

# Europeana Learning Scenario

## Title

“Connecting Nature Through Inclusion”

## Author(s)

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## Abstract

Are you one of those who forget to connect with nature? Would you be able to live in a world without seeds and plants and totally polluted? Are we giving proper value to seeds and plants on the true path to sustainability and preservation of Natural Heritage? Do we know the medicinal benefits of plants with health properties? Do you want to contribute to the sustainability of the Planet with the participation of Special Education students? This Learning Scenario is for you. If you would like to learn something or do something for the environment, you do not need to travel far - just visit a botanical garden nearby and put your knowledge into practice. Imagine what would happen if we worked in a joint effort for environmental education. You can provide inspiration for your own schools and share your own experience and knowledge in the community by creating your own learning diary with what you observe in nature like collecting a flower, a leaf, and a seed, creating your vegetable garden, creating a “seed bank”, donate organic seeds and visiting your country's botanical garden. In this way, the main objective is to create a nature-based solutions project.

## Keywords

Special Education/ Inclusion / Citizenship/ Environmental Education/ Sustainability

## Table of summary

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<b>Subject</b>	Environmental Education (Special Education)/ Citizenship / Cross-curricular learning scenario.
<b>Topic</b>	Store plants and seeds to save the Planet.
<b>Age of students</b>	10 to 15
<b>Preparation time</b>	5 hours
<b>Teaching time</b>	6 hours
<b>Online teaching material</b>	WordArt and Canvas: <a href="http://bit.ly/2MObJnz">http://bit.ly/2MObJnz</a> Brainstorming: <a href="http://bit.ly/3cbcHV4">http://bit.ly/3cbcHV4</a> Worksheet - <a href="http://bit.ly/3ay4MQU">http://bit.ly/3ay4MQU</a> Google Slides: <a href="http://bit.ly/3pLX8HU">http://bit.ly/3pLX8HU</a> Padlet: <a href="https://bit.ly/3rjYGIN">https://bit.ly/3rjYGIN</a> Google Forms: <a href="http://bit.ly/3w1O3hj">http://bit.ly/3w1O3hj</a> Mentimeter: <a href="http://bit.ly/3tQyU00">http://bit.ly/3tQyU00</a> Youtube(Animoto): <a href="https://bit.ly/3vYof5Y">https://bit.ly/3vYof5Y</a> Botanic Gardens Conservation Internacional: <a href="https://www.bgci.org/">https://www.bgci.org/</a>



<b>Offline teaching material</b>	paper, pencil, pen, seeds, soil, vase, hoe, and water.
<b>Europeana resources used</b>	<a href="https://www.europeana.eu/en/galleries/pollution-an-industrial-legacy">https://www.europeana.eu/en/galleries/pollution-an-industrial-legacy</a> <a href="https://www.europeana.eu/en/blog/botanical-gardens-where-nature-meets-science-and-society?fbclid=IwAR1Z1ul- H_yGnUPd55WPjaB60zrlxwSA2o-zN3o3Qwp6lGh94B8TgX3rbE">https://www.europeana.eu/en/blog/botanical-gardens-where-nature-meets-science-and-society?fbclid=IwAR1Z1ul- H_yGnUPd55WPjaB60zrlxwSA2o-zN3o3Qwp6lGh94B8TgX3rbE</a>

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## Integration into the curriculum

Linked about the alternative curriculum in the transversal area of environmental education to students with Special Education. The scenario could be used with a single classroom or with collaborating classes within the framework of a project, such as an eTwinning project. The suggested activities can also be implemented separately, during another related project. In the framework of a project, activities are to be carried out collaboratively. The teacher provides a scaffold and then allows students to work autonomously on the chosen activities.

