

# Europeana Learning Scenario

## Title



### Children’s Games

## Author(s)

Maravelaki Sofronia

## Summary

Children’s Games is a learning scenario (LS) developed in the framework of the Europeana Bauhaus – Built with Bits project. The LS combines various teaching approaches such as Artful Thinking, Flipped Classroom and Differentiated Instruction. The LS was inspired by Children’s Games, a painting created by Pieter Bruegel the Elder in 1560. The painting depicts about 200 children playing more than 80 games, attesting to the inventiveness and creativity of the children in their self-structured play. Children learn not only through disciplines and schooling but also through play. Playing is an integral part of growing up and of becoming a responsible and respectful adult, a future citizen of the world. In the LS students researched games that children played in the past, compared and contrasted them with games they play today, in the schoolyard, in the neighborhood, in the streets. They used various online and offline tools to implement the activities and most importantly they had fun doing it. Students are interested in the role of education in improving their ways of living. They imagine a space that provides a good quality environment for contemporary education for everyone. They desire a school that includes an open space shared by the local community where parents, teachers and students find inspiration, inclusion and respect. The students, inspired by the New European Bauhaus Initiative, which aims at shaping such beautiful, sustainable and inclusive forms of living together, created their own virtual edutainment space, a kind of “tableau vivant” of the painting they studied and researched.

### Table of summary

<b>Subject</b>	English (EFL), ICT, Art, Physical Education
<b>Topic</b>	
<b>Age of students</b>	8 <sup>th</sup> Graders (13-14-year-old students) 2 <sup>nd</sup> Grade of Junior High School
<b>Preparation time</b>	1 teaching session of 45 minutes <b>Objectives:</b> <ul style="list-style-type: none"> <li>To become familiar with the Europeana platform</li> <li>To discuss and explore Europeana as a source of digital cultural heritage</li> <li>To give instructions on the use of specific web 2.0 tools</li> </ul>
<b>Teaching time</b>	4 teaching sessions:
<b>Online teaching material</b>	<b>Videos</b> <a href="#">Art with Mati and Dada – Peter Brueghel</a>   <a href="#">Kids Animated Short Stories in English</a>



	<p><b>Websites</b></p> <p><a href="#">Artful thinking</a></p> <p>Europeana</p> <p><a href="#">e-class</a></p> <p><a href="#">Google Art Project-Children’s Games by Pieter Bruegel the Elder</a></p> <p><a href="#">Wikipedia</a></p> <p><a href="#">Clipart Library</a></p> <p><b>Web 2.0 tools</b></p> <p>Mozilla Hubs</p> <p>e-class</p> <p>Giphy</p> <p>Tenor</p>
Offline teaching material	Worksheets
Europeana resources used	Europeana Collections- <a href="#">Children’s Games</a>

## Licenses

Attribution-Non-Commercial-Share Alike CC BY-NC-SA

## Integration into the curriculum

[Common European framework of reference for languages](#)  
[Levels A1, A2 & B1, B2](#)

## Aim of the lesson

### General Aim

The general aim of the lesson is to acquaint students with a work of art and spark their curiosity and creativity.

### Objectives

At the end of this lesson, students will be able to:

To understand that art can tell us about people and things.

To understand that art can tell us about how children lived in the past.

To understand that artists can use art to give messages.

To observe children depicted in art and be able to explain what is shown, who the children might be, what they are doing, how they might be feeling etc.

To explore the different games that children are playing in ‘Children’s Games’.

To use specific Media and Technology Skills.

To create a video showing how we play games with friends.

To take photos of the class participating in various activities.

To get to know web 2.0 tools and how to use them.

To use the present simple to express habits

To use the present continuous to describe a picture

## Trends

Collaborative Learning; Student Centered Learning; Gamification; Learning materials: shift from textbooks to web resources.

Artful Thinking approach

Flipped Classroom approach

Differentiated instruction



ICT: eclass, Europeana, Mozilla hubs, Giphy, Tenor

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

One way to support the development of 21st century skills in students is by using technology integrated with core subjects, sound principles of learning, and standards of assessment geared to student needs and interests. P21 developed the [Framework of 21st Century Learning](#) which comprises three clusters of competencies with various sub-skills each: 1. Learning and Innovation Skills: a) critical thinking and problem solving, b) creativity and innovation, c) communication and collaboration; 2. Information, Media and Technology Skills: a) information literacy, b) media literacy and c) technology literacy; 3. Life and Career Skills: a) flexibility and adaptability, b) initiative and self-direction, c) social and cross-cultural skills, d) productivity and accountability, e) leadership and responsibility.

This learning scenario corresponds to various of the above 21<sup>st</sup> century skills and competences as it promotes communication [*students communicate ideas and messages in a foreign language*] and collaboration [*students collaborate in groups in order to achieve a common goal*], information and technology literacy skills [*students access online resources, download digital items, save digital items for later use*], creativity [*reuse digital items and create original products*], initiative and self-direction [*students are self-motivated and take the initiative for their own learning*], productivity [*students do collaborative work that results in a product*], accountability and responsibility [*students are accountable to teammates and responsible as a team for the outcome of the project*] and social, civic related skills [*embrace themselves and others within their classroom community*].

