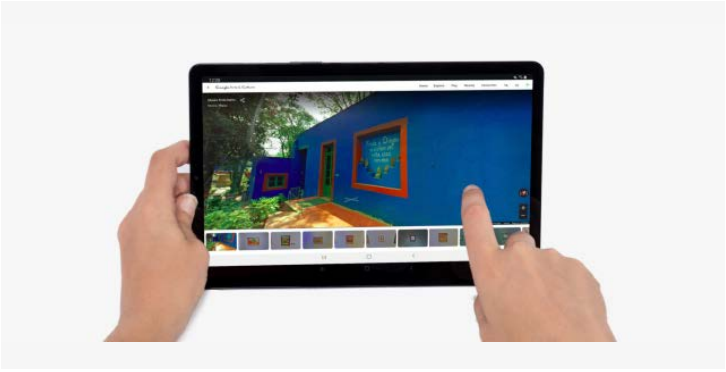


Looking for the lost piece of art

50-55 minutes | 6-8 years old | Difficulty: intermediate

Description

In this activity, children will have to discover the identity and work of a great artist, Frida Kahlo, a forerunner in the fight for women's rights. Through the use of a chatbot, which will interact with the pupils as an informant, the pupils will obtain information and clues by asking all the questions they can think of. Finally, after doing an Internet search on who the artist is, they will visit the virtual museum of Frida Kahlo.

Preparation

- Groups: small groups (3-5 people).
- Prepare the material needed for the activity.
- Charge the tablets before carrying out the activity.
- Install the *Google Arts & Culture* application on all tablets from ***Google Play Store.***
- Install the *Barcode Scanner* application on all the tablets from ***Google Play Store.***
- Have the document with the things to look for in the virtual museum printed.
- Have the downloadable document with QR codes printed and cut out.

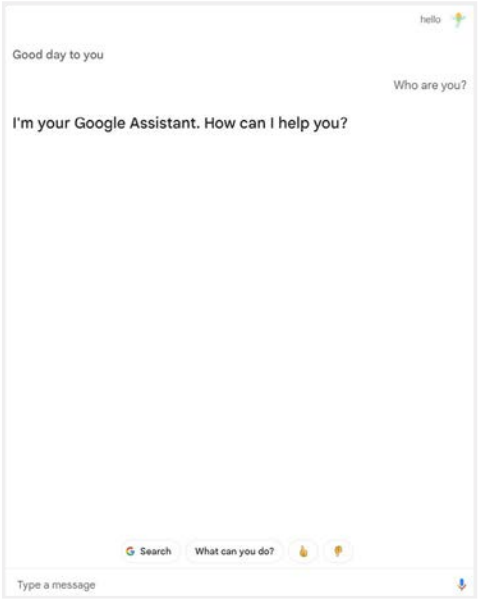
Materials

Coloured pencils	Stationery.
Pupil download	Downloadable with the things to look for in the virtual museum. One document per group.
Pupil download	Downloadable with QR codes to access the chatbot. A document per class.
Tablet	Android

Follow these steps

Introduction 10 minutes

In this activity we are going to use a chatbot to obtain information about the author of some mysterious paintings that we have received.



We start the activity by explaining what a chatbot is and what it is for, by looking for examples in real life they are familiar with, for example, when you ask for information in the chat of a web page that answers instantly, when you call a telephone number with an answering machine that recognises what you say, etc. The last example that we will show pupils is the Google Assistant or Siri (the assistant for iOS), which they probably already know.

A *chatbot* is an artificial intelligence software which we can have a conversation with. They mainly solve doubts or questions from users, although they can also intervene by asking us questions to gather more information about what we are talking to them about.

We explain to our pupils that we are going to use a chatbot to obtain information and thus discover the author of some mysterious paintings that we have received. We will write down the information provided by the chatbot on the research sheet so that we don't forget it.

Steps 30 minutes

We tell our pupils the following story:

A museum has asked for our help. They have received a lot of valuable paintings, but the papers of one of them have been misplaced in the shipment. We don't know who the author of this work might be, but we can discover information about his or her life if we ask the chatbot the right questions. Will we be able to uncover the mystery?

We explain to our pupils that, in order to address the chatbot correctly, we must take into account the good manners of the digital world:

1. If we decide to interact with the informant in written form, we cannot write everything in capital letters, it would seem that we are shouting at them.
2. When interacting in the virtual world, whether we are writing or speaking to them, we should address people and machines with respect and without insults or offensive vocabulary.
3. Take care with spelling and write correctly, avoiding abbreviations or chopped words, as they make it difficult to be understood.
4. When speaking to them, we should address them in a way that they can easily understand us, i.e. avoiding shortening words, using irony or using contradictory phrases.

