



Presidenza del Consiglio dei Ministri
Dipartimento Politiche Europee
in collaborazione con il
Ministero degli Affari Esteri



Parlamento europeo

in collaboration with



Ministero dell'Istruzione, dell'Università e della Ricerca

Learning about Europe

Teaching guide



**Please read this guide before giving lessons.
It is also advisable to print and keep
a hard copy of pages 8 to 13.**



TECHNICAL INFORMATION AND EQUIPMENT

The equipment necessary for an interactive lesson consists of:

- **a computer;**
(minimum system requirements: Pentium III - 1 GHz, 256 Mb Ram, Windows XP/2000/
Vista, 800X600 resolution);
- **speakers connected to the PC**
- **Projector.**

THE OPEN MIND METHODOLOGY

“**Learning about Europe**” is a dynamic and versatile educational multimedia programme, able to combine symbols and audiovisual stimuli into simple and clear writing styles.

The *Open Mind* methodology **captures the attention** of children through meaningful content, concrete examples, figures and ample space for discussion.

The programme provides **fundamental knowledge** to its users, and **encourages critical thinking**.

Both the graphic and linguistic styles are characterised by a “**designed**” **informality**; its animated content and laboratory activities are **functional** and, at the same time, **engaging** for the young audience.

The *Open Mind* methodology is a tool organised with particular attention to **the easiness of use**: it does not require any complex technological interaction and **the interface is extremely user-friendly**.

We recommend that you have a look at the entire educational programme in advance, before tackling the course of the lessons.



STRUCTURE AND CONTENT OF THE OPEN MIND METHODOLOGY

MAIN MENU

The teacher begins the lecture by accessing the **MAIN MENU**.

This allows you to take advantage of the four content areas which constitute Open Mind:

1. **PRE-TEST**
2. **INTERVIEW ROOM**
3. **FOCUS**
4. **QUIZ**

It is advisable to conduct the lesson addressing the areas in the **recommended order** (**Pre-test -> Double Interview -> Discussion -> Quiz**).

NAVIGATION KEYS

Once you have selected the desired content area, you can still move forward or backward using the “**arrow**” **keys** located at the bottom of the screen (left to go back, right to go forward). At the top right, there is the **KEY TO CONTROL AUDIO**: by clicking on the icon “**Musical note**” you can turn the background music on and off. The bar located next to that button **adjusts the volume** of the background music. The upper right “**CROSS**” **KEY** exits the software. From any point, you can return to the **MAIN MENU** by clicking the appropriate button, always visible at the upper left of each screen.



CONTENT AREAS

1. THE PRE-TEST

By accessing the **PRE-TEST**, you open a file (Pdf) which consists of two pages. The first page sets out the information necessary for the teacher, the second contains the test for the students. The pre-test is a preparatory activity for the actual lecture. The participants are asked to respond to ten questions about the European Union, in order to ascertain each participant's **pre-existing knowledge**. The students' work is followed by a **group correction** led by the teacher. Before class, the teacher must make sufficient **copies of page 2 of the pdf** for each participant.

2. DOUBLE INTERVIEW

The pre-test is followed by a **double interview**. In a double interview **two students** are solicited by an interviewer to respond to a series of questions about the European Union, expressing their own thoughts about the topics covered. The interview allows members of the class **to identify** with the two interviewees and to develop a **critical judgment** about what has been discussed. At the end of the interview, the teacher asks a thought-provoking question (the STIMULUS QUESTION) to the class, which forces the students to focus on a particular issue and **encourages discussion** and the **sharing** of differing opinions.

The stimulus question

The **STIMULUS QUESTION** posed at the end of the interview is often identifiable in other parts of the educational multimedia programme. The question is followed by an invitation to **"Discuss"** or **"Have your say"**, and it aims to **encourage the students** to express their opinions and spur **debate**.



Stimulus questions are useful in making students **active participants** and in maintaining a high level of attention. The task of the educator is to **ask the question to the class** (by reading it out loud) and to allow reflection and discussion. **One good way** to promote discussion is to provide a first possible answer, so as to “break the ice”.

3. Deeper discussion and understanding (FOCUS)

The next phase of study consists of **four chapters**, including videos, stimulus questions and classroom activities.

Clicking on the **FOCUS** menu opens a sub-menu from which one can access each of the chapters. We recommend **viewing these in order**, starting with chapter 1 and ending with Chapter 4.

	TITLE/TOPIC	ACTIVITIES IN THE CLASSROOM
Chapter 1	The Europe of peace and human rights	1. The double interview 2. Making sense of it
Chapter 2	How does the EU work?	1. The 1-minute summary 2. Who does what
Chapter 3	The Europe of shared values	1. By the numbers
Chapter 4	The EU as a protagonist on the world scene	1. You can't judge a book by its cover

The icons

Inside the FOCUS video screens, we have the following clickable **KEYS-ICONS**:

- **MAGNIFYING GLASS icon** -> by clicking it, you can consult additional content.
- **GLASSES icon** -> by clicking it, you can learn a **curious fact** related to the content on the screen.
- **QUESTION MARK icon** -> by clicking it, you can view the explanation of a single word or phrase (the one which is positioned next to the icon).



