

Time for Europe

PAST, PRESENT AND FUTURE
EUROPE DAY, 9 MAY

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The publications of organisations involved in the European Elos-network were, amongst others, a source of inspiration.

Thanks to all for their contributions.

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Teachers can download (parts of) this booklet freely from the website www.europelearning.info for use in their own schools.

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Introduction

Europe day, will you join the party?

The European Union has four symbols. These are the European hymn, the European flag, the motto of the European Union ('united in diversity') and Europe Day on the 9th of May. That is because Robert Schuman, at that time French Minister of Foreign Affairs, delivered a speech on the 9th of May 1950 during which he put the fundamental ideas of the EU into words. (See also: http://europa.eu.int/abc/symbols/9-may/index_en.htm)

On Tuesday the 9th of May 2006 we will therefore also celebrate Europe Day in Europe. This booklet will provide ideas for activities related to Europe that are easy to realize, by and for teachers and pupils, in all schools at secondary educational level.

European citizenship

Young people should be able to profit from their opportunities in Europe in the future, and schools fulfil an important role in the education of 'European Citizens'. Europe Day is a good occasion to give this subject some extra attention.

Europe as a learning environment in schools (Elos)

A European 'Elos' network, formed by schools and supporting institutions in 12 countries, aims at an intensive 'European and International Orientation' in lessons as well as during European activities abroad. Take a look at www.europelearning.info. On this website, you will also find links to sources on the Internet and materials about Europe that you can use in the regular classroom, all year round.

It's time for Europe!

Mock 'referendum' elections in schools about the Constitutional Treaty in 2005 showed that pupils also are critical about the European Union, and want to get more information. We believe that time has come to take this seriously, and to structurally discuss European chances and challenges in the classroom. Europe Day is a good start!

Year after year

If time is too short to organize activities in May 2006: in 2007 of course there is another Europe Day waiting for you to participate. We will try and publish activity suggestions every year. Would you like to contribute your 'good practice' to the next booklet? Please send us your suggestions, preferably by email to elos@euroschool.nl.

And of course you can use other project days or weeks to focus on Europe. 'Spring day' (this year in the period March to May 9) offers great opportunities: <http://www.springday2006.org>. And the website <http://myeurope.eun.org> documents good practice all year.

1 Outline of the booklet

The booklet is meant for teachers and pupils in secondary education. It offers activity suggestions aimed at pupils, that teachers could use directly in school, inside or outside the regular lessons. Schools can choose to celebrate Europe Day on a large scale or in a more modest way: From a single lesson for one class to an 'open project day' in which not only pupils can partake, but a broader audience including parents or the community.

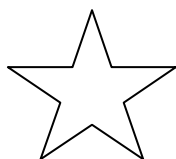
This year, the activities are divided into the categories past, present and future of Europe. Some activities return in different versions in each category. This means for example that you can let small groups work parallel on the same topic, from a different perspective.

Every activity is accompanied by instructions concerning preparation time and necessary facilities. Some of the activities for instance require computers with access to the Internet.

Of course you are completely free to adapt the suggestions to your own possibilities and circumstances!

For a bigger party: Cooperate with a partner school

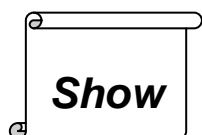
Many of the activities can be realized together with a partner school abroad. Cooperation is not just fun, but also of great value in the EU. Activities that can be done with a partner school can be recognized by a star above the activity.



= ***Activity with a partner school***

For an even bigger party: Present the results to others

Some of the activities can be concluded by a presentation of the results. Pupils can show to each other or to their parents what they have done. The presentation can be given orally or on paper. Activities that can lead to presentations can be recognized by the parchment.



= ***Activity to present***

All subject areas can participate

There are even activities that can be implemented in a music lesson; an enjoyable variation and the pupils are given the opportunity to work in a practical way. Music activities can be recognized by the musical note above the activity.



