

## Europeana Learning Scenario

**Title: Seasons and feelings**

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### Abstract

The lesson consolidates students' knowledge about feelings, the weather and their favourite seasons, through an interdisciplinary approach, by using text, music and visual aids in order to address students' auditory and visual learning styles. The lesson can be taught efficiently, both online and face-to-face. Starting from songs related to feelings and the weather, students are motivated to make a connection between moods and seasons. They will mention how each season makes them feel. While songs and flashcards enable students to repeat the previously learned vocabulary and to learn new words, the UK weather forecast worksheet will help them practice their reading skills and prepare them for a more complex activity: that of predicting, writing down and presenting the weather forecast for the following day in different parts of the UK.

### Keywords

Weather forecast; feelings; seasons; UK; cardinal points

### Table of summary

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<b>Subject</b>	English; Geography; Music
<b>Topic</b>	Feelings and the weather forecast
<b>Age of students</b>	11 years old
<b>Preparation time</b>	2 hours
<b>Teaching time</b>	50 minutes
<b>Online teaching material</b>	<a href="#">This is a happy face flashcards;</a> <a href="#">This is a happy face song;</a> <a href="#">Vivaldi, Seasons;</a> <a href="#">My favourite seasons;</a> <a href="#">Weather worksheets;</a> <a href="#">Weather flashcards;</a> <a href="#">What's the weather like today? song.</a>
<b>Offline teaching material</b>	If the lesson is taught face-to-face, the following materials are needed: printed weather worksheets for each student, pens, UK map, weather symbols, printed cardinal points flashcards, printed weather/feelings

	flashcards, flipchart, markers, a laptop and a CD with the Weather forecast song.
Europeana resources used	<a href="#">Sövdeborg Castle in a clear day of summer, Sunyatasattva, 2013, Wikimedia Commons Community, Sweden;</a> <a href="#">Nyby Fornborg 01, Hangsna, 2014, Wikimedia Commons Community, Sweden;</a> <a href="#">Sledging, Bruno Liljefors, 1974, Nationalmuseum, Sweden;</a> <a href="#">Autumn mood, Mednyanszky Ladislav, 1890/1900, Slovak National Gallery, Slovakia;</a> <a href="#">By the sea, Bruno Liljefors, 1960, Nationalmuseum, Sweden.</a>

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### Integration into the curriculum

This lesson will be taught during the English class with the 4<sup>th</sup> graders. The lesson addresses aspects such as:

Developing language skills by means of an interdisciplinary approach;

Enabling students to develop life skills, such as empathy, creativity, collaboration and critical thinking;

Developing students' cultural knowledge related to the UK and the environment.

### Aim of the lesson

By the end of the lesson students will be able to:

- talk confidently about their favourite seasons and the feelings inspired by seasons;

- talk about the weather forecast in UK;

- use cardinal directions in order to refer to the UK countries.

### Trends

Project-based learning;

Collaborative learning;

Student-centered learning.

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

**Collaboration:** Students will work in groups in order to describe the weather forecast for different countries of the UK.

**Communication:** Students will share ideas while working in groups and they will learn to motivate their choice; for instance, they will learn to motivate why they feel happy/sad/sleepy/excited/bored in a certain season.

**Critical thinking:** Students will compare and contrast seasons and the moods that seasons bring about. Through introspection, they will imagine how a season makes them feel.

**Creativity:** The musical background (Seasons by Vivaldi) will enable students to provide accurate answers related to seasonal moods while they will be watching digital famous paintings related to seasons. Students will also challenge their own imagination when they are supposed to predict the weather forecast for the following day in different parts of the UK.

## Activities

Name of activity	Procedure	Time
<b>Warm-up</b>	The teacher asks students: “How are you feeling today?” The teacher tries to elicit words such as happy, sad, sleepy, bored etc. The students also listen to a song about feelings.	5 minutes
<b>Before listening</b>	The teacher tells students to have a look at flashcards related to feelings and to pay attention to the words.	5 minutes
<b>While listening</b>	Students listen to the Seasons song by Vivaldi and while listening, they are asked to watch some photos taken from the Europeana website related to seasons. The teacher asks them to write down the words that describe their mood during a certain season. The teacher can have students listen to My favourite season song instead of Seasons by Vivaldi, because the students may find the first song more appealing and closer to their age.	5 minutes
<b>After listening</b>	The teacher asks the students: How does winter/spring/summer/autumn make you feel? Students take turns and provide answers such as: Winter makes me feel sad or Winter makes me feel sleepy and bored etc. They continue until they finish talking about all the seasons.	10 minutes
<b>Before Reading</b>	The teacher tells students to have a look at weather and cardinal directions flashcards and repeat the words. The students listen to the What’s the weather like today song.	5 minutes
<b>While reading</b>	The teacher asks students to read a text about the weather in the UK and Northern Ireland. Students take turns to read aloud the text. The text is on the second page of the worksheet provided by British	8 minutes

Name of activity	Procedure	Time
	Council. The teacher decided to skip the first page of the worksheet, but it can be used with younger learners, such as the 2 <sup>nd</sup> or the 3 <sup>rd</sup> graders.	
<b>After Reading</b>	Based on the information from the flashcards, the text and the song, students are asked to work in 5 groups. Each group will predict the weather forecast in different countries in the UK. One student from each group will take on the role of the weather forecaster and read aloud the sentences that their group wrote: e.g. In England, it will be cloudy and rainy. In Scotland, it will be cold and snowy etc.	10 minutes
<b>Homework</b>	The teacher tells students to predict and write down the weather forecast for the following day in different regions in Romania/their own country.	2 minutes

### Assessment

When students work in groups for their weather forecast presentation, I will write down the names of the students who gave answers during the lesson and give them marks. When students present the weather forecast, I will mark the students who present.

### Student feedback

At the end of the lesson, students are given a sheet of paper with the following question: How do you feel? What did/didn't you like about this lesson? Students use the words related to feelings. Students provide answers such as: I feel happy. I feel sleepy, but happy. I liked the weather forecast activity. Or I liked the song and the seasonal images.

### Teacher's remarks

I make a list of the things that I liked and the things I didn't like about the lesson and classroom management. I will answer questions such as: What do I need to improve? How can I increase the efficiency of my time management skills? What about the balance between teacher-talk and student-talk? Did I encourage my students? Did I provide relevant feedback for all of them? How can I teach this topic differently?

### About the Europeana DSI-4 project

[Europeana](https://www.europeana.eu) 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.