

Europeana Learning Scenario

(Teachers)

Title

WebQuest: Every Carnival Has a Story

Author(s)

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Abstract

The learning scenario (LS) “WebQuest: Every Carnival has a Story” aims to familiarize young learners with carnival celebrations across Europe so that they can gain insights into the diverse cultural heritage of Europe, learn about the historical, social, and cultural contexts of these celebrations, as well as the values and beliefs that they represent, and develop, thus, their intercultural understanding, empathy, and respect, which are important skills for students to develop in our increasingly globalized world. Through a project-based learning approach, with a focus on collaborative activities using multiple digital tools, students will engage with a range of multimedia resources from Europeana and other online research platforms to research, plan and create a travel guide including information about carnival festivals in different European countries. In addition to opportunities to practise and develop their English language skills, students will be provided with different options for how they can engage with the topic and demonstrate their learning so that their individual learning styles and preferences are accommodated, ensuring that all students have the opportunity to succeed and achieve their full potential.

The LS can be adapted for older and more advanced learners by adjusting the complexity and depth of the tasks and the language and materials used. It can also be taught in a distance-learning setting by utilizing online communication tools and virtual collaboration platforms.

Overall, the LS will provide an engaging and meaningful learning experience for students, promoting their linguistic and cultural competence, as well as their digital literacy and collaboration skills.

Keywords

Carnival, Celebrations, Project-based Learning, Collaborative Learning, Digital Competence

Table of summary

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Subject	English as a Foreign Language, Geography, History, ICT, Art.
Topic	Carnival across Europe, Intangible cultural heritage
Age of students	11-12
Preparation time	2 hours



Teaching time	5 teaching hours (45 minutes each)
Online teaching material	<p>Digital tools: WordArt or EdWordle, Answergarden, Coggle, Tricider, Padlet, Meeting Words or Google Docs, Canva or Book Creator or Google Slides, Animated Drawings, Gif Maker, Kahoot</p> <p>Digital educational platforms: Google Blogs or e-me or e-class</p> <p>Assessment tools: Rubric Maker (Teacher Assessment Rubric, Teacher Reflective Rubric), Google Forms (Peer-Assessment Questionnaire, Students' Self-Reflection).</p> <p>Online resources: CC Search Portal, Pixabay, Unsplash, Freepik, YouTube Video, Types of Creative Commons Licencing, Kids World Travel Guide, Oxford Learner's Dictionaries, Wordreference, The Nice Carnival, The Flower Parade, Cologne Carnival, Carnival in Germany, Notting Hill Carnival BBC, Notting Hill Carnival Wikipedia, Carnival of Basel, Basel Carnival UNESCO, Carnival at Mohács UNESCO, Busójárás, Carnival of Ivrea, The Ivrea Historical Carnival & the Battle of Oranges, Carnival of Binche, The Binche Carnival UNESCO, Nadur Carnival, Traveller's Guide to Gozo</p>
Offline teaching material	Paper, pens, pencils, coloured pencils, markers
Europeana resources used	<ul style="list-style-type: none"> • The Europeana Gallery "Carnival Celebrations" • The Europeana exhibition text "Feast and Fast" • Resources on Carnival Posters • Resources on the Carnival of Nice • Resources on the Cologne Carnival • Resources on the Notting Hill Carnival • Resources on the Carnival of Basel • Resources on the Carnival in Mohacs • Busó-walking of Mohács • Resources on the Carnival of Ivrea • Resources on the Binche Carnival • Resources on the Carnival in Gozo • GIF IT UP Europeana • Finding content you can use on Europeana <p><u>Disclaimer:</u> <i>"Europeana Galleries may content objects in copyright, please remember that to creative reuse these specific items (like download it to paste it in any format, physically display it or transform it in any way for a project) out of the schools premises will need permission of the authors or the providing institution."</i></p>

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Integration into the curriculum

