

# Europeana Learning Scenario

## Title:

Kindness Matters

## Author:

Daniela Bunea

## Summary:

Students create short stories meant to encourage kindness towards others after having reviewed kind Cinderella's story.

## Table of summary

Subject	English as a Foreign Language
Topic	KINDNESS
Age of students	14-15
Preparation time	60 minutes
Teaching time	160 minutes
Online teaching material	<p><b>Sites:</b></p> <ul style="list-style-type: none"> <li>- Europeana <a href="https://www.europeana.eu/portal/en/">https://www.europeana.eu/portal/en/</a>,</li> <li>- Waves of Kindness <a href="http://wavesofkindness.org/">http://wavesofkindness.org/</a>,</li> <li>- Kindness Is Contagious <a href="http://kindness-is-contagious.com/">http://kindness-is-contagious.com/</a>,</li> <li>- Kindness blog <a href="https://kindnessblog.com/">https://kindnessblog.com/</a>;</li> <li>- <a href="http://www.edu.pe.ca/vrcs/resources/poetry/text/poems/what%27s%20fair/ifyoucould.html">http://www.edu.pe.ca/vrcs/resources/poetry/text/poems/what%27s%20fair/ifyoucould.html</a>;</li> <li>- <a href="https://wattlesfourthgrade.weebly.com/uploads/1/5/6/6/15661402/invisible_boy.pdf">https://wattlesfourthgrade.weebly.com/uploads/1/5/6/6/15661402/invisible_boy.pdf</a>.</li> </ul> <p><b>Apps:</b></p> <ul style="list-style-type: none"> <li>- Padlet <a href="https://padlet.com/">https://padlet.com/</a>,</li> <li>- Dotstorming <a href="https://dotstorming.com/">https://dotstorming.com/</a>,</li> <li>- Thinglink <a href="https://www.thinglink.com/">https://www.thinglink.com/</a>,</li> <li>- Coggle <a href="https://coggle.it/">https://coggle.it/</a>,</li> <li>- Smore <a href="https://www.smore.com/">https://www.smore.com/</a>.</li> </ul>
Offline teaching material	<b>Hardware:</b> smartphones.
Europeana resources used	<ul style="list-style-type: none"> <li>- Cinderella: [affiche] / [non identifié], 1895, Bibliothèque nationale de France, département Estampes et photographie, ENT DN-1 (ALLEN)-FT6 France, No copyright - other known legal restrictions, <a href="http://www.europeana.eu/portal/en/record/9200365/BibliographicResource_1000055438190.html">http://www.europeana.eu/portal/en/record/9200365/BibliographicResource_1000055438190.html</a>;</li> <li>- Bilderbuch &amp; Leporello, 1978, Spielzeugmuseum der Stadt Nürnberg (Museum Lydia Bayer) Germany, CC BY-NC-SA 4.0, <a href="https://www.europeana.eu/portal/en/record/2064109/Museu_ProvidedCHO_Spielzeugmuseum_der_Stad_t_N_rnberg_Museum_Lydia_Bayer_18676_Datensatz_.html">https://www.europeana.eu/portal/en/record/2064109/Museu_ProvidedCHO_Spielzeugmuseum_der_Stad_t_N_rnberg_Museum_Lydia_Bayer_18676_Datensatz_.html</a>;</li> <li>- 3 Illustraties, aquarellen, voor het verhaal Cinderella van Doorman, Christine   Sibmacher Zijnen- de Kanter, J.A., 1892, Deventer Musea Netherlands, CC BY-SA 3.0,</li> </ul>



