

# Europeana Learning Scenario

## Title

Funny Creatures of Fantasyland

## Author(s)

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## Abstract

This learning scenario shows a way to help students practice describing animals, thus applying previously learnt vocabulary and grammar.

Pictures of different animals are cut into pieces and the pieces are grouped according to body parts. Students work in groups. They choose one picture from each group and create a new “animal” from the pictures. This results in funny creatures. Students make a drawing and a description of their creature (what they look like, where they live, what they eat and what they can do) and also add a sound to it from [Europeana](#).

The descriptions are made on [Padlet](#), so after finishing the activity, the students will have an online poster.

## Keywords

animals, parts of the body, sounds of nature, foreign language

## Table of summary

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Subject	<i>English, Science, ICT</i>
Topic	<i>Describing animals</i>
Age of students	<i>11-12</i>
Preparation time	<i>1 hour</i>
Teaching time	<i>6 lessons</i>
Online teaching material	<a href="#">Quizlet</a> <a href="#">Padlet</a>
Offline teaching material	<i>Pictures of animals</i>
Europeana resources used	<a href="#">Collections - Art</a> <a href="#">Sounds of Nature</a>

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## Integration into the curriculum

During the first year of studying English students learn the vocabulary of colours, animals and some basic adjectives and verbs. This knowledge is widened during the next year and students also learn the grammar they need to describe animals.

Students like this topic, enjoy talking about animals and they usually don't mind some extra activities.

## Aim of the lesson

The aim of these lessons is to make the topic more interesting and funny. I would like to provide a challenging activity in which students can apply their knowledge and use their creativity.

The activity helps to improve students' critical thinking, digital, communicative and collaborative skills.

Through using materials from a website, students can understand and apply the basic rules of copyrights. They also get a good example of using the Internet consciously.

## Trends

List the relevant trends that the lesson incorporates: <http://www.allourideas.org/trendiez/results>

Project-based Learning

Cloud Based Learning

Collaborative Learning

Student Centered Learning

Peer Learning

BYOD

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

Add here how the learning scenario corresponds to 21<sup>st</sup> century skills. To find out more: <http://www.p21.org/our-work/p21-framework>.

Collaboration

Creativity

Communication

Curiosity

Critical thinking

## Activities

Name of activity	Procedure	Time
<b>Introduction</b>	<p>Revision of names of animals, parts of the body, basic vocabulary and grammar needed to describe animals.</p> <p>Vocabulary is revised by using <a href="#">Quizlet</a>. The teacher prepares sets of needed vocabulary on this site. At the beginning of the lesson the teachers presents these sets to the students, then they play a game on <a href="#">Quizlet Live</a> using their own mobile phones.</p> <p>In the second half of the lesson the teacher shows some pictures of animals and students describe them.</p>	45 mins
<b>Preparation</b>	<p>The teacher introduces <a href="#">Europeana</a> and draws students' attention to copyright and the rules of using online material.</p> <p>Student get familiar with the collections of <a href="#">Art</a> and <a href="#">Sounds of Nature</a>.</p>	45 mins
<b>Creating the animals</b>	<p>The teachers presents the pictures of different animal body parts to the students, then puts them upside down on the table. The pictures are put into different piles according to the body parts.</p> <p>Students are divided into groups. Each group chooses a picture from each pile, so they will have for example the head of a giraffe, the legs of an elephant, the body of a frog etc.</p> <p>Then the students create a new animal from their pictures.</p> <p>They have to make a drawing of their animal. For this they can see some examples in the collection of <a href="#">Art</a> on Europeana.</p> <p>They also give a name to their creature and make a description of it. They describe its physical appearance and give information about where it lives (on land or in water), what it eats, what can it do (eg. jump high). The descriptions are made in an <a href="#">online document</a> which is shared with the teacher in <a href="#">Google Classroom</a>. Thus the teacher can correct the mistakes.</p> <p>The students also choose a sound for their animals from the <a href="#">Sounds of Nature</a> collection on Europeana.</p>	2x45 mins
<b>Preparing Padlet</b>	<p>The teacher prepares a <a href="#">Padlet</a>, but only gives the title (Funny Creatures of Fantasyland) and shares it with the groups.</p> <p>The groups add their posts to the Padlet. The post contains the name of the animal and its description. The students take a photo of their drawings, upload it and add it to the post. They also add the sound they chose.</p>	45 mins
<b>Presentations Evaluation</b>	<p>During the next lesson the Padlet is presented to the whole class. Students read the descriptions of the animals and also listen to their sounds.</p> <p>At the end of the lesson each group evaluates each other's work and the activity as well. The teacher also evaluates students' work.</p>	45 mins

## Assessment

Peer assessment

Teacher assessment

Students individual assessment of the activity

### Student feedback

The students give feedback about the activity and the use of Europeana by answering the teacher's questions. The questions cover the following points:

Was the topic and the task interesting/challenging/boring?

Was Europeana interesting and useful?

Which part of their work did they find the most difficult?

Did they enjoy the tasks?

Did they like group work?

Did they like online work?

Which was the best part of work?

### Teacher's remarks

The lesson was planned to be delivered online.

### 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.