Europeana Learning Scenario

Title

Rewrite the story with STEAM activities

Author(s)

Grațiela Vișan

Abstract

Because stories are part of the children's lives, my students decided to "rewrite" the story The Wizard of Oz. The journey to the Emerald City gave them the opportunity to get to know each other better, develop social skills, cooperate and express their feelings, work as a team, reflect on environmental protection, recycling materials and dangerous weather, understand the difference between weather and climate. Not before telling the stories they read, characterizing the characters, enriching their vocabulary, using Europeana resources to better understand and know the phenomena and materials, recreating the characters using recycled materials, learning new things, having a good time.

Keywords

Story, retelling, social skills, climate change, recycle

Table of summary

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Subject	Language, Personal Development, Science, Art
Topic	Oral communication, elements of communication construction
Age of students	9
Preparation time	10 hours
Teaching time	6 hours
Online teaching material	Europeana, Gizmodo Earth &Science, National Geographic Kids, https://www.nationalgeographic.org/video/tornadoes-101/, https://www.youtube.com/watch?reload=9&v=1DGbVBWk43c https://www.youtube.com/watch?time_continue=117&v=Sv7OHfpIRfU
Offline teaching material	Text of the story "The Wizard of Oz", by L. Frank Baum, laptop, video projector, colors, watercolors, scissors, glue, adhesive tape, cardboard, colored paper, straws, stains, tin cans, various reusable materials.
Europeana resources used	Modern cyclone Efter tornadoen Pair of emerald earrings Gold ring with emerald

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Integration into the curriculum

This Learning Scenario follows the basic curriculum because:

- in Communication in the Romanian Language, students must develop skills in reading literary texts that show travel and adventures, identify an object/place/person using the description/appropriations presented, recount a read text, develop their vocabulary. The students will use critical thinking and reading comprehension skills to analyze fiction story presented.
- In Mathematics and Environmental Exploration/Science, the following skills are found: identifying the consequences of human actions on the living environments explored; - expressing opinions (agreement/disagreement) on certain attitudes and behaviours observed in the living environments explored; initiation and participation in eco-programs/projects; communication by drawing or verbal communication of effects of nature's phenomena on the environment; they identify different weather conditions, and they describe common weather and extreme phenomena, often generated by climate change.
- The following specific competences are covered in Visual Arts and Practical Skills: Exploring characteristics/properties of materials in various contexts (selecting work materials, depending on the intended purpose); participation in collective works; making a suit out of recycled materials that fits a character. Children use small media to create two- and three-dimensional projects.
- Personal development: analysing characters from stories or real life, in order to identify similarities and differences between themselves and them; the application of art-creative techniques to express different emotional states; debates about the link between emotions and behaviors.

Aim of the lesson

- Developing the capacity to understand the environment in the context of practicing oral and written communication, making connections between the studied literary text and the surrounding reality.
- Become familiarized with Earth's change of climate and become aware of global warming consequences and natural disaster
- Making group mini projects by applying previously acquired practical skills.

Outcome of the lesson

Students will make figurines of the characters in the story "The Wizard of Oz", using recyclable materials, after having previously drawn a sketch and designed the stages of work. During the work, they will discover certain properties of the materials used: shape, color, density, magnetization,

adhesion. Students will paint and draw scenes from the story. Using Padlet, students will collect images about climate change, extreme weather events, as well as gemstone like emerald.

Trends

Project-Based Learning, Edutainment: playful learning, STEM Learning, Student Centered Learning

21st century skills

Critical thinking and Problem Solving, Communication, Collaboration
Environmental Literacy
Initiative and Self-Direction

Activities

Name of activity	Procedure	Time
Introduction	Students read the literary text that presents the journeys and adventures, seek the explanations of the unknown words, prove the understanding of the text through exercises to verify the content, to write correctly and to enrich the vocabulary. The text of this story is used, as well as the Communication manual in Romanian, in digital format.	1 h
Acquisition	Students retell the content respecting the logical sequence of events. Ideas are formulated based on the events encountered in the studied text, the characters are described by highlighting the physical and spiritual qualities and especially social skills. The students discuss about: friendship, being kind, expected/unexpected behavior, be flexible, perspectives talking, self esteem. The game "In search of happiness" is played, as a game of self-knowledge and empathy. Learning social skills can feel like the journey to the Emerald City.	1 h
Inquiry and Practice	Students use the Europeana collection to find information about tornadoes, rainbow, emeralds. They will collect images and information using padlet. Then they will find out the differences between pleasant weather and dangerous weather. They will be watching materials from the National Geographic Kids site, video from the Gizmodo Earth & Science, *How do tornadoes form?,* Youtube video *Climate Change (According to a kid).* Students understand that extreme weather phenomena today occur due to climate change. They will create a "Pleasant Weather / Dangerous Weather" poster to list and illustrate what they learned. They will discuss how we can contribute with ideas and actions to reverse climate change.	1 h
Produce, Discussion and Collaborate	Students draw and paint the characters of the story, as well as scenes from the story. They work individually and present the work of their colleagues. With these artworks an exhibition is arranged. For the figurines of the three characters, Scare Crows, Tin Man, Lion, the students will work in the team. They will bring recyclable materials: stains, straw, disposable cutlery, old plastic objects, cards, colored paper, empty cans, aluminum doses, material collected by students. Each team will carry	2 h

Name of activity	Procedure	Time
	out a mini project: sketch, drawing, setting of work stages, responsibilities within the team. At the end, each team will present the product of the activity, as well as how to collaborate, impressions and feelings. During the activity, students will observe the working materials, their properties, to determine how to merge the elements. Thus, they will notice that aluminum doses do not magnetize.	
Conclusion	The way students are involved and the products of their activity will be appreciated. The assessment will relate to students' self-assessment and inter-assessment. The conclusions reached by the students by rewriting the story will be expressed: How can we cope with a crisis situation caused by natural disasters? We will have to understand the situation, to document, to seek and offer help, to collaborate, to find and follow the right path, to be determined, to be friends, to empathetic, to learn from experience, to be optimistic.	1 h

Assessment

Students' behaviour, involvement during activities, and the products of this activity were assessed. The proposed objectives were achieved, and the students participated with seriousness and enthusiasm. During the activities simply observing the actions, behaviors, and words of students provide a wealth of valuable data and served as a formative assessment

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

Student feedback

The students provided and received feedback during the lesson, when they presented to their colleagues how and what they worked. They provided feedback at the end of the lesson, when all the work was evaluated. Students provide feedback to each other that promotes learning.

Teacher's remarks

I believe that during this lesson I made connections between several content/discipline areas, I approached technology, reading, writing, and science according to the curriculum, I used the resources available, I carried out learning activities and training strategies that facilitated the transmission of information and the training of students' competences and which followed their interests.

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.