= ***Musical activity***

For the biggest party: Organise a Europe event with experts.

For example: Assemble a Europe committee of pupils and teachers and let them organise an event. They could invite a speaker (for example a member of the European Parliament) and the local press at your school.

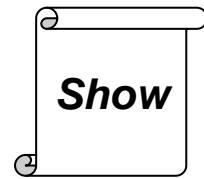
You can order materials to decorate your schools (mostly for free) on the Internet, http://europa.eu.int/comm/publications/index_nl.htm.





There are also posters on Europe day available (in English), see http://europa.eu.int/comm/publications/posters/index_en.htm

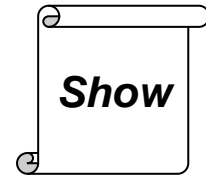
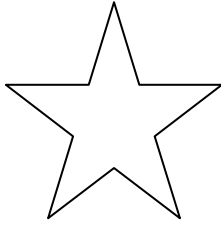
And of course European food and drinks will make Europe taste even better!





2 Past

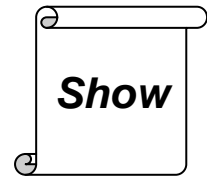
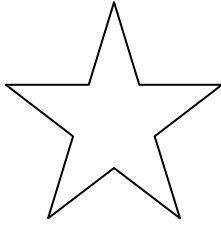
Without any knowledge of the past, it is difficult to understand the present. The following activities will treat Europe's past in a playful way.







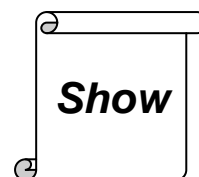
What did people think then?	
What to do? 	Go out on the streets in pairs and interview passers-by about the EU in the past. What did they think of earlier enlargements of the EU? What did they think of the introduction of the euro? Make up some more questions. After the interviews, compare the results in class and make a report.
Who participates? 	Pupils in pairs.
Materials 	Pen and paper. People to interview.
How long? 	About an hour to interview, half an hour to compare the results and an hour to write the report.











Comparing history	
What to do? 	Tell pupils from a partner school (during an exchange, through email or chat) about important events in your own country's history and their importance for Europe. The partner students in turn tell about their history. Make a PowerPoint presentation of both stories.
Who participates? 	Pupils in small groups. Pupils of partner schools in small groups. It is even better when there are schools from more than two countries involved.
Materials 	Computer with Internet and PowerPoint.
How long? 	An hour to prepare the stories, an hour to exchange them and an hour to make a presentation.

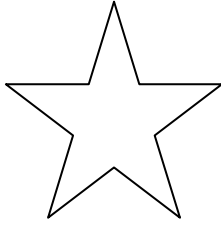






Interviewing grandparents	
What to do? 	Interview parents and grandparents about major European events that have taken place during their lives. Possibly, you could collect photos. Make a report of the interviews and compare the results to those of a partner school that has done the same.
Who participates? 	Pupils in small groups. Pupils of partner schools in small groups.
Materials 	Computer with Internet.
How long? 	Half an hour of interviewing at home and an hour to exchange answers of interviewees with other pupils (maybe from the partner school). Make a report in one hour.







ECSC jingle	
<p>What to do?</p> 	<p>Compose a jingle for the European Coal and Steel Community. Make up the lyrics as well as the melody. The jingle should explain what the ECSC was. See http://home.iae.nl/users/maarten/html/indexuk.html for inspiration.</p>
<p>Who participates?</p> 	<p>Pupils in small groups.</p>
<p>Materials</p> 	<p>Pen, paper and perhaps a musical instrument.</p>
<p>How long?</p> 	<p>An hour.</p>