This learning scenario provides a comprehensive and engaging learning experience for students at the A2 level of English competences, and it aligns well with the goals and objectives of the Integrated Foreign Languages Curriculum (IFLC) of Greek primary schools. Firstly, the scenario promotes the development of the four language skills (reading, writing, listening, speaking) which are the main components of language learning according to the IFLC. Through reading the Europeana exhibition texts and researching information about different carnival festivals, students can improve their reading comprehension skills. By writing travel guides and creating posters, they can enhance their writing skills. Listening and speaking skills are developed during group discussions, presentations and feedback sessions. Secondly, the scenario encourages the use of technology and digital tools in language learning, which is one of the main objectives of the IFLC. Finally, it promotes intercultural understanding and awareness, which is a fundamental goal of the IFLC. By researching and learning about different carnival festivals across Europe, students can gain insight into the diverse cultural and historical contexts of these celebrations, as well as learn about the similarities and differences between them. The scenario can also be implemented in the context of the “21st Century Skills Labs”, in the thematic unit of culture-oriented issues.

Aim of the lesson

By the end of the lesson, students will have a deeper understanding and appreciation of the cultural and historical context of carnival festivals across Europe. Additionally, they will have developed their critical thinking, communication, and ICT skills through a project-based and collaborative learning approach.

Outcome of the lesson

The outcome of the lesson will be a set of travel guides created by the students that showcase their understanding of carnival festivals across Europe, as well as their ability to work collaboratively, use technology effectively, and communicate their ideas clearly and effectively.

Trends

- Project-based learning
- Collaborative learning
- Student-centred learning
- Differentiated teaching
- Flipped-classroom
- Assessment
- Learning materials

Key competences

- Critical thinking
- Communication skills
- Collaboration

- Creativity
- Media Literacy
- ICT literacy
- Self-direction
- Flexibility
- Cultural awareness

Activities

Name of activity	Procedure	Time
Lesson 1	<u>Let's get started!</u>	<u>45'</u>
Introducing the topic & activating prior knowledge	<ul style="list-style-type: none"> • Students look at the Europeana Gallery "Carnival Celebrations". • The teacher elicits the theme "Carnival" and encourages students to activate their prior knowledge of carnival-related vocabulary (costume, mask, parade, float, music, dance, and so on). The teacher can create a word cloud generator (e.g. WordArt, EdWordle) with the students' suggestions OR have students write the words that come into their minds on a brainstorming tool (e.g. Answergarden) to help them visualize and organize their ideas, making it easier to recall and use the vocabulary later on. 	10'
	<ul style="list-style-type: none"> • After the initial discussion, students are provided with the Europeana exhibition text "Feast and Fast". They are asked to work in small groups, read the extract "Carnival Feast" and create mind maps with a collaborative tool (e.g. Coggle) to feature the main ideas of the text. This activity will help students deepen their understanding of the cultural and historical context of carnival festivals and build on the previous vocabulary about carnival celebrations with new words and phrases (e.g. Lent, Mardi Gras etc.). 	20'
	<ul style="list-style-type: none"> • Students share their mind maps with the class and compare them. This can help students see how different perspectives can shape their understanding of the topic and enrich their learning. 	10'
	<ul style="list-style-type: none"> • At the close of the lesson, students are prompted to reflect on what they have learned and share their impressions and insights with the class either by speaking orally or by answering a feedback question on Tricider. This can help students develop their critical thinking and communication skills. 	5'
Lesson 2	<u>First steps towards the project</u>	<u>45'</u>
	<ul style="list-style-type: none"> • Either the teacher or the students themselves form mixed-ability groups of 4 to 6 students in terms of individual skills and preferences. 	5'

