

# Europeana Learning Scenario

(Teachers)

## Title

**Zero-waste Fashion Show: All About Hats**

## Author(s)

Alenka Taslak

## Abstract

This Learning Scenario has been designed to make students reflect on the changes in the art of making hats, in the popularity and in the importance of hats throughout the last century. The teacher will help the students discover inspiring content in Europeana. The students will also be encouraged to ask their family members and friends for old photos in order to make a presentation about the history of hats. They will learn about the Creative Commons Copyright License Options and the way they can find images in Europeana and in other search engines that they can legally use in their presentations. The students will try to guess how hat fashion will change in the future. They will make their own eco-friendly hats and record the whole process in Flip. In the end the students will organize a zero-waste fashion show: all about hats.

## Keywords

fashion, hats, copyright, zero-waste, responsible citizenship

## Table of summary

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<b>Subject</b>	English as a Second Language, Visual Arts, History, D&T, ICT, Responsible Citizenship
<b>Topic</b>	Fashion
<b>Age of students</b>	12-14
<b>Preparation time</b>	1 hour
<b>Teaching time</b>	4,5 hrs
<b>Online teaching material</b>	<a href="https://kahoot.com/">Kahoot game (https://kahoot.com/ , https://kahoot.it/ )</a> <a href="#">Fashion video</a> <a href="#">PowToon Fashion</a> <a href="#">Linoit brainstorming</a> <a href="#">Wordwall matching game</a> <a href="#">Fashion forms 1</a> <a href="#">Fashion forms 2</a> <a href="#">Fashion forms 3</a> <a href="#">Fashion forms 4</a>

	<a href="#">Fashion Exit Ticket</a> <a href="#">Creative Commons Kahoot</a> <a href="#">Europeana Presentation Task</a> <a href="#">Sample Group Work Rubric</a> <a href="#">Europeana Group Rubric</a> <a href="#">About CC Licences</a> <a href="#">Teaching Kids About Zero-waste video</a> <a href="#">Flip Rubric</a> <a href="#">Self-assessment Rubric</a> <a href="#">QR Code Monkey</a> <a href="#">Bitly</a> <a href="#">Flip info</a>
Offline teaching material	coloured pieces of paper, peer assessment rubric, exit ticket, self-assessment rubric, paper, pencils, notebooks
Europeana resources used	<a href="#">Europeana Blog Post: How Hats Went from Mandatory to Optional Fashion Accessories</a> <a href="#">Europeana Blog Post: Hats from Zagreb</a> <a href="#">Europeana Hats Collection</a> <a href="#">Europeana Hat-making Collection</a> <a href="#">Europeana Hat Fashion Collection</a> <a href="#">Hats and Headgear Gallery</a>

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### Integration into the curriculum

Throughout the topic the students compare the popularity and the importance of the hats from the past with the ones nowadays. They also predict how fashion will change in the future. In the EFL curriculum, one of the units with the 8<sup>th</sup> graders (14-15 year-old students) is “fashion”. The topic fits perfectly into our national curriculum, because the students develop and improve all four **language skills**, as well as their **collaborative and entrepreneurial skills** (making eco-friendly hats and organizing a zero-waste fashion show). Students awaken awareness concerning the impacts of our lifestyle on the planet and, in that way, they learn how to become **responsible citizens**. **STEM competences** are addressed by using ICT as an online search in Europeana and to introduce new vocabulary, to express students’ opinion in digital online tools, to answer questions in MS Forms and to record videos in Flip.

### Aim of the lesson

By the end of this lesson the students will be able to discuss changes in fashion and how these changes actually reflect the way the society and the modern trends develop. They will explain the importance of current trends and they will try to predict the future trends as well.

### Outcome of the lesson

The students will make a final product, an eco-friendly hat, as their expression of the current trends. They will also organize a zero-waste fashion show (All About Hats) to convey their message to other students.