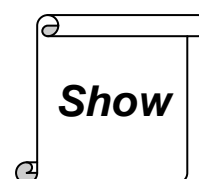
Euros in my country	
<p>What to do?</p> 	<p>Look at the small change of all pupils' wallets and keep a tally of how many coins are from what country. Of which countries do most euros come from? Why? Think of what connections your country has with those countries.</p>
<p>Who participates?</p> 	<p>The entire class.</p>
<p>Materials</p> 	<p>Small change.</p>
<p>How long?</p> 	<p>An hour.</p>







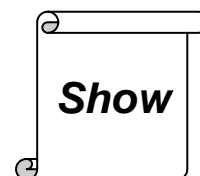
Euros in the partner country	
<p>What to do?</p> 	<p>Look at the small change of all pupils' wallets and keep a tally of how many coins are from what country. Ask a class of a partner school to do the same. Share your results and think of why those euros are specifically found in your countries.</p> <p>There is also a website where you can check where your euros have turned up before in the EU: http://www.eurotracker.tk/</p>
<p>Who participates?</p> 	<p>A class in the home country and one in a partner country that also has euros.</p>
<p>Materials</p> 	<p>Small change. Computer with internet.</p>
<p>How long?</p> 	<p>An hour.</p>





The holiday investigation

<p>What to do?</p> 	<p>Investigate with a group if pupils went on a holiday this year and where to. Make a questionnaire and get as many people as possible to fill it in. Arrange the holiday destinations according to the number of visits; put the most frequently visited country on top and the least visited one at the bottom. Talk about the results.</p>
<p>Who participates?</p> 	<p>A whole class divided into groups.</p>
<p>Materials</p> 	<p>Word processor and a copy machine or printer.</p> <p>Pupils at upper secondary level could compare their results with for example tourism data from Eurostat: http://epp.eurostat.ec.eu.int/portal/page?_pageid=1334,49092079,1334_49092794&_dad=portal&_schema=PORTAL</p>
<p>How long ?</p> 	<p>An hour to make and multiply questionnaires and half an hour to spread them. Then another part of a lesson to talk about the results.</p>



Test the parents	
What to do? 	Make up questions and answers about the EU. Invite parents for the evening and test them in groups using the questions. Plan you can host the quiz. Keep scores and award prizes.
Who participates? 	A group of pupils.
Materials 	Pen and paper; other materials depending on the way in which the test is done. A scoreboard can be useful.
How long? 	An hour to make the quiz. The time for hosting the quiz event of course depends on the number of questions.







Country in the spotlight	
What to do? 	Pick a country that is a member state of the EU and make a presentation about this country. Give information about the accession of this country to the EU; when did this take place, were there any problems involved etc. Your oral presentation should take about 10 minutes.
Who participates? 	Individual pupils or pairs.
Materials 	Books, internet, pen and paper or the computer, maybe stencils or even PowerPoint for the presentation.
How long? 	Preparation at home and part of the day for the presentations.

3 Present

There is a lot going on in Europe. The European Union is enriched with ten more member states. New states are eager to join the EU, such as Bulgaria and Romania, and others want to be admitted in the future. The European Constitution is put on hold. Thus, plenty events in the present to reflect on with our pupils.

What is true, what is false?

<p>What to do?</p> 	<p>Describe existing characteristics of various European countries. For each characteristic, make up three statements in the same category that are false. Let the others guess what is true and false. Keep the scores and award prizes.</p> <p>See http://www.europa.eu.int/europago/ For inspiration.</p>
<p>Who participates?</p> 	<p>The entire class.</p>
<p>Materials</p> 	<p>Pen and paper, magazines, newspapers, internet.</p> <p>Pupils at upper secondary level could study the 'Atlas of European values' http://www.atlaseuropeanvalues.com/ And find out why certain differences between countries / cultures exist.</p>
<p>How long?</p> 	<p>An hour for preparation, an hour for the game.</p>

What does it mean to be a European?

What to do?
Formulate five answers to the question above. Compare the answers in a small group and make a new list with answers that everybody agreed on. Compare the end results in the whole class, on the blackboard.



Who participates?



