

# ***Webquest***

## ***From Heritage to Horizon: Shaping Europe's Future***







You're embarking on a webquest.

Along the way, you will read and gather materials and evidence.

Decide how you will store everything you collect.

Suggested options:  
PowerPoint Presentation,  
Word document, Wakelet.

It's important that at each station of your journey, you gather enough information to participate in the discussion and to be able to present your journey at the end.





## Station 1: Chat Station:Future Predictions

**CHAT  
STATION**

# Instructions:

- **Gather in small groups** (3-4 students).
  - **Discuss the following prompts** and take turns sharing your thoughts.  
Try to use different future tenses (e.g., "will," "going to," future continuous, future perfect, future perfect continuous...).
- After each person speaks, **ask a follow-up question** to keep the conversation going.

Be curious and open to each other's ideas!

**Wrap-Up:** each group should choose one interesting prediction or idea from their conversation to share with the class





# Discussion Prompts:

- Where do you see yourself in 10 years?
- What are you going to achieve by 2030?
- How will climate change affect our daily lives?
- What will schools look like in the future?
- What is a technology you think we will use daily in 2050?
- How do you think artificial intelligence will change jobs?
- What do you think Europe will prioritize in the next 30 years?
- How might the EU evolve by 2050?





Each group should choose one interesting prediction or idea from their conversation to share with the class

# Wrap-up





## Station 2

# Europeana: Envisioning Europe's Cultural Heritage





**Europeana:** Access millions of digitized items related to Europe's cultural heritage, including art, music, historical documents, and more. This platform provides thematic collections and stories ideal for exploring European culture and history.

## Collections

Explore our collection by theme, topic, century, and institution.

← SHARE

## Themes



### Migration

Humans have always moved from one place to another. Discover the stories of famous migrants and the journeys and lives of ordinary people to, from...



### Music

Explore recordings, sheet music, instruments and musical styles, as well as composers and performers.



### Natural History

Explore the study of animals and plants through drawings, photographs and texts of specimens and the biologists and botanists who studied...



### Newspapers

Explore printed publications from 1618 to the 1980s. Discover headlines, full-text articles, advertisements, and the writers behind them.



**Task:** Explore Europeana’s resources on cultural heritage and predict how certain artifacts might evolve or be preserved in the future.

**Instructions:** Browse Europeana’s digital archives to choose one artifact (e.g., a painting, photograph, or document) that resonates with you. After you have found one, answer the following questions.

- How will this artifact’s significance change in the next 50 years?
- What impact will technological advancements have on preserving such heritage?

• **Language Focus:** Practice using *will* for predictions (e.g., “This artifact will continue to...”) and *might* for possibilities (e.g., “It might gain more recognition...”).

**Do not forget to collect the evidence !!!**





# Europeana collection







<https://forms.gle/qMd4m9bqYTCAu1G89>





**Station 3 European Commission: The Future of Sustainability in Europe**



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**European Commission:** The official site shares information on EU policies, initiatives, and priorities like sustainability and digital transformation. It's a helpful resource for understanding current goals and imagining future policy developments in Europe



**European  
Commission**



**Task:** Research the European Commission's sustainability goals and predict future environmental policies.

Analyze one of the Commission's goals and write:

What new initiatives could be introduced in the next decade to further support this goal?

How will these initiatives impact European citizens by 2035?

**Language Focus:** *going to* for planned future actions and *will* for expected impacts

## Green Deal Overview and Sustainability

Use the European Commission's [Green Deal](#) page, which provides concise information on Europe's sustainability goals.



## Sustainable Development Goals

[EU approach to SDGs implementation >](#)

[SDG monitoring >](#)

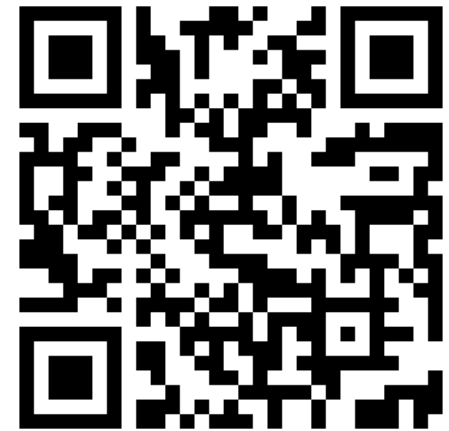


The European Green Deal  
Striving to be the first climate-neutral continent





<https://forms.gle/wyrX5gPfUHtnQ2b99> -





## Station 4

# European Parliament: Youth Participation in Future Policy



**Task:** Investigate how the European Parliament is involving young people in policy-making and predict how youth engagement will evolve.

