

EUROPE @ SCHOOL



AKTĪVAS MĀCĪBAS PAR EIROPAS SAVIENĪBU

- Pielāgotas mācības, kas ir **noderīgas, lietderīgas, pievilcīgas un izstrādātas**, lai mācītu 14-18 gadus vecus Eiropas Savienības jauniešus.
- Aktīvas metodes, piemēram, **4 izglītojošas spēles**, Eiropas Parlamenta tematikai veltīta **lomu spēle** un debašu uzdevums.
- Prezентācijas un norādījumi skolotājiem, kas ir gatavi lietošanai klasē.



1. MODULIS TIEŠSAISTES VIKTORĪNA



GUIDELINES FOR TEACHERS MODULE 1 - QUIZ

This activity is an **online quiz** with 12 **multiple-choice questions**. You can play it in the classroom or with the whole school. There is no limit on the number of participants. It uses the online tool 'Kahoot!'.

METHODS	DURATION	MATERIALS
Online quiz	15 mins	Link to Kahoot! A central computer/teaching with an internet connection and projector All students or groups of students need a device (smartphone, tablet, computer, iPad, etc.) connected to the internet

OBJECTIVES AND SKILLS

ATTITUDE

- The pupils are more aware of the EU. They want to know more about the European Union.
- The pupils are aware of the impact of the EU on their daily lives.

KNOWLEDGE

- The pupils get to know some basic facts about the European Union.

STEP BY STEP

SETTING

Students can either play individually or in teams. This can be in a classroom setting, but also on the playground with many students at once. There is no limit to the number of participants in this online quiz.

As a teacher, you control the central panel with questions. All students are asked to use their smartphone, tablet or computer to play the quiz. They must first enter the quiz's game pin, and then their username. If done correctly, their name appears on the

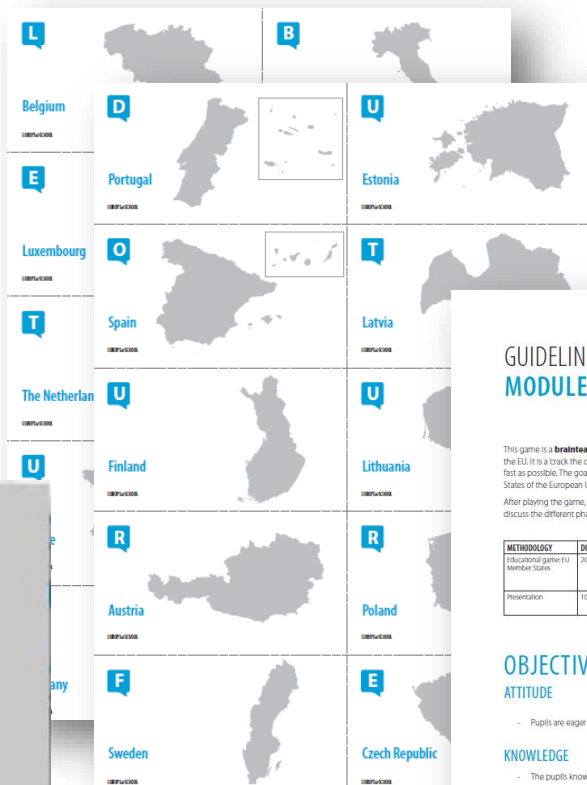


DOKUMENTI/SAITES:

- Tiešsaistes viktorīna
- Norādes skolotājiem



2. MODULIS ES DALĪBVALSTIS



GUIDELINES FOR TEACHERS MODULE 2 - EU MEMBER STATES G

This game is a **brain teaser** that will help pupils to familiarise themselves with the Member States of the EU. It is a 'cool' game in which pupils work together in competing groups to find a code as fast as possible. The goal of this game is to make pupils curious to find out which countries are Member States of the European Union.

After playing the game, the teacher **provides more information**. The teacher can also choose to discuss the different phases of the enlargement process, with the help of the presentation.

METHODOLOGY	DURATION	MATERIALS
Educational game EU Member States	20 mins	Set of country cards for each group
		Decodable sheet for each group
		Map of Europe for each group (optional)
Presentation	10-20 mins	Computer + projector
		Presentation of part 2

OBJECTIVES AND SKILLS ATTITUDE

- Pupils are eager to find out which countries are Member States of the European Union.

KNOWLEDGE

- The pupils know which countries are EU Member States.
- They might also know about the different accessions.