All pupils.

Materials







Pen and paper.
Blackboard with chalk or felt-tip.

How long?







Half an hour.





Photo competition

<p>What to do?</p> 	<p>Take a digital camera and go out on the street with a small group. Make a photo collage of things that remind you of Europe. Present the results in an exhibition or on the school website. Turn in into a competition and award a prize to the pupils with the most beautiful collage.</p>
<p>Who participates?</p> 	<p>All pupils.</p>
<p>Materials</p> 	<p>Digital photo camera, large piece of paper, glue etc.</p>
<p>How long?</p> 	<p>A day or part of a day.</p>





European perspective

<p>What to do?</p> 	<p>Look in the newspaper for a problem that affects the whole of Europe, such as the bird flu or the liberalisation of the energy market. See, for instance in papers or on internet, how other countries deal with this problem: what do citizens and experts think about the problem, are there differences in how to deal with it etc. Organize a debate in class, tell your classmates what you think should happen to solve the problem. Explain which other countries would support your views.</p>
<p>Who participates?</p> 	<p>Statements in the debate: individually or in pairs.</p>
<p>Materials</p> 	<p>Newspapers, internet, pen and paper or word processor.</p> <p>Access newspapers in Europe via the website http://www.kidon.com/media-link/europe.php</p>
<p>How long?</p> 	<p>A part of the day.</p>







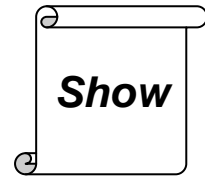
EU jingle	
What to do? 	Compose a jingle for the European Union. Make up the lyrics as well as the melody. The jingle should explain what the EU is. See http://home.iae.nl/users/maarten/html/indexuk.html for inspiration.
Who participates? 	Groups of pupils.
Materials 	Pen, paper and perhaps a musical instrument.
How long? 	An hour.





Guess the member state

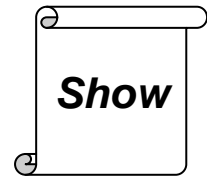
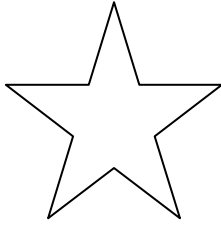
<p>What to do?</p> 	<p>You will get a piece of paper with the name of a EU member state on it, and a number of words that you are not allowed to use. Describe the country as quickly as possible, so others in your team can guess it, but without mentioning the country's capital, language or those 'taboo' words.</p>
<p>Who participates?</p> 	<p>Pupils in teams.</p>
<p>Materials</p> 	<p>Pieces of papers with the EU member states and per country 'taboo' words, which cannot be used in the explanations. The pupil teams can make those cards themselves, for other teams participating in this guessing game.</p>
<p>How long?</p> 	<p>Half an hour if the cards are already prepared.</p>





The centre points of Europe

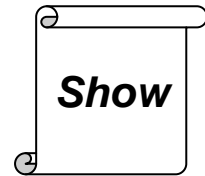
The centre points of Europe	
<p>What to do?</p> 	<p>What are the centre points of Europe? Look for the geographical, economic and administrative centre points of Europe and support this with arguments.</p>
<p>Who participates?</p> 	<p>Pupils in groups.</p>
<p>Materials</p> 	<p>Internet or books.</p>
<p>How long?</p> 	<p>With sufficient knowledge, one hour.</p>



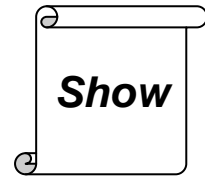
The Europe paper	
What to do? 	Make a newspaper for Europe Day. The paper should contain subjects that interest Europeans such as movies, music, information about member states etc. Different groups of pupils from various classes could cooperate on this. Form an editorial board of pupils first and agree on tasks for everyone involved. If your school has a regular school journal, maybe the members could help as advisors to the Europe Day crew.
Who participates? 	Everyone who wants to join.
Materials 	Computers and printers.
How long? 	Depends on the form. You can devote a day or part of a day to this activity.