Name of activity	Procedure	Time
	<ul style="list-style-type: none"> The teacher introduces the WebQuest activity (Annex) to the students and explains that they will be working on it for the next few lessons. In this project-based learning activity, students will take on different roles such as tourist agents, historians, culture reporters, and artists/graphic designers to investigate the carnival festivals in different European cities. The tourist agents will research the country, the location of the city, and famous sights to visit nearby, while the historian will delve into the roots and history of the carnival festival. The culture reporter will be responsible for finding out about the special features and events of the festival, and the artist/graphic designer will create a poster or carnival-related animated images. The final product will be a tourist guide for the festival of their choice. 	5'
	<ul style="list-style-type: none"> The students choose their roles based on their English proficiency, talents, and preferences. If that is not possible, the teacher assigns roles to the students based on their skills and talents. 	5'
	<ul style="list-style-type: none"> The teacher shows the Padlet with all the resources from Europeana and the web about carnival festivals across Europe. At this point, it is important for the teacher to familiarize students with the rights statements and copyright issues related to the resources they will be using for their WebQuest project. The teacher should explain how to properly give credit for any images, text, or other content that is not their own original work, and demonstrate the different types of Creative Commons licensing and what they mean. The students can watch a video and be introduced to the CC Search Portal where they can find Creative Commons content. 	15'
	<ul style="list-style-type: none"> The students have a quick look at the resources on the Padlet and choose the festival they want to work on. There is a variety of festival options to choose from, providing flexibility to meet the needs and preferences of all students. This allows students to select a festival that aligns with their interests and skill sets, making the project more engaging and meaningful. For younger students or those who are less experienced in independent research, the teacher may choose to assign a specific festival to each group. For older or more advanced students, the teacher could offer more choice and allow them to select their own festival to research. 	10'
	<ul style="list-style-type: none"> The students are introduced to their assignment for the next lesson. They have to visit the Padlet, explore the resources and start taking notes on a collaborative writing tool (Meeting Words or Google Docs). Online dictionaries (Oxford Learner's Dictionaries, Wordreference) are provided to students to help them with any language difficulties. 	5'

Name of activity	Procedure	Time
<u>Lessons 3&4</u>	<u>WebQuest: Every Carnival Has a Story</u> <ul style="list-style-type: none"> <li data-bbox="423 464 1299 814">● The students research and collect information related to their assigned roles, using the resources provided. Each group collaborates and shares information to create a complete and cohesive travel guide, using a collaborative tool (e.g. Canva, Book Creator, or Google Slides). The guide should include a text, images, and any other relevant information related to the carnival festival. The Artists/Graphic Designers will use the resources on carnival posters and tools (Canva, Animated Drawings or Gif Maker) to create a poster advertising their chosen festival. Although the students have taken on specific roles, they can help each other as needed. <li data-bbox="423 856 1299 1136">● During the WebQuest, the role of the teacher is to act as a facilitator and guide for the students. The teacher's primary responsibility is to provide students with support, guidance, and feedback as they work through the various stages of the WebQuest. S/he can also encourage collaboration and communication among the students, provide feedback on the quality of their research and understanding of the topic and, finally, provide suggestions for improvement and help students revise their work. 	<u>90'</u>
<u>Lesson 5</u>	<u>Presentation and Evaluation</u> <ul style="list-style-type: none"> <li data-bbox="423 1251 1299 1356">● Students present their travel guides to the class and evaluate each other's work with a peer-assessment questionnaire. They discuss their collaboration and give each other constructive feedback. 30' <li data-bbox="423 1356 1299 1430">● To test their knowledge and understanding of the carnival festivals presented, students take a Kahoot quiz. 10' <li data-bbox="423 1472 1299 1545">● Students reflect on their learning experience and the skills they have developed throughout the project by doing a Self-reflection task. 5' <p data-bbox="423 1587 1299 1755">After the lesson, the teacher will evaluate the students' work, using a rubric and reflect on the implementation of the learning scenario with a teacher-reflective rubric. The travel guides will be compiled into a digital portfolio (e.g. Google Blogs, e-me, e-class) and shared with other students and teachers.</p>	<u>45'</u>

Assessment

The teacher will use formative assessment strategies to monitor students' progress and provide feedback that is tailored to their individual needs. The teacher will also evaluate the final products, using an [assessment rubric](#).

The students will evaluate each other's work with a [peer-assessment questionnaire](#).

Finally, there will be a [Kahoot](#) quiz based on the content of the travel guides to test the students' knowledge and understanding of the carnival festivals in the selected European countries.