## Activities

Name of activity	Procedure	Time
<b>Session 1</b>	<b>Children's Games</b>	<b>45 minutes</b>
<p><b>Activity 1: Introduction to the topic</b></p> 	<p>Artful thinking involves several thinking strategies. In this activity, students will practice the following thinking approaches:</p> <p><b>Questioning &amp; Investigating</b>  <a href="#">See / Think / Wonder</a>  <a href="#">Think / Puzzle / Explore</a></p> <p><b>Exploring Viewpoints</b>  <a href="#">Step Inside</a></p> <p><b>Comparing &amp; Connecting</b>  <a href="#">Connect / Extend / Challenge</a></p> <p><b>PHASE 1- Introduction to the topic</b>            Students, divided in groups in front of a computer, observe the following artwork. Students try to guess the topic of the lesson and familiarize themselves with the artwork and the artist.</p>  <p><a href="https://commons.wikimedia.org/wiki/File:Pieter_Bruegel_the_Elder_-_Children%E2%80%99s_Games_-_Google_Art_Project.jpg">https://commons.wikimedia.org/wiki/File:Pieter_Bruegel_the_Elder_-_Children%E2%80%99s_Games_-_Google_Art_Project.jpg</a></p> <p><b>Objectives:</b>            To contemplate and observe a work of art.            To grasp the substance and central idea of what is seen.</p> <p><b>21<sup>st</sup> century skills:</b>            Critical Thinking, Social &amp; Cross-cultural skills</p>	<b>15 minutes</b>
<b>Activity 2:</b>	<p><b>PHASE 2 – The Artful Thinking Palette</b>            Using the Artful thinking approach, the teacher conducts a brainstorming and a discussion activity.</p>	<b>30 minutes</b>

**The Artful  
Thinking  
Palette**



**Computer  
supported  
collaborative  
group work**

After observing the painting, students continue with the activities (Tasks) of the lesson which they find in the lesson's [e-class](#). Students choose the tasks that they feel confident of completing and submit their views in the forum (wall) of the e-class.

[LESSON 1 - WORKSHEET](#)

**TASK 1 Questioning & Investigating** [See / Think / Wonder](#)

Look at the artwork or object for a moment.

What do you see?

What do you think about what you see?

What do you wonder about?

**Objectives:**

To make careful observations.

To develop their own ideas and interpretations based on what they see.

To distinguish between observations and interpretations.

To reach for new connections.

**TASK 2 Questioning & Investigating** [Think / Puzzle / Explore](#)

What do you think you know about this artwork or topic?

What questions or puzzles do you have?

What does the artwork or topic make you want to explore?

**Objectives:**

To connect to prior knowledge.

To stimulate curiosity.

To lay the groundwork for independent student inquiry.

**TASK 3 Exploring Viewpoints** [Step Inside](#)

Choose a person in the work of art and step inside that point of view.

Consider:

What can the person perceive and feel?

What might the person know about or believe?

What might the person care about?

Take on the character of the person you've chosen and improvise a monologue.

Talk about who you are and what you are experiencing.

**Objectives:**

To take perspective and close look through projection (students project a persona into a person in order to explore ideas from a new viewpoint).

To bring abstract concepts, pictures, or events to life.

To make a personal connection to the topic.

**TASK 4 Comparing & Connecting** [Connect / Extend / Challenge](#)

How is the artwork or object connected to something you know about?

What new ideas or impressions do you have that extended your thinking in new directions?

What is challenging or confusing?

What do you wonder about?


















**Objectives:**

To make connections between new ideas and prior knowledge.

To encourage them to make a personal connection to the topic.




