

Europeana Learning Scenario

Title

OLYMPIC GAMES AND GREEK MYTHOLOGY AT SCHOOL

Author

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Abstract

The main axis of the project is the knowledge of what Olympic Games are and its nexus to Greek mythology starting with short and simple videos from the YouTube platform, readings of some books about this topic and complementing with graphic and written resources that can be found on the Europeana website.

We intend to promote a creative spirit, interest, attitude and appreciation of effort, use ICT as a methodological change to create, express and support teaching, develop the key competences framework 2006/962/EC of the European Parliament and of the Council of 18 December 2006, deploy a series of competence tasks as a proposal to improve the educational quality of the centre, promote teacher training in the field of quality projects, through the inclusion of a research-action project (reflection, debate, generation of proposals), improve the mastery of new technologies and promote artistic and visual creations.

Keywords

- Olympic Games
- Greek mythology
- History
- Key competences
- Gamification

Table of summary

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Subject	<ul style="list-style-type: none"> • Spanish Language • English Language • Art (Architecture, Sculpture and Painting) • Social Sciences
Topic	<ul style="list-style-type: none"> • Olympic Games and Greek mythology
Age of students	<ul style="list-style-type: none"> • 10-11 years old
Preparation time	<ul style="list-style-type: none"> • 2 hours
Teaching time	<ul style="list-style-type: none"> • 2 sessions of one hour.

This learning scenario is a complementary activity of the project “Olympic Games and



	<p>Greek Mythology”. Students have read some stories about ancient Greece and some myths, so this activity is an extension activity. The teacher has prepared some materials (jigsaws, worksheets, white cardboards and the eTwinning project) before and evaluates all the process taking into account the benefits for his practice and students’ process of learning. With this activity, students can develop their key competences, such as, digital competence or artistic and cultural competence.</p>
Online teaching material	<ul style="list-style-type: none"> • YouTube • Jigsawplanet • Padlet • Europeana • Historiana • ETwinning • Student feedback
Offline teaching material	<ul style="list-style-type: none"> • Worksheets done by the teacher. • White cardboards. • Pencils. • Rubber. • Scissors. • Glue. • Coloured pencils. • Printed pictures.
Europeana resources used	<ul style="list-style-type: none"> • THE REMAINS OF THE TEMPLE OF OLYMPIAN ZEUS • ZEUS AND HERMES • ZEUS AND GANIMEDES • PARTHENON • THE SCHOOL OF ATHENS BY RAPHAEL

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Integration into the curriculum

According to my national curriculum, the topic of the learning scenario will fit properly with the main goal of the education at this level because it develops students’ key competences as shown in the Educational Law and we can cover all of them with the activities carried mainly in the Spanish Language and Social Sciences among the other subjects (i.e. Art or Social Values).

The Spanish Language:

- The student produces oral texts that allow us to perform a wide variety of communicative functions (asking for and giving information, expressing feelings, opinions, agreement, disagreement, etc.) by expressing ourselves with adequate diction (rhythm, intonation...).

- The student transmits ideas with clarity, coherence and correctness respecting the rules of communication: speaking time, organizing the speech, respectful participation and certain rules of courtesy within the oral communication.
- The student presents ideas, knowledge and facts, narrating and describing them in a coherent and orderly manner.
- The student shows understanding, with a certain degree of detail, of different types of non-literary texts (expository, narrative, descriptive and argumentative) and texts of everyday life.
- The student produces summaries of texts read.
- The student identifies the characteristic elements of the different types of texts.
- The student writes a report following an established script that involves the search, selection and organization of the information of scientific, geographical or historical texts.
- The student reads small literary works, completing the proposed activities, exposing their opinions.

Social Sciences:

- The student searches, selects and organizes specific and relevant information, analyses it, draws conclusions, reflects on the process followed and communicates it orally and/or in writing.
- The student uses Information and Communication Technologies (Internet, blogs, social networks...) to prepare works with the appropriate terminology for the subjects dealt with.
- The student analyses information related to the area and handles images, tables, graphics, diagrams, summaries and the Information and Communication Technologies.
- The student performs the tasks assigned and presents the work in an orderly, clear and clean manner.
- The student uses with rigor and precision the vocabulary acquired to elaborate works with the appropriate terminology to the topics covered.
- The student presents orally, in a clear and orderly manner, content related to the area, which shows the understanding of oral and/or written texts.
- The student makes works and presentations at individual and group level that involve the search, selection and organization of texts of a geographical, social and historical nature.
- The student shows attitudes of self-confidence, critical sense, personal initiative, curiosity, interest, creativity in learning and entrepreneurial spirit that make him/her active in the circumstances that surround him/her.
- The student shows autonomy in the planning and execution of actions and tasks and has initiative.

Aim of the lesson

By the end of the lesson, my students will enrich their the knowledge of History, Physical Education, the Spanish Language, Social Science and cultural heritage through literary and graphic works and use ICTs as support to develop our activities and establish the first contact with the Europeana website in order to introduce it in the following projects that are carried out.

Outcome of the lesson

At the end of the lessons (at the end of the project), there will be a variety of tangible end-products, such as a collaborative book, collaborative activities online, an eTwinning project and, if possible, a recorded TV programme in which students are TV presenters and they interview the Greek Gods and Goddesses (they are wearing fancy dresses).

Trends

- Project-Based Learning
- Collaborative Learning
- Mobile Learning
- Peer Learning
- Open Source Learning.
- Visual Search & Learning.
- Learning materials.
- Social Media Learning.