STEP BY STEP 1. THE GAME

DOKUMENTI/SAITES:

- Norādes skolotājiem
- Izglītojošo spēļu materiāli
- Prezentācija



3. MODULIS VĒSTURE UN FAKTI

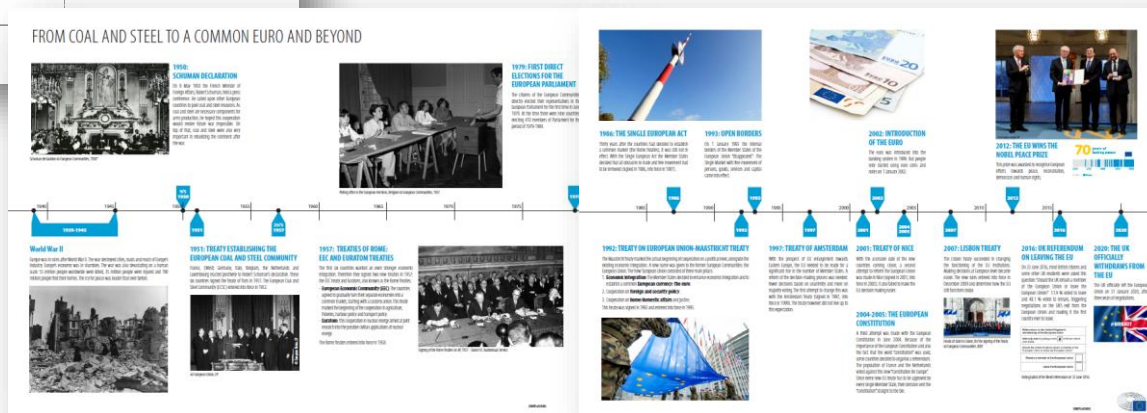
<p>? How many Member States are currently in the EU?</p> <p>27</p> <p>INFOGRAPHICS</p>	<p>? The founding countries of the current European Union were France, Germany, Belgium, The Netherlands, Luxembourg and ... ?</p> <p>Italy</p> <p>INFOGRAPHICS</p>
<p>? When did the first countries join forces for European cooperation? (A time period or a decade is close enough, you do not need to say a specific year)</p> <p>After World War II / in the 1950s (both answers are correct)</p> <p>INFOGRAPHICS</p>	<p>? Which European institution is elected by us, the citizens, every 5 years? (direct elections)</p> <p>The European Parliament</p> <p>INFOGRAPHICS</p>
<p>? Why was the ECSC (European Coal and Steel Community) founded?</p> <p>To prevent a future war / to ensure peace</p> <p>INFOGRAPHICS</p>	<p>? Which European city is the seat of most European institutions and is often called the capital of Europe?</p> <p>Brussels</p> <p>INFOGRAPHICS</p>
<p>? What historically important event occurred in Europe in 1989?</p> <p>Fall of the Berlin wall / end of the Cold War</p> <p>INFOGRAPHICS</p>	<p>? In what language do the Members of the European Parliament (MEPs) communicate in the European Parliament?</p> <p>Everyone can speak his or her own language (one of the 24 official languages in the EU).</p> <p>INFOGRAPHICS</p>
<p>? The 'four freedoms' of the European single market are free movement of goods, capital, people and ... ?</p>	<p>? In what year did the United Kingdom officially leave the European Union?</p>

Services



DOKUMENTI/SAITES:

- Norādes skolotājiem
- Izglītojošo spēļu materiāli
- Prezentācija
- Izdrukājama Eiropas integrācijas hronoloģija (2):
 - No 6 līdz 27 dalībvalstīm
 - No akmeņoglēm un tērauda līdz vienotai valūtai un vēl vairāk





4. MODULIS ES MŪSU IKDIENAS DZĪVĒ

MODULE 4. GAME: THE EU IN OUR DAILY LIVES

QUESTIONS FOR PUPILS

QUESTION FOR THE PUPILS	SOLUTION	EXPLANATION
1. What policy level decides the speed limit on the highway?	Not EU	Traffic rules differ between EU member states, Cyprus people drive on the left-hand side of the road. Traffic rules are coordinated on a European level and a licence is valid throughout the whole of the EU.
2. Who determines that you get at least a two-year guarantee when you buy a new laptop?	EU level	Consumer protection: under EU legislation, most products must have a two-year warranty on electronic devices, printers, laptops, vacuum cleaners, coffee machines, etc.
3. Who decides when the trash gets picked up?	Not EU	It is mostly the local level that decides when the trash is collected. This makes the most sense: if the EU were responsible, this would create chaos because the EU is not familiar with each city's specific needs.
4. Who decides the information you see on a can of soda: Ingredients, calories, producer contact information, etc.?	EU level	Consumer protection: the EU wants people to have information about what they consume. That is why for food and cosmetics have to include certain ingredients and the name of the manufacturer.
5. Which government level...	EU level	Single market and consumer protection: the EU...