### Trends

**Project-based learning:** students get fact-based tasks and problems to solve and they work in groups.

**Lifelong learning:** learning does not stop when leaving school.

**Collaborative learning:** students collaborate by working in groups on some activities.

**Student-centred learning:** students' needs are at the centre of the learning process.

**Peer Learning:** students learn from peers and give each other feedback.

**Assessment:** the assessment is performed using rubrics that focus on learning outcomes.

**Visual search and learning:** images and multimedia are more powerful than verbal stimuli.

**Learning materials:** shift from textbooks to web resources

### Key competences

**Critical thinking:** students use critical thinking to make a presentation and eco-friendly hats.

**Communication:** students need to communicate within their groups and the teacher.

**Collaboration:** students collaborate to create tasks with peers.

**Creativity:** students should make a presentation and their own eco-friendly hats.

**Problem-solving:** students will face a real-life problem and develop the ability to find answers.

**Global awareness:** students will become aware of their responsibility for the environment.

**Information, media, and technology skills:** students use these skills to access and assess information and to present data.

**Flexibility and adaptability:** students have to work in groups created by the teacher and adapt to different partners.

**Responsible citizenship:** students use old things to make new hats to reduce waste.

### Activities

Name of activity	Procedure	Time
<b>Ice breaker activity</b>	To start the lesson, the teacher explains to students that they are going to play a game. They are going to guess the word that is important for the topic of this lesson. Students go to kahoot.it , enter the game pin that the teacher gives them and write their names ( <a href="#">Annex 1</a> ). The teacher plays the PowToon video or the same video on YouTube ( <a href="#">Annex 2</a> ) where the students get the clues about the	5'

Name of activity	Procedure	Time
	<p>word they are guessing. The teacher can pause the video after each sentences or not, whatever option the teacher prefers. As soon as a student guesses the word, he/she is allowed to type in the answer in Kahoot. The teacher can see what student was ranked the first in Kahoot (whose answer was correct and who was the fastest to guess the word). The teacher tells the students that they are going to find out more about hats in this lesson.</p>	
<b>Brainstorming</b>	<p>The student who won the first place in Kahoot distributes the pieces of paper to other students. There are 4 groups of papers (green, yellow, blue and brown). The students will be grouped according to the colour they take. However, the teacher tells the students that there are different smiley faces on the lower side of the paper and they shouldn't look (<a href="#">Annex 3</a>). So students think that they will be grouped according to smiley faces. In the end the teacher tells the students that they all have the same smiley face and that they will be grouped according to the colours of their pieces of paper. Students form the groups and they are given the <a href="#">linoit</a> link where each group should write the answer to the question: "Why do people wear hats?" (<a href="#">Annex 4</a>). The teacher discusses the answers with the students. Possible answers: to keep themselves warm, to protect themselves from the sun, because it looks nice, because they need to wear hats at work... The teacher encourages the students to come to the conclusion that some people wear hats for aesthetic reasons and some people for specific reasons (jobs, to express their social / religious ...status) and that there is a practical reason for wearing a hat (protection from the sun, snow, rain, ...). Perhaps students come up with their own ideas. The teacher encourages the students to give examples.</p>	25'
<b>Background knowledge</b>	<p>Students are still grouped in 4 groups. The teacher can make more groups with the same tasks to compare reading comprehension.</p> <p>Vocabulary introduction: the students do the <a href="#">match up activity in Wordwall</a> to learn new vocabulary (<a href="#">Annex 5</a>). Then two groups read the <a href="#">Europeana blog</a> (<a href="#">Annex 6</a>) and answer the questions in MS Forms (each group has different questions)</p> <p>Group 1: <a href="#">Fashion Forms 1</a> (<a href="#">Annex 6a</a>)</p> <p>Group 2: <a href="#">Fashion Forms 2</a> (<a href="#">Annex 6b</a>).</p> <p>The other two groups read the Europeana <a href="#">Hats from Zagreb</a> blog (<a href="#">Annex 7</a>) and answer the questions in MS Forms (each group has different questions)</p> <p>Group 3: <a href="#">Fashion Forms 3</a> (<a href="#">Annex 7a</a>)</p> <p>Group 4: <a href="#">Fashion Forms 4</a> (<a href="#">Annex 7b</a>).</p> <p>The teacher helps when needed.</p> <p>The representative of each group informs the other students of their task (reads the questions from MS Forms and the answers with the explanations). The representative of each group also informs the other students about the new pieces of information they have learned (a hat as a social status, reflecting religion, nationality or political beliefs to mark our identity or a hat for aesthetic reasons). In the end the students and the teacher discuss the ways in which various styles of hats were developed.</p> <p>In the end the students fill in the exit ticket (<a href="#">Annex 8</a>).</p>	60'
<b>Creating Presentations</b>	<p>The teacher shows the students the <a href="#">About CC Licences</a> web page . (<a href="#">Annex 9</a>)</p> <p>The students get familiar with the Creative Commons License Options and the symbols. They check their understanding by playing the <a href="#">Kahoot quiz</a> (<a href="#">Annex 9a</a>).</p> <p>The students are still divided into 4 groups. All the groups should go to the <a href="#">Europeana</a> webpage.</p>	90'