The activities

Each chapter of the Open Mind programme offers one or more exercises that require the **active involvement of participating students**.

The students, depending on the proposed task, can work on the tutorial as a group, or individually. The activity is a time of **LEARNING BY DOING**, through which students are encouraged to become **agents of their own knowledge**, to reflect and get involved and increase their awareness. The activities are also meant **to stimulate interest**. It is important to manage these phases of the lesson in such a way to allow the class to participate actively and in an orderly way.

Below are the **INSTRUCTIONS necessary to carry out the activities**: it is necessary to print these out and have them available during the lesson. For ease of reference, the instructions are divided by chapter.



ACTIVITY INSTRUCTIONS

Chapter 1

Multiple Interview

The *multiple interview* is a participatory activity through which every student (no exceptions!) is actively led down the path of discovery. The teacher can ask **19 questions** related to European issues (shown below, accompanied by the relevant answers). Beginning with the first student sitting to the left, the teacher asks each student, quickly and in a sequential manner, the 19 questions. The answers must be given as promptly as the questions were asked. In the event of no response from a particular student, the teacher gives the same task to the next student and so on.

QUESTIONS FOR THE STUDENTS (along with a comprehensive list of answers to be freely used by the teacher)

1. **What is celebrated on May 9?** Europe Day
2. **What did 1957 Treaty of Rome establish?** The European Economic Community (EEC)
3. **When was the idea of a united Europe born?** In 1951
4. **What divided Berlin from 1961 until the end of the 1980s?** The Wall
5. **What do you call a war of threats, without guns and shooting?** Cold war
6. **What is significant about the date of November 9, 1989?** The fall of the Berlin Wall
7. **Are European coins identical in all countries of the Eurozone?** No, they have one common side and one that is specific to each member nation
8. **As of 30 June, how many European countries used the Euro?** 17
9. **Can a student study Italian in France?** Yes, thanks to a series of pan-European educational programmes
10. **When was the Treaty of Maastricht signed?** In 1992



To print
for the
lesson



11. **What document sets out all the rights of European citizens?** The Charter of Fundamental Rights of the European Union
12. **If a college student wants to study abroad, in what programme should they participate?** Erasmus
13. **Which treaty marks the official birth of the EU?** The Maastricht Treaty
14. **How often are European Parliament elections held?** Every 5 years
15. **What does the acronym ECB stand for?** European Central Bank
16. **When did the Euro come into circulation?** In 2002
17. **Who elects the members of the European Parliament?** The citizens of the EU
18. **What is the twenty-eighth EU country?** Croatia
19. **Can a Croatian waiter work in Spain?** Yes, a European citizen is free to live and work in all EU countries





ACTIVITY INSTRUCTIONS

Chapter 1

Making sense of it

“**Making sense of it**” is a participatory activity through which every student is actively involved in the path of discovery. The class views a screen in which the **eight fundamental stages of the history of European integration** are listed, without dates and not arranged chronologically (the same events are visible below in chronological order and with the respective dates).

The teacher divides the class into groups of 2-3 students, and assigns a specific event to each group. What follows is group reflection and discussion, and students are asked to identify the correct dates of each event.

After reflection, the teacher shall invite a representative from each group to position each event along an imaginary TIME LINE, **recreating the correct order of the historical milestones** considered. It is advisable to carry out this last phase of the activity in an area free of chairs and desks, for example, in front of the blackboard.

HISTORICAL EVENTS (list in chronological order for the exclusive use of the teacher)

1. Spinelli writes the Manifesto for a Free and United Europe (1941-42)
2. Winston Churchill proposes to create the “United States of Europe” (1946)
3. Germany, France, Italy, Belgium, the Netherlands and Luxembourg create the European Coal and Steel Community - ECSC (1951)
4. In Rome two treaties are signed: one establishing the European Atomic Energy Community - EURATOM - and the other establishing the European Economic Community - EEC- (1957)
5. The first elections of the European Parliament are held (1979)
6. The twelve member countries of the EEC sign the Maastricht Treaty (1992)
7. The Treaty of Lisbon enters into force (2009)
8. The EU enlarges to 28 member countries (2013)





ACTIVITY INSTRUCTIONS

Chapter 2

The 1 minute test

The 1 minute test is a fast activity that introduces the subject of **how the EU works**.

The class has 1 minute to list all of the European institutions known to the students.

At the end of the activity, the teacher stimulates a discussion on the findings.

