Europeana Learning Scenario

Title

⚐ Fun with Flags ⚐

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Summary

"Fun with Flags" (⚐FwF⚐) is a cross-curricular learning scenario intended for 7th Graders (1st Grade of Junior High school, 13-14-year-old students). The learning scenario was inspired by my favorite blockbuster television series "*The Big Bang Theory*", in which, *Sheldon Cooper*, a theoretical physicist at the California Institute of Technology (Caltech) launches a You Tube vodcast show with the title "Fun with flags". The show comprises various *episodes* during which Dr. Sheldon Cooper leads us on a journey through the wonderful world of Vexillology, the scientific study of the history, symbolism and usage of flags or, any interest in flags in general. The general aim of the scenario is to introduce students to Vexillology, the study of flags. It also aims to promote European citizenship education, encouraging young people to interact effectively, think critically, and act in a socially responsible way and democratically. It is intended to help students understand the importance of flags to a community as well as the symbolism of a flag. The topic of the learning scenario encompasses different curricular areas (Geography, ICT, Art, Citizenship Education) integrated with the English Language Arts (speaking, writing, listening and reading). The students' competence in English should range between levels A2 – B1 according to the CEFR. Students communicate and collaborate with each other, are engaged in group work, research the topic, compare and contrast opinions and views, reach conclusions, make digital products, self and peer evaluate and publish their work online.

Table of summary

Subject	English (EFL), Geography, ICT, Art, Citizenship Education
Topic	**"Fun with Flags"** is a cross-curricular learning scenario for use in an EFL classroom. The topic encompasses different curricular areas integrated with the English language arts (speaking, writing, listening, reading).
Age of students	7th Graders (12-13-year-old students) 1st Grade of Junior High School
Preparation time	1 teaching session (45 minutes). Students form groups and establish group work rules. The teacher introduces students to the Europeana platform and gives instructions of proper use of the resources. Teacher and students discuss cultural heritage and its importance. Teacher gives students instructions on the web 2.0 tools to use in this learning scenario: Padlet, GeoPuzzle, Scrontch's Flag Designer, Canva, Giphy, Powtoon, Photo Collage. The activities take place in the computer lab where there is also an interactive whiteboard. **Objectives:** • To become familiar with the Europeana platform • To discuss and explore Europeana as a source of digital cultural heritage • To give instructions on the use of specific web 2.0 tools
Teaching time	4 teaching sessions: 1st and 2nd of 90 minutes each and 3rd and 4th of 45 minutes each
Online teaching material	**Videos** *See the evolution of over 2,000 world flags in under 5 minutes* *Episodes of Fun with Flags* **Websites** *European Union* *EU member countries in brief*

	Interesting Facts for Kids about the Flags of the World *North American Vexillological Association* *NAVA-Good flag, bad flag* *Europa EU Learning Corner* **Web 2.0 tools** *Padlet* *GeoPuzzle* *Scrontch's Flag Designer* *Canva* *Giphy* *Powtoon* *Photo Collage*
Offline teaching material	Printable worksheets
Europeana resources used	*Europeana (Free to use images)* *Europeana> National flags* *Europeana> Ceremonial artifact: flag, national*

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Integration into the curriculum

Citizenship education is part of national curricula in all countries. It is delivered in schools through three main approaches: as a stand-alone subject, as part of another subject or learning area, as a cross-curricular dimension or it is taught by using a combination of these approaches (*Eurydice, 2017*). In Greece, it is a stand-alone subject in the 9th Grade. In the 7th and 8th Grades it is usually taught cross-curricularly or as part of other subjects (Modern Greek, Foreign Languages, History, Geography, Home Economics, etc).

The National Curriculum for foreign languages (FL) in Greece is the Unified Curriculum for Foreign Languages (EPS-XG) and it follows the systematic planning of the FL levels/criteria defined by the Council of Europe (*CEFR, 2001*). The aim of the EPS-XG is to promote multiliteracies towards a holistic development of learners by enhancing their linguistic, pragmatic, sociocultural and sociolinguistic knowledge. The use of technology is encouraged through a multimodal approach to FL learning by using technological tools which can increase motivation and the achievement of learning objectives. It holds a learner/learning centered view of FL education and aims at differentiated FL learning by taking into account different learners' origins, needs, preferences, background and learning styles and, linking outside-classroom reality to inside-classroom language pedagogy.

