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## Presentation in History using digital software

In this Unit the student will create a poster with information about landmines. There are different themes that the students can choose to work with, the themes present various topics about land mines.

When producing the posters, the students will work in pairs or groups of three, helping each other with gathering facts and ideas for the design of the poster. For designing the poster, we are using Microsoft Publisher, it is included on the student computers and is quite easy to use. Other similar software is also possible to use in this Unit. When the students produce the poster in a digital way they get good training in ICT.

When the posters are finished we use them for dissemination on our school so that other students that are not in working in the Demeter-project can get information about land mines.

### To be considered before start

It is important that the students have done some other Unit and have some knowledge about land mines. We recommend the movie "The Deminer" as a good introduction to the topic of landmines.

Some of the topics the students had a hard time finding information. The second time we did this Unit we added some pointers, key words and questions that they could use as support when working with the topic.

We have used Microsoft publisher in this Unit. Our students are familiar with the Microsoft-package. If the students are more familiar with software from Google or Apple it is recommended that you use software from those companies instead.

Depending on how much time you have for this Unit you can exclude the student feedback-part of the Unit. By doing that the Unit will be one hour shorter, four hours instead of five to six.

### Teachers

Teachers in History and Technology have participated in this Unit.

### Duration

This unit takes somewhere around five to seven hours to complete. When we have worked with this Unit in Sweden the Unit took six hours to complete. We had three lessons, each two hours long.

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## Objectives and key competences

This Unit has been used in the Technology 1 and History 1<sup>a1</sup> courses in the Swedish curriculum. The core content from the course that the students are working with on this Unit is to develop knowledge in:

- Working with projects, communication, presentation and models e.g. digital media and software
- The history of technology.
- How to search, gather and interpret information from different sources.
- The ability to express their knowledge in various types of presentation.
- The ability to adapt language to different purposes, recipients and situations.

## Material / resources

The student needs:

- Computers
- Some software that they can use to make the posters, we have used Microsoft Publisher.

The teacher needs:

- To be able to print the posters in A3-format for dissemination proposes.
- Projector and computer to show the students how to use the basic functions in the software.

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## Lesson 1

The teacher introduces the Unit to the students Approximately 10 minutes.

The students are divided into pairs/groups of three and the students chooses witch theme they want to work with. (If many groups want the same theme the teacher have to organise so not too many groups chooses the same theme.) Approximately 10 minutes.

The teacher gives the students an introduction on the software used for making the posters. Approximately 10-15 minutes.

This basic functions in the software should be presented and this is:

How to:

- choose format for the poster, A3, standing or laying layout
- add background colour
- draw text box
- change font and font size
- insert pictures
- insert shapes
- zoom in and out
- how to shape outline.



Poster under production.

The students start gathering facts about their theme and starts to develop the design of the poster.

This is the different topics the students can choose from:

- Mines before gunpowder
  - Key words: Battle of Alesia, stimulus, lilies, goads, foot angels. You can also take a look at more modern conflicts where techniques for area controlled has been used without gunpowder mines like the Vietnam war for example.
- Gunpowder mines
  - The history of gunpowder, Houlonggjing, fougasse, safety fuse, mines during the Crimea war and the American civil war (torpedo).
- High explosive mines and the development of modern explosives
  - Cotton powder, nitro-glycerine, trinitrotoluene, amatol...
- Mines in the era of the World wars
  - How were mines used and by who?
  - Where?
  - What happened after the war?
- How does a land mine work and what different types of land mines are there?
- What different techniques for Mine clearing can be used?
- The struggle to ban land mines

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- The design of the poster, that it looks good and is adapted to the target group (16-19 years old students)
- That the student is involved in the production of the poster (this is a pairs/group assignment).

## Teachers reflections of the lesson

We have worked with this Unit for the past three years with our first grade student at the Technology program in Västerås.

Because of the Corona-situation in Sweden we had the work on unit made on Microsoft teams one of the years. The result was not as good as when the students did the Unit in school. This is a Unit that should be produced in the classroom so the teacher can watch over the progress of the design and source gathering and help the students with this.

The different themes have worked well and it's good to give the students some pointers in some of the themes that are a bit harder to gather facts about, for example with the topic of "Land mines before gunpowder" and the early versions of landmines with gunpowder.

When doing the students feedback in lesson three it's important that the students do this in a serious way and hands in the feedback both to the group that they have given feedback and to the teacher so that the teacher can see how the feedback looks like.

When working with this Unit I found out that the student's feedback to each other on the poster did not worked out as well as I had hoped. The students did not take it to serious and the feedback did not do any deferens to the final product in most cases. Our students had no experience in giving each other feedback, it was something we tried and it did not work out as well as we had hoped. If the students had more training in giving feedback I think this would have worked out much better.

The last year that we worked with this Unit we excluded the student feedback, if you do that the Unit will take around 4 hours to complete instead of five to six hours.

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