[https://www.europeana.eu/portal/en/record/2021659/1982\\_0123.html](https://www.europeana.eu/portal/en/record/2021659/1982_0123.html);  
- Children skating outside Fåborg | Peter Hansen (painter), 1901, Statens Museum for Kunst Denmark, CCO 1.0, <https://www.europeana.eu/portal/en/record/2020903/KMS1675.html>;  
- Children Bathing | Carl Skånberg, 1882, Nationalmuseum Sweden, Public Domain Mark 1.0, [http://www.europeana.eu/portal/en/record/2064116/Museu\\_ProvidedCHO\\_Nationalmuseum\\_Sweden\\_18901.html](http://www.europeana.eu/portal/en/record/2064116/Museu_ProvidedCHO_Nationalmuseum_Sweden_18901.html);  
- Källbacksåkning | Bruno Liljefors, 1882, Nationalmuseum Sweden, Public Domain Mark 1.0, [https://www.europeana.eu/portal/sv/record/2048005/Athena\\_Plus\\_ProvidedCHO\\_Nationalmuseum\\_Sweden\\_23553.html](https://www.europeana.eu/portal/sv/record/2048005/Athena_Plus_ProvidedCHO_Nationalmuseum_Sweden_23553.html);  
- By the Cellar | Carl Larsson, 1917, Nationalmuseum Sweden, Public Domain Mark 1.0, [https://www.europeana.eu/portal/en/record/2048005/Athena\\_Plus\\_ProvidedCHO\\_Nationalmuseum\\_Sweden\\_26033.html](https://www.europeana.eu/portal/en/record/2048005/Athena_Plus_ProvidedCHO_Nationalmuseum_Sweden_26033.html);  
- Children Playing at Weddings | Emma Ekwall, 1943, Nationalmuseum Sweden, Public Domain Mark 1.0, [http://www.europeana.eu/portal/en/record/2064116/Museu\\_ProvidedCHO\\_Nationalmuseum\\_Sweden\\_21064.html](http://www.europeana.eu/portal/en/record/2064116/Museu_ProvidedCHO_Nationalmuseum_Sweden_21064.html);  
- Portrait of a Couple with Two Children and a Nurse in a Landscape | Velde, Adriaen van de, 1667, Rijksmuseum Netherlands, Public Domain Mark 1.0, [https://www.europeana.eu/portal/en/record/90402/SK\\_C\\_248.html](https://www.europeana.eu/portal/en/record/90402/SK_C_248.html).

#### License:

**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

*The topic KINDNESS is part of the national curriculum for foreign languages – the main theme is: PERSONAL UNIVERSE.*

#### Aims of the lesson:

- describe and explain common situations involving kind and unkind characters in fairy tales and around us;
- write **narrative essays** on kindness;
- main grammar point: degrees of comparison - adjectives and adverbs.

#### Trends the lesson incorporates:

- **project-based teaching and learning:** students solve fact-based tasks and problems, and work in groups;
- **collaborative teaching and learning:** a strong focus on group work;
- **student-centered teaching and learning:** students and their needs are at the centre of the teaching and learning process;
- **mobile teaching and learning:** access to knowledge is granted through smartphones and/or tablets – teaching/learning happens anytime, anywhere;
- **BYOD:** students bring and use their own mobile devices to/in the classroom;
- **“what you can do” assessment;**
- **peer learning:** students learn from peers and give each other feedback;

- **open source teaching and learning:** there is copying, sharing, adapting and reusing of free educational materials;

- **visual search and learning:** images and multimedia are at least as powerful as verbal stimuli.

#### 21<sup>st</sup> century skills developed by the learners:

- **communication skills**, as well as **tolerance** and **openness to others' ideas**;

- **critical and creative thinking skills**;

- **information literacy, media literacy** and **ethical literacy**;

- **collaboration skills**, as well as **student empowerment** and **skills of learning throughout life**;

- **social skills**, especially awareness of the importance of each student's role on promoting and achieving United Nations' Sustainable Goals, namely Goal no. 4: Quality Education, and awareness of the importance of access to the Internet and to online digital resources;

- **ICT skills**;

- **flexibility** and **initiative**.

