

Europeana Learning Scenario

Title

Let's explore Ireland, the Emerald Isle

Author(s)

Ivana Hrastović Mandarić

Summary

Table of summary

| | |
|----------------------------------|--|
| Subject | English as a foreign language, Civic education |
| Topic | Ireland, factfile and culture Stereotypes |
| Age of students | 13-14 |
| Preparation time | 45' |
| Teaching time | Three 45-minute lessons |
| Online teaching material | http://learnenglishteens.britishcouncil.org/magazine/life-around-world/stereotypes-or-cultural-characteristics https://www.storyjumper.com/sjeditor/edit/64616095/ihmt39 https://en.wikipedia.org/wiki/Ireland https://www.discoverireland.ie/ https://www.jigsawplanet.com/?rc=play&pid=0cbf0544e4ba https://www.mentimeter.com/s/62917d349a26e9721ae338d281363a37/c6ad615aaf98/edit https://padlet.com/ivanahrastovicmandaric/km7lbp98gzjy https://www.itma.ie/digital-library/image/new-years-eve-in-ireland#dclid=1558772439006&p=9 |
| Offline teaching material | Students' worksheets Peer assessment rubrics |
| Europeana resources used | http://blog.europeana.eu/2015/03/exploring-the-emerald-isle/ https://www.europeana.eu/portal/hr/record/2058608/32_Gowran_Image_.html?q=Irish#dclid=1549925877605&p=38 https://www.europeana.eu/portal/hr/record/2059513/data_foodanddrink_efd_LGMA_1632.html?q=Irish#dclid=1549925877605&p=44 https://www.europeana.eu/portal/hr/record/2059513/data_foodanddrink_efd_LGMA_1550.html?q=Irish#dclid=1549925877605&p=60 |



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https://www.europeana.eu/portal/hr/record/2059513/data_foodanddrink_efd_LGMA_0952.html?q=irish+people#dclid=1550258794504&p=2
https://www.europeana.eu/portal/hr/record/2059513/data_foodanddrink_efd_LGMA_1920.html?q=#dclid=1558772439006&p=21
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https://www.europeana.eu/portal/hr/record/2059213/data_sounds_9602.html?q=map+of+Ireland#dclid=1558772439006&p=1
https://www.europeana.eu/portal/hr/record/2059213/data_sounds_7230.html?q=drawings#dclid=1558772439006&p=1

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Integration into the curriculum

Learning about the culture, tradition, history and facts of English-speaking countries is an essential part of the curriculum of learning English as a foreign language every school year. Broadening their knowledge of Irish culture, history and tradition students gain important knowledge of the world around them, contrast it to their own cultural heritage and learn tolerance. Teaching students critical thinking skills is also an essential part of the curriculum (Civic education) and they can practice these skills by exploring different cultural stereotypes, in this topic stereotypes about Irish people.

Aim of the lesson

To learn and broaden students' knowledge about Ireland and stereotypes.

To develop and improve all language skills (reading, listening, speaking, writing) as well as their communication, collaboration and critical thinking skills.

To develop their digital skills, design skills and creativity by using different tools: Jigsaw puzzle, Mentimeter, Europeana collections, Story jumper, Padlet.

Trends

Flipped classroom

Collaborative learning: students focus on group work

Peer learning: through the discussion students learn from each other

Cloud-based learning: data, tools, software is online and can be reached and modified from different devices

Teacher's role: the teacher acts as a mentor and coordinator, supporting groups and individuals

BYOD: Bring Your Own Device, mobile phone, laptops

21st century skills

Through this learning scenario students will further develop all important 21st century skills:

- learning skills: critical thinking, creativity-presenting their materials in a new and innovative way in a collaborative digital book, collaboration and communication
- literacy skills: media literacy- becoming aware that media can strongly influence people’s opinions in terms of negative/positive stereotypes
- technology literacy-learning to use different digital tools through the learning process
- life skills: flexibility, leadership, initiative, productivity and social skills