THE EU IN OUR DAILY LIVES



GUIDELINES FOR TEACHERS MODULE 4 - THE EU IN OUR DAILY LIVES

This lesson is dedicated to showing pupils how they meet the EU in their daily lives. In order to explain in what ways the EU is different from national, regional or local governments, the lesson starts with a game in which some concrete examples of EU legislation feature. In this **elimination game**, for each example, pupils indicate whether they think it is a piece of EU legislation or not.

After the game has been played, the teacher can choose to provide more **information on some of the examples**.

METHODOLOGY	DURATION	MATERIALS
Educational game: the EU in our daily lives.	10 mins	- 1 sheet of questions for the teacher
Presentation	10 mins	- Computer + projector - Presentation of part 4

OBJECTIVES AND SKILLS

ATTITUDE

- The pupils are aware of the impact of the EU on their daily lives.

KNOWLEDGE

- The pupils know that the European Union has legislative power.
- The pupils know some concrete examples of EU legislation.

STEP BY STEP

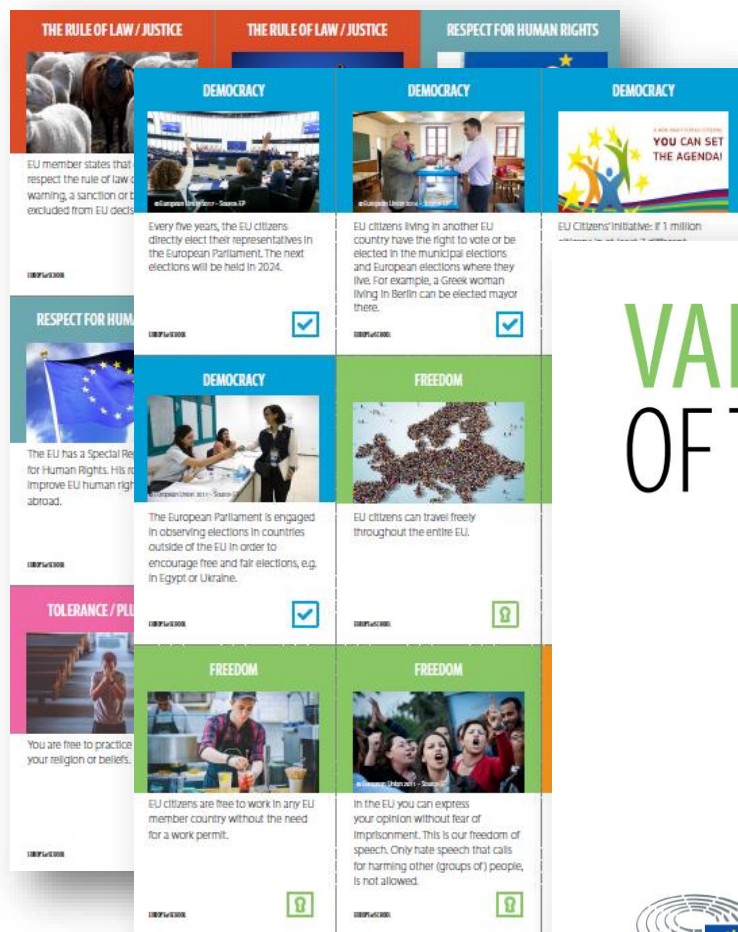
1. THE GAME

DOKUMENTI/SAITES:

- Norādes skolotājiem
- Izglītojošo spēļu materiāli
- Prezentācija



5. MODULIS ES VĒRTĪBAS

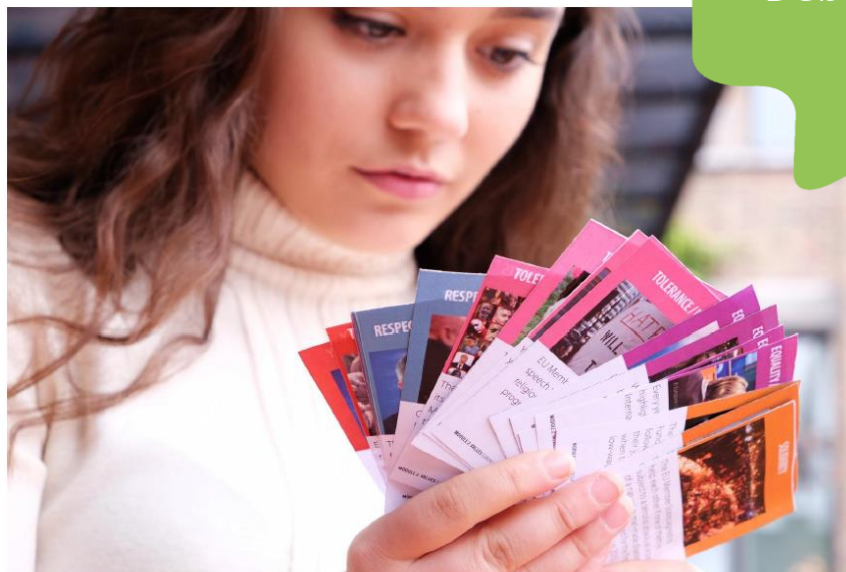


VALUES OF THE EU



DOKUMENTI/SAITES:

- Norādes skolotājiem
- Izglītojošo spēļu materiāli
- Prezentācija
- Debašu uzdevums



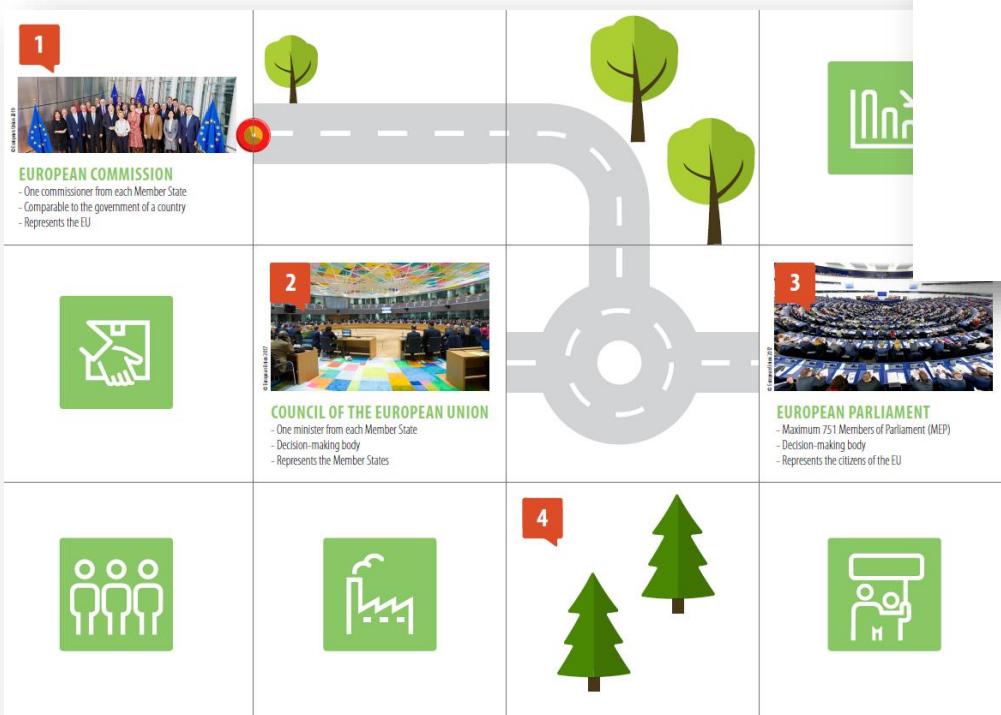


6. MODULIS

LOMU SPĒLE PAR EIROPAS PARLAMENTU

DOKUMENTI/SAITES:

- Norādes skolotājiem
- Lomu spēle ar izvēlei piedāvātiem 5 tematiem
- Prezentācija



3. LAW PROPOSAL BY THE EUROPEAN COMMISSION ON "THE EU AND GLOBAL WARMING"



5. LAW PROPOSAL BY THE EUROPEAN COMMISSION ON "REFUGEES IN EUROPE"



In order to deal with the current and possible future arrival of migrants and asylum seekers in the EU; and to ensure a fair sharing of costs, the European Commission proposes that...

