

# Europeana Learning Scenario

## Title

Connecting with the Environment using our Senses

## Author(s)

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## Abstract

In this learning scenario, the students will use their five sense to connect with the environment. We will have the opportunity to discuss topics such as deforestation, endangered species and how human beings are affecting the environment around us. This is a creative writing learning scenario where students will be able to work collaboratively towards a common goal. This learning scenario will be delivered outside the school premises to make it easier for the students to feel the connection with the environment, in order to get creative and imaginative in their writing. They will also have the opportunity to self-assess and peer-assess each other’s work.

## Keywords

Creative Writing, Environment, Experiential Learning, Five Senses, Outdoor Education, Primary.

## Table of summary

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Subject	English Language (Oracy, Reading and Writing)
Topic	<p><b>English Oracy:</b> Discussion about deforestation, endangered species and human effect.</p> <p><b>English Reading:</b> Students will be asked to read and peer-assess each other’s creative writings.</p> <p><b>English Writing:</b> Students will work collaboratively to create their writing about the environment.</p>
Age of students	8-15
Preparation time	60 minutes
Teaching time	120 minutes (1 Session of 2 hours)
Online teaching material	<p><a href="#">Mentimeter</a></p> <p><a href="#">SimpleMind</a></p> <p>Author Premium</p>
Offline teaching material	<p>Senses Box (including fruits, flowers, twigs and leaves)</p> <p>A3 paper and markers</p> <p>Senses Worksheet</p> <p>Word Bank and Expressions</p> <p>Learnpad Workbook Tablet</p>



	Laptop ( <i>Internet Key optional</i> ) Writing Checklist Peer Assessment Sheet Exit Ticket
Europeana resources used	<a href="#">Image 1</a> , <a href="#">Image 2</a> , <a href="#">Image 3</a> <a href="#">Recording of a Blackbird</a> <a href="#">Video 1</a> , <a href="#">Video 2</a> <a href="#">Natural History Collection</a>

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## Integration into the curriculum

### English Oracy

- 5.1.1 Demonstrate enjoyment, increasing interest and attentiveness during listening or viewing activities.
- 5.1.5 Give descriptions of characters, scenes, objects and pictures.
- 5.1.6 Use appropriate and grammatically correct language to communicate meaningfully and with a purpose.
- 5.1.10 With support initiate discussion and contribute to the conversation.

### English Reading

- 5.2.7 Read confidently, with fluency, expression and clear diction.

### English Writing

- 5.3.4 Demonstrate the ability to plan their writing through brainstorming, classifying and organising information prior to writing.
- 5.3.5 Write in a coherent and cohesive manner, grouping information in paragraph(s) form.
- 5.3.6 Demonstrate ability to proof-read, edit own work and begin to revise own work.
- 5.3.8 Participate in shared teacher/pupil/s writing.
- 5.3.17 Demonstrate enjoyment and motivation to participate in writing activities.

These outcomes were extracted from:

<https://curriculum.gov.mt/en/Curriculum/Year-1-to-6/Pages/default.aspx>

### Aim of the lesson

Students will understand the importance of our environment. They should be able to understand how human beings are affecting the environment and its species. They should also be able to learn how we can enjoy the beauty of our environment by using our senses.

### Outcome of the lesson

- Students will be able to develop their collaboration, critical thinking and communication skills.
- Students will be able to participate in shared writing activities.
- Students will be able to proof-read their own writing and peer-assess each other’s writing.

### Trends

- Collaborative Learning: a strong focus on group work.
- Student-centred Learning: students and their needs are at the centre of the learning process.
- Assessment: the focus of assessments is shifting from "what you know" to "what you can do."
- Peer Learning: students learn from peers and give each other feedback.
- Edutainment: playful learning. Learning while having fun.
- Outdoor Education: learning outside of the school building in the “real” environment.

### 21<sup>st</sup> century skills

- **Critical thinking:** the students discover facts for themselves.
- **Creativity and Collaboration:** the students learn how to be creative to solve a problem, working constructively together to achieve a common goal.
- **Communication:** the students need to discuss and express their thoughts in a way that others can understand.
- **Curiosity, wonder and questioning:** the hands-on activities in this Learning Scenario give students a reason to wonder, think critically, ask questions, observe, assess information and work constructively with each other.

### Activities

Name of activity	Procedure	Time
Introduction	<p><b>Europeana Images Activity</b></p> <ul style="list-style-type: none"> <li>• Students will be divided into groups and each group will be given a particular Europeana image (<a href="#">Image 1</a>, <a href="#">Image 2</a>, <a href="#">Image 3</a>) on their Learnpad Workbook Tablet. They will participate in a group discussion about their image and try to guess the main topic of the lesson. After a few minutes, they should write their topic ideas by using ‘<a href="#">Mentimeter</a>’ app.</li> <li>• The students will be given some time to research more images related to the environment by using the Europeana Portal. They will also explore the Europeana Collection of <a href="#">Natural History</a>.</li> </ul>	20 mins