Name of activity	Procedure	Time
	<p>The students type in “hats” into Europeana search. The teacher emphasizes the importance of the quotation marks and compares it with Google search. The students should choose at least three photos and prepare the presentation about hats. They should click on “Yes” or “Yes, with conditions” from the drop down list under “CAN I USE THIS?” in filters. They can also select the theme “Fashion” or “Art” in filters.</p> <p>The students should communicate with each other about their task, but they should also communicate with the students from other groups, because different groups are not allowed to use the same photos in their presentations. The teacher supervises their work.</p> <p>As the last part of their presentation the students should ask their family members or friends for an old photo with people wearing hats. If students have difficulties finding an old photo, they are allowed to use one more photo from Europeana. (<a href="#">Annex 10</a>)</p> <p>The students present their work and do peer assessment for group work according to the rubric adapted from <a href="#">Sample Group Work Rubric</a>. (<a href="#">Annex 11</a>)</p>	
<p><b>DIY: Make a Hat (Flip video platform)</b></p>	<p>The teacher and the students discuss the way the fashion of the hats has changed. The teacher gives the students one more task – to make a new hat from old materials. The students are not allowed to buy anything new. The teacher introduces the term “zero waste” which means we should use old things to make new ones. The students watch the <a href="#">video</a> (<a href="#">Annex 12</a>).</p> <p>The students and the teacher reflect on the video, talk about the materials they could use for their hats and how they could generally use old things for something new. When students act in a way in which they take care about the environment, they become responsible citizens. Students make predictions of the future shape of hats and the future materials that will be used for making hats.</p> <p>The teacher gives the final instructions for the homework task:</p> <ol style="list-style-type: none"> <li>1) The hat should be made of old materials</li> <li>2) It should carry a certain message for the future generations</li> <li>3) Explain in English everything you do</li> </ol> <p>Students make their hats at home, record the whole process in Flip and say the message they would like to be heard. A prediction about future trends should be mentioned as well.</p> <p>If there is a possibility, students can connect with students from other schools and countries and exchange experiences.</p>	45’
<p><b>Hats Fashion Show</b></p>	<p>Students evaluate each other’s videos according to the <a href="#">rubric</a> for assessing Flip video. (<a href="#">Annex 13</a>)</p> <p>They bring their hats to school and make “Zero Waste Fashion Show: All About Hats”. Your students can make a playlist of songs to be played during the fashion show. If there are students who are good at playing some musical instrument, they can play that instrument in the background during the fashion show.</p> <p>In the end the students do self-assessment. The teacher provides them with <a href="#">self-assessment rubrics</a>. (<a href="#">Annex 14</a>)</p>	45’

## Assessment

The students reflect on their work through conversation.

