

Europeana Learning Scenario

Title

Australia: the Land down under and Aborigines

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Abstract

Students will learn about Australia, History and Geography in a CLIL lesson (Content Language Integrated Learning). They are ESL students. The activity will be organized by using Situated Learning Episode approach with collaborative activities and Flipped learning. The results of the activity will be the presentation of a digital product by groups of students to the teacher and the class. There will be an improvement of competences in English as a Second language, in digital skills, in cultural heritage about a country in which English is the official language, in social skills.

Keywords

Australia, CLIL, English, DigitalCompetence, FlippedLearning

Table of summary

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Subject	English as a Second language, History, Geography, Social studies
Topic	Australia: history and geography of the country which was part of the British Empire
Age of students	12-13 years old
Preparation time	3 hours
Teaching time	4 hours
Online teaching material	<p>Complete Nearpod activity: https://share.nearpod.com/NLIL7gMEydb</p> <p>Loopy online Brainstorming: Link to the map</p> <p>Video about Australia (created by the Teacher): https://youtu.be/CzfqGwf1ZIA</p> <p>A text about Australian Geographical, Historical features and Social Studies: https://kids.nationalgeographic.com/geography/countries/article/australia</p> <p>Further information about the country: https://youtu.be/Sb-WI_dWfVw</p> <p>Complete lesson about Australia: https://emilianarufo.wordpress.com/2021/03/07/australia-and-the-aborigines/</p> <p>Activity presented by the teacher with the tool Genially: https://view.genial.ly/607559d58b960d0dfd6b8cff</p>



	Reading about Home schooling in the Outback of Australia (Social Studies): https://www.australian-children.com/school-of-the-air
Offline teaching material	Reading, listening and comprehension activity about Australia on the Book: “Hello World” by DeAgostini p.148-149-150 Text of the video by the teacher: Assessment Rubric and Self-assessment Rubric Assessment Rubrics created with: http://rubistar.4teachers.org/index.php
Europeana resources used	List here links all of the Europeana resources used for this learning scenario: 1. Queen Victoria as an Empress of the British Empire https://historiana.eu/ea/view/Od421d73-2414-4b70-b8de-7f84165c5550/question/bb_1 2. A picture of the Sidney harbour found in Historiana British Library Gallery: https://www.bl.uk/onlinegallery/onlineex/kinggeorge/v/003ktop00000124u04300000.html 3. A picture of Australian Aborigines found on Historiana - Europeana source: Aborigines (https://api.europeana.eu/thumbnail/v2/url.json?uri=http%3A%2F%2Ffotothek.slub-dresden.de%2Ffotos%2Fdf_as_0000075.jpg&type=IMAGE) 4. A map of Australia when it was first found by Dutch people and named “New Holland”. The picture is found in Historiana – Europeana Source: Map of New Holland (https://api.europeana.eu/thumbnail/v2/url.json?uri=https%3A%2F%2Fifl.wissensbank.com%2Fcgi-bin%2Fstarfetch.exe%3F7MM6sKzB3d2KhsbObTpmzpuoWtjRUy.mBAoYGTukpm8ZGSTqitRlgSuinVzlswzs96DqfHf2fqAEggx7GTqr.k62E5EYJLRpDZolhpAbAcil3.VyIBG8tsy5YMzzUtqBgITRE.cTWY%2FHK%2B0938.jpg&type=IMAGE)

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Integration into the curriculum

In Year 9 of Secondary School in Italy students will face some culture topics about English Speaking Countries during English as a Second language lessons. So Australia and its culture is a topic students will learn and will prepare for the final exam of the year.

Aim of the lesson

In a CLIL lesson the objectives are:

Content: geographical and historical facts about Australia

Communication: using language structures and vocabulary related to geography, historical facts, politics and traditions in Australia.

Culture: British Empire period and nowadays facts about Australia

Cognition: Australia through centuries, understanding way of life, history, geographical features, traditions and facts by using given materials and web research.

Outcome of the lesson

Find out/discover: Search on the web facts and important events about Australia

Comprehension: of new vocabulary and texts

Choose: right information about the place, traditions, customs and historical period

Select: Images, information and dates

Organise: Digital products to explain and show the information found

Show: awareness of traditions, history, geography and culture of Australia

Give feedback:

The teacher will assess the collaborative activity by using an assessment rubric.

Students will reflect on the activity by using a self-assessment Rubric and Feedback (The Ladder of Feedback)

Trends

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

Flipped Classroom, Collaborative Learning and Gamification

21st century skills

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

Learning and Innovation Skills: 4Cs – Critical thinking, Communication, Collaboration, Creativity

Information, Media & Technology Skills

1. Communication in the foreign language
2. Digital skills
3. Spirit of initiative and entrepreneurship
4. Cultural awareness and expression

Activities

Describe here in detail all the activities during the lesson and the time they require. Remember, that your learning scenario needs to use Europeana resources. If you are using any external documents, please scroll to the end of the document and add them to the Annex. Add more rows to the table if needed.

