by following these instructions:

- **iPhone:** Please set your iPhone to said resolution via Settings >Camera>Record Video. Pick **1080p HD at 30fps**.
- **Android Samsung, Huawei, HTC, etc):** This differs per phone, but these settings can mostly be found via the settings menu inside the camera app or via the general settings menu. In this menu locate the video size menu. Best setting for filming is **1080p HD and 25fps**.
- If this option is not available on your phone, please make sure it is **not** a number below 1080p and/or 25fps or above 50fps.

**Stability:** Try to create a stable environment by using a tripod or a chair to lean on.

**Sound:** If possible, use an additional microphone. If you do not have one, avoid filming too far away from your sound object or person.

**Extra sound and synchronisation:** You could also use an extra phone to record the sound but then you have to synchronise both phones using a clap:

- Start the audio on one phone and the camera on the other. Now synchronise by clapping your hands slowly. Make sure you record and film the hands and sound.
- **Do not stop your phone after this point.** If you stop, you will have to sync again.
- When editing, you can synchronise the clap with the image of the clap and then the sound and image will run at the same speed.

And last but not least, watch the [filming tutorial](#) → before you start shooting. Good luck!

## Annex 9: Statement of Consent In Europe Schools

Dear [participator] and dear parent or legal guardian of [participator],

[School] and EuroClio/VPRO are very pleased that your child volunteered to make independent recordings in the context of the education project 'In Europe Schools'. Your child will participate in a clip made by students from [School]. This clip will be part of a video to complement the education project.

On behalf of your child we would like to ask you to sign this statement to authorise the [School] to present and publish the recordings of your child in our classroom during the related lessons and on the YouTube channel 'In Europe Schools' hosted by VPRO/Euroclio. The content will be publicly available during the 'In Europe Schools' project for an unlimited period of time.

By signing this form, you and your child freely agree to participate in this video introduction and you declare to be familiar with and agree to the context, the purpose and the use of the project.

For more information about the broadcaster and the project we kindly refer to [vpro.nl/ineuropa](http://vpro.nl/ineuropa).

If you have any questions, do not hesitate to contact us. Thank you.

Best regards, [name] [School] + [phone number]

Place and date: .....

Signature [School]: .....

Signature parent/legal guardian participator: .....

Name of participant: .....

Date of birth: .....

Address: .....

Country: .....

E-mail: .....

## Step 4: Part 1 Exchange and discussion

### Introduction

This step is the most interesting and important part of the project, as students will watch others' videos and exchange their opinions about the topic.

### Lesson Objective

- Students will compare and discuss their conclusions about the topic and enquiry question within the school and with the partner school after watching the documentaries they have all produced.

### Preparation and materials

- The videos of your class correctly uploaded to the web
- The links to the videos made by the students of the partner school
- Assessment grid for co-assessing the videos (annex 1) if you haven't given them to students before.
- Agree on exchange and discussion with the teacher from the partner school (platform, timing, etc). This could be done in a synchronous (online, hangout, etc.) or asynchronous way like by email or in a Q&A forum as it is not always possible to arrange for two classes in two different schools to synchronise schedules.
- To prepare for this session, students could send questions to the other school to discuss during the screening of each other's documentaries. This would also help to structure the exchanges. If the students list their possible questions first, the teacher can select the ones that are most interesting.

### Planning grid

#### 1) Introduction

- Explain to students that they will watch the documentaries they created along with those created by their European colleagues, and then afterwards, they will have a discussion session with the partner school.

#### 2) Sharing and commenting activities

- Sharing and commenting on the videos within schools
  - Share the videos with the whole class.
  - Organise a discussion and feedback session afterwards.

- Remind your students to:
  - be respectful commenting
  - appreciate the work done by the other students
  - give constructive feedback
  - compare the similarities and differences
- Students can fill in the assessment grid for co-assessing the videos of their colleagues, now or at the end of the project.
  
- Sharing of the videos between schools and preparing for discussion
  - Share and watch the videos from the partner class.
  - Prepare the students for discussion with the partner class:
    - (1) What are you going to talk about?
    - (2) How will students organise themselves to participate?
  
- Discussion between schools
  - Understand, compare and discuss the videos with the other group online, chat, etc.
  - Questions about the videos can relate to specific details, background or aspects the students may not be familiar with or fully understand.
  - The idea would be to analyse the different perspectives shown through the videos (outcomes: differences/similarities) with questions like:
    - (1) Compare the case studies, what similarities can you find?
    - (2) What are the differences?
    - (3) Does the partner class have the same viewpoint on the issue?
    - (4) Did they provide information or viewpoints that were previously unknown to you?