They fill in the exit ticket (Annex 8).

They do peer assessment: Group Work Rubric (Annex 11) and Flip Video Rubric (Annex 13).

In the end the students do self-assessment (Annex 14).

\*\*\*\*\* AFTER IMPLEMENTATION \*\*\*\*\*

## Student feedback

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## Teacher's remarks

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## 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**

Annex 1: Ice breaker activity: guess the word (Kahoot quiz) - <https://bit.ly/FashionKa>



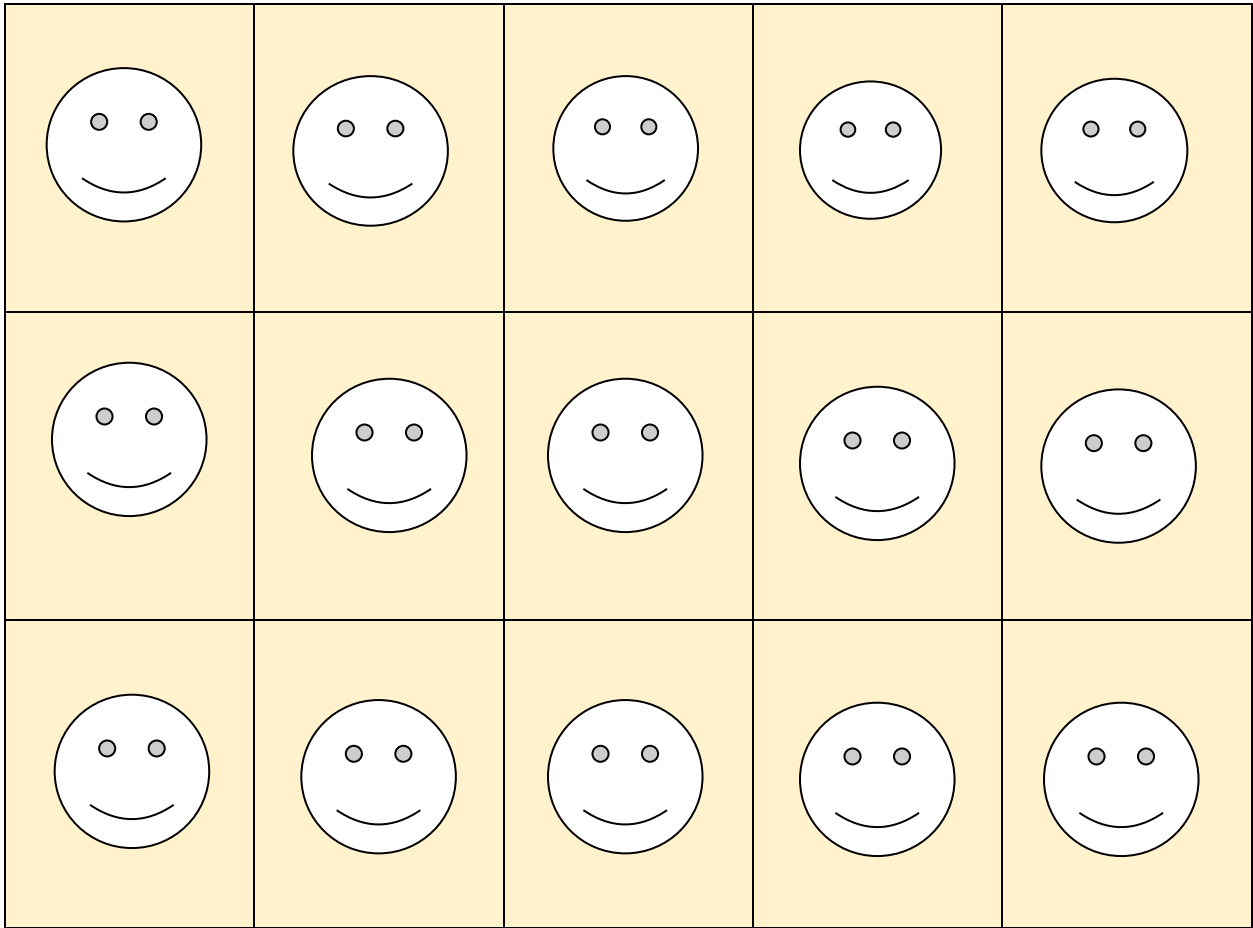
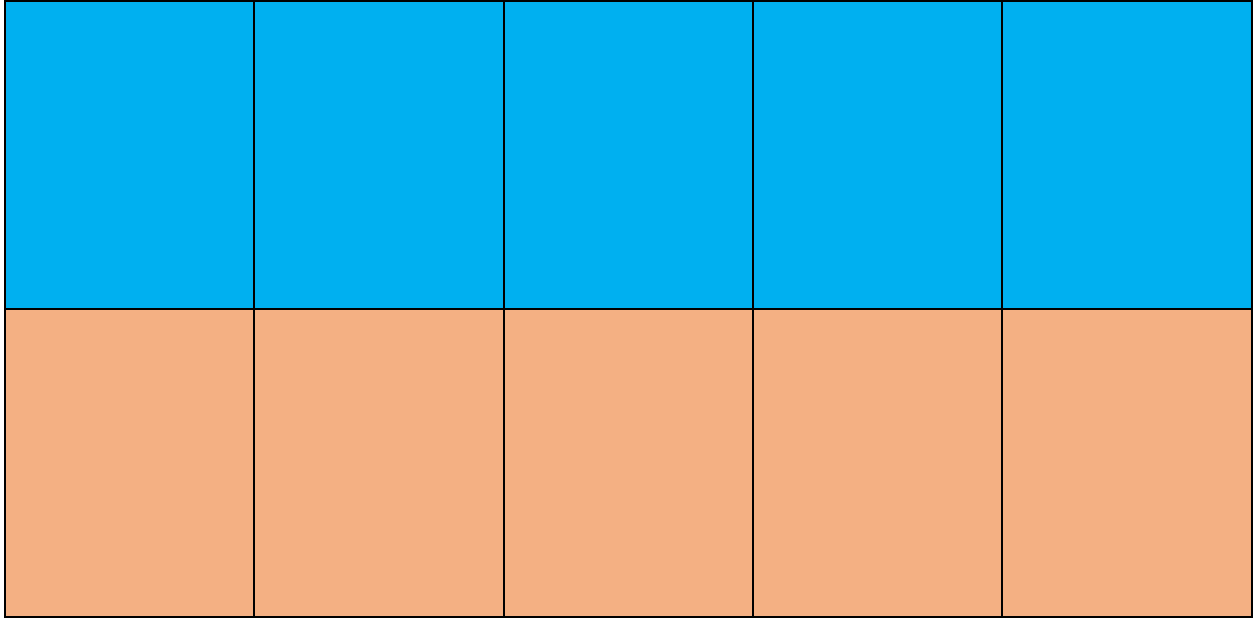
Annex 2: Ice breaker activity: the PowToon video <https://bit.ly/PowToonFashion> or <https://bit.ly/Fashion1YT> (YT video)



