

Europeana Learning Scenario

Title

The Power of Tea

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Abstract

Has tea lost its role in our daily lives? The bad habit of consuming unhealthy beverages has overcome the culture of drinking tea as a beverage that has its medicinal properties. The power of medicinal plants was also known by our ancestors. Some peoples still cherish the tradition of drinking tea, while others use its medicinal properties. Tea has its history but also the present. With this theme we will try to restore the importance of the hot beverage we call tea.

Keywords

Culture of tea, herbs, history of tea, medicinal herbs, tea

Table of summary

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Subject	Cross-curricular topics, History, Science, Information and Media literacy in Library.
Topic	Tea in the past and present day
Age of students	11-13
Preparation time	Preparation time for teacher - 30 min.; students research work at home- 90 min
Teaching time	90 min. + 45 min. (the first is a double lesson)
Online teaching material	<ul style="list-style-type: none"> • https://historiana.eu/#/learning-activity/The-history-of-tea by Cristina Amaral and Elvira Santos • https://teachwitheuropeana.eun.org/learning-scenarios/international-tea-party-is-hu-232/ • https://matchthememory.com/teaculturememorygame • https://www.click2map.com/v2/JasnaM/Map1 • https://padlet.com/jasna_m/6q1i580vvfn3 ; (1) • https://padlet.com/jasna_m/v078yl57zi52 (2) • https://www.canva.com/ • https://www.menti.com/puvmbmrer2
Offline teaching material	Library – books; electronic devices – smartphones or tablets, computers, projector; paper

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Europeana resources used

- [Herbal Plants](#)
- [Collections/art/tea](#)
- [A scene in a Japanese tea house](#)
- [Collection of products by Boland's Biscuits](#)
- [Collections/industrial-heritage](#)

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Integration into the curriculum

This topic can be used in teaching History, Science (Nature) and Information and Media literacy in the library (trusted websites for relevant information, types of creative commons licenses). It can be also used in extracurricular activities such as Grand Researchers. History may include the prehistoric site - Vučedol (finding the remains of the plants they used), in Science it can be linked to the living conditions of plants (solar energy, soil, water, air) or healthy food.

Students will know where to find relevant information using Europeana Students will develop a sense of values and responsibility for the natural and cultural heritage of their own region while respecting other nations and communities.

Aim of the lesson

To encourage students to use their creativity, browse on Europeana and other websites for suitable materials.

Students will acquire an ability to work in pair.

Students will develop a sense of values and sense of responsibility for the natural and cultural environment of their own region while respecting other nations and communities.

Students will be able to:

- describe the benefits of knowing plants in the environment for medical purposes and healthy foods,
- create/design their own invitation for tea party in library,
- use modern ICT,
- identify and know how to use the Creative Commons license and how to cite sources they have use.

Trends

Project-Based Learning: students get fact-based tasks, problems to solve and they work in groups. This kind of learning usually transcends traditional subjects.

Flipped Classroom: students master basic concepts of topic at home. Time spent in classroom is used to reflect, discuss, develop topic.

Collaborative Learning: a strong focus on group work.

21st century skills

- Creativity
- Critical thinking
- Problem solving
- Communication
- Collaboration
- Personal and social responsibility