Explore a youth engagement initiative or future policy discussion on the Parliament's website.

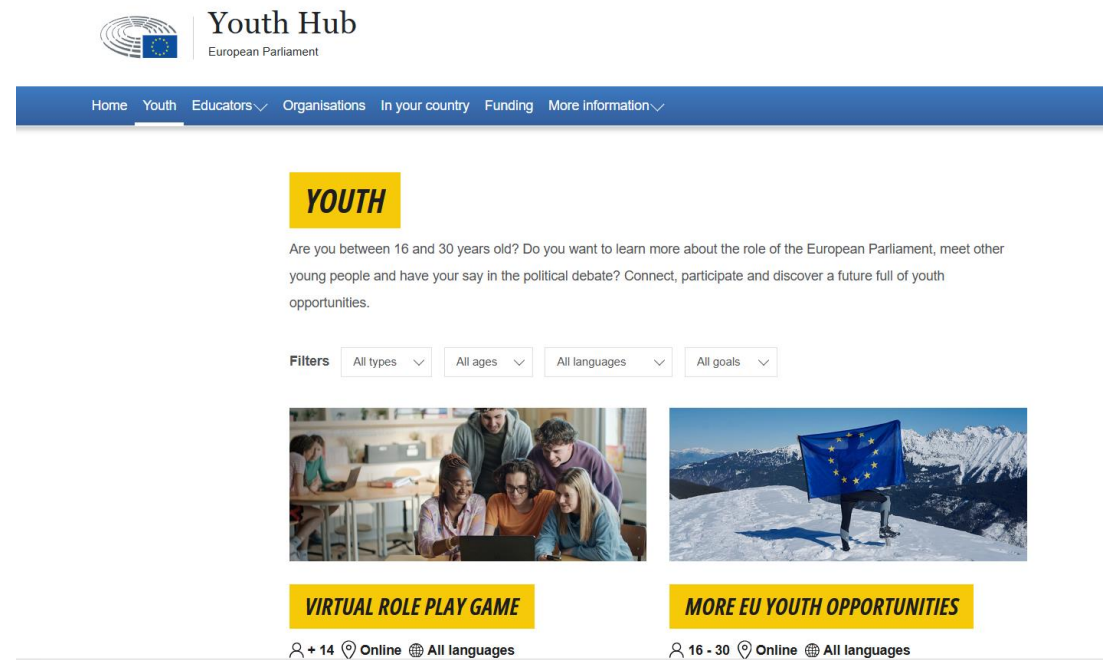
Reflect on:

What new methods might the Parliament use to involve young voices in 20 years?

Will young people have more influence in decision-making processes?

**Language Focus:** Practice *will* and *going to* for predictions and hypothetical questions (e.g., “What if young people became...”).

The *Youth Hub* of the European Parliament gives a direct look at initiatives to engage young people, helping students analyze future trends in youth participation and political influence



The screenshot shows the Youth Hub website interface. At the top, there is a logo for the European Parliament and the text "Youth Hub European Parliament". Below this is a navigation bar with links for Home, Youth, Educators, Organisations, In your country, Funding, and More information. The main content area features a yellow header with the word "YOUTH" in bold. Below the header is a paragraph of text: "Are you between 16 and 30 years old? Do you want to learn more about the role of the European Parliament, meet other young people and have your say in the political debate? Connect, participate and discover a future full of youth opportunities." Underneath the text are four filter buttons: "Filters", "All types", "All ages", "All languages", and "All goals". There are two featured content cards. The first card has a yellow header "VIRTUAL ROLE PLAY GAME" and a sub-header "+ 14 Online All languages". The second card has a yellow header "MORE EU YOUTH OPPORTUNITIES" and a sub-header "16 - 30 Online All languages".

**Youth Hub**  
European Parliament

Home Youth Educators Organisations In your country Funding More information

**YOUTH**

Are you between 16 and 30 years old? Do you want to learn more about the role of the European Parliament, meet other young people and have your say in the political debate? Connect, participate and discover a future full of youth opportunities.