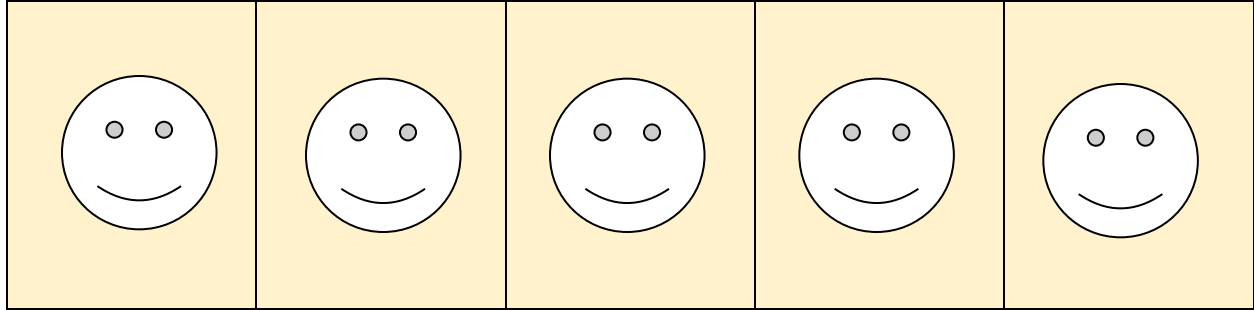
Annex 3: coloured sheet of paper (print double-sided) – <https://bit.ly/papersmiley>



