

Europeana Learning Scenario

(Teachers)

Title

Easter is here! Let's decorate some eggs!

Author(s)

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Abstract

The purpose of this scenario is to get preschool students familiar with the traditional decoration of Easter eggs in Greece and other countries in Europe.

Keywords

Easter eggs, decorating, art, tradition, ICTs

Table of summary

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Subject	Interdisciplinary lesson: art, history, ICTs
Topic	Easter eggs custom
Age of students	5-6
Preparation time	15 minutes
Teaching time	3 hours
Online teaching material	www.youtube.com www.padlet.com www.canva.com www.genial.ly https://www.audacityteam.org https://classic.europeana.eu/portal/en Custom of red eggs (in Greek): https://www.youtube.com/watch?v=J31FlaqRrqq History of Easter eggs for kids : https://www.youtube.com/watch?v=DiwzYdQjEsg
Offline teaching material	Eggs, coloured pens, oil crayons, glue, small pieces of coloured paper, a camera
Europeana resources used	Easter eggs photos: EASTER EGG: HÍMES TOJÁS, Lukács Tihamér, Déri Múzeum, Néprajzi Gyűjtemény, Debrecen , Hungary, CC BY 4.0



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Integration into the curriculum

Raising children's awareness and information on issues of tradition allows them to think about it and make comparisons with modern social reality. It is important for the Kindergarten to develop a meaningful dialogue of cultures between the present and the past. The Greek Curriculum for Kindergarten refers to culture and tradition and contains instructions for integrating elements into the learning process. It also promotes engagement in a variety of issues that concern the interests of children and can be related to culture in many ways.

Aim of the lesson

Students will get familiar with the Easter custom of dying and decorating eggs and will decorate some eggs with different ways while collaborating in small teams.

Outcome of the lesson

Qualitative results:

- widening students' knowledge about tradition
- collaboration in small teams
- developing technological skills in uploading photos, creating a poster and a presentation with the use of ICT tools.

Quantitative results:

- decorated Easter eggs
- a collection of photos in a Padlet
- a poster and a presentation with interactive elements with students' decorated Easter eggs.

Trends

- Project-Based Learning
- Student-Centered Learning

Key competences

Literacy Competence

The learning scenario will raise awareness of verbal interaction, help students develop their skills to communicate orally and make decisions and, also, develop a positive attitude of constructive dialogue and a need to understand and use language in a positive and socially responsible manner.

Digital Competence

Students will understand how digital technologies can support communication, creativity and innovation, and be aware of their opportunities, limitations, effects and risks. Also, they will be able to use digital technologies to support their collaboration with others, and their creativity. Moreover, they will develop the ability to use, access, filter, evaluate, create, and share digital content through a safe and responsible approach to the use of these tools.

Personal social and learning to learn competence

Students will learn how to create successful interpersonal relations and understand the codes of conduct and rules of communication. They will, also, learn and work both collaboratively and autonomously. They will be able to communicate constructively, collaborate in teams and negotiate. This includes showing tolerance, expressing and understanding different viewpoints, as well as the ability to create confidence and feel empathy.

Cultural awareness and expression competence

Students will understand and respect how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts. They will understand, develop and express their own ideas in a variety of ways and contexts. Moreover, students will develop the ability to identify and realize opportunities for personal, social or commercial value through the arts and other cultural forms and the ability to engage in creative processes. They will, finally, develop a curiosity about the world, an openness to imagine new possibilities, and a willingness to participate in cultural experiences.

Activities

Name of activity	Procedure	Time
Getting familiar	Students and teacher watch the following videos https://www.youtube.com/watch?v=J31FlagRrgg https://www.youtube.com/watch?v=DiwzYdQjEsg about the history of the custom and the countries that have it and discuss them by exchanging personal experiences as well.	15 – 20 min
Describing photos	Students and teacher watch and describe photos of decorated eggs from Europeana and analyze the different methods and ways of decoration. The Europeana Resources are the following: EASTER EGG: HÍMES TOJÁS, Lukács Tihamér, Déri Múzeum, Néprajzi Gyűjtemény, Debrecen, Hungary, CC BY 4.0 EASTER EGG: HÍMES TOJÁS, Lukács Tihamér, Déri Múzeum, Néprajzi Gyűjtemény, Debrecen, Hungary, CC BY 4.0 Easter egg; värjätty muna; pääsiäismuna; hímestojás, Finnish Heritage Agency, CC BY 4.0 EASTER EGG: HÍMES TOJÁS, Lukács Tihamér, Déri Múzeum, Néprajzi Gyűjtemény, Debrecen, Hungary, CC BY 4.0 Easter egg; värjätty muna; pääsiäismuna; hímestojás, Finnish Heritage Agency, CC BY 4.0 EASTER EGG: HÍMES TOJÁS, Lukács Tihamér, Déri Múzeum, Néprajzi Gyűjtemény, Debrecen, Hungary, CC BY 4.0 EASTER EGG: HÍMES TOJÁS, Lukács Tihamér, Déri Múzeum, Néprajzi Gyűjtemény, Debrecen, Hungary, CC BY 4.0 Easter egg; värjätty muna; pääsiäismuna; hímestojás, Finnish Heritage Agency, CC BY 4.0 EASTER EGG: HÍMES TOJÁS, Lukács Tihamér, Déri Múzeum, Néprajzi Gyűjtemény, Debrecen, Hungary, CC BY 4.0	15-20 min
Collaborate and Create	Students collaborate in teams of 4 and decide how they will decorate their eggs with coloured pens, crayons etc. and by using designs they have seen in Europeana photos.	30 min
Team Presentations	Each team presents their decorated eggs to the others and also explain the method they used.	10 min
Creating an egg collection	With the help of the teacher, each team takes photos of their creations and upload them on a Padlet.	20 min

Name of activity	Procedure	Time
Recording and describing	With the help of the teacher and Audacity, students record their description of the way they decorated their egg.	25 min
Creating a poster and a presentation	With Canva and Genially students collaborate altogether and with the teacher and create a poster and a presentation, uploading the photos and the recorded descriptions.	40 min

Assessment

The assessment of the scenario will be formative throughout the whole process by answering questions, exchanging information and drawing facts on paper, as well as summative by measuring student’s achievement at the end of the by putting on a paper the procedure of the decorating eggs and the procedure of creating a poster and a presentation.

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

Student feedback

Students and teacher discuss what they have learned, what they have developed as skills, knowledge, emotions they have experienced, what they liked, what was challenging for them, what they knew, what they learned new, how they collaborated in the team.

Teacher’s remarks

Students enjoyed the lesson; they appreciated the fact that they had the possibility to collaborate and explore Europeana collections.

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 32 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.