Article 1: ... Every EU Member State offers refuge to asylum seekers* according to the European

Article 2: ...
Article 3: ...
Article 4: ...

Article 5: ...
Article 6: ...
Article 7: ...
Article 8: ...
Article 9: ...
Article 10: ...
Article 11: ...
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Article 1000: ...

THE CLIMATE ACTION

We are happy with this proposal and ask the European Parliament not to bend to oil and coal lobbies. Evidence shows that investing in a green economy also creates new jobs. The EU should therefore continue with these plans, regardless of what other countries in the world decide.

The so-called 'renewable energy' sector is not ready yet. It is therefore impossible to know whether we will be able to rely exclusively on renewable energy by 2050. That is why we urge the European Parliament not to rely on renewables only, in order to safeguard the energy supply for individuals and companies in the EU.

OIL AND COAL COMPANIES

You now have your own, adapted law. Now you have to gather support in the entire European Parliament. Prepare a short presentation of your new law for the other MEPs (your class mates).

Use the worksheet and proceed as follows: (3 min)

1. Take the original law proposal of the European Commission and read it out loud.
2. Tell your classmates which changes were requested by the Council.
3. Read your new law out loud.
4. Provide 2 to 3 arguments why you think this is a good measure for the citizens of the EU. Prepare these beforehand and write them on the worksheet.

THE EUROPEAN PARLIAMENT

Now it is your turn. As Members of the European Parliament you need to change the law proposal according to what you think is in the best interests of the EU citizens. BUT you need to take into account the opinion of the Council (see 2), as well as the original law proposal of the European Commission. Also use the information of the stakeholders.

Take these steps:

1. Turn over the stakeholder's cards one at a time and read them out loud (each group member reads out loud one of the cards, take turns). These are the cards with a symbol in the corner. Continue until you have read all the cards. (2 min)
2. Put the cards with the text facing up on the table, so all group members see the information.
3. Discuss the original law proposal in group and go over each article. Start with article 1: who agrees, who disagrees? Use the information from the stakeholders for your arguments. Do so for all articles. (6 min)
4. Make an adapted law all group members agree with. You can change the content of articles, delete them or add new ones. Write your new/adapted law on the worksheet. (6 min)



7. MODULIS MEDIJU LIETOTPRASME

GUIDELINES FOR TEACHERS MODULE 7 - MEDIA LITERACY

This module was developed by the European Parliament - Spokesperson's Unit and not by the author of the other modules.

We are all targeted by efforts to influence us, and the reasons can be commercial or political. Sometimes these efforts just seek to catch our attention and draw us in. Some students are probably already aware of this phenomenon, but for others this may be a new concept. In the class there may also be students who rely on disinformation sources to obtain news on certain topics, or who just believe certain items of disinformation. Fact-checking is the most powerful tool we can use to understand what is true, but it is very time-consuming, which makes it impossible to verify all news items. The trick is to know when to be suspicious.

This lesson includes an exercise to train students in identifying potentially manipulative content, and a discussion about how you can avoid being taken in. It will also raise their awareness about their own vulnerabilities, based on how they consume news, and how they express their own opinions.

This lesson is a mix of group activities and presentations. It also includes ideas for games on the topic, as well as recommended further reading, and lists of European fact-checking organisations.

METHODOLOGY	DURATION	MATERIALS
Initial Presentation and Game	15 mins	- A smartphone for each group
Group exercise and discussion	30 mins	- Computer + projector + whiteboard
Final presentation	10 mins	- Computer + projector + whiteboard

OBJECTIVES AND SKILLS

ATTITUDE

- The pupils become aware of warning signs indicating manipulative content
- The pupils become aware that they can be manipulated - just like anyone else

KNOWLEDGE

- The pupils learn what disinformation is, and the main reasons behind it.
- The pupils learn some fact-checking techniques.
- The pupils learn some concrete examples of EU measures against disinformation.

TO BE FOOLED - OR NOT?

This module was developed by the European Parliament - Spokesperson's Unit and not by the author of the other modules.



DOKUMENTI/SAITES:

- Norādes skolotājiem
- Prezentācija

Šo moduli izstrādājis Eiropas Parlaments, nevis pārējo moduļu autors.