The textbook, *Think Teen 1st Grade of Junior High School (Beginners)*, is the official textbook used for the teaching of English in the 7th Grade. *Unit 1, Lesson 1*, is aimed at encouraging students to talk about themselves (name, country, nationality, language) and to make friends from around the world (key pals or e-friends). As a result, this learning scenario fits highly into the EPS-XG curriculum as it teaches citizenship education as part of an EFL lesson and incorporates the trends project-based learning, collaborative learning, student centered learning, web resources and technology tools, assessment of achievement of learning goals and outcomes.

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Aim of the lesson

General Aim

The general aim of the lesson is to promote European citizenship education to students through Vexillology. Citizenship education is a subject area which aims to promote a harmonious coexistence and foster the mutually beneficial development of individuals and the communities in which they live. In democratic societies, citizenship education supports students in becoming active, informed and responsible citizens, willing and able to take responsibility for themselves and for their communities at the national, European and international level. Taking into account the current policy context outlined above and the latest research findings, the conceptual framework of citizenship education is centred on four competence areas (i.e. knowledge, skills and attitudes) (*Eurydice Brief, 2017*).

Area 1: Interacting effectively and constructively with others, including personal development (self-confidence, personal responsibility and empathy); communicating and listening; and cooperating with others.

Area 2: Thinking critically, including reasoning and analysis, media literacy, knowledge and discovery, and use of sources.

Area 3: Acting in a socially responsible manner, including respect for the principle of justice and human rights; respect for other human beings, for other cultures and other religions; developing a sense of belonging; and understanding issues relating to the environment and sustainability.

Area 4: Acting democratically, including respect for democratic principles; knowledge and understanding of political processes, institutions and organisations; and knowledge and understanding of fundamental social and political concepts.

Objectives of the learning scenario:

At the end of this lesson, students will be able to:

- Talk about countries and nationalities in English
- Identify European union countries and their capitals
- Locate and highlight European countries on an online map
- Identify European union country flags
- Identify and describe key elements (symbols, shapes and colours) in European union country flags
- Incorporate pattern, symbolism, logo design, and layout into a representational work of art (a flag)
- Create a flag which represents students themselves as individuals as well as a unified community of people
- Embrace themselves and others within their community

Trends

Project-Based Learning; Collaborative Learning; Student Centered Learning; Gamification; Learning materials: shift from textbooks to web resources; Assessment: "what you can do."

21st century skills

One way to support the development of 21st century skills in students is by using technology integrated with core subjects, sound principles of learning, and standards of assessment geared to student needs and interests. P21 developed the *Framework of 21st Century Learning* which comprises three clusters of competencies with various sub-skills each: 1. Learning and Innovation Skills: a) critical thinking and problem solving, b) creativity and innovation, c) communication and collaboration; 2. Information, Media and Technology Skills: a) information literacy, b) media literacy and c) technology literacy; 3. Life and Career Skills: a) flexibility and adaptability, b) initiative and self-direction, c) social and cross-cultural skills, d) productivity and accountability, e) leadership and responsibility.

This learning scenario corresponds to various of the above 21st century skills and competences as it promotes communication [*students communicate ideas and messages in a foreign language*] and collaboration [*students collaborate in groups in order to achieve a common goal*], information and technology literacy skills [*students search online resources, download digital items, save digital items for later use*], creativity [*reuse digital items and create original products*], initiative and self-direction [*students are self-motivated and take the initiative for their own learning*], productivity [*students do collaborative work that results in a product*], accountability and responsibility [*students are accountable to teammates and responsible as a team for the outcome of the project*] and social, civic related skills [*embrace themselves and others within their classroom community, organization or nation that share common beliefs, goals, rules and regulations, create a community flag which represents themselves as individuals as well as a unified community working together*].

Activities

Describe here in detail all the activities during the lesson and the time they require. Remember, that your learning scenario needs to use Europeana resources.