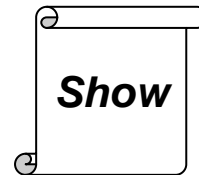
The European Times	
What to do? 	Together with pupils from a partner school, make a newspaper for Europe Day. This paper should be written in a common language of communication, or multilingual. Choose a number of subjects and work if possible with mixed groups of pupils from the two partner schools on the same item.
Who participates? 	Everyone at school who wants to join, in groups.
Materials 	Computers with internet and printer.
How long? 	Depends on the form.







How European are shops?	
What to do? 	Visit shops in the vicinity of your school and see in what countries the products are made. Ask the store manager how the products get to the shop. Another possibility is to visit a company and ask about their connections with other countries; what they buy or sell abroad, in what languages they communicate with clients abroad etc. Make a report of what you found out.
Who participates? 	Pupils in groups.
Materials 	Appointments with shops/companies, pen and paper.
How long? 	A part of a day for the visit and report, and some time beforehand for making the appointments.



Ding floc bips	
What to do? 	Make up a memory aid for facts about the EU that are difficult to remember. This could include the names of ten new member states, the years in which the enlargements of the EU took place and the tasks of the different EU institutions. Sit together in groups and work together on a memory aid. It could also be a drawing, a song or something else. Make a survey of the memory aids you have come up with.
Who participates? 	Pupils in groups.
Materials 	Pen, paper and study books.
How long? 	An hour.



The taste of Europe	
What to do? 	Search in a cookbook for a dish from another European country. Make an appointment in advance about who makes and brings which dish. Let your classmates taste the European dish you made and try to tell as much as possible about the dish (where it's from, who used to eat it etc.)
Who participates? 	Pupils individually or in groups.
Materials 	Cookbooks, ingredients, cutlery etc.
How long? 	After school hours (the night before) and the 'presentations' during part of a day.

Europe poster

What to do?



Design a poster that could serve as advertisement for Europe and European integration. Try to make it as colourful and original as possible.
Make a competition out of it and reward the best poster with a prize.
Decorate the classroom walls with the posters.

Who participates?



Pupils individually or in small groups.

Materials







Paper (coloured), scissors, pencils or markers.

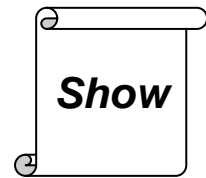
How long?







A part of a day.







European hymn	
What to do? 	Make up new lyrics for the European hymn. Original text in English see http://www.raptusassociation.org/ode1785.html
Who participates? 	Pupils in groups, or the entire class.
Materials 	Computer / CD player, blackboard or writing material.
How long? 	A part of the day.



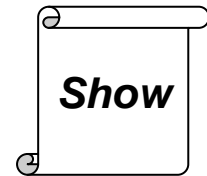
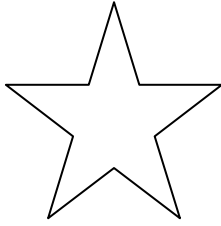
Role play	
What to do? 	Search the newspaper for an example of a current 'European dilemma', for example about immigration or integration. Per group, take a stand on the subject and discuss with each other.
Who participates? 	The entire class divided into groups.
Materials 	Newspaper, tables with name plates (with the names of the people or the party you represent).
How long? 	A part of the day.