Filters All types All ages All languages All goals

**VIRTUAL ROLE PLAY GAME**  
+ 14 Online All languages

**MORE EU YOUTH OPPORTUNITIES**  
16 - 30 Online All languages





Photo: Pixaby

## Exit Ticket





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***Station 5***  
***The House of***  
***European History:***  
***The Future of***  
***European Identity***





**Task:** Reflect on how Europe’s collective identity may evolve based on historical patterns.

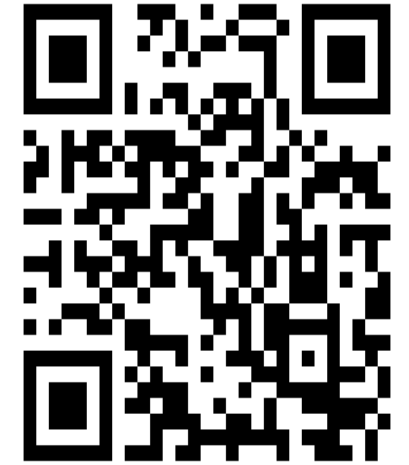
**Instructions:** Look at an exhibit or timeline in the European History Museum online collection, then answer:

- What elements of European identity are likely to strengthen or weaken in the future?
- How will future historical events shape European identity?
- **Language Focus:** Use *will* and *might* to express possibilities and predictions (e.g., “European identity might become more...”).

[The House of European History](#)



**EXIT  
TICKET**



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Station 6  
Museum of the Future  
(Berlin): Speculating  
on Future Careers





Futurium's *Future of Living* section provides specific exhibits about future technology and daily life, useful for predicting how daily routines will evolve.

**Task:** Look into how the museum envisions future jobs and professions.

**Instructions:** Select one profession or technology from the museum's future projections and answer:

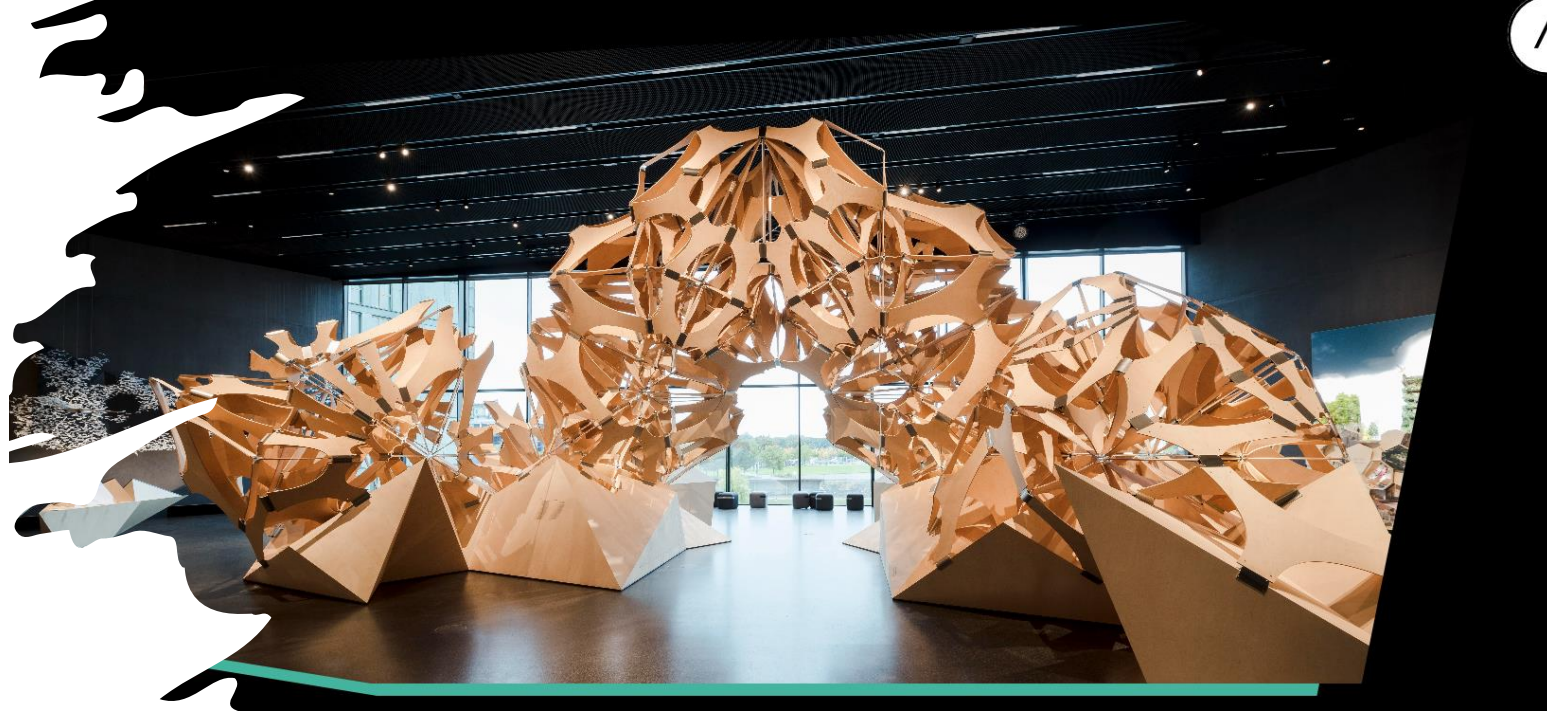
What careers will emerge in response to this technology?