21st century skills

Learning and innovation skills: creativity and innovation. Students have to collect information and share among them in order to create a final task. They share and support different ideas and belongings by means of collaborating together.

Digital literacy skills: information literacy, media literacy, Information and communication technologies (ICT) literacy. They have to develop the language skill in order to complete the task by reading and watching online texts and videos about an author and his work. We will not use the book itself, but online support.

Activities

Name of activity	Procedure	Time
1st session - Video and debate	Warm-up activity: watch the video about ancient Greece and Greek Mythology. After watching it, students talk about it and share their opinions. Watch the ACROPOLIS VIDEO THE OLYMPIC GAMES STORY FOR KIDS and THE ANCIENT ORIGINS OF THE OLYMPICS .	20 minutes
1st session - The Acropolis of Athens and the Parthenon	Fun Facts: Video Acropolis Of Athens In Greece 10 facts about the Parthenon, the icon of ancient Greece (English Language) (Spanish Language)	25 minutes
1st session - What do you remember?	Once the students have watched and read the previous videos and readings, they have to sum up what they have learnt during this activity using the Padlet created for this ending in	15 minutes
2nd session - Remember	Review the contents of the previous session in order to check what they remember or if they have been investigating at home.	5 minutes

Name of activity	Procedure	Time
2nd session Jigsaw	<p>- The teacher will print several images of the work obtained from Europeana and convert them to puzzle. We can do the same picture with three different levels for fast finishers. Students love this kind of activity and they can discover the story through the pictures. The students have been surfing the Internet and exploring the links provided before about the resources found in the webpage of Europeana. The puzzles and links are the following:</p> <ul style="list-style-type: none"> • THE REMAINS OF THE TEMPLE OF OLYMPIAN ZEUS: Europeana Media, Jigsaw. • ZEUS AND HERMES: Europeana Media, Jigsaw. • ZEUS AND GANIMEDES: Europeana Media, Jigsaw. • PARTHENON: Europeana Media, Jigsaw. • THE SCHOOL OF ATHENS BY RAPHAEL: Europeana Media, Jigsaw. 	40 minutes
2nd session What do you remember?	<p>- Once the students have watched and read the previous videos and readings, they have to sum up what they have learnt during this activity using the Padlet created.</p>	15 minutes

Assessment

	Excellent 9 – 10	Good 7-8	Adequate 5 - 6	Improvable 1 -4
Exhibition of ideas	Exposes ideas with good mastery, facts and experiences with clarity, coherence and correctness.	Expresses his/her ideas clearly and in an organized way.	The main ideas are clear.	With the help of some support (text written, outline, script...) makes a reading of the main ideas before the group.
Contents	Demonstrates a complete mastery of the subject under discussion, clearly highlighting the important aspects, and responding adequately to the questions from the group.	Demonstrates good command of the topic and normally uses a vocabulary specific to this one, responding adequately to the questions of the group.	Demonstrates a majority domain of the parts of the topic and uses a basic vocabulary of this, although is not accurate in the answers to the questions from the group.	It integrates a basic knowledge that is highlighted in a script or outline that he uses for exposure.

Interactions with the group	He / She is looking at the whole group and actively participates in the conversation replying to questions and comments related to the theme of the conversation.	Generally dominates the situation, although something else is shown unsafe in conversation.	The mastery of the situation is intermittent and, depending on what moments, the gaze is dominated and the conversation is raised with security.	He / She manages to carry out the exhibition although his introversion or the uncertainty of the situation make it difficult to keep an eye on you, or to face conversations with security.
Understanding	The student can accurately answer almost all the questions posed on the subject by his classmates.	The student can accurately answer most of the questions posed on the topic by his/her classmates.	The student can accurately answer a few questions posed on the topic by classmates.	The student cannot answer the questions posed on the topic by classmates.
Presentation	Respects all the elements of established presentation (title, margins, spelling, legibility, cleanliness, use of images and order).	Respects almost all the elements of established presentation (title, margins, spelling, legibility, cleanliness, use of images and order).	Respects the elements of basic presentation established (title, spelling, legibility, cleanliness and order).	He / She needs help to respect the basic presentation elements (title, orthography, legibility, cleanliness and tidiness), including some mistake.
Think about the story read (Greek Myths).	The student describes with precision what happened in the Myth and tries to predict what will happen next.	The student accurately describes what has happened in the Myth.	The student accurately describes the major part of what has happened in the Myth.	The student has difficulty in telling the Myth.

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

Student feedback

I was able to collect information about the learning process of my students through digital activities (eTwinning project, Twinspace, Kahoot!, etc.), as well as oral (abstracts and trivial questions) and written activities (preparation of a forum post, use of the project Padlet, etc.). In addition, I was able to assess their digital competence through activities that were carried out in class and the use of materials from the Europeana website that were visited during the learning scenario.

At the end of the learning scenario I gave my students a self-evaluation [link](#) for them to get their feedback and help to improve my teaching process.

Teacher's remarks

According to the self-evaluation received from the students, they have learned Greek myths, the history of the Greek Olympics, curious facts about the Parthenon, etc.

They have also improved their reading comprehension of the texts read and have developed their digital competence, making their learning more significant with respect to what they have worked on in class. These Europeana sessions have served as a complement to the classroom sessions.

As for what should be improved in the classroom, all agreed that the class was very good and positive.

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