Name of activity	Procedure	Time
Session 1	**DSI-4 – 🏳 Fun with Flags 🏳**	**90 minutes**
Activity 1: Introduction to the topic	Students watch the following video in order to guess the topic of the lesson: *See the evolution of over 2,000 world flags in under 5 minutes* **Plenary discussion – Whole classroom** What are we going to talk about in this lesson? Have you recognized any country flags? Which ones? Why are there so many different world flags? **Objectives:** To watch and understand a video; To grasp the substance and central idea of what is seen; **21st century skills:** Critical Thinking, Social & Cross-cultural skills	**5 minutes**
Activity 2:	Students watch the *First Episode* of Fun with Flags in order to be introduced to the topic and have fun. What is the topic of the vodcast show?	**5 minutes**
Activity 3: Brainstorming	**Plenary discussion – Whole classroom** Students answer individually the following questions based on the videos they have watched and their personal experiences and add ideas of their own (*teacher writes answers on the whiteboard*). • Can you name some symbols on flags? • Can you name some shapes on flags? • Can you name some colors on flags? • Can you name some animals on flags? • Can you name the parts of a flag? • Do you know how the study of flags is called? • Do you know how somebody who studies flags is called? • Do you know how somebody who designs flags is called? • Do you know how somebody who collects flags is called? • Do you know how somebody who is engaged in promoting a specific agenda and/or point of view with regard to flags is called? **Objectives:** • To familiarize students with colors, shapes and symbols used in the making of flags; • To introduce students to the notions of Vexillology: The study of flags Vexillologist: A person who studies flags Vexilographer: A person who designs flags professionally or semi-professionally Vexillophile: A person who collects and displays flags Vexillonaire: A person who is active in flag design or usage, or is engaged in promoting a specific agenda and/or point of view with regard to flags • To answer questions and put ideas in proper sequence; **21st century skills:** Communication, Critical Thinking, Social & Cross-cultural skills	**10 minutes**
Activity 4:	The class is divided in groups of four and once workgroups are established, each group sits in front of a computer. Each group accesses the following sites in order to read information on symbols, shapes and colours used in flags.	**25 minutes**

Computer supported collaborative group work	*Universal Symbols in World Flags* *Symbols, Shapes and Colours World Flags* *Colours in Flags* Students work collaboratively, take notes in worksheet 1 and fill in the **table** with the following information:

COLOURS IN FLAGS	SYMBOLS IN FLAGS	SHAPES AND PARTS OF FLAGS
RED>symbolizes…..	The SUN> symbolizes….	TRIANGLE>symbolizes…

After they have finished the activity, they save their documents with the name of their group at the computer's desktop.

Objectives:
- To develop note taking skills;
- Identify and describe key elements in flags (symbols, shapes, colours)
- To process information critically;
- To think critically of what to include in the document;
- To process and save a word document

21st century skills:
Collaboration, Critical Thinking, Technology Literacy

Activity 5 **Computer supported collaborative group work**	**Design the flag of your group** Students go to *Scrontch's Flag Designer* and design a flag. They choose the Division, the Overlay, the Colors and the Symbol of their group's flag. They will have to justify the selection of the above qualities of the flag. They can consult the table in the document they have saved at the desktop of their computer. Their flag should adhere to the 5 Basic Principles for good flag design as they are outlined by the *NAVA*, *North American Vexillological Association*. **Keep It Simple**: The flag should be so simple that a child can draw it from memory. **Use Meaningful Symbolism**: The flag's images, colors, or patterns should relate to what it symbolizes. **Use 2 or 3 Basic Colors**: Limit the number of colors on the flag to three which contrast well and come from the standard color set. **No Lettering or Seals**: Never use writing of any kind or an organization's seal. **Be Distinctive or Be Related**: Avoid duplicating other flags, but use similarities to show connections.	**30 minutes**

Activity 6: **Presentation**	Students present their group's flag to the classroom. All groups vote on the padlet for the best flag and add comments!	**15 minutes**

Session 2	**DSI-4 –** 🏴 **Fun with Flags** 🏴	**90 minutes**

Activity 1: **Computer supported collaborative group work**	Students access the site *EU member countries in brief*, in order to find out which countries belong to the European Union and which their capitals are. They work collaboratively, take notes in worksheet 2 and fill in the table with the following information:	**25 minutes**

COUNTRY	CAPITAL	FLAG
GREECE	ATHENS	🇬🇷

Students, if there is time, can also match flags according to shapes and patterns (e.g. vertical stripes, horizontal stripes, crosses, other). After they finish, they save the word document with the name of their group at the desktop of their computer.