Name of activity	Procedure	Time
	<p><b>Europeana Videos</b></p> <ul style="list-style-type: none"> <li>Students will be shown two Europeana video clips (<a href="#">Video 1</a>, <a href="#">Video 2</a>). After these videos, we will discuss various topics related to the environment such as deforestation, endangered species and the human effect on the environment. They will be asked various questions such as; ‘What is deforestation?’ ‘How does it affect species?’ ‘How can a particular specie become endangered?’ ‘How are human beings affecting the environment?’</li> </ul>	<p><b>10 mins</b></p>
<p><b>Development</b></p>	<p><b>Visit a local garden</b></p> <ul style="list-style-type: none"> <li>The students will have the opportunity to visit a local garden to connect better with the environment around us.</li> </ul> <p><b>Senses Worksheet</b></p> <ul style="list-style-type: none"> <li>Students will be divided into groups once again and each group will be given a ‘Senses worksheet’, consisting of ‘I see’, ‘I hear’, ‘I smell’, ‘I taste’ and ‘I touch/feel’. Together they will take part in various activities to fill in each section.</li> </ul> <p><i>‘I see’</i></p> <ul style="list-style-type: none"> <li>Students will be given a few minutes to observe the environment around them. They will be asked to notice aspects which sometimes we tend to ignore.</li> </ul> <p><i>‘I hear’</i></p> <ul style="list-style-type: none"> <li>Students will be asked to close their eyes for two minutes and try to listen to different noises such as birds, cars, distant voices amongst others.</li> </ul> <p><i>‘I touch/feel’</i></p> <ul style="list-style-type: none"> <li>Students will be presented with a senses box. This box will consist of several items we usually find in nature such as flowers, fruits, leaves and twigs. The box will have a small aperture and each student should try to touch these items and describe what they are feeling.</li> </ul> <p><i>‘I smell’</i></p> <ul style="list-style-type: none"> <li>The students will take out the items from the senses box and they smell each item while describing their experience.</li> </ul> <p><i>‘I taste’</i></p> <ul style="list-style-type: none"> <li>The students will be given a fruit to eat. Each group will be given a different fruit. After eating their fruit they should write some points on its taste. Students can also point out some benefits of healthy eating.</li> </ul> <p>Each group will be given some time to present their ‘Senses worksheet’ to the other groups.</p>	<p><b>15 mins</b></p>

Name of activity	Procedure	Time
	<p><b>Planning their writing using <a href="#">SimpleMind</a> and Europeana Recording</b></p> <ul style="list-style-type: none"> <li>Each group will be given approx. 20 minutes to plan their creative writing using their senses worksheet. Each group will decide about their title related to the environment. They will be asked to use '<a href="#">SimpleMind</a>' app to plan their writing. During this activity, I will use the Europeana <a href="#">Recording of a Blackbird</a> to enhance their senses and make them feel more connected to the environment around them. They will also be given a word bank and some expressions which they might use.</li> </ul>	<b>20 mins</b>
	<p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>Each group will be asked to start writing their creative writing on an A3 paper. They will work collaboratively towards a common goal. Each group will be given a writing checklist to help them during this activity.</li> </ul>	<b>25 mins</b>
<b>Conclusion</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>After completing their creative writing, each group must select one representative to read their writing to the other groups. Each group will be given a 'Peer Assessment' sheet to fill in while listening to each other's writing.</li> </ul>	<b>10 mins</b>
	<p><b>Editing and Publishing</b></p> <ul style="list-style-type: none"> <li>After this activity, we will go back to our classroom and students will be asked to edit their writing and re-write it using Author Premium app to be published on 'ClassCloud'.</li> </ul>	<b>15 mins</b>
	<p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Each student will be given an Exit Ticket to write down their feedback on this particular learning scenario.</li> </ul>	<b>5 mins</b>

### Assessment

Since this learning scenario promotes collaboration, students will be assessed mainly on their collaboration skills.

Students will be assessed on their planning and the actual creative writing.

They will also be assessed on how they present their writing to the other groups while using creativity and imagination.

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

### Student feedback

At the end of the lesson, the students were given an exit ticket. Each student was asked three questions;

- One thing I learned today.
- One thing I found interesting today.
- One question I still have.

### Teacher's remarks

After implementing this learning scenario, I was very pleased with the process and the students' writings. The fact that we went outside the school premises got the students engaged throughout this learning scenario. They were motivated to use their senses to connect with the environment and were inspired to write their creative writings. Students collaborated well with each other throughout the planning, writing and editing/publishing phases.

### 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

<b>I see:</b> 	
<b>I hear:</b> 	
<b>I smell:</b> 	
<b>I taste:</b> 	
<b>I touch/feel</b> 	

Senses  
Worksheet

Creative Writing		
Me	In order to give in a good work, I should have...	Teacher
	Produced my best possible handwriting. 	
	Written an interesting introduction and conclusion. 	
	Followed my plan. 	
	Started all the sentences and wrote all the proper nouns with a capital letter. 	
	Used a lot of adjectives. 	
	Made good use of punctuation marks. 	

Writing  
Checklist

## Checklist for Creative Writing - Winter

Marking Criteria	✓ X	Comment
Is spelling, punctuation and grammar correct?		
Are they describing the scene effectively?		
Are they showing the reader rather than telling all the time?		
Does the story have clear structure?		
EXTENSION: Does the story have a strong character and effective narration?		

Peer-  
assessment  
Checklist

What was done well?

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What two suggestions could you make for a redraft?

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Writer's Name:

Assessor's Name:



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TICKET

One thing I learned today

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1 thing I found interesting today

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One question I still have

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OUT THE DOOR

Exit Ticket