Activities

Name of activity	Procedure	Time
Brainstorming	The teacher begins the lesson by talking to students about their breakfast habits. Questions: What do they usually eat for breakfast? Are these healthy meals? What is a healthy breakfast like? (They should write three the most common foods in Mentimeter .)	5'
Introduction 1	We mention that tea is a warm drink and in Croatia is most drunk at breakfast. In Padlet 1 each student writes for himself what he knows about tea and what he would like to know?	10'
Prezentation	In PPT we are talking about the history of tea. <i>„Povijest čaja“ Cristina Amaral and Elvira Santos, translated by Jasna Milički.</i>	20'
Assessment 1 (Individual work)	Finally, students fill out worksheet 1 . <i>Cristina Amaral and Elvira Santos, translated by Jasna Milički.</i>	5'
Assessment 2	Find the objects. Match the cards pair (name with image) related with tea culture.	5'
Task/Guided Practice	The teacher presents the Europeana homepage . Student search the navigation bar, menu and tabs. Working in pairs, student will search the collection by keywords and select an item related to tea and tradition (plant, painting, photography, things...). Once selected, they must download the content to their computer, paying attention to Creative commons licenses, and briefly describing the connection to the tea.	30'
Assessment 3	In Padlet 1 each student must finished the task and writes for himself what he learned about tea?	5'
Homework assignment	In the end, they get a homework assignment. To help with the assignment, teacher show them the sources in the school library (books, guides, etc.) wich they can use. Teacher refer them to the importance of quoting.	10'
Task Group A:	Explore, find and photograph a single plant in your garden, yard or surroundings that can be used for tea. In the click2map tool, specify your name, include a photograph of the plant and a brief description of it, which must include the official name of the plant and its use.	90'

Name of activity	Procedure	Time
Task Group B:	Explore, find and photograph a single plant in your garden, yard or surrounding area that can be used for tea. In Padlet2 , open the field with your name, insert a photo and a brief description of the plant, its medicinal properties and what parts of the plant you can use for tea.	90'
Introduction 2	At the beginning of the lesson, teacher talks with students about homework. Did everyone do the task, what possible problems and obstacles they encountered.	5'
Assignment/ Assessment 1	Students group themselves into pairs (homework student A and homework student B) and evaluate the performance of their classmates (Peer Assessment - worksheet 3).	10'
Resume	At the end of the lesson students briefly present their work to the whole class.	10'
Assessment 2 (Individual work)	In the IT room every student creates there own invitation to a tea party at the school library (using Canva). Tthey have to use content/materials downloaded from the Europeana collection at the beginning of this project. Created invitations are shared with people who want to invite to the event.	20'

Assessment

- Padlet 1: KWL chart for monitor students learning - to help and engage students in a new topic, activate prior knowledge and share unit objectives.
- A brief check after presentation questions ([worksheet 1](#)); answers ([worksheet 2](#))
- Peer Assessment (worksheet 3).
- At the end of the project, students have to make an invitation card. They have to use content, rules, IT tools, everything they learned through the project.
- Student self-evaluation

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

Student feedback

Peer assessment, individual assessment, quiz, competition

Teacher's remarks

The lesson has not been taught yet.

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

- PPT "[Povijest čaja](#)" *Cristina Amaral and Elvira Santos, translated by Jasna Milički* .
- [Students worksheet \(1\)](#) *Cristina Amaral and Elvira Santos, translated by Jasna Milički*
- [Teacher worksheet \(2\)](#) *Cristina Amaral and Elvira Santos, translated by Jasna Milički*
- [Peer Assessment - worksheet \(3\)](#). *Jasna Milički*
- *Student self-evaluation*

Samovrednovanje učenika – rad u skupini

Kontrolna lista: samovrednovanje rada u skupini ☺			
Ocjenama od 1 do 3 ocijeni koliko se pojedina tvrdnja odnosi na tvoje sudjelovanje u radu u skupini. Uz svaku tvrdnju upiši + ispod odabrane ocjene.			
	1	2	3
Rad u skupini počinjem odmah.			
Poštujem upute o radu.			
Aktivan/Aktivna sam cijelo vrijeme.			
Dogovaram se i dijelim postignuća s drugima u ostvarivanju zadatka.			
U dogovaranju međusobno slušam druge bez upadanja u riječ.			
U dogovaranju pristojno uzimam riječ i dajem riječ drugima.			
Trudim se prevladati teškoće koje se javljaju u radu.			
Trudim se završiti zadatak u dogovorenom vremenskom roku.			
Pažljivo slušam predstavljanje rada svih skupina.			