Who does what

Who does what is a **drag & drop activity intended to transmit to the students important knowledge relating to the roles of European institutions**. The class views a screen in which there are four names of European institutions and multiple explanations about each of their functions. Guided by indications given by the students, the teacher drags the names of the institutions and associates them with their correct definitions. It is important that the teacher only **follow indications** from the students, so that the solutions are not revealed, but arise as a result of group discussion.





ACTIVITY INSTRUCTIONS

Chapter 3

By the numbers

By the numbers is a game of completing answers, as a way to transmit to the students the contents of the Strategy “Europe 2020”.

After dividing the class into two groups, the teacher shows them the five screens (visible below) illustrating the concrete **objectives of the strategy “Europe 2020”**. The phrases are incomplete (as a percentage on screens 1 to 4, and as a numerical data on screen 5).

After allowing some time to view each screen, the teacher gives the groups 10 seconds to identify the missing data and then **asks them to reveal** it through a representative of each group. The teacher then discusses with the students the reasons for their choices and confirms the answers. Finally, the teacher announces the winning group (the one that guessed most data).

COMPLETE SCREENSHOTS (list to be used at the discretion of the teacher)

1. **75%** of people aged between 20 and 64 must have a job.
2. **3%** of GDP (Gross Domestic Product) must be invested in research and development.
3. **100%** of the goals set in the field of climate and energy must be reached.
4. The rate of early school drop-outs must be under 10% and at least 40% of young people must have a diploma or a degree.
5. At least **20 million people** must be lifted out of the risk of poverty..



To print
for the
lesson



ACTIVITY INSTRUCTIONS

Chapter 4

You can't judge a book by its cover

You can't judge a book by its cover is an activity aimed at increasing reflection and discussion based on an analysis of what class participants are wearing.

The teacher asks the students to **read the labels on their clothes** (tops, trousers, shoes, accessories, etc.) and to check the country they were manufactured in. Answers are then written on the blackboard. This stimulates a shared reflection and discussion on the relocation of production outside the EU, and favours the students' awareness **that the Union utilises labour** in many countries outside the EU. After the group discussion, the class views three screens dedicated to the comparison between EU countries and developing countries, as well as some human development indices.

The aim is to **raise the students' awareness** on the state of severely poor areas of the world and therefore on the importance of the aid the EU gives them.





THE IDEA FOR THE TEACHER

Each chapter of the Open Mind programme offers an **IDEA FOR THE TEACHER**.

It is a **starting point to implement teaching** on the subject, a suggestion to give students activities both in the classroom and/or at home helping them understand the main issues concerning the EU. Below you will find some **IDEAS FOR THE TEACHER**, divided according to the chapters.

• Chapter 1

THE IDEA FOR THE TEACHER

To facilitate more effective learning, it is advisable to deal with the issue of “EU enlargement” by **using a map of Europe**. The teacher or the students themselves may indicate on it each step of the enlargement, allowing the class to display and remember the **location of the countries involved**.

• Chapter 2

THE IDEA FOR THE TEACHER

To help young people understand the following:

- > The **ORDINARY LEGISLATIVE PROCEDURE** (formerly the **co-decision procedure**) that gives the same weight to the European Parliament and the Council of the Union in many areas (e.g., economic governance, immigration, energy, transport, environment, etc.)
- > The **DEMOCRATIC PRINCIPLE** inherent to the very idea of the EU. You may want to have the students (in groups) reflect on a minor problem and ask them to find a solution using the method shown below.



THE METHOD OF THE SHARED PROBLEM RESOLUTION

1. Define the problem to be addressed, trying to identify its causes.
2. List all possible solutions.
3. Evaluate the solutions with classmates, analysing the advantages and disadvantages of each options.
4. After the group reflection, choose the solution that you want to adopt.
5. Plan how you want to take action to implement the chosen solution.
6. Check out the chances of success.

• Chapter 3

THE IDEA FOR THE TEACHER

Since the European programmes in the field of education and training are numerous and structured, it is advisable for you to learn more about the topic through a **web search**.

The students, divided into groups, can **analyse a single programme** (Comenius, Leonardo da Vinci, Erasmus, EVS...) and prepare a presentation for the class.

• Chapter 4

THE IDEA FOR THE TEACHER

The eight MDG were signed by 191 Heads of State and Government in 2000, the year of the approval of the Millennium Declaration.

The deadline for their implementation is 2015. The students, divided into groups, can **analyse individual MDG** (one per group), check what the **current situation** is and illustrate the data to the class.



4. THE QUIZ

At the end of the research, the class shall have to answer questions in an **INTERACTIVE QUIZ** (9 close-ended questions). The purpose is **to verify the background content learned**. Guided by the indications of the students, the teacher selects the answers believed to be correct by the class. It is essential that the teacher act only as indicated by the students, so that the solutions are not revealed, but identified thanks to confrontation and group discussion. You can also randomly select ten students and quiz them to see if they are able to provide answers.