#### Activities during the lesson:

Name of activity	Procedure	Time
1 <sup>st</sup> class:		
The story of Cinderella - DISCUSS	Students tell the story of Cinderella in a group discussion, supporting their delivery with Europeana images representing Cinderella, which they find on the Europeana site using their smartphones. Assessment: Fist-to-five technique.	10'
What is a fairy tale? - COLLABORATE	Students explain what a fairy tale is, following work in buzz groups. ICT tool to be used: <a href="https://padlet.com/">https://padlet.com/</a> . Assessment: Thumbs Up, Thumbs Down, Thumbs All-Around technique.	10'
Kindness in fairy tales - COLLABORATE	Students identify kindness in fairy tales working in clusters. ICT tool to be used: <a href="https://dotstorming.com/">https://dotstorming.com/</a> . Assessment: Two-stars-and-a-wish technique.	10'
The story of kind Cinderella - PRACTICE	Students summarize – in a “Round Robin” setting – the story of kind Cinderella using degrees of comparison for adjectives and adverbs. ICT tool to be used: <a href="https://www.thinglink.com/">https://www.thinglink.com/</a> . Assessment: Traffic Lights technique.	20'
2 <sup>nd</sup> class:		
Cinderella's kindness nowadays - INVESTIGATE	Students interpret Cinderella's kindness nowadays using the “Think-Pair-Share” technique, used also as an information assessment tool. See <a href="https://kindnessblog.com/">https://kindnessblog.com/</a> .	10'
Acts of kindness and/or waves	Students examine the meaning of "act of kindness" and/or of "wave of kindness" using the "Read-Write-Pair-Share" technique. See <a href="http://wavesofkindness.org/">http://wavesofkindness.org/</a> and/or <a href="http://kindness-is-contagious.com/">http://kindness-is-contagious.com/</a> .	15'

of kindness - INVESTIGATE	Assessment: Fingers-on-chest technique - enhancing students' meta-cognitive skills.	
Ways kindness matters - PRACTICE	Students assess in clusters the best ways kindness matters, discovering and substantiating instances of kindness in works of art presented on the Europeana website using their smartphones. ICT tool to be used: <a href="https://coggle.it/">https://coggle.it/</a> . They can either plan World Kindness Day (November 13 <sup>th</sup> ) or evaluate texts such as: "Have you filled a bucket today?" by Carol McCloud, "If you could wear my sneakers" by Sheree Fitch, "The ant in the photograph" by Joan Linck, "The Invisible Boy" by Trudy Ludwig. Assessment: Exit cards.	25'
3 <sup>rd</sup> class:		
Kindness towards others - PRODUCE	Students create a story to encourage kindness towards others. Europeana images are chosen to illustrate their stories adequately, making use of the Coggle mind map created collaboratively. ICT tool to be used: <a href="https://www.smore.com/">https://www.smore.com/</a> . Assessment: Checklist.	25'
Summative assessment of work - PRODUCE	Students assess their own work, a peer's work, read peer assessment, edit their work, then submit it for evaluation to the teacher. Assessment: Rubric - for self-assessment and peer assessment; the teacher has the rubric with points specified.	25'
4 <sup>th</sup> class:		
Student reflection - DISCUSS	Students reflect on their learning individually, then in a group discussion they evaluate their learning. Assessment: Traffic Lights technique.	10'

### Assessment

The formative assessment techniques used are:

- Fist-to-five;
- Thumbs Up, Thumbs Down, Thumbs All-Around;
- Two-stars-and-a-wish;
- Traffic Lights;
- Think-Pair-Share;
- Fingers-on-chest;
- Exit cards.

The summative assessment is done via a rubric: [http://new-twinspace.etwinning.net/c/document\\_library/get\\_file?p\\_l\\_id=1806412&folderId=36353605&name=DLF-E-1110837.pdf](http://new-twinspace.etwinning.net/c/document_library/get_file?p_l_id=1806412&folderId=36353605&name=DLF-E-1110837.pdf).

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

### Student feedback

Student feedback is given during the last learning activity, when students reflect on their learning. Sample reflective prompts:

- 1.) *Preferences*: The most interesting thing about ... was ... I prefer to work by myself on activities that ... I like working with others when ...
- 2.) *Learning style and strategies*: If I can, I try to avoid activities that ... I find it easiest to understand when ... When I don't understand something, I ...
- 3.) *Strengths*: I'm getting much better at ... One good question I asked (or thought of) during the lesson was ... One of the things I do best is ...
- 4.) *Areas in need of improvement*: I'm still not sure how to ... I need to get help with ... The part I found the most difficult was ...

### Teacher's remarks

Just as technology pervades our everyday lives, it is now an assumed part of the language teaching landscape. I work in a BYOD environment, and I have made a point in teaching my students how to employ a wide array of apps (available for both Android smartphones and iPhones) for learning on a regular basis, **making constant use of their technical proficiency** and teaching them how to **connect their personal use strategies to learning**.

### 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.