‘Adopt’ a class

<p>What to do?</p> 	<p>Make contact with a class from a foreign country, for example through http://myeurope.eun.org. Make an appointment to have email contact at the same time on Europe Day.</p> <p>Maybe this can lead to a longer contact with a class or school abroad.</p>
<p>Who participates?</p> 	<p>The entire class, individually or in pairs.</p>
<p>Materials</p> 	<p>Computer(s) with internet.</p> <p>On the website www.europelarning.info you can find guidelines for an email lesson series under ‘materials’.</p>
<p>How long?</p> 	<p>Two hours, plus time for searching a school abroad beforehand.</p>





4 Future

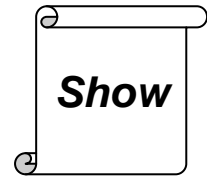
The pupils of today will put their mark on the future of Europe. What values do they find important and in what way should there be cooperation with other countries? The following activities provide the opportunity to think about the 'European future' that lies ahead.







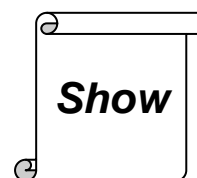
Design a euro	
<p>What to do?</p> 	<p>Design euro coins for EU member states that don't have the euro. Use the knowledge you possess about the member state for finding signs and symbols. Ask pupils from those (or other partner) countries to design a euro as well. You could turn it into an international competition. In that case, arrange a jury and prizes.</p> <p>Look on the website http://www.numismatic.be/euro_allemoneten.html for inspiration.</p>
<p>Who participates?</p> 	<p>Pupils in small groups. Pupils of partner schools in groups.</p>
<p>Materials</p> 	<p>Computers with internet and/or information about the member states in book form.</p>
<p>How long?</p> 	<p>Approximately one hour.</p>





How big will Europe become?

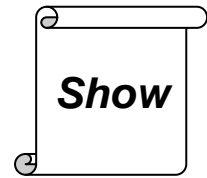
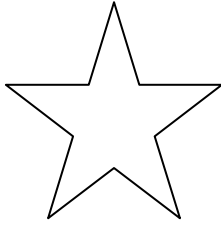
<p>What to do?</p> 	<p>Think in pairs of which countries could eventually become members of the European Union. Put the countries in an order: the countries that will probably join first on top. Give arguments for the order you have come up with. Afterwards, make a list with your whole class and discuss the reasons why certain countries should join the EU or why not.</p>
<p>Who participates?</p> 	<p>Pupils in pairs first, then the whole class.</p>
<p>Materials</p> 	<p>Pen and paper.</p>
<p>How long?</p> 	<p>An hour.</p>







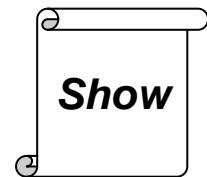
Future jingle	
What to do? 	Compose a jingle for the European Union 50 years from now. Make up the lyrics as well as the melody. The jingle should explain what the EU would be like in 50 years. How do you see Europe in the future? Look on http://home.iae.nl/users/maarten/html/indexuk.html for inspiration.
Who participates? 	Pupils in groups.
Materials 	Pen, paper and maybe a musical instrument.
How long? 	An hour.







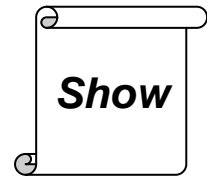
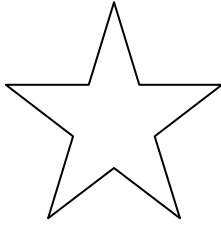
Where is your future?	
What to do? 	Choose three studies abroad that you would consider for your future. You can find them for example on http://www.hero.ac.uk/uk/home/index.cfm , search in 'all countries'. Collect as many arguments as possible for and against the three studies. In which country is this study offered? What language is spoke there? Does your own country offer this education as well? Is there a selection procedure? Choose the study you like best and tell your classmates about it.
Who participates? 	All pupils in the class, individually.
Materials 	Computers with Internet.
How long? 	An hour.







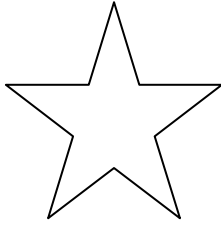
Design a logo for the EU	
What to do? 	Design a logo for the EU. Symbols of the EU should be used in it. Present the logo on a poster. Ask pupils from partner schools to design a logo as well. You can turn it into an international competition. In that case, arrange a jury and prizes.
Who participates? 	Pupils in groups. Pupils from a partner school in groups.
Materials 	Paper on poster size. Paper in different colours. Scissors and glue. Reference works or computers with internet to look for symbols.
How long? 	Two hours.