What skills will people need to thrive in these new professions?

**Language Focus:** Use *will*, *going to*, and conditional statements (e.g., "If this technology advances, people will need...").



# Home | Futurium - Futurium



DE

FUTURIUM



Raw Material



THE HOUSE OF  
FUTURES





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## Exit Card



***Congratulations, you've reached the end of this exciting journey into the future of Europe!***



Throughout the journey, you have gathered materials, evidence, and answers to the questions. Here is a checklist to help you ensure you've completed everything.



## **General Completion**

- I have explored all assigned websites and resources.
- I have answered the questions for each station/activity.
- I have organized my notes, evidence, and reflections.

## **Station-Specific Tasks**

### **1. Europeana: Envisioning Europe's Cultural Heritage**

- I selected one artifact and described its current significance.
- I predicted how the artifact's significance will change in 50 years.
- I discussed the role of technology in preserving cultural heritage.





**2. European Commission: The Future of Sustainability in Europe**

- I analyzed one sustainability goal (e.g., Green Deal).
- I predicted new initiatives to support this goal in the next decade.
- I reflected on how these initiatives will impact European citizens by 2035.

**3. European Parliament: Youth Engagement in Future Policies**

- I explored a youth engagement initiative or policy discussion.
- I predicted new methods for involving young people in 20 years.
- I considered the influence young people might have on decision-making processes.

**4. European History Museum: The Future of European Identity**

- I explored a historical exhibit or timeline.
- I reflected on which aspects of European identity might strengthen or weaken.
- I discussed how future events could shape European identity.



## 5. **Futurium: Imagining Daily Life in 2050**

- I explored a Futurium exhibit on future technology or lifestyles.
- I described how daily routines might change by 2050.
- I considered how future technology will influence European lifestyles.

## 6. **Museum of the Future (Berlin): Speculating on Future Careers**

- I chose one projected future profession or technology.
- I predicted careers that might emerge in response to this technology.
- I identified skills needed for these professions to thrive.







# Self-reflection

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# Assessment: Webquest Rubric

Criteria	Exceeds Expectations (3 pts)	pts)	pt)
<b>Content Understanding</b>	Demonstrates deep understanding of each resource's purpose and key themes. Integrates detailed information and insightful observations.	Shows good understanding of each resource's main points with clear explanations.	Displays limited understanding; answers are often unclear or lack details.
<b>Critical Thinking</b>	Provides thoughtful, original ideas about Europe's future, using evidence from resources. Predicts outcomes with strong, logical reasoning.	Offers predictions and ideas about the future with some connection to resource content.	Lacks depth in predictions; little connection to webquest content.

<b>Language and Grammar (Future Tenses)</b>	Consistently uses accurate future tense forms (will, going to, might) to express predictions. Vocabulary is varied and appropriate.	Uses future tense forms correctly most of the time, with minor errors. Vocabulary is suitable but limited in range.	Struggles with future tense usage or makes frequent errors. Limited vocabulary affects clarity.
<b>Clarity and Organization</b>	Responses are well-organized, concise, and easy to follow. Ideas flow logically and are connected to the topic.	Responses are mostly organized and clear, though some ideas may lack connection.	Responses are often unclear or disorganized; ideas may be confusing or off-topic.
<b>Engagement and Effort</b>	Completes all parts of the webquest thoughtfully, with evidence of curiosity and thorough research. Goes beyond basic requirements.	Completes most parts of the webquest adequately, showing some interest in the content.	Completes few parts of the webquest or gives minimal effort; responses are rushed or incomplete.



## Overall Scoring Guide

- **14–15 points:** *Outstanding* — Shows excellent comprehension, critical thinking, and language use; strong predictions and connections to content. **5**
- **10–13 points:** *Proficient* — Demonstrates good understanding and effort; predictions and language use mostly meet expectations. **4**
- **6–9 points:** *Developing* — Displays some understanding but lacks depth or consistency; struggles with clarity or language use. **3**
- **Below 6 points:** *Beginning* — Needs improvement in content understanding, language accuracy, and effort. **2**

## Exercise: "European Youth Initiatives" Language Mediation

You will read a text about European youth initiatives in Croatian language and then summarize the key points in English, focusing on conveying the main ideas accurately while practicing conciseness and clarity.