Activity 2:	The teacher announces to the class that they are going to create a map of the European Union Countries in *GeoPuzzle*. GeoPuzzle is an online tool in which one has to drag the shape of the	**20 minutes**

Computer supported collaborative group work	territory to match the right place on the map. This way, in the form of a game, students can learn the names and locations of each country and have fun doing it. If they finish early, they can also do another puzzle at the _Europa EU Learning Corner_. Each group sits in front of a computer. The students play the puzzle and have fun. After they finish the puzzle, each group takes a screenshot and posts the completed puzzle at the lesson's _Padlet_. **Objectives:** • To learn to navigate on a map; • To develop mapping skills; • To process information critically; • To learn the EU countries; • To learn the EU capitals; • To publish a product on the internet; • To save their work at the desktop of the computer. **21ˢᵗ century skills:** Communication, Collaboration, Critical Thinking	
Activity 3: **Computer supported collaborative group work**	After students have finished the puzzle, the teacher tells them to access the Europeana platform in order to search, find and download pictures of authentic flags (not a sketch or drawing) for each EU country. Students make a folder at the desktop of the computer with the name of their group and save all the pictures there. _In order to download and save the pictures of flags we asked permission from the Royal Museums Greenwich - National Maritime Museum, which was granted (for more details see teacher's remarks)._ Students access the following addresses: _Europeana Free to Use Images_ _Europeana> National flags_ _Europeana> Ceremonial artifact: flag, national_ **Objectives:** • To search for information on the Europeana Platform; • To search material online by using specific criteria; • To download and save pictures in a file at the computer **21ˢᵗ century skills:** Communication, Collaboration, Critical Thinking, Technology Literacy, Information Literacy	**45 minutes**
Session 3	**DSI-4 – 🏴 Fun with Flags 🏴**	**45 minutes**
	Computer supported collaborative group work: **Students work in groups of four in front of a computer** **Each group assumes a role**	
	Group 1: The Vexillographers Most schools and universities display flags and banners throughout their campus. As a result, the School's Principal and the Teachers' Association of your school are considering the design of a custom-made school flag with a seal or mascot and school colors displayed. For this purpose, your team has been assigned to design a flag for your school, as an official emblem, in order to be posted at the school's website and be put up outside the school premises, together with the national flag. What you have to do: Go to _Scrontch's Flag Designer_ and design a flag. Choose the Division, the Overlay and the Symbol of the flag. You will have to justify the selection of the above qualities of the flag at the presentation stage so take into account the school's culture, program, curriculum and activities and the document you have uploaded at the lesson's Padlet. Your flag should also adhere to the 5 Basic Principles for good flag design as they are outlined by the _NAVA, North American Vexillological Association_. **Keep It Simple**: The flag should be so simple that a child can draw it from memory. **Use Meaningful Symbolism**: The flag's images, colors, or patterns should relate to what it symbolizes.	**45 minutes**

Use 2 or 3 Basic Colors: Limit the number of colors on the flag to three which contrast well and come from the standard color set.

No Lettering or Seals: Never use writing of any kind or an organization's seal.

Be Distinctive or Be Related: Avoid duplicating other flags, but use similarities to show connections.

After you finish, download the flag and share it at the lesson's *Padlet*.

Group 2: The Vexillologists

Your team is considering setting up an extra-curricular school club which will be engaged in the study of flags. Members of this club should love flags and should be interested in the design, meaning, and effectiveness of flags, and the way flags communicate complicated ideas through the use of color and line without the use of words. Added to this, you are going to represent the school in vexillological competitions, in cooperation with the team of vexillographers. As a result, you are going to create a **poster** in order to **advertise your club and ask for memberships**. You can use the pictures you have found at the Europeana platform if it is allowed. If it is not, use your imagination. You will have to give your club a name and a goal and also a reason for joining to anyone interested. In order to design your poster, go to *Canva*, choose "Create a design" and pick up the "Poster" option. Design your poster. After you finish, share the poster at the lesson's *Padlet*.

Group 3: The Vexillophiles

As Vexillophiles, your team collects and displays flags. Consult the document with the EU country flags distinguished by pattern at the lesson's Padlet. Also, use the pictures you have found at the Europeana platform if it is allowed. If it is not, use your imagination. Make some giphs in order to display the collection of flags your school club holds. Go to *Giphy*. Log in and create your giphs. You can also create a photo collage with the pictures at *Photo Collage*. After you finish, share the giphs and collages on the lesson's *Padlet*.

Group 4: The Vexillonaires

A vexillonaire is a person who is active in flag design or usage, or is engaged in promoting a specific agenda and/or point of view with regard to flags. As a team of vexillonaires, you will study the EU flag and you will prepare a presentation which must include the following points:

European Union

Flag, Symbolism, National Anthem, Values, Currency, Languages.

EU member countries in brief

For your presentation go to the web 2.0 tool, *Powtoon*. Use the template 5 TIPS. After you finish, upload your presentation at the lesson's *Padlet*.