### 3) Conclusion

- If time allows, take a moment to draw conclusions from the discussion session in a whole class setting.

## Step 4: Part 2 Final Reflection and Assessment

### Introduction

This lesson will close the project, providing opportunities for individual/group reflection and assessment focused on the topics covered throughout the lesson, the documentary-making process and the project as a whole.

### Objective

- Students will reflect on the development of their opinions on the topic and self-assess/co-assess their documentaries, the projects and their experience of sharing their perspectives with other European students.

### Preparation and materials

- The picture you took in the first step, where students provided their initial opinions on the research question. This will be a useful tool for contextualising the development of their ideas throughout the project.
- Examples/suggestions for individual/group reflection, including the European dimension
- Assessment grid for co-assessing the videos and assessment grid for the teacher to assess the documentary if it was not given to students previously (annex 1)

### Planning Grid

#### 1) Introduction

- Explain to students that they will reflect on and assess the whole project.

#### 2) Reflection activity

- Discuss the research question by using the students' answers from the first lesson to incite discussion and to see if and how they changed their opinions on the question.
- Write group/individual reflections on the topic and the enquiry question.
  - Reflection can focus on student feelings, reactions and drawing comparisons between the ideas they had at the beginning of the lesson and the ones they developed after having learnt about the topic.
  - Points of discussion could include: the video and its context, global and local examples, knowledge of other students' opinions, etc.
  - You can also ask students to write down whether or not they have changed their mind/developed new thoughts and why.  
(1) This can first be done at an individual level, so that students

reflect on their own development. Afterwards, reflection can be expanded to a whole class discussion. If you have a picture of their opinions from the beginning of the project, you can project it and let students make comparisons.

### 3) Assessment

- Assessment has multiple parts:
  - Assessing the topic and quality of the videos the students have created.
    - (1) This can be done as co-assessment and/or completed by the teacher, using the assessment grid.
  - Assessing the complete project.
    - (1) Prepare some questions to discuss individually/in small groups:
      - (a) How did you feel about group work? (roles, timing, responsibilities, etc.)
      - (b) Do you think it is important to research and discuss controversial topics like these?
      - (c) Did the exchange with other students help open your mind to new ideas about the topic?
    - (2) Have students write down two of the best aspects of the project and two things to improve.

### 4) Conclusion

- Evaluate the project:
  - What was it like making a film?
  - What was it like working with a class from another country?
  - For both questions: What was especially difficult? What would you/ what should we do differently if organising a similar project in the future

## Annex 10: Using eTwinning for In Europe Schools

In case you do not have a partner school, you can try to find a partner school from elsewhere in Europe through [eTwinning](#). Once you have found a partner school, you can use TwinSpace to work jointly on the Education Kit. The platform allows you to upload the entire Education Kit, and interact with your partner school. Below, you can find some practical tips on how you can find a partner school using eTwinning.

### What is eTwinning?

eTwinning is a free online platform connecting more than 1 million teachers/teaching staff across Europe. It supports schools in finding partners and working on joint projects in any curricular area, using Information and Communication Technology. eTwinning is part of the European School Education Platform (ESEP), funded by the European Union and administered in participating countries by a National Support Organisation (NSO)

eTwinning projects include activities on different topics and key competencies involving two or more teachers and their students. Each project has its own TwinSpace, a free-to-use, safe platform that is only accessible to other eTwinning members in the project, your selected guests, and your selected pupils. The “In Europe Schools” education kits are easy to use in an eTwinning project.

### How to find a partner school via ESEP/eTwinning

(If you are not already registered)

Create a profile/register on the European School Education Platform. To register on ESEP you need an EU login (easy to create): <https://school-education.ec.europa.eu/en>

Once you’ve registered, this will be sent to the National Support Office for verification\*.

They will validate your registration within 1-5 days which will grant you access to ESEP/eTwinning.

Log in to the platform: <https://school-education.ec.europa.eu/en>

Go to “connect”: <https://school-education.ec.europa.eu/en/connect> and click on “partner search”.

Then click on “add posting”. You can add details about your project. Your posting will be

shared thus allowing other teachers/teaching staff to respond to your posting. Get in touch with each other and see whether or not there is a match.

If you already have a partner you can also go to “connect” to find your partner/partner school on the platform. Once found, you can send your partner a contact request/message.

**New to eTwinning? There are many Webinars to show you how to start and carry out an eTwinning project. Ask your NSO (contact details are on ESEP too).**

\*Only school staff can join the eTwinning community. If you are not a member of staff at a school, you can still enjoy and network in other sections of the European School Education Platform free of charge. Discover all these opportunities here. eTwinners can invite non-eTwinners to specific projects.





## Acknowledgements

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