

Europeana Learning Scenario

Title

Our sport heritage

Author(s)

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Abstract

This Learning Scenario is the second part of a bigger project which focuses on sporty healthy lifestyle. The first part is an implementation of the Learning Scenario 'One coin, two sides - The art of debating' made by Heath Schembri. This time students learn about the European sport heritage in groups. They have to collaborate in order to create the final task, which is an online game.

Keywords

sport, reading, digital content, authentic

Table of summary

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Subject	PE, History, English, IT
Topic	Sport
Age of students	14-15
Preparation time	30 min
Teaching time	10*45 min,
Online teaching material	Trello Quizlet Deck.toys Mentimeter Quizizz
Offline teaching material	dictionary
Europeana resources used	Sport collection

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Integration into the curriculum

Learning and knowing about sport is part of our national curriculum and this topic is also part of many language exams. Reading and understanding authentic text is important part of language learning. Creating digital content is an essential 21st century skill.

Aim of the lesson

This Learning Scenario focuses on reading skills, collaboration and critical thinking spiced up with a bit of digital literacy. The first one is a basic skill while the others are 21st century skills that need to be improved.

Trends

Collaborative learning

Flipped classroom

Mobile learning

Cloud based learning

Snack learning

BYOD

Informal learning

21st century skills

Health literacy

Critical thinking

Creativity

Communication

Collaboration

Problem solving

Information literacy

Technology skills

Adaptability

Flexibility

Self direction

Activities

Name of activity	Procedure	Time
Group making	Students choose a card and this way form 4 groups. The cards are based on the European sport heritage collection. Then the group members discuss who will be responsible for dates, spelling and writing and who will register on quizlet and deck.toys.	10'
Get to know the tasks	My students worked with Europeana many times but the other tools are new to them, so explanation is needed. First, I introduce them Trello and show them how it works. Then I explain what Quizlet and deck.toys are and what they are going to use them for.	10'
Reading AND Creating digital content	Students read the articles many times and collect useful words, expressions and data that are relevant to understand what their article is about. They collect all these in Trello first and when they are done with it, they start creating the Quizlet cards. There are 3 options: English-Hungarian, English-English or English-picture cards. The next step is to import these card to deck.toys and create a game there. Because all these are new to them, I project the platforms and show them what to do step by step.	4x45 min
Learning with the created content	When all the games are ready, students play with each other's games. (With their own as well)	4x45 min
Feedback	<ol style="list-style-type: none"> 1. Students play a Quizizz game where there are words/expressions/information from their Quizlet cards. They can't use any help. 2. In a Mentimeter survey, students can express thoughts and feelings about the project. 	25 min
Writing task	Students get a mini booklet that guides them through a writing task. They have to write about healthy lifestyle and the importance of sport.	45 min

Assessment

Quizlet cards and deck.toys games are going to be the key parts of the assessment. The final writing task is also going to reflect on the whole project (both parts).

During feedback time, the Quizizz quiz is going to check how much students learned from each other's games.

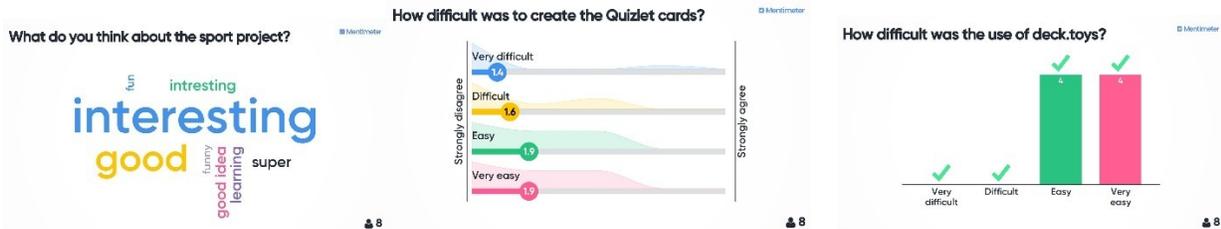
Mentimeter is a feedback to the teacher.

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

Student feedback

Students really liked the deck.toys games. They helped each other and even those who created, played their own games and enjoyed it. They were proud of what they've created.

These are slides from the Mentimeter survey:



Teacher's remarks

Trello is a great tool but somehow it didn't really serve its function in many groups. Maybe it's because students aren't used to working on such a platform.

Most teams could work very well and could be responsible for their own tasks but, as usual, there was a group who had trouble with working as a group. They needed much more time to fulfil the requirements but eventually when they felt the pressure, they could do everything.

I expected more problems with Quizlet and deck.toys but fortunately students quickly learned how to use them.

I think the whole project was successful because in the Quizlet assessment students all together reached 93%. This means they really learned the words from the games.

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

Cards for group making:

winter	3rd century BC
summer	cricket
26 sports	boxing
tennis	rugby
FIFA	1863
Highland Games	Naumachia Games
Gladiator Games	Ancient Olympics

Helping booklet for the composition:

STEP 3.

Note down the phrases you learned during the project here:

STEP 4.

Write the sentences of your composition.

STEP 2.

Note down the key words here about:

- healthy eating
- healthy lifestyle

STEP 5.

Decide how many paragraphs you want to write.

Write the number here:

STEP 1.

Choose a title for your composition.

(It should refer to healthy lifestyle and sport.)

STEP 6.

Read the sentences again and create the paragraphs.

STEP 8.

Read the whole composition

AGAIN!

STEP 7.

Check your spelling and grammar.

Watch out for word order!