Objectives of the 3rd session:
- To search for information on the Europeana Platform;
- To search material online by using specific criteria;
- To download and save pictures in a file at the computer
- To use certain web 2.0 tools

21st century skills:

Communication, Collaboration, Critical Thinking, Technology Literacy, Information Literacy

Session 4	DSI-4 – 🏳 Fun with Flags 🏳	45 minutes
Activity 1: **Presentation**	**Group Presentations** Each group presents their work to the class. As each group talks about their work, they can show it using the projector or the interactive whiteboard. Have each group choose a spokesperson and establish a time limit for each spokesperson to talk (maximum 5 minutes). Tell the spokesperson to summarise the key concepts presented in their work. After all the groups have an opportunity to share, the teacher summarises the lesson's outcomes and products. **Objectives:** To perform an oral presentation To enhance communication skills **21st century skills:**	25 minutes

	Collaboration, Communication, Initiative, Productivity and Accountability	
Activity 2: **Debriefing**	Teacher gets feedback from students about the lesson, by asking the following questions: Did you like the lesson? What did you like the most? What did you like the least? What did you learn? **Objectives:** To receive student feedback To evaluate the lesson **21st century skills:** Collaboration, Communication, Critical Thinking, Accountability	**10 minutes**
Activity 3: **Evaluation**	Students evaluate the products by voting at the lesson's Padlet (peer evaluation). Teacher evaluates the learning scenario by using the Europeana-DSI-4-Assessment-criteria Rubric (self-evaluation) **Objectives:** To develop evaluation skills **21st century skills:** Collaboration, Communication, Accountability	**10 minutes**

Assessment

Peer assessment: Peer assessment is a collaborative learning technique, in which students assess their peers' work and have their work assessed by peers. It gives students feedback on the quality of their work, often with ideas and strategies for improvement. In this scenario each team assessed the other teams' products by voting in the digital learning portfolio of the learning scenario, that is the Lesson's Padlet.

Self-assessment: Rubrics allow teachers and students to evaluate a lesson based on complex and objective criteria, and provide a framework for self-evaluation, reflection and peer review. In this scenario the teacher self-assessed the learning scenario using the rubric provided by the European Schoolnet Academy online course Europeana (Appendix). Students used the rubric the teacher created on the evaluation of the accomplishment of the objectives of the lesson (Appendix).

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

Teacher's remarks

Students enjoyed the lesson and were very satisfied with their work. Although some of them lacked basic ICT skills, with the help of their group mates and the teacher, they managed to finish their assignments successfully. They were not able to find all the flags of the countries that belong to the EU at the Europeana portal so they suggested that Europeana should add the topic of flags to a collection! In addition, all the images of the flags they had found had copyright issues, so we sent an email to the Royal Museums Greenwich - National Maritime Museum and asked for permission to use the images for the lesson. They granted us the permission to use them and download them free of charge directly from the links, under the terms of their Creative Commons Attribution, Non-commercial, No Derivatives (CC BY-NC-ND) license. Students also had a lot of fun during the lesson and said that they learnt a lot of things about the EU flags and vexillology!

EMAIL concerning the permission to use the pictures of flags:

Thank you for your enquiry and for your interest in flags from our collection.

You can find the digital images of these items on our Picture Library website and on our Collections Online website. The first is a commercial website for licencing, from which you can either download low-resolution images for free, or purchase high resolution files. The latter – Collections Online – is purely a research platform, so you will see some images are not at the highest standards.

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If, instead, you need a high resolution JPG, you can still use our Picture Library website to purchase a license and a high resolution of the image. If you first register for an account, and then search for each object reference (the AAA- codes), you can then select the appropriate usage option in your shopping basket and proceed with payment.

If you need high resolution images of flags that are not currently on our Picture Library website, please let me know and I will inform you about our fees for new photography.

Should you have any further questions please do let me know.

Best regards,

Francesca Gallo
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Suggestions for further use in other disciplines or in a different context

P.E. > Olympic Games, World flags, national anthems, medals, sports, etc) (Tokyo 2020)
R.E. > Religion (religious symbols in flags, religious flags)
CIVIC EDUCATION > Government, civil rights flags
MUSIC > National Anthems
ICT > Coding > Flag alphabet and flag numbers
CHEMISTRY > A periodic table of flags
ECONOMY > Euro vs previous currency
HERALDRY > design, display, and study of armorial bearings
PHILATELY > study of stamps and postal history, collection, appreciation of stamps and other philatelic products
CARTOGRAPHY > study and practice of making maps

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.