OR HERE:





Annex 4: linoit activity for students (group work) <http://linoit.com/users/AlenkaTaslak/canvases/Hats>



Annex 5: Introducing the vocabulary (match up Wordwall activity) <https://bit.ly/FashionWordwall>



Annex 6: <https://bit.ly/Europeanablog> Annex 6a): <https://bit.ly/FashionForms1> Annex 6b): <https://bit.ly/FashionForms2>



Annex 7: <https://bit.ly/Europeanablog7> Annex 7a): <https://bit.ly/FashionForms3> Annex 7b): <https://bit.ly/FashionForms4>



Annex 8: <https://bit.ly/FashionExitTicket>



OR

What have I learnt today?	
How can I apply my knowledge to do my homework?	
Is it useful for everyday life?	

Annex 9: <https://bit.ly/CreativeCommonsWeb>



Annex 9a: <https://bit.ly/CreativeCommonsKahoot>



Annex 10: <https://bit.ly/EuropeanaPresentationTask>



OR

Tasks for your presentation:

- 1) Title: The Story of Hats
- 2) Find at least one photo (CC BY) of a man wearing a hat  
(speaking task: What do you think was the occasion for wearing the hat?)

- What material is the hat made of?  
 What time in history is the photo approximately taken?  
 How do you like the hat? What are you impressions?)
- 3) Find at least one photo (CC BY) of a woman wearing a hat  
 (speaking task: What do you think was the occasion for wearing the hat?  
 What material is the hat made of?  
 What time in history is the photo approximately taken?  
 How do you like the hat? What are you impressions?)
- 4) Find at least one more photo (CC BY) of a hat in the Europeana collection and say in at least three sentences why you have chosen this hat.
- 5) Ask the members of your family, your neighbours or friends if they have old photos in which one can see people wearing hats. Ask them nicely for permission to use the photos in your presentation. Tell us something about the photo (when and where it was taken, on what occasion, what material was used for the hat, how you like it). You can use more photos.

Annex 11: <https://bit.ly/EuropeanaGroupWorkRubric>



OR

Group Work Rubric				
Criteria	Effort needs improvement -1 point	Satisfactory effort -2 points	Very good Effort-3 points	Outstanding effort - 4 points
Contributions, Attitude	Seldom cooperative. Rarely offers useful ideas. Is disruptive.	Sometimes cooperative. Sometimes offered useful ideas. Rarely displays positive attitude.	Cooperative. Usually offered useful ideas. Generally displays positive attitude.	Always willing to help and do more. Routinely offered useful ideas. Always displays positive attitude.
Cooperation with Others	Did not do any work—does not contribute. Does not work well with others. Usually argues with teammates.	Could have done more of the work—has difficulty. Requires structure, directions, and leadership. Argues sometimes.	Did their part of the work—cooperative. Works well with others. Rarely argues.	Did more than others—highly productive. Works extremely well with others. Never argues.