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

Student feedback

At the end of the 1st lesson, students are encouraged to reflect ([Tricider](#)).

At the end of the WebQuest, students will reflect on their learning experience and the skills they have developed throughout the project by doing [a self-reflection task](#).

Teacher's remarks

After the implementation of the learning scenario, the teacher can reflect on and evaluate the practices used with the help of [a teacher-reflective rubric](#).

About the Europeana DS project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over millions of digitised items drawn from Europe's museums, archives, libraries, and galleries. The Deployment of a common European data space (DS) for cultural heritage project builds on and expands the existing functionalities and services of the Europeana Digital Service Infrastructure (Europeana DSI). This initiative works towards the development and operation of the data space infrastructure, the integration and of high-quality data in the data space, the capacity building of professionals, the reuse of existing resources and the improvement of the digital services for the public. .

[European Schoolnet](#) (EUN) is the network of more than 30 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 DS project is to facilitate the reuse of high-quality data and expand the community of users of Europeana for education.

Annex

WebQuest: EVERY CARNIVAL HAS A STORY

In this project, you will work in groups to create a travel guide for the carnival festival of a European city. You will each have a specific role to play in the group, but you can help each other as needed.

Step 1: Group Formation

You will be assigned to a group of 4-6 students. Each group will choose a carnival festival in a different European city to research and present (see [Padlet](#)).

Step 2: Role Assignment

Each group member will choose a specific role according to their preferences and strengths. The roles are:

- **The Tourist Agent:** Find information about the country (map, location in Europe, capital), the location of the city in the country, and famous sights to visit nearby. You will also create a section in the travel guide with recommendations for places to visit and things to do in the city.
- **The Historian:** Research the roots and history behind the carnival festival. You will create a section in the travel guide with a brief historical overview of the festival and its significance.
- **The Culture Reporter:** Find out about the special features and events of the carnival festival. You will create a section in the travel guide with a description of the festival, its customs and traditions, and the events that take place during the carnival.
- **The Artist/Graphic Designer:** Create a poster or carnival-related animated images. You will create a visual element that represents the carnival festival and adds to the travel guide's design.

Step 3: Research and Collaboration

As a group, you will use online resources (such as Europeana and other online research platforms, see [Padlet](#) for suggested resources and copyright issues) to collect information related to your assigned role. You will collaborate and share information to create a complete and cohesive travel guide. You can use [Meeting Words](#) or [Google Docs](#) to write collaboratively and draft your work.

REMEMBER: Use [CC search portal](#) to retrieve content licensed under Creative Commons.

For content on Europeana check the [rights statements](#) and give appropriate credit.

You can watch this [video](#), too, to learn how to use Europeana.

For free images, you can use [Pixabay](#), [Unsplash](#), [Freepik](#)

For information about countries, visit [Kids' World Travel Guide](#)

Online Dictionaries: [Oxford Learner's Dictionaries](#), [Wordreference](#)

You will use a digital tool (such as [Canva](#), [Book Creator](#), or [Google Slides](#)) to create a travel guide. The guide should include text, images, and any other relevant information related to the carnival festival.

For the creation of the poster you have the following options: you can create a poster on [Canva](#), make your own drawings and animate them with [Animated Drawings](#) or choose a picture from [Europeana](#) (a piece of copyright-free / openly licensed material) and [Gif](#) it.

Step 4: Presentation and Evaluation

You will present your travel guide to the class and evaluate each other's work with a [peer-assessment questionnaire](#). Your teacher will evaluate your work too, using [a rubric](#) and you will reflect on your learning experience and the skills you have developed throughout the project by doing [a Self-reflection task](#).

Step 5: Sharing and Feedback

After the presentations, the travel guides will be compiled into a digital portfolio (e.g. [Google Sites](#), [e-me](#), [e-class](#)) and shared with other students and teachers. You will receive feedback and comments from your classmates. Additionally, there will be a final surprise [Kahoot quiz](#) based on the content of the travel guides to test your knowledge and understanding of the carnival festivals in the selected European countries.

We hope you enjoy this project and look forward to seeing your amazing travel guides!!!