# Europeana Learning Scenario

## Title

Adventurous Journey Through Europe and Culture

## Author

Andrea Zsuzsanna Nagy

## Summary

This Learning Scenario is for secondary schools teaching English as a foreign language and aims to lead students through **the process of planning a holiday**. It combines their previous studies in English and other professional subjects. It allows them to include and integrate their personal experiences using ICT tools, and at the same time to promote creativity and cooperation. It also aims at **putting** the **culture into focus during holidays** through **Europeana Collections** and getting to know different **European cities**.

During this learning scenario students will enrich their vocabulary and develop their language and ICT skills. They will also learn to compromise and persuade their peers by presenting their ideas. They will also have a better understanding of the diversity of cultures.

In this Learning Scenario students carry out the following activities:

- revise and extend their vocabulary connected to the topic Holidays, using dotstorming and padlet;
- discuss the steps and the necessary information for organising a holiday;
- check their vocabulary in a kahoot game;
- browse Europeana Collections to find something they would like to visit on their holiday;
- receive a QR code leading them to a European city
- plan a holiday with their peers on canva
- present their plan/brochure to the class
- invite and persuade others to join their holiday, give reasons
- evaluate their own and the others' holiday plan
- check how well they have got to know the 3 European cities in a wordwall game

| Table of summary | |
|---|---|
| Subject | *English* |
| Topic | *Holidays, travelling, free time activities, cultural heritage, cultural sights* |
| Age of students | *15-18* |
| Preparatio | *30 min* |

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| **n time** | |
| **Teaching time** | *3-4 X45 min* |
| **Online teaching material** | *https://dotstorming.com/b/5cc22a701403963906d453f1*<br><br>*https://padlet.com/szlangol/781akmsmpwh*<br><br>*https://padlet.com/szlangol/tk5zw7iztyvn*<br><br>*https://padlet.com/szlangol/ae1v0t118c23*<br><br>*https://play.kahoot.it/#/?quizId=820564eb-69d3-44b2-b9b7-23291bd44ad4*<br><br>*QR codes*<br><br>*www.canva.com downloaded pdf files:*<br><br>*https://drive.google.com/file/d/1VLACyYc64MLWqaQLOshEFa8RWOd48Xe2/view?usp=sharing*<br><br>*https://drive.google.com/file/d/1T17Bnx2BoPPeqrrT_hWUd8OntZ1jpEG6/view?usp=sharing*<br><br>*https://drive.google.com/file/d/1Td52WeSD8iL8CM01aAlSNuRT1Da5cl-N/view?usp=sharing*<br><br>*https://wordwall.net/play/537/733/380*<br><br>*https://www.visitcopenhagen.com/copenhagen-tourist*<br><br>*https://www.visitlondon.com/*<br><br>*https://www.esmadrid.com/en* |
| **Offline teaching material** | *internet access, projector, PC, handout with QR codes, handout for vocabulary revision (source: H.Q. Mitchell-Marlieni Malkogianni: Matura Leader pp.97-98.mmpublications)* |
| **Europeana resources used** | https://www.europeana.eu/portal/en<br>https://www.europeana.eu/portal/hu/record/90402/RP_F_F01134_E.html?q=%22London%22#dcId=1556223232152&p=1<br>https://www.europeana.eu/portal/hu/record/9200387/BibliographicResource_3000117266488.html?q=%22London%22#dcId=1556223232152&p=12 |

## Licenses

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## Integration into the curriculum

*As the topics of this Learning Scenario include holidays, travelling, free time activities and culture it can easily be integrated into the curriculum and can be implemented any time of the year during an English language class. The LS can also be a useful to revise and practice previous knowledge for Matura Examination (Final Exam) or language exams, as it is one of the main topics for speaking part. Searching and finding relevant information online is also a basic requirement in the curriculum, during lessons students will develop their skills needed for that.*

## Aim of the lesson

*This LS aims to develop reading, speaking and writing skills in English through creative and complex tasks. The LS provides opportunity for students to show and use their knowledge of Tourism, Catering, their organizational and communication and ICT skills. Cooperation, pair work and group-work aim to develop social skills. Concerning the topics covered in the LS the aim is to revise and enrich vocabulary; to get to know European cities and culture; to plan, organize and think critically.*

## Trends

*Project-based learning*

*Collaborative learning*

*Visual Search and learning*

## 21st century skills

*Collaboration – students think, plan and work together*

*Creativity – students create new ideas*

*Communication – students discuss ideas, present their work to the class, persuade their peers*

*Life & career skills – students use their basic professional skills and knowledge on tourism*

*Technology skills – students use ICT tools for practice, browsing and finding information; and creating*

## Activities

| Name of activity | Procedure | Time |
|---|---|---|
| **Stage 1. brainstorming** | Students collect and write all their ideas and thoughts about the topic of Holidays on **dotstorming**. Based on their ideas they discuss how to plan a holiday and put the expressions into groups: travelling, accommodation, touristic activities, preparation and other. | 10 mins |
| **Vocabulary revision and extension** | Students in groups work on one topic (travelling, accommodation, touristic activities, preparation for a holiday) in details on **padlet.** They add more words to their vocabulary, photos, gifs or videos. Then each group presents their padlet to the class, explaining new words, expressions on it. | 10 mins  5 mins |
| **Vocabulary check** | The new vocabulary is checked on a **kahoot quiz**. | 5 mins |
| **Stage 2. Introduction to the Europeana Collections** | To get to know new cultures is important during our holidays. Students are introduced to the **Europeana Collections** and encouraged to search Europeana to find something they would like to see/visit on their holiday. They write down their reasons and present it to the class. | 15 mins  10 mins |

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| **Holidays and culture** | Each student gets a QR code which leads them to a European city. (London, Copenhagen, Madrid) Three groups are made up of students with the QR codes of the same city. They share their previous knowledge about buildings, photos, voices together and discuss why they think it can be a good destination for their holidays. | 5 mins |
| **Stage 3. Planning a holiday** | Students in each group plan their holidays to a European city their QR code has led them to. They discuss all the details of their journey and use **travelmap, canva** and the official website of the city to design a brochure/poster of their journey. | 30 mins |
| **Our holiday!** | Groups present their holiday plan and brochure/poster to the class, introducing the destination. | 20 mins |
| **Invitation. Come and join us!** | The groups invite the others to join their holiday. They give reasons and try to persuade their peers. | 15 mins |
| **Voting, assessment** | To which city the most students would like to travel? Which brochure/poster and plans were the most interesting one? | 5 mins |
| **City facts** | **Wordwall quiz** about the three European cities. Interesting facts. | 5 mins |

## Assessment

*Self-assessment; peer-assessment*

*After the discussion of the holiday plans students could join another group's journey. The group that could convince the most students is rewarded.*

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* AFTER IMPLEMENTATION \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

## Student feedback

*Students gave a short feedback how they felt about their work by asking each other questions what they liked the most or the least during the sessions.*

## Teacher's remarks

*Although every stage of the session turned out well, creating their brochure on canva was a lot more difficult for the students than I had expected. It took 2 lessons to finish and they were not completely satisfied with the layout of their work.*

*When browsing Europeana collections the best item voted was a photo from the Royal Botanic Gardens, Kew by a student who is interested in natural healing in the past.*

Europeana is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

European Schoolnet (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.