

# Europeana Learning Scenario

## Title

My best friend – Cats vs dogs in life and art

## Author(s)

Małgorzata Filip

## Abstract

In this learning scenario the main subject as well as the tools used during the lesson are introduced by means of [Kahoot](#). Then the students are asked to browse the [Europeana Pinterest boards](#) about [cats](#) and [dogs](#) and choose one painting that is the most appealing to them. After that they are given time to prepare detailed descriptions of the paintings. Particular guidelines are given to students so they know what information should the description include:

1. Describe the pet in the painting – appearance
2. What do you think this animal is like – fierce, friendly, cute, dangerous?
3. What is the animal doing?
4. Where is the animal?
5. General opinion about the situation
6. Why did you choose this painting?

The task integrates students’ knowledge and makes them apply it while preparing the description.

Finally, students express their opinions about which is better: owning a cat or a dog and why.

## Keywords

cats, dogs, pets, art, paintings, speaking

## Table of summary

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Subject	English as a foreign language, Art
Topic	Talking about pets and describing a picture
Age of students	10 -13
Preparation time	30
Teaching time	90 minutes

<b>Online teaching material</b>	<a href="#">Europeana Pinterest boards</a> <a href="#">Europeana Pinterest boards; cats</a> <a href="#">Europeana Pinterest boards; dogs</a>  <a href="#">Kahoot</a> Worksheet1: <a href="#">QR codes</a> QR codes reader in the students mobile phones or tablets.
<b>Offline teaching material</b>	Printed and photocopied pages with QR codes
<b>Europeana resources used</b>	<a href="#">Europeana Pinterest boards</a> <a href="#">Europeana Pinterest boards; cats</a> <a href="#">Europeana Pinterest boards; dogs</a>

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### Integration into the curriculum

This LS can be incorporated into one of the areas of the national curriculum which is stated for learning English as a foreign language, which is animals, and it can be applied appropriately to a teacher’s plan for the year. Besides, it is intended to develop mainly the speaking skills ( other skills like reading, writing and listening are also incorporated) and improve ICT skills. During the lesson students will search for information using online sources but mainly Europeana which guarantees extended educational reality. The LS can also be adapted for Art classes.

### Aim of the lesson

First and foremost, students are to develop their language speaking skills and enlarge their vocabulary. They become familiar with [Europeana boards on Pinterest](#) and learn how to describe pictures or paintings. They will also work on how to express their personal opinions, justifying them or even defending.

## Outcome of the lesson

Students will integrate and develop their vocabulary about cats and dogs, nouns and adjectives necessary to describe the animals and the paintings. They will prepare a detailed description of a selected painting, they will express opinions and justify them or even they will defend them.

## Trends

Collaborative learning

Peer learning

Mobile Learning

Edutainment

Project based learning

BYOD

Visual search and learning

Augmented reality

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

Communication - Students articulate thoughts and ideas, listen effectively, use communication for a range of purposes (e.g. to inform, to persuade).

Collaboration – Students cooperate to accomplish tasks and share their knowledge and opinions

ICT Literacy - ICT tools are used to research, organise, communicate and evaluate information as well as create new materials

Creativity and Innovation - students create their own project which will become a part of common work which will be used to assess

## Activities

Name of activity	Procedure	Time
<b>Warm up</b>	Students share information about owning pets and what the pets are like. This stage gives the teacher an idea which students prefer cats and which prefer dogs. Students who do not have any pets express their opinion about what pet they would like to have.	5 min
<b>Kahoot and Europeana</b>	Students are reorganized into groups and answer the <a href="#">quiz</a> questions. They are given some time so they can discuss the answers and share their knowledge. At this stage the teacher briefly explains what Europeana is and what other tools, Pinterest and QR codes, will be used.	15

**introduction**

<b>Browsing time</b>	The teacher gives the <a href="#">QR codes</a> to students, explains how they work and asks students to select one painting from either <a href="#">Cats</a> or <a href="#">Dogs</a> Europeana Pinterest Board or <a href="#">Europeana Collections</a> . Students might either print or store the selected painting on their mobiles so they can be presented to the rest of the class in the required time.	15
<b>Project work</b>	Students are asked to prepare a detailed description of the paintings they have chosen. They can cooperate, however, each student is supposed to have his or her own project speech presentation. The time during the lesson might not be enough so the students are allowed to work on them at home. To help students prepare the presentation the teacher gives them the list of guidelines to follow. 7. Describe the pet in the painting – appearance 8. What do you think this animal is like – fierce, friendly , cute, dangerous? 9. What is the animal doing? 10. Where is the animal? 11. General opinion about the situation 12. Why did you choose this painting?	10
<b>Presentation and assessment</b>	Students present what they prepared and decide which presentation they found the most appealing and interesting Students do it using the grid 1-10. Students are also asked to comment on how they liked working with Europeana	30
<b>Final activity</b>	Students are asked to divide into two groups of those who prefer cats and those who prefer dogs. Students are to brainstorm a list of reasons why they choose to own a cat rather than a dog and vice versa. It might be done either on the board or on specially prepared large paper sheets.	15

**Assessment**

The assessment can be done in three different aspects. The teacher might assess students’ individual work. Students can vote for the most appealing project and finally students can express their opinions about the work with Europeana resources.

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

**Student feedback**

The students expressed their attitude towards the scenario activities mainly by being really engaged into the activities and expressing positive and even quite enthusiastic opinions after the lessons. The lessons seemed for them like playing and having fun.

### Teacher's remarks

The students welcomed the activities prepared in this scenario. Doing Kahoot was like a competition for them, they integrated learning totally not knowing about it. Their engagement was clear and steady.

Their comments after the first lesson were all positive and expressed excitement, they really liked looking through Europeana boards on Pinterest and selecting the favourite painting.

The second lesson turned out to be a success mainly thanks to introducing the element of competition. The students listened to their peers very carefully so as to be able to give the points.

Implementing the scenario during two separate 45-minute lessons proved to be a good idea as some children needed more time to work on their presentations and in this way they could do it at home and felt much more comfortable while presenting it in front of their mates.

Finally, it is important to ask children to download QR code readers apps in advance not to lose some precious time during the lesson.

### 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.