The set of general rules of behaviour on the Internet is called netiquette. It consists of a set of good practices for behaviour and communication on the Internet, including how we express ourselves in social networks, forums, blogs, chats, etc.

We create the working groups and distribute the QR codes for **accessing chatbot** and the tablets to each of them. We explain how to start the conversation with the chatbot:

1. Open the *Barcode Scanner* application on the tablet.
2. Scan the QR code found in the downloadable.
3. Press on the microphone icon to speak or press the text box to type your question.
4. Press on the send button.

To guide our pupils on what to ask, we can suggest some ideas such as gender, age, profession, etc. If we see that at some point a group gets stuck and does not get more information, we can give them more clues based on the data that appear in the purple box. Once 25 minutes have passed, we have a small debate in which we ask questions and write down on the blackboard the data that the pupils have found.

We can use the following questions:

- Has anyone asked where he/she was born?
- Who knows if he/she is a man or a woman?
- Have you found out his or her profession?

Some examples of questions pupils can ask to gather data:

- Where is he/she from? In Coyoacán, México.
- When was she/he born? July 6th, 1907
- What is his/her gender? I was a woman.
- Where does she/he live? In Mexico.
- What did he/she study? She/he studied to become a doctor, but in the end she/he devoted himself/herself to art.
- What are his/her interests? Art, feminism and politics among others.
- What does she/he work? She was an artist and human rights defender.
- Where is his/her mother from? She was from Mexico.
- Where is his/her father from? He was from Germany.
- What was her/his father occupation? He was a photographer.

After writing down the data on the whiteboard, we ask them to close the *chatbot* and open *Google* images. We encourage our pupils to write down some of the data obtained to find out who the author of this work might be. All together, we figure out who the mysterious character is and ask them to open the *chatbot* again to ask if it is Frida Kahlo.

Play 15 minutes

Once they have guessed the identity of the author of the paintings (Frida Kahlo), we explain that we are going to visit ***the Frida Kahlo museum*** digitally, without leaving the classroom! To do this, we ask them to open the *Barcode Scanner* application and focus on the QR code on the downloadable.

We tell them that they have to investigate the different rooms and exteriors of the museum to find some of the objects inside and we give them the downloadable colouring-in sheet.

To move around the museum:

- Turn the tablet to one side or the other to see what is around you.

- Drag a finger up or down to change the camera perspective.

- To zoom in or out we press with two fingers, and zoom in or out.

- Press the white arrows to move forwards, backwards or sideways.

- Press on the numbers on the right, above the compass, to go to one or another floor of the museum.

Conclusion: 5 minutes

To conclude the activity, we share the things we have learned about Frida Kahlo.

Objectives and competences

Objectives

- Demonstrate motivation and curiosity in looking for information on the internet.
- Learn about different information formats (video, audio, text etc.).
- Demonstrate a participative approach, where necessary, in online communication (sending appropriate and relevant messages to family, teachers and friends).
- Understand the basic rules of conduct which regulate communicating with others using digital tools.
- Be capable of clearly explaining a problem with how a digital device is working to an adult.
- Be able to choose and use digital tools that help in completing daily activities (for play, learning, etc.).
- Know of digital resources that allow them to develop their creativity.
- Use technology to develop their imagination (tell stories, create images, draw pictures, solve challenges, etc.).

Digital competences

Information and data literacy

- Browsing, searching and filtering data, information and digital content.
- Evaluating data, information and digital content.

Communication and collaboration

- Interaction through digital technologies.
- Netiquette.

Problem solving

- Identifying needs and technological responses.
- Innovation and creative use of technology.

Other competences

- Ability to analyse and summarise.
- Ability to organise and plan.
- Oral and written communication.
- Problem resolution.
- Information management capacity.
- .Decision making.
- Working in a team.

- Interpersonal skills.
- Critical reasoning.
- Adaptable to new situations.
- Initiative and entrepreneurial spirit.
- Recognising diversity and multiculturalism.
- Use of the internet as a means of communication and a source of information.

Recommendations

- You can establish groups or allow the pupils to choose their team members.
- If there is more time available or pupils progress more quickly than expected:
  - They can spend more time on fact-finding with the informant or on the virtual tour of the museum.
  - A final discussion can be held on the basis of the following questions:
    - Do you think there are many women artists?
    - Why are there far fewer works by women in ancient times?
- If there is less time available, the time of interaction with the informant can be shortened or the museum visit can be carried out in another session.