



THEME 3: Transformation processes

Teaching and learning aids

Fact-based approach

What Europeans have in common

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1. Didactic initial consideration

Twenty-five countries have joined (until 2006) to form the European Union (EU). Despite differences of culture, customs and experience, they share the desire to live in peace, play a role on the world political stage, improve their living and working conditions and strive for greater justice in the world.^^

The purpose of this unit is to select common elements out of the wealth of material and to set them into a personal relation to the students.

2. Method

Following these instructions the process of learning can proceed on two different levels.

- 2.1 In pointing out that somehow we are already on familiar terms with all European peoples by their geographic peculiarities, by their historic architectural monuments, by their famous people from literature, music, art, science, sport or political power, the students get some idea of the variety of the European culture in which every single one of them already takes part as an individual. So far, however, mostly rather vaguely and remotely.
- 2.2 If we as Europeans share the same historical and cultural background, one can assume that we must have also many values in common. With these values influencing our attitudes and our ways of acting our common culture becomes a very intimate and decisive determinant on every single one of us.

Two different teaching activities correspond to two different levels of cognitive processes:

3. Lesson plan

ACTIVITY 1: Getting to Know **the European Union**

Level: Pre-intermediate and upwards.

How to use the lesson

1. First, divide the class into teams of 5 or 6 people (no more than two teams A and two teams B. Then, ask the students to write down the first 5 things that springs to mind when they think about these countries: The Netherlands, Italy, Hungary, United Kingdom, Bulgaria, Germany, Greece, Poland, and Cyprus.
2. Then, write the result on the blackboard and take notes for further activities.
3. Give each student in **Team A** a copy of Worksheet Tf 310/1 (see Materials) and each student in **Team B** a copy of Worksheet Tf 310/2. If possible, the teams should be at some distance from the others.

4. First, ask the teams to read and answer the questions in **exercise 1**.
5. If the questions are too difficult for them, you can provide them with the answers.
6. After answering the questions, tell the students they are going to prepare a multiple-choice quiz for the other team. Refer them to **exercise 2**, which shows an example of the question format. Ask them to do the same for all the questions. If you have word processor facilities and time in class, ask your students to type out their questionnaires. Otherwise, ask them to do it at home as homework.
7. **Exercise 3:** Next day, teams exchange their quizzes and select what they think it is the correct answer for each question.
8. Check the answers as a team game scoring one point for a correct answer. The team with the most points is the winner.

ACTIVITY 2: Getting to Know **Myself**

Level: Pre-intermediate and upwards.

How to use the lesson

1. Handout the article about Iñaki Rekalde taken from El País Semanal (see Materials Tf 310/3), which talks about young European teenagers.
2. Ask the students to read and complete Iñaki's personality chart in English. (Tf 310/4)
3. When they have finished, ask them some questions about the common values Iñaki and they have in common.
4. Then let the students choose the type of activity they want to do. They have two options; First they can do an individual questionnaire to find out about common European values. (Tf 310/5)
The second option is a group questionnaire about common values among themselves. (Tf 310/6)
5. After having chosen, handout the photocopy and give them time to read and answer the questions.
6. The second option will take longer. You also need to divide the class into groups of 5-6 students.
7. Explain that each member must interview every member of the group and record their answers by putting a cross (X) in the boxes number 1-5.
8. When they have finished, they have to work out how many of the group do the various things using the words at the bottom.
9. Then, go to the computer room and type the results and the questions for other students in the Comcult forum site.

Suggestion for further project work

Write on the blackboard the different countries that the quizzes refer to and add some more.

Ask the students to choose a country from the blackboard

Tell them they are going to do a multiple choice quiz about this country

Check out the websites for project work or more quizzes:

Internet sources

- <http://europa.eu.int>
- http://geocities.com/iberoweb/europa_menu.htm
- http://es.wikipedia.org/wiki/Unión_Europea

Right answers for worksheet Team A

(see Materials Tf 310/1)

- | | |
|------------------------------|--|
| 1. 25 | 6. The Sistine Chapel |
| 2. Berlin | 7. Poland |
| 3. Parthenon | 8. Danube |
| 4. The Hague | 9. Ringo Starr, George Harrison, John Lennon and Paul Mc Cartney |
| 5. Greek,Turkish and English | 10. Hristo Stoichkov |

Right answers for worksheet Team B

(see Materials Tf 310/2)

- | | |
|---------------------|------------------------|
| 1. 1986 | 6. George Michael |
| 2. Solidarity | 7. Bulgaria |
| 3. Socrates | 8. Hungarian |
| 4. Italy | 9. William Shakespeare |
| 5. Vincent van Gogh | 10. A German writer |

Team A

John Lennon	25	The Sistine Chapel	Berlin	The Hague
Poland	Parthenon	Greek, Turkish and English	George Harrison	
The Danube	Hristo Stoichkov	Paul Mc Cartney		
	Ringo Starr			

Team B

Socrates	George Michael	Bulgaria
Vincent van Gogh	Hungarian	Italy
1986	William Shakespeare	Solidarity