

# Europeana Learning Scenario

## Title

The Instant Life of Aprons and Pockets

## Author

Daniela Bunea

## Abstract

Students of English as a Foreign Language (A2+ level on the Common European Framework of Reference for Languages [<https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>]) learn about aprons and pockets throughout history, and design and produce aprons as professionally essential accessories for a particular occasion.

## Keywords

STEAM, presentation, fashion, apron, pocket

## Table of summary

<b>Subjects</b>	English as a Foreign Language Technology and Practical Applications
<b>Topic</b>	Spare time activities (example: cooking for pleasure)
<b>Age of students</b>	12-13
<b>Preparation time</b>	2 hours
<b>Teaching time</b>	3 classes of 50 minutes each
<b>Online teaching material</b>	- Hank Locklin's "Tie Me To Your Apron Strings Again": <a href="#">Tie Me To Your Apron Strings Again</a> - Alanis Morissette's "Hand In My Pocket": <a href="#">Hand In My Pocket</a> - Europeana: <a href="https://www.europeana.eu/portal/en">https://www.europeana.eu/portal/en</a>
<b>Offline teaching material</b>	- clothing material, preferably fabric made of cotton - scissors and pins - needle and thread
<b>Europeana resources used</b>	- doll's white apron: <a href="#">Schort van pop</a> - service/domestic apron: <a href="#">Dienschortje</a> - girl's white apron: <a href="#">Meisjesschort</a>



- apron from “Favourite Ballads. With music and ... illustrations”: [apron from "Favourite Ballads.](#)
- image from “L’Espagne pittoresque, artistique et monumeatale. Mœurs, usages et costumes, par MM. M. de Cuendias et V. de Féreal. Illustrations par Célestin Nanteuil”: [L’Espagne pittoresque, artistique et monumeatale](#)
- woman sitting on a chair in the street, cooking chestnuts in a flat pan over a small brazier; coloured aquatint with etching: [woman](#)
- man cooking on an open fire under a large awning in the street, his customers sitting on benches enjoying their food; colour lithograph by Gatti and Dura: [man](#)
- maid carrying drinking chocolate on a tray; stipple engraving by A. H. Payne after Jean-Etienne Liotard, about 1743: [maid](#)
- cook standing in a kitchen with food in pans on the tables in front of him; coloured lithograph: [cook](#)
- young ladies in cook's hats in a kitchen being instructed in the art of cooking; coloured etching by John Leech: [Young ladies](#)
- pair of cotton pockets, tamboured with linen thread with linen ties; the pockets are rectangular with pleats at the top for shaping; France, 1800-1830: [A pair of cotton pockets](#)
- boy's waistcoat lined with ivory-coloured twill, the front of ivory-coloured satin with pockets and a shawl collar, England, 1820-1830: [Boy's waistcoat](#)
- young white female health professional in uniform, with hands in her pockets: [uniform](#)

#### Licence

##### Attribution CC BY.

This licence lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses on offer, recommended for maximum dissemination and use of licensed materials.

#### Integration into the curriculum

The topic SPARE TIME ACTIVITIES is part of the national curriculum for Foreign Languages and Technology – the main theme is: PERSONAL UNIVERSE.

#### Aim of the lesson

After visiting Europeana as a virtual exhibition to learn the ways people have historically utilized both pockets and aprons, students describe spare time activities (example: cooking for pleasure), compare characteristics, narrate events, express reasons, design and create an apron to make use of it on a particular occasion.

#### Outcome of the lesson

The tangible end-product is a stylish, operational, comfortable apron, with/without (front/side) pockets.

#### Trends

- project-based learning – students solve task-based tasks and work in groups;

- student-centered teaching and learning – students and their needs are at the centre of the teaching and learning process;
- what-you-can-do assessment;
- STEAM learning – increased focus on Science, Technology, Engineering, Arts and Mathematics;
- mobile teaching and learning – access to knowledge is granted through smartphones and/or tablets – teaching/learning happens anytime, anywhere;
- peer learning – students learn from peers and give each other feedback;
- visual search and learning – images and multimedia are at least as powerful as verbal stimuli;
- BYOD – students and teacher bring and use their own mobile devices to/in the classroom;
- vocational education – increased focus on vocational skills in the curriculum.

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

- Communication skills, as well as tolerance and openness to others’ ideas;
- Critical and creative thinking skills;
- Information literacy and media literacy;
- Collaboration skills, as well as student empowerment and skills of learning throughout life.

### Activities

Name of activity	Procedure	Time
INITIATION	Students listen to the songs “Tie Me To Your Apron Strings Again” and “Hand In My Pocket” (played on teacher’s smartphone and broadcast on teacher’s wireless mini portable Bluetooth speaker) while using their smartphones to visit Europeana as a virtual museum of aprons and pockets – searching for ‘apron’ and ‘pocket’ after realising what the lesson will be about, and understand the historical approach to aprons and pockets.	25’
DISCUSSION	Students talk as a class about spare time and housework activities that require or welcome the wearing of an apron with or without pockets nowadays (example: cooking for pleasure), and consider the ways aprons differ to accommodate a variety of needs.	25’
PRESENTATION	Students observe demonstration of creation of an apron, becoming aware of the tools required and the fact that health and safety rules need to be adhered to.	20’
NEGOTIATION	Students decide in groups on aprons to be designed for a particular occasion.	15’
PRODUCTION	Students create aprons individually, to be worn on a particular occasion.	50’

Name of activity	Procedure	Time
REFLECTION	Students examine and evaluate finished products – self- and peer-assessment, followed by teacher assessment.	15'

**Assessment**

Creations by successful students use a historical apron as reference in their design, reflect on one need out of those expressed during the class discussion, relate their design to today’s societal context and show interpretation of the functional aspect of aprons with/without pockets by integrating at least one element of personalisation.

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

**Student feedback**

Students will record in their journal their insight into the lesson as homework after the last of the 3 classes. Teacher reviews the entries and can plan future lessons accordingly.

**Teacher’s remarks**

The charity cooking fair this coming April will surely benefit from the stylish aprons worn by the enthusiastic students behind the tables of our class! We have embarked on this short project with the end in mind, and experimented with the interplay between fashion and function. The result stands as linking the past with the present after having thought critically about how aprons and pockets relate to their societal context, and prepared ourselves for the cooking fair in a novel way.

**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.