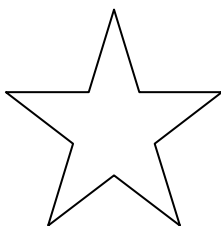
The future investigation	
What to do? 	Find out how pupils think the EU should look like in the future. Make a questionnaire and ask as many people as possible to fill it in. Ask questions such as 'Should there be a European president in the future?' 'How many countries at maximum can join the EU?' Try to think of questions that are interesting to you. Limit these to yes/no questions. Make a short report of the results.
Who participates? 	A class can be divided into groups.
Materials 	Computer and a copy machine or printer. Pupils at upper secondary level can compare results with studies on young peoples' opinions about Europe, such as the Eurobarometer-publication 'Youth takes the floor': http://europa.eu.int/comm/public_opinion/archives/notes/back_note_en.pdf
How long? 	An hour to make and multiply the questionnaire and half an hour to distribute the questionnaires and to collect them. Another hour to describe the results.







Watch and compare	
What to do? 	Pick a couple of products (milk, toothpaste, a Cd, etc.) and compare the prizes in euros with the same products in one or more partner countries. Give comments and make a brief report.
Who participates? 	Pupils in groups. Pupils from partner schools in groups.
Materials 	Computers with Internet. Partner schools with access to the Internet.
How long? 	An hour.







Chat with...	
What to do? 	Chat with pupils from a partner school about European subjects of the future. Questions you can chat about could be 'Should the EU have a president?' 'Can countries such as Serbia become a member state of the EU? Why or why not?' and 'How can we build up a European culture?' Make sure you can communicate on a good level in a chosen language about your topic.
Who will participate? 	Depending on the quantity of computers.
Material 	Computers with internet.
How long? 	An hour.







Visiting....	
What to do? 	Visit a European institution or a company that has connections with other European countries or that has a lot of foreign employees. Examples are the European institutions in Brussels, or a large transport company. Ask questions about what Europe means to the organisations and its employees, and which expectations they have about Europe in the future.
Who participates? 	Whole class or group.
Materials 	Transport, information to prepare the visit.
How long? 	A day or part of a day; and some preparation time for the appointment.





Show

Decide for Europe!	
What to do? 	Organise a fictitious meeting of the European Parliament, together with your class. Use the website http://decide4europe.eun.org to see how European institutions work. Divide the 'roles' amongst each other and think of what subjects you will discuss.
Who will participate? 	Whole class.
Material 	Internet and books. Pupils at upper secondary level can treat subjects that are actually on the agenda of the European Parliament, and compare results; see http://www.europarl.eu.int/activities/expert/agenda.do?language=en
How long? 	A day or part of the day.

Europe expert

What to do? 	Invite someone who knows a lot about Europe or the European Union, and discuss a number of issues with this person. This can be someone from the European Parliament, a political party or anyone else who frequently deals with Europe.
Who participates? 	Classes and a guest speaker.
Materials 	
How long? 	Part of a day; time to find and invite a guest speaker beforehand.

My European Parliament

What to do? 	Investigate the workings of the European Parliament http://www.europarl.eu.int/news/public/default_en.htm?redirection and try to think of how the European Parliament could improve. Present this to your class.
Who participates? 	In small groups of four or five.
Materials 	Computers with internet, writing material to develop your ideas.
How long? 	A part of the day.

Design a European flag

What to do?



Design a new European flag. Try to create a flag that symbolizes more than the current one the diversity of Europe.

Who participates?



Individually or in small groups.

Materials



(Coloured) paper, scissors, markers etc.

How long?



A part of a day.