Activities

| Name of activity | Procedure | Time |
|------------------------------|--|------|
| Lesson 1. | | |
| Warm-up | Students will work on the Jigsaw puzzle and match pieces of the digital puzzle correctly to get the map of Ireland. https://www.jigsawplanet.com/?rc=play&pid=0cbf0544e4ba | 5' |
| Brainstorming | Students will create a mindmap in a Mentimeter presentation connected to the topic-Ireland. http://bit.ly/2VSX1z5 | 5' |
| Research on Europeana | Students are divided in 4 groups of 4-5 students. They are given a worksheet (See Annex 1). They have to read the questions and find the answers. They will also have links on Europeana to help them find the answers. Students do a research on Europeana using the Europeana links provided by the teacher (blog and photos). | 30' |
| Assessment | Students read their answers and self-evaluate their work .They count correct/incorrect answers on their factfile. Each correct answer is one point. | 5' |
| Lesson 2. | | |
| Warm-up | Students look at the photo on Padlet representing one Irish stereotype: https://padlet.com/ivanahrastovicmandaric/km7lbp98gzjy Students define and discuss the meaning of the two terms: stereotypes and assumptions, how different and how related they are. | 5' |

| Name of activity | Procedure | Time |
|---------------------------------------|---|------|
| Reading | Students work in 4 groups (4 to 5 students). They read an article http://learnenglishteens.britishcouncil.org/magazine/life-around-world/stereotypes-or-cultural-characteristics and write answers on a worksheet (See Annex 2) connected to stereotypes about the Irish, Germans, Swiss; they define stereotypes and cultural characteristics. | 20' |
| Discussion | Students will conduct a short discussion on the topic of stereotypes and assumptions, compare stereotypes about the Irish and the Croats. Are there any similarities? Can media create positive/negative stereotypes about a certain group of people or individuals? Students will draw conclusions related to the topic orally. | 15' |
| Reflection | Students will reflect on the lesson. They answer the questions: What have I learned today? How can I use that knowledge in my everyday life? (See Annex 3) | 3' |
| Homework | Students will do further research about Ireland on Europeana collections and on the following links: https://en.wikipedia.org/wiki/Ireland https://www.discoverireland.ie/ They will choose interesting facts about Ireland and share it on Padlet: https://padlet.com/ivanahrastovicmandaric/km7lbp98gzjy | 2' |
| Lesson 3. | | |
| Warm-up | Students say which topic about Ireland is the most interesting to them and they form 4 groups (4 to 5 students) according to their interests (tourist attractions, food and drinks, music and dance, legends, famous Irishmen/women). | 5' |
| Reading the homework materials | Students read the materials on Padlet: https://padlet.com/ivanahrastovicmandaric/km7lbp98gzjy They choose the ones they will further work on. | 10' |
| Creating the digital book | Students further work on their materials from Padlet, upload them on Storyjumper: https://www.storyjumper.com/sjeditor/edit/64616095/ihmt39 They design pages of a collaborative digital book about Ireland. One group should make 2-3 pages of the digital book. | 20' |

| Name of activity | Procedure | Time |
|------------------------------------|---|------|
| Presenting the digital book | Students present their collaborative digital book, entitled Ireland, the Emerald Isle on the class projector. | 7' |
| Assessment | Students assess each other's work and materials designed in the digital book (See Annex 4). | 3' |

Assessment

Self-evaluation

Peer evaluation

***** AFTER IMPLEMENTATION *****

Student feedback

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Teacher's remarks

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About the Europeana DSI-4 project

[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.

ANNEX 1.

Do research on the Europeana collection using the given links and fill in the factfile about Ireland.

| Question | Answer |
|--|--------|
| What is the capital of Ireland? | |
| Who is the Patron Saint of Ireland? | |
| What is the symbol of Ireland? | |
| Why is Ireland called the Emerald Isle? | |
| What do Irish celebrate on the 17th March ? | |
| Which ocean surrounds Ireland on the west ? | |
| What's the weather like in Ireland? | |
| Which type of cattle breeding is widespread in Ireland? | |
| What is the traditional Irish dish with meat and root vegetables called? | |
| What is the most popular Irish beer called? | |
| Total points: | |

ANNEX 2.

Read the article <http://learnenglishteens.britishcouncil.org/magazine/life-around-world/stereotypes-or-cultural-characteristics> and discuss among the pupils in your group and fill in the table.

| | |
|---|--|
| Write stereotypes about Germans mentioned in the article | |
| Write stereotypes about the Irish mentioned in the article | |
| Write stereotypes about the Swiss mentioned in the article | |
| Define the term stereotype according to the article | |
| Define the term cultural characteristic according to the article | |
| Can making generalisations about groups of people be a positive / negative thing? | |

ANNEX 3.

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|---|
| What have I learned today? |
| How can I use that knowledge in my everyday life? |

ANNEX 4.

Peer assessment worksheet.

| | Effort needs improvement -1 point | Satisfactory effort -2 points | Very good Effort-3 points | Outstanding effort -4 points |
|--|-----------------------------------|-------------------------------|---------------------------|------------------------------|
| My group worked well together | | | | |
| My group practiced good problem solving skills | | | | |
| My group had a positive attitude | | | | |
| My group discussed and reflected on our work | | | | |