

# Europeana Learning Scenario

## Title

In Love With Africa

## Author

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## Summary

### Table of summary

Subject	Art - Mother tongue- foreign language - digital competence- geography - social studies - history
Topic	AFRICA and MIGRATION
Age of students	10
Preparation time	60'
Teaching time	495'
Online teaching material	<ul style="list-style-type: none"> <li>• <a href="#">Mentimeter</a> to brainstorm kids' knowledge;</li> <li>• <a href="#">Google Earth</a> to explore Africa;</li> <li>• <a href="#">Jigsawplanet</a> to realize jigsaws using the pictures found and produced by kids and involve parents in the creation of collaborative jigsaw about African art;</li> <li>• <a href="#">Adobe spark</a> to present some aspects of Africa;</li> <li>• <a href="#">MyMaps</a> to design a geographic interactive presentation</li> <li>• <a href="#">Ourbooks</a> to realize an ebook about African people and traditions</li> </ul>
Offline teaching material	<ul style="list-style-type: none"> <li>• Paper, colors and art tools to produce real pictures;</li> <li>• Interactive whiteboard to produce collaborative pictures about Africa during preparation and to involve parents in the creation of collaborative pictures about Africa during the exhibition and to show parents the spark about Africa with the EUROPEANA contributions;</li> <li>• A big white poster dedicated to parents to SUM UP: at the end of the exhibition, parents will leave messages to kids about their feelings/ comprehension/ impressions/ level of satisfaction;</li> </ul>
Europeana resources used	<p>ON SAFARI - Gallen-Kallela in Africa - <a href="https://www.europeana.eu/portal/en/exhibitions/an-ecstasy-of-beauty/on-safari-gallen-kallela-in-africa">https://www.europeana.eu/portal/en/exhibitions/an-ecstasy-of-beauty/on-safari-gallen-kallela-in-africa</a></p> <p>LEAVING EUROPE: A NEW LIFE IN AMERICA - <a href="https://www.europeana.eu/portal/en/exhibitions/leaving-europe#ve-anchor-intro_5665-js">https://www.europeana.eu/portal/en/exhibitions/leaving-europe#ve-anchor-intro_5665-js</a></p>

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## Integration into the curriculum

The scenario is connected to different subjects and well-integrated in the Italian primary school curriculum. It provides opportunities to acquire social skills, compare different countries, problems and environments. It allows students to experience different art techniques and create digital products. It also gives kids the possibility to use mother tongue and foreign language in real context. In particular it provides opportunities for:

- laying the foundations for active citizenship;
- sharing, collaborating, communicating, making decisions, developing ideas;
- promoting meaningful learning environments;
- promoting argumentative skills, exercising written and oral production and widening the lexical ability (mother tongue);
- exercising reading and comprehension (english);
- recognizing and exploring historical traces, understanding the importance of historical and cultural heritage (history);
- obtaining geographic information from a plurality of sources (geography);
- designing digital products using ICT (technology);
- observing, exploring, describing, creating images (art).

## Aim of the lesson

Students will create an INTERACTIVE ART EXHIBITION about Africa and migration. this will make them and their parents aware of different environments, lifestyles, human conditions, reasons of migrations.

## Trends

- Collaborative learning;
- Project Based Learning;
- Life-Long Learning;
- Formative assessment;
- Critical thinking;
- Creative thinking
- Visual search and Learning;
- Learning materials: shift from textbooks to web resources and open source books;
- Social and emotional learning.

## 21<sup>st</sup> century skills

- **Creativity and Innovation:** thinking creatively and working creatively in groups to create different solutions for the exhibition, using ICT to explore the world, appreciating masterpieces, acquiring art techniques;
- **Critical Thinking and Problem Solving:** making connections among environments and emigration, finding effective solutions for their exhibition;
- **Communication:** listening effectively to decipher meaning, including knowledge, values, attitudes and intentions, articulating thoughts and ideas effectively, expressing clearly among peers and during the exhibition;
- **Collaboration:** working in groups interdependently with the same focus and the same goals, respecting and accepting other ideas, developing together the plans;
- **Information Literacy:** accessing efficiently and evaluating critically information found in Europeana;

- **ICT (Information, Communications and Technology) Literacy** by: using the Europeana material and creating digital solutions for the exhibition;
- **Productivity and accountability**: managing the whole Exhibition project, setting and meeting goals, facing eventual obstacles, planning and managing work to achieve the intended result, producing results;
- **Leadership and Responsibility**: guiding and leading peers during the group work, being interdependent and responsible to others;
- **Flexibility and Adaptability**: adapting to varied roles, jobs responsibilities in the groups, working effectively to organize the exhibition, being flexible, accepting and incorporating feedbacks effectively, dealing positively with praise, setbacks and criticisms, understanding, negotiating and balancing diverse views and beliefs to reach workable;
- **Initiative and Self-Direction**: managing goals and time during the whole process to the exhibition;
- **Social and Cross-Cultural Skills**: interacting and working effectively with others in diverse teams.