Focus, Commitment	Often is not a good team member. Does not focus on the task and what needs to be done. Let others do the work.	Sometimes not a good team member. Sometimes focuses on the task and what needs to be done. Must be prodded and reminded to keep on task.	Does not cause problems in the group. Focuses on the task and what needs to be done most of the time. Can count on this person.	Tries to keep people working together. Almost always focused on the task and what needs to be done. Is very self-directed.
Ability to Communicate	Rarely listens to, shares with, or supports the efforts of others. Is always talking and never listens to others. Provided no feedback to others. Does not relay any information to teammates.	Often listens to, shares with, and supports the efforts of others. Usually does most of the talking—rarely listens to others. Provided little feedback to others. Relays very little information—some relates to the topic.	Usually listens to, shares with, and supports the efforts of others. Sometimes talks too much. Provided some effective feedback to others. Relays some basic information—most relates to the topic.	Always listens to, shares with, and supports the efforts of others. Provided effective feedback to other members. Relays a great deal of information—all relates to the topic.
Correctness	Work is generally sloppy and incomplete, has excessive errors and is mostly late or not at all.	Work tends to be disorderly, incomplete, not accurate, and is usually late.	Work is generally complete, meets the requirements of the task, and is mostly done on time.	Work is complete, well organized, has no errors and is done on time or early.
Task Completion	Task was not successfully completed and there were significant issues associated with language.	Task was successfully completed, but there were numerous issues associated with language.	Task was skillfully completed. There were minor issues associated with language	Task was skillfully and comprehensively completed. There were minimal issues associated with language.
Adapted from: <a href="#">Sample Group Work Rubric</a>				

Name of the student: _____	
	Points awarded (briefly explain)
Contributions, Attitude	
Cooperation with Others	
Focus, Commitment	
Ability to Communicate	
Correctness	
Task Completion	
Total points:	

Annex 12: Youtube video -

<https://bit.ly/Zero-wasteYT>



Annex 13: Peer Assessment Rubric for Flip Video <https://bit.ly/FlipRubric>



<b>Peer Assessment for Flip video</b>				
- when recording a video response, take the following criteria into consideration:				
	Effort needs improvement -1 point	Satisfactory effort -2 points	Very good Effort-3 points	Outstanding effort -4 points
Verbal skills (clear voice, positive feeling, enthusiasm)				
Verbal skills (organization of sentences and messages)				
Nonverbal skills				
	NO – 0 points		YES – 1 point	
I have used old materials				
There are tricks used to get viewers' attention				
There is a clear message for the future generations				

Annex 14: <https://bit.ly/Self-assessmentRubric>



OR

Criteria	Levels of Performance			
	1	2	3	4
<b>Quality of Work</b>	I was providing work that usually needed to be checked.	I was providing work that occasionally needed to be checked/redone by other group members.	I was providing high quality work.	I was providing work of the highest quality.
<b>Time-management</b>	I struggled to have things done by the deadlines.	I tended to be on time, but I always got things done by the deadlines.	I usually used time well throughout the project, but may have skipped one thing.	I was managing time well throughout the project.
<b>Working with Others</b>	I have rarely listened to, shared with, and supported the efforts of others.	I have often listened to, shared with, and supported the efforts of others, but sometimes I was not a good team member.	I have usually listened to, shared with, and supported the efforts of others.	I have always listened to, shared with, and supported the efforts of others. I tried to keep people working well together.
<b>Relevance to students interest</b>	The content of this lesson has not been of any interest to me	The content of this lesson has not been very important for me, as it has not been very connected to my interests.	The content of this lesson has been quite important for me. I have enjoyed it because it has been relevant for me and according to my interests	The content of this lesson has been very important for me. I have enjoyed it very much because it has been relevant for me and according to my interests
<b>Using ICT tools</b>	I have never used any ICT tools or enjoyed learning to use new tools	I have often used ICT tools and I have enjoyed learning to use new tools	I have usually used a wide range of ICT tools and I have enjoyed learning to use new tools	I have always used a wide range of ICT tools and I have always enjoyed learning to use new tools
<b>My grade is....</b>				