

# Europeana Learning Scenario

## Title

Places in Stamps

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## Abstract

Using Europeana pictures of different places to create “home-made” stamps was the fun part of practicing Present Continuous. Picture editing and grammar rules were used to write a postcard. Writing skills are developed through following a text pattern. ICT skills are developed through using (online) applications for editing pictures.

## Keywords

Europe, postcard, stamps, city, country

## Table of summary

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Subject	English as a Foreign Language, ICT
Topic	Writing a postcard, Present Continuous
Age of students	11-12
Preparation time	30 minutes
Teaching time	90 minutes (two 45 minute lessons)
Online teaching material	<a href="https://pixlr.com/">https://pixlr.com/</a> <a href="https://www.google.com/">https://www.google.com/</a> <a href="https://wordwall.net/resource/897461/">https://wordwall.net/resource/897461/</a>
Offline teaching material	Paper / notebook, pencil
Europeana resources used	<a href="https://www.europeana.eu/portal/en">https://www.europeana.eu/portal/en</a> <a href="https://www.europeana.eu/portal/en/explore/galleries/postage-stamps">https://www.europeana.eu/portal/en/explore/galleries/postage-stamps</a> <a href="https://www.europeana.eu/portal/en/explore/galleries/skylines-and-panaromas">https://www.europeana.eu/portal/en/explore/galleries/skylines-and-panaromas</a> <a href="https://www.europeana.eu/portal/en/explore/galleries/european-landscapes-and-landmarks">https://www.europeana.eu/portal/en/explore/galleries/european-landscapes-and-landmarks</a>

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### Integration into the curriculum

This learning scenario covers the national curriculum of EFL through the use of Present Continuous for describing a present activity and writing a postcard, which is a suitable writing exercise for the younger learners. It shows them the necessity of following a form being polite. They learn about the typical way of writing an address in English. Writing a postcard and the topic of holidays can develop interpersonal skills and help with the social and personal development of a child, as well help them see cultural diversity. Moreover, the national curricula have citizenship, social life, ICT skills in the majority of subjects, English as well. Students search the Europeana images to find the place they choose to “visit”. They edit the image and create a “stamp”. Postcards are typed in PowerPoint. Through imagining their holiday activities and creating a postcard students work on their creativity.

### Aim of the lesson

Students will express present actions using the Present Continuous, describe their (imaginary) holidays, write a postcard and use images from the internet properly.

### Outcome of the lesson

Students will edit a picture to create a “stamp” and they will write a postcard.

### Trends

- Personal Learning Environment
- Visual Search & Learning
- Learning Materials
- Edutainment
- Peer Learning

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

**Creativity and Innovation** - Students create new documents using ICT tools.

**Critical Thinking and Problem Solving** - Students analyze each other’s outcomes, search for information.

**ICT Literacy** - ICT tools are used to introduce the topic, find information and work on the tasks.

### Activities

Name of activity	Procedure	Time

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<b>Postcards</b>	<p>Students talk about the parts of a postcard / letter. They discuss some typical ways to start and finish an informal letter or a postcard text.</p> <p>Dear xxx, / Hello xxx!            How are you? / Are you OK? / I am writing ...            See you soon. / Write to me soon.            Love, / Regards,</p> <p>They compare the “English” way of writing an address and think about the way their names can be translated into English.</p>	15’
<b>Places around Europe</b>	<p>Students get the links, they look at the Europeana pictures and decide which place they want to “visit” for their imaginary holiday (They don’t have to choose only from the pictures).</p> <p><a href="https://www.europeana.eu/portal/en/explore/galleries/skylines-and-panoramas">https://www.europeana.eu/portal/en/explore/galleries/skylines-and-panoramas</a>  <a href="https://www.europeana.eu/portal/en/explore/galleries/european-landscapes-and-landmarks">https://www.europeana.eu/portal/en/explore/galleries/european-landscapes-and-landmarks</a></p> <p>They take a look at the stamps:  <a href="https://www.europeana.eu/portal/en/explore/galleries/postage-stamps">https://www.europeana.eu/portal/en/explore/galleries/postage-stamps</a></p>	10’
<b>Stamps</b>	<p>Students search for an image of the chosen destination:</p> <p><a href="https://www.europeana.eu/portal/en">https://www.europeana.eu/portal/en</a>  <a href="https://www.google.com/">https://www.google.com/</a></p> <p>They edit the image in an online editor to create a stamp: <a href="https://pixlr.com/">https://pixlr.com/</a>            (Any image editor can be used.)            They save the “stamp” with the picture of the place they are visiting.</p>	20’
<b>Writing postcard</b>	<p>a Students get a task to write the text of the postcard:</p> <ul style="list-style-type: none"> <li>- Where are you? (city and country)</li> <li>- What is the weather like?</li> <li>- What are you doing there and who is with you? (3 sentences, the activities correspond to the type of place they chose for their holiday)</li> </ul> <p>They type the text in Power Point. They should create a slide that looks like the back side of a postcard. They save it as jpg image.</p>	30’

Name of activity	Procedure	Time
<b>Assessment</b>	They get a table for self-assessment (attached). They check their own text for possible errors. They use the same table for peer-assessment. They are divided into pairs randomly using an online tool: <a href="https://wordwall.net/resource/897461">https://wordwall.net/resource/897461</a>	15'

**Assessment**

The teacher doesn't assess the task. Self-assessment and peer-assessment are a part of the lesson.

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

**Student feedback**

Students will share in a discussion during the lessons all the challenges and problems they had while working with ICT tools.

**Teacher's remarks**

Students could experience troubles with trying out apps and ICT tools. The pace of individual work differs from student to student so the teacher should help with additional instructions (in mother tongue) and with opening the links and the apps/online tools. The estimated time for the lessons can change when working with heterogeneous groups of students. They might need additional instructions on how to shape the text or use the verb form.

**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.