Name of activity	Procedure	Time
Brainstorming Activity and Framework	<p>The teacher shares the board on students devices. Students write posts about Australia to show their pre-knowledge about the country (App Nearpod)</p> <p>Students create a mind map with the help of the teacher on the Interactive Whiteboard</p> <p>Using the online app Loopy, students create a Map with the information they already know about Australia, helped by the teacher.</p> <p>The Teacher show a picture of Queen Victoria as an Empress of the British Empire from Historiana https://historiana.eu/ea/view/0d421d73-2414-4b70-b8de-7f84165c5550/question/bb_1 to explain why students are studying this country</p>	15 minutes
Watching a video about Australia	<p>The teacher shows a video about Australia to add more information. Students take notes.</p> <p>Video: https://youtu.be/CzfqGwf1ZIA</p>	20 minutes
Discussion and Pair work activity	<p>The teacher shows some documents from Historiana and open a discussion with students about them:</p> <ol style="list-style-type: none"> 1. A map of Australia when it was first found by Dutch people and named “New Holland”. The picture is found in Historiana – Europeana Source: Map of New Holland (https://api.europeana.eu/thumbnail/v2/url.json?uri=https%3A%2F%2Fifl.wissensbank.com%2Fcgi-bin%2Fstarfetch.exe%3F7MM6sKzB3d2KhsbObTpmzpuoWtjRUy.mBAoYGTukpm8ZGStqitRlgSuinVzlszws96DqfHf2fqAEggx7GTqr.k62E5EyJLRpDZolhpAbAciI3.VyIBG8tsy5YMzzUtqBgITRE.cTWY%2FHK%2B0938.jpg&type=IMAGE) 2. A picture of the Sidney harbour found in Historiana British Library Gallery: https://www.bl.uk/onlinegallery/onlineex/kinggeorge/v/003ktop00000124u04300000.html to deepen the situation of British convicts when they were sent to Australia to build new buildings and roads. 3. A photo about Aborigines today to make students understand how can we see them in the Outback, it’s a picture of Australian Aborigines found on Historiana - Europeana source: https://api.europeana.eu/thumbnail/v2/url.json?uri=http%3A%2F%2Ffotothek.slub-dresden.de%2Ffotos%2Fdf_as_0000075.jpg&type=IMAGE <p>Then students work in pairs to find more information about the country and taking notes. They can watch the video again on devices and read the online Text about Australia: https://kids.nationalgeographic.com/explore/countries/australia/</p>	30 minutes
Collaborative activities in Groups	<p>Students work in pairs or groups 2-4 students per group, each student in the group has got a role) to add new information to the map and create a presentation about Australia to answer the Challenging Question by using an online tool (Padlet, Genially, Google slides, Biteable, Thinglink, etc...).</p> <p>They will use the two sites presented by the teacher: https://www.europeana.eu/it https://historiana.eu/ to find information and real pictures to add to their project.</p>	1 hour

Name of activity	Procedure	Time
	Students are divided into groups of 2-3 students. Groups are heterogeneous. Each of the students has a role inside the group: finding information creating the digital product asking questions to the teacher moderator checking the time controlling the voice they collaborate, keep decisions together and present the artifact to the class and the teacher.	
Presenting the projects to the class and the Teacher	Students present their digital products to the class and the teacher, explaining choices and new information found during the collaborative activity. Students give feedback about the mates' projects during the presentation.	40 minutes
Conclusion and Reflections	The teacher has a short lesson to summarize key concepts and discuss misconceptions... Students reflect on their collaborative activities and results...	15 minutes
Further Information to continue exploring the activity	Students can watch a video about famous places in Australia... https://youtu.be/Sb-WI_dWfVw Reading about Home schooling in the Outback of Australia (Social Studies) form a public domain https://www.australian-children.com/school-of-the-air	20 minutes

Assessment 20 minutes

Describe here the assessment method of the lesson, if any. For example, if you plan on assessing your students with a quiz, include here questions and answer options with color-coding the correct answers.

Students have a final test about Australia

It is an [online test with the app Nearpod](https://share.nearpod.com/NLIL7gMEydb): an **open-answer test** and a **quiz**

The Teacher shares the code of Nearpod app to start the quiz

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

Student feedback

Add here the method with which your students will be able to give you feedback and discuss the lesson.

Feedback and Peer-Assessment

Students make reflections about the products, encouraging by "Giving Advice or Compliment" or "Criticizing or making remarks".

Students will suggest, advice, ask questions and express opinions on their mates' projects by using the

Ladder of Feedback

Teacher's remarks

15 minutes

Add here your comments and evaluation **AFTER** the implementation of this lesson. You can always use a rubric for self-assessment.

Assessment Rubrics

The teacher shares the [Assessment Rubric](#) at the beginning of the activity, so students know which are the objectives of the learning process.

The teacher shares the [Self-Assessment Rubric](#) at the end of the activities so that students can reflect on the results achieved at the end of the learning activity

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

The activity on Genially presentation:

<https://view.genial.ly/607559d58b960d0dfd6b8cff>