## Aim of the lesson.

- To have our students exploring the images as depicted on Europeana, to learn and understand some facts about pollution in the Earth, to develop empathy regarding nature to develop skills that contribute to the sustainability of the earth.
- Implementation of ecological buildings favorable for biodiversity.
- Observation of nature as a pedagogic activity.
- Frequent outdoor activities.
- Vegetable garden creation.
- Seed bank creation.
- Increases presence of nature in learning diary.
- Increases awareness of the environment.

## Outcome of the lesson

Students will build a small vegetable garden, a seed bank and a learning diary and a virtual exhibition for the community.

## Trends

**Project Based Learning:** students receive fact-based tasks, problems to solve and they work in groups.

**Collaborative Learning:** a strong focus on group work.

**Outdoor Education:** Learning outside of the class and the school - vegetable garden and visit to a botanical garden in their country.

**Peer Learning:** Learning from peers. The assessment of the project is integrated at the end of each class. It takes place through Google Forms which can be prepared by the teacher. During the last class, students are urged to present their work by putting them in the school library, which is also a way of self and peer assessment.

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

**Creativity and innovation:** The Learning Scenario encourages creativity and innovation by engaging students in several activities (e.g., creative vegetable garden, painting in learning diary).

**Critical Thinking:** The students conduct their own research to interpret the meaning of the chosen images and explore what they reveal about our environment. They will discuss the work they have done.

**Communication and Collaboration:** students will have to work as a team, several times during these lessons and they will need to communicate with each other using written, oral and gestural language if they need it.

**Social responsibility:** - Students take words and actions that lead each student to be an agent of change.

## Activities

Name of activity	Procedure	Time
<b>1 - Presentation and debate</b>	<p>The teacher introduces the European in the classroom. Shows the European logo and website with WordArt and Canvas.</p> <p>Students are introduced to the topic through a particular emphasis on the Natural Cultural Heritage that conditions our life, because without it we would not survive. Students debate these ideas and express their opinions in the Answergarden. Two guiding questions could be:</p> <ul style="list-style-type: none"> <li>- Could you live without the plants and seeds?</li> <li>- How are we taking care of our planet?</li> </ul> <p>If any students with Special Education cannot write, the teacher can do it for them.</p>	30m
<b>2 - Team's creation</b>	<p>The focus of the class is on a search for the thematic gallery - "Pollution: man industrial legacy" and "Botanical gardens - where nature meets science and society". Students explore Europeana in groups with 4 elements through the links, which teachers provide and are invited to do a free search of images showing pollution in many places on the planet and sometime how do we can fight this trend with the knowledge that botanical gardens give us and how we can be agents of change by making plants known and having our own plants and seeds. The teacher invites students to search the internet for botanical gardens in their country to make a study visit. The teacher gives the student the worksheet. Then the teacher creates a document in google slides with the chosen botanical garden.</p>	60m
<b>3 - Trip and Learning Diary</b>	<p>Students learn by observing and explaining the monitor on the study visit to their country's botanical garden. They can start to record their learning in their diary (store a flower, a leaf, and a seed).</p>	90m
<b>4 - Create a small vegetable garden</b>	<p>Students are motivated to have their plants. They create their small vegetable garden and start to store organic seeds.</p>	60m

<b>5 - Display of our work and dissemination</b>	Virtual exhibition on a Padlet - our activities throughout this learning Scenario and dissemination on the school webpage and social media newspaper and YouTube.	90m
<b>6 - Evaluation</b>	It takes place through Google Forms and Menti. During the last class, students are urged to present their work by putting them in the school library, which is also a way of self and peer assessment.	30m

**Assessment**

The teacher will provide a questionnaire, Google Forms, checking the impact of this Learning Scenario.

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

**Student feedback**

Google Form - the teacher will provide a questionnaire, asking students to give feedback about the work developed and what were their contributions for this activity.

**Teacher's remarks**

The teacher will need to create an account in Padlet, Answergarden, google docs and Mentimeter to register their remarks concerning this Learning Scenario.

**About the Europeana DSI-4 project**

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitized 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 organization, 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.