**21<sup>st</sup> century skills:**

Critical Thinking, Creativity, Social & Cross-cultural skills

Session 2	Children's Games	90 minutes										
 <p><b>Flipped classroom</b></p>	<p><b>PHASE 1: Children's Games Explained</b></p> <p>Using the Flipped Classroom approach the teacher assigns to students the following task at home. Students log into their <a href="#">e-class</a> and study <a href="#">Lesson 2 - Pieter Bruegel the Elder - Children's Games Explained</a>. They watch a <a href="#">video</a> about the artist <i>Pieter Bruegel</i> and the artwork <i>Children's Games</i>. Then, they do a reading comprehension activity on the same topic. They read a text which separates the painting in four sections. The games that are included in each section are explained in detail. In order for the students to overcome the barrier of the unknown words a vocabulary list is included in the <a href="#">documents</a> of the e-class together with the reading text. The students can read the documents online or they can download them and print them.</p> <p>LESSON 2 - READING COMPREHENSION - Pieter Bruegel Children's Games explained + task 5 LESSON 2 - SECTIONS WORKSHEET LESSON 2- VOCABULARY LIST</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To watch a video in English.</li> <li>To grasp the substance and central idea of what is seen.</li> <li>To be engaged in reading.</li> <li>To comprehend a text in English.</li> <li>To match pictures with text.</li> <li>To learn new vocabulary.</li> <li>To log into e-class.</li> <li>To download (and print) documents.</li> </ul> <p><b>21<sup>st</sup> century skills:</b></p> <p>LOTS (low order thinking skills – remember, understand, apply) ICT skills (log in, download, read online, print)</p>	45 minutes										
 <p><b>Computer supported collaborative group work</b></p>	<p><b>PHASE 2: Children's Games bit by bit</b></p> <p>Following the previous activity, students meet at the computer lab and form groups of three. They log into e-class, <a href="#">Lesson 1</a> again, and they click on the Children's Games picture in <a href="#">e-class</a> in order to identify the four sections of the painting. Then each group is assigned to a section of the painting. With the help of the clipping tool of the computer and the "zoom in" and "zoom out" tool, they "cut" specific scenes and save them as pictures in a file at the computer. Students can use the <a href="#">LESSON 2 - SECTIONS WORKSHEET</a> in order to help them recognize the games and cut them out from the painting.</p> <p>Examples:</p> <table border="1" data-bbox="391 1381 1349 1577"> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Fence climbing</td> <td>barrel riding</td> <td>knucklebones</td> <td>buck buck</td> <td>bocce</td> </tr> </tbody> </table> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To identify the specific scenes of games.</li> <li>To practice the specific vocabulary of games.</li> <li>To match pictures with text.</li> <li>To practice ICT skills (clip, save as).</li> </ul> <p><b>21<sup>st</sup> century skills:</b></p> <p>Collaboration, Critical Thinking</p>						Fence climbing	barrel riding	knucklebones	buck buck	bocce	45 minutes
												
Fence climbing	barrel riding	knucklebones	buck buck	bocce								



Session 3	Children's Games	90 minutes
	<p style="text-align: center;"><b>Computer supported collaborative group work</b>  <b>Students work in groups of three in front of a computer</b>  <b>Differentiated instruction approach – Differentiating process and products</b></p>	
	<p><b>Group 1</b>            Students of group 1 create a virtual tour of the painting in e-class. They pinpoint each game and write a description of it using the information from <a href="#">Wikipedia</a>.            Product  <a href="https://eclass11.sch.gr/modules/h5p/show.php?course=4403010265&amp;id=252">https://eclass11.sch.gr/modules/h5p/show.php?course=4403010265&amp;id=252</a></p>	
	<p><b>Group 2</b>            Students of group 2 research the Europeana portal and make a gallery with children's games            Product  <a href="https://www.europeana.eu/el/set/4627">https://www.europeana.eu/el/set/4627</a></p>	
	<p><b>Group 3</b>            Students of group 3 download the pictures of games from the Europeana gallery and create Giffs in Giphy and upload them to Tenor in order to use them in Mozilla Hubs.            Product  <a href="https://giphy.com/channel/Gymnasio">https://giphy.com/channel/Gymnasio</a>  <a href="https://tenor.com/users/gymirakl">https://tenor.com/users/gymirakl</a></p>	
	<p><b>Group 4</b>            Students of group 4 create vocabulary card games in e-class.            Products  <a href="#">Game 1</a>  <a href="#">Game 2</a>  <a href="#">Game 3</a>  <a href="#">Game 4</a>  <a href="#">Game 5</a>  <a href="#">Game 6</a></p>	
	<p><b>Objectives:</b>            To learn vocabulary about games            To use various ICT skills (e-class, Giphy, Europeana)            To play and have fun</p> <p><b>21st century skills:</b>            Communication, Collaboration, Critical Thinking, Technology Literacy, Information Literacy</p>	

Session 4	Children's Games	90 minutes
<b>Playing the games</b>		<b>90 minutes</b>
	<p><b>Mozilla Hubs</b> All products that the students create are uploaded to the virtual environment they have created in Mozilla Hubs. One group of students was involved in the creation of the virtual environment and it took them a lot of extracurricular time to build them. Another group of students uploaded the gifs, photos and videos in the virtual environments and it also took them a lot of extracurricular time to achieve it.</p> <p><b>Playing the Games in the schoolyard</b> All students are involved in playing the games they have researched, take pictures and make videos which they upload to Mozilla Hubs.</p> <p><b>Objectives:</b> To take pictures To make videos To make a virtual environment To share digital cultural heritage To perform a presentation To enhance communication and collaboration skills</p> <p><b>21<sup>st</sup> century skills:</b> Collaboration, Communication, Initiative, Productivity and Accountability</p>	
	<p>Teacher gets feedback from students about the lesson, by asking the following questions: Did you like the lesson? What did you like the most? What did you like the least? What did you learn?</p> <p><b>Objectives:</b> To receive student feedback To evaluate the lesson</p> <p><b>21<sup>st</sup> century skills:</b> Collaboration, Communication, Critical Thinking, Accountability</p>	
 <b>Evaluation</b>	<p>Students evaluate the products by voting (peer evaluation). Students play the games and give feedback. Teacher evaluates the learning scenario by using the Europeana-DSI-4-Assessment-criteria Rubric (self-evaluation)</p> <p><b>Objectives:</b> To develop evaluation skills</p> <p><b>21<sup>st</sup> century skills:</b> Collaboration, Communication, Accountability</p>	

### Assessment

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

### Teacher's remarks





## 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.