



[Name of the scenario] – VEGA Teaching Scenario

Topic: Visit the house of Anna Frank and gain an insight and understanding of her duress during WW2

Subject(s): Social Sciences and Literature

Age / Grade: 14+/Grade 9+

Introduction to the scenario (*incl. possible applications, alternatives, risks, and possible challenges*)

Learning outcomes:

- comprehend the reasons behind and the consequences of the WW2
- gain an understanding of Anne Frank's life
- experience empathy towards people in distress
- see and experience the confined quarters of the Frank family

Short description of the game: Anne Frank House is a VR experience that allows you to visit the house of Anne Frank where her family hid from the Nazis in the WW2.

Curriculum:

A student is able to:

- Demonstrate his understanding of the importance of respecting oneself and others, human rights, social justice, equality and the sacred human life.
- Acquire, utilize, reflect on and evaluate information on cultural and social matters; which appear in oral lectures, conversations, texts and visual demonstrations.
- Demonstrate his knowledge and critical view on periods, events, persons, cultural relations and course of development in various times; referred to in social discourse.
- See how history has been influenced by environmental matters and social systems, social movements and political ideologies, deliberate intentions and coincidences.
- Read, interpret, evaluate and reflect on diverse literature and understand the value of literature.

Number of students: Duration (estimated time/number of lessons):

20.

Prerequisites (necessary materials and online resources):

- VR glasses with the virtual experience Anne Frank House
- check that the Internet is working
- Material and discussions during class to obtain necessary knowledge
- A section from the diary of Anne Frank
- Computers/lpads

Before the program begins (preparatory work for teacher):

- Study Anne Frank house in VR glasses.
- Research material on Anne Frank House web site www.annefrank.org that can be used in class.
- Make sure that VR glasses are charged before use.
- Organize material on the WW2.
- Decide which section from Anne Frank's diary should be used.
- Create assignment and guidelines on Google Classroom and share with the class.
- Make groups of students, 3-4 in each group.

The main part of the scenario (amount of lessons):

Part one (2 lessons, 2x60 min)

Lesson 1 & 2

- Explain the assignment to the students.
- Present the history of WW2, background, development and consequences.
- Use various motivators such as videos, pictures, short lectures and discussions.
- Students work in small groups at the end of each lesson and give an oral overview of the material covered in the lesson.

Part 2 (5 lessons 5x60 min)

Lessons 3, 4, 5 & 6

Students are divided into groups. If there are 20 students then groups of 4, thus 5 groups are needed.

This is a circle where each group covers one subject in each lesson, 5 subjects means 5 lessons.

1. Reading a section from Anne Frank's diary.

Students receive a section from Anne Frank's diary, maybe 2 different sections where the group of 4 will be split into 2 groups. Students read the section and make notes about the thoughts that arise. The 2 groups then present the sections to each other and discuss the events. It may be good for the teacher to prepare some questions that could guide the students during discussions.

2. Travel through Anne Frank House in VR glasses.

A student enters Anne Frank house through VR glasses and chooses story mode. First he walks through the whole narrative and into all the rooms into which he is guided. After that the student should be encouraged to make notes or sketch some drawings of what he saw. From the assignment guidelines on Classroom the student should know that this information is needed for the final part of the project. The student then re-enters the app and now chooses tour mode to revise what he

previously saw. He doesn't necessarily have to listen to the narrative again, unless he wants and has the time to do so. Finally he adds to his notes or sketches as needed.

3. Obtain information on the concentration camps.

Students are referred to useful web pages and videos to kickstart their work. They can be informed that Anne Frank was first a prisoner at Auschwitz but died at Bergen Belzen. An oral report at the end of the lesson.

4. A game on the Anne Frank House web page <https://www.annefrank.org/en/education/>

Students go through the game where they need to take a stand on, for instance, people's conduct and discrimination. Students will need at least 10 minutes at the end of the lesson to hand in either a written summary, an audio file or a video on Classroom. There they should present what they experienced during the game, different matters of opinion.

5. Videos on the anti-semitism, racism and discrimination on the Anne Frank House web page <https://www.annefrank.org/en/education/product/33/stories-that-move/>

Short videos and assignments where students have to take a stand. The assignment should include that students need to discuss their answers and why they perhaps differ from one another, after each video. Here students can work 2 and 2 together.

Part 3 (3 lessons 3x60 mín).

Teacher preparation

- Make sure that students have access to the handicraft and art classrooms and material
- Remind students of the assignment guidelines on Classroom

Lessons 7, 8 & 9

Students make a replica of Anne Frank's apartment. It can be a part of the apartment or the whole one. They should also be encouraged to add creative versions of the other parts covered in previous lessons. Students should have 2 and a half lessons to prepare the replica, the last 30 minutes are for presentation.

Teacher evaluate

- Student work and participation during the assignment
- Discussions
- Material handed in on Classroom
- Replica and creative work
- Presentation