

Europeana Learning Scenario

Title

Nature heals!

Author(s)

Anita Matić

Abstract

Add here a paragraph summarizing the learning scenario. This text will be used to introduce your learning scenario on the [Teaching with Europeana blog](#), so please try to be as clear and concise as possible. If this learning scenarios is in another language than English, make sure to add the abstract both in that language and English.

Today's students are less and less curious. The goal of science is to arouse their curiosity with interesting content, games and experiments. In addition to being less and less curious, they are increasingly accepting things as they are. They have no desire for change. This LS wants to arouse students' curiosity, critical thinking, empower them to take matters into their own hands through entrepreneurship, but also teach them that nature is the mother of us all and that we can find everything we need in it.

Keywords

Nature science, critical thinking, Traditional Medicine, Entrepreneurship

Table of summary

Table of summary	
Subject	Nature Science, Citizenship
Topic	This scenario is intended for a Nature Science lesson, the topic is related to traditional medicine and Mediterranean herbs and their function in the healing process.
Age of students	10 years old
Preparation time	60 min
Teaching time	215 min
Online teaching material	Padlet Rubric-maker Plant Snap
Offline teaching material	Mobile phones Tablets Paper, pencils
Europeana resources used	Resource 1 Resource 2

[Resource 3](#)
[Resource 4](#)
[Resource 5](#)
[Resource 6](#)

Licenses

Please indicate below which license you attribute your work with by picking one of the options below. The Teaching with Europeana blog publishes under Attribution CC BY. If you include images in the learning scenario, please make sure to add the source and licenses under the pictures themselves.

- **Attribution CC BY.** This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.

Integration into the curriculum

In the curriculum of Nature Science, students learn about plants and their roles on the planet, and about the plants of the Mediterranean grasslands, which are located all around their homes. At the same time, from the cross-curricular subject Citizenship they learn how to be small entrepreneurs and how to use natural resources in accordance with sustainable development. At the same time, they learn about health and ways to maintain the health of the organism.

Aim of the lesson

The goal of this LS is for students to understand that they can find everything they need in the nature around them. The goal is also to think critically about pharmaceutical drugs that are mostly produced in laboratories, but also to make them aware of the richness of plants in the Mediterranean area of their homeland.

Outcome of the lesson

Describe in 1-2 sentences what kind of outcome the lesson will have. This can be a tangible end-product or any other particular outcome.

As tangible end-products there will be different outcomes from the students' marketing campaign – logo, booklet, posters, labels; the intangible outcomes are, however, far greater and deeper for learning and memorable experiences are life skills: searching for information on Europeana, taking care for your health, taking care for the plants around us,

Trends

- Collaborative Learning: a strong focus on group work within the classroom and with the project partners.
- Outdoor Learning: Scavenger Hunt on plants is an outdoor learning experience that includes discovery, experimentation, learning about and connecting to the natural world.
- Peer Learning: students learn from peers and give each other feedback.

- BYOD: students are invited to bring their own devices to the classroom and use them for educational purposes.
- Gamification: using PlanSnap application on their mobile phones students are learning through game during Scavenger Hunt.

21st century skills

- Learning skills: Critical thinking, Creativity, Communication, Collaboration
- Life skills: Social skills, Initiative and Self-Direction, Information and Media.

Activities

Name of activity	Procedure	Time
Motivation	After completing the teaching unit <i>Life of a Plant</i> , students will be divided into groups to fill out a worksheet about the similarities and differences of plants that surround them. They will present their results with an emphasis on plant differences.	20 min
What benefits humans have from plants?	The students in their groups will discuss this topic and make a list of the benefits that people get from plants. They will represent their conclusions and explain it.	30 min
Europeana herbarium identification	The teacher will show the students a collection of photos of Mediterranean medicinal herbs from Europeana digital collection. In groups, students will have to pair a photo from the European collection with a real photo of the plant (in Annex), identify the plant by the roots, leaves and flowers and write its name. Teacher will prepare photos of medicinal Mediterranean plants for comparison.	30 min
Plants as Medicine	In groups, students will use tablets to explore the healing properties of Mediterranean herbs and write articles / recipes on Padlet that can be used to treat various health conditions.	45 min
Scavenger Hunt on a Mediteraninen plant	In an outdoor activity on a nearby meadow, students will use mobile application PlantSnap, try to identify Mediterranean medical herbs. PlantSnap uses proprietary artificial intelligence technology to identify plants in its database.	30 min
Small entrepreneurs	Each group of students will choose one of the recipes from Padlet and make it. They will design a marketing campaign, a logo, a slogan, a label for their product, as well as a small booklet with product features. Each group will present their products to other groups. In this phase will be carried out peer evaluation.	60 min

Assessment

The evaluation will be conducted in two parts. First of all in groups, as a peer evaluation of each member of the group; and finally, during the presentation of the marketing campaign as a peer evaluation of the group as a subject and their solutions (in Annex).

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

Student feedback

The students were very engaged during the implementation of all kinds of tasks. They liked Plant Scavenger Hunt with the PlantSnap application the most, but also loved making various medicinal plant products.

Teacher's remarks

I think that this topic is very useful for the students future. I'm glad they were engaged, and most of all I'm glad we did some of the activities outdoors.

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



CC BY-ND (photos made in class)

Peer Evaluation Form for Group Work

Your name _____

Write the name of each of your group members in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column.

Evaluation Criteria	Group member:	Group member:	Group member:	Group member:
Contributes meaningfully to group discussions.				
Completes group assignments on time.				
Prepares work in a quality manner.				
Demonstrates a cooperative and supportive attitude.				
Contributes significantly to the success of the project.				
TOTALS				

|

Assessment rubric

	Great work!	Almost there	Starting to get it	Try again
Marketing Creativity and Originality Creative design / original prototype and its drawings 4 points	Design of a logo, a poster, a label and a booklet is unique and interesting. The marketing campaign is very well developed.	Design of a logo, a poster, a label and a booklet is quite original. The marketing campaign is very good developed.	Design of a logo, a poster, a label and a booklet has already been seen. The marketing campaign is could be better developed.	Marketing campaign is not finished.
Oral Presentation Overview Eye contact, confidence, drawings explanation 4 points	Made lots of eye contact. Spoke clearly and looked very confident. Verbally excellently explained marketing campaign.	Made some eye contact. Spoke clearly and looked confident. Verbally very good explained marketing campaign.	Made some eye contact. Voice was soft. Seemed uncomfortable. The marketing campaign is not good explained.	Spoke too softly. Did not stand up straight. Did not look at the audience. The marketing campaign is not explain.

Created at Rubric-Maker.com