## Activities

Name of activity	Procedure	Time
<b>WARM UP</b>	<p>WHAT DO YOU ALREADY KNOW ABOUT AFRICA? Using MENTIMETER children brainstorm their knowledge creating a Word cloud.</p> <p>DISCUSSING THE BRAINSTORMING RESULTS - Kids share and clarify their ideas.</p> <p>Using an interactive whiteboard, the teacher introduces the EUROPEANA PLATFORM and the section ON SAFARI - Gallen-Kallela in Africa Kids, observing the different paintings start noticing the African peculiarities, comparing African and European Landscapes/flora/fauna, climates and consequences.</p> <p>METACOGNITIVE REVISION - CIRCLE TIME - What's new listening to your classmates? - What's new, watching the paintings? - What would you like to discover.</p>	60'
<b>EXPLORING AFRICA</b>	<p>Kids organized in group of 4 Each group with a laptop. Groups are invited to go to Google Earth and Google Chrome and start exploring Africa through some key words connected to typical places and take 2 screenshots of the most meaningful pictures about: LANDSCAPES - FLORA - FAUNA - CLIMATE - PEOPLE - VILLAGES AND CITIES - ART.</p> <p>Groups present their screenshots and explain the context.</p> <p>EXIT TICKET Each child fills in an EXIT TICKET, writing:            -3 new things learnt            -2 things that make them curious            -1 question they still have</p> <p>Share and discuss the ideas emerged in the EXIT TICKETS.</p>	70'

<b>THE DRIVEN QUESTION</b>	<p>Kids in groups listen to the driven question: HOW CAN WE SHOW THE BEAUTY OF AFRICA TO FAMILIES AND OTHER SCHOOL STUDENTS IN AN INTERACTIVE ART EXHIBITION?</p>	55'
<p>Kids in groups, try to formulate their proposals, and write a draft describing the process to realize their IDEAS.</p> <p>Each group presents their ideas and the related implementation path.</p> <p>Teachers and groups discuss and decide the different areas of the exhibition where parents and other students can visit and operate (e.g.: presentation of famous paintings, exhibition of the paintings realized by kids, interactive jigsaws realized using kids' paintings, Google earth section, Europeana section, art workshop about African art, whiteboard where parents can create and save their own digital painting).</p>		
<b>THE PATH TO REALIZE THE INTERACTIVE ART EXHIBITION ABOUT AFRICA</b>	<p>Kids use different techniques or webtools to realize to products to show during the exhibition.</p>	60'
<p>Students in pairs or groups of 3, start producing their masterpieces according to the area they have decided (presentation, real paintings, digital jigsaw, African art...). If needed, they can collect further information also at home</p>		
<b>CHECK and REFLECT</b>	<p>Groups present to other groups their products</p>	60'
<p>Considering they have a higher knowledge about Africa, the teacher asks a new question: WHICH IS THE CONNECTION AMONG AFRICAN ENVIRONMENT AND MIGRATION? - Kids start making hypothesis</p> <p>Teacher presents the EUROPEANA AREA: LEAVING EUROPE A NEW LIFE IN AMERICA - making a comparison among current African migration, and the past European migration.</p> <p>Some newspapers connected to migration episodes are shown</p>		
<p>Kids explore and investigate the issue using the EUROPEANA PLATFORM and compare them to the newspaper</p>		
<b>PREPARING THE EXHIBITION</b>	<p>Students in groups prepare invites for: Parents - Other students - Municipality - School Principal and other teachers</p>	90'
<p>Students and teacher arrange the exhibition spaces</p>		

<b>THE EXHIBITION</b>	<p>Students open the exhibition and organized in groups manage the different areas of the Exhibition, helping visitors in these ways:</p> <ul style="list-style-type: none"> <li>- showing and explaining paintings, real and digital;</li> <li>- explaining environments - flora - fauna - peculiarities of Africa</li> <li>- supporting participants in using Jigsaw planet to solve the puzzles about Africa;</li> <li>- explaining how to realize a painting "African Style";</li> <li>- supporting participants in using whiteboards to produce their paintings;</li> <li>- making connection among environments and migration showing the Europeana Platform;</li> <li>-exc.</li> </ul>	100'
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**METACOGNITIVE REVISION**, After the INTERACTIVE ART EXHIBITION teacher and students in a circle try to review the PBL PATH to see what worked best, what can be reproduced in different situations, what didn't work and why...

Assessment

*The teacher keeps the situation monitored by using observation grids, checking the groups path, asking open-ended questions to stimulate the right solutions and provide materials and the right webtools*

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

### Student feedback

*The whole PBL path is monitored by continuous checks and metacognitive revision activities led in small groups and in circle.  
At the end of the path a self-assessment form will be completed singularly*

### Teacher's remarks

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

### 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.