



Part IV
Europe Alive

Europe Alive

Teacher's guide

What is this section about?

This section of the resource offers a number of templates for students to take a more active approach to Europe. It seeks to create awareness among others on ideas relating to the changing face of Europe, our sense of identity as expressed through a national anthem, heroes and heroines, as well as other themes.

What will my students learn?

The main purpose of these activities is to bring Europe and the dimension of European citizenship alive for the students through their engaging with others on issues relevant to the idea of Europe. It also seeks to give students an appreciation of their own sense of capacity to undertake research and organise it in a way that can be presented to others as a way to educating or stimulating thinking among others.

It is suggested that students for assessment present this work in the form of a report outlining what they did and what they learned.

How can I use this section effectively?

It is hoped that these activities will be undertaken by the whole class or by small groups within the class. Teachers and students can carry out as many of the activities suggested but it is possible that only one might be undertaken with any one given group.

It is estimated that any group undertaking one of the Alive Activities should be credited with ten hours learning.

How will my students choose an alive activity?

This is really up to you, but you can either present them with a range of options, or if there are working in small groups a number can be written on cards and the teacher can give students the opportunity to choose one randomly.

However, these kinds of activities work best when students are working on something of interest to themselves, therefore ideally they should be allowed to choose their own, or indeed to make up their own activity entirely.

How are the alive activities structured?

The Alive Activities are presented as a one to two page overview of the activity which the teacher can use to introduce the activity. It should be noted that these handouts are meant as guides and that the actual activity can be developed differently.

The main activities in each of the Europe Alive Activities are listed below:

Alive Activity	Key Activity
Alive Activity 1 The Times They Are A Changing	Local research and presentation of findings to members of the local community
Alive Activity 2 Our National Anthem	Researching attitudes to the National Anthem and running a school-based song writing contest.
Alive Activity 3 Who's Who in The EU?	Designing a game for teaching younger students about Irish MEPs and teaching a class period.
Alive Activity 4 A European Awareness Day	Surveying attitudes of young people across five European schools.
Alive Activity 5 Legends, Heroes and Heroines	Researching European legends and compiling a book of stories or a website.

The following table of icons and symbols is also useful for the teacher and students to recognise .

Icon Legend



SETTING THE CONTEXT



TIME ALLOTTED FOR THE ACTIVITY



RESEARCH



PREPARING PRESENTATION



SAMPLE ACTIVITIES FOR EVENT PREPARATION



SAMPLE ACTIVITIES ON THE DAY



POTENTIAL PARTNER ACTIVITY

Alive Activity 1

The Times They Are a Changing

Local Survey

Setting the Context

The teacher explains that Ireland has undergone massive cultural changes in the past 40 years and outlines some of the factors that affected these changes:

- » Environment
- » Increased Migration
- » Increase in Service Industry
- » Improved Communication
- » Improved access to education
- » Improved access to the media

The teacher then can discuss the above and decide to add to, or modify the factors listed with reference to their local community. The teacher can then pose a more complex question: How Different is Our Area Now in Comparison to 40 Years Ago?

Time

This activity should take you no longer than ten hours of research and preparation.

Research

The teacher organises the class to research in what ways life has changed in their local area in the past 40 years and to prepare to present their findings in another setting (to another class, a group of parents, local people, local authorities etc.) S/he explains that to find out what life was like 40 years ago they can use multiple sources

- » Visit a local library and read local newspapers from the 1960s, paying particular attention to advertising.
- » Find photographs from the 1960s of the area and compare them with recent photos to see what physical changes have taken place, particularly in relation to housing and shops.
- » Compare Census information from the 1960s with the latest figures available for the local area.
- » Design and collate a Questionnaire (or modify the sample questionnaire) to elicit information from older citizens.

Preparing Presentation

When all the information is collated and analysed students can present it either in a large chart or as a PowerPoint Presentation.

Sample Activities for Event Preparation

- » Decide on audience and design and send invitations
- » Organise for local press to be there
- » Prepare opening speeches
- » Decide on a chairperson and the running of order
- » Organise venue

Sample Activities for Event Preparation

- » Prepare refreshments
- » Question and Answer session
- » Give vote of thanks
- » Clean up

Potential Partner Activity

- » Host a video conference with your partner school on the issue of significant changes in your countries over the last forty years. You could also include your vision of what your country might be like in forty years time.
- » Create a short audio-tape of some of the voices of the people who remember Ireland 40 years ago and what they see as the changes. Send this to your partner school for use in their language class.

Sample Questionnaire – Changes in the Local Area

You and your Family

1. Please complete the following details about yourself.

Age Group		Gender	
40 - 59	60+	Male	Female

2. How many people ordinarily lived in your family home? (Please tick)

Mother	Father	Children			Other Relatives (Specify)
		1-2	3-4	5+	

3. Were your parents employed outside the home? (If yes, please tick)

Mother	Father

4. Did the family sit down together at mealtimes? (If yes, please tick)

Breakfast	Main Meal	Supper

5. When did you eat the main meal of the day (Dinner)? (Please tick)

Midday	Evening

6. How many days of the week did dinner usually consist of:

Traditional Irish Food	Pasta Dishes	Rice Dishes	Chinese Food	Fast Food/ Take Away	Convenience foods -Frozen

7. How many of each of the following did the family have?

Radio	TV		Record Player/Tape Recorder/Stereo system	Video	Car
	Black & White	Colour			

You and your Education

8. What level of education did you complete? (Please tick)

Primary	Children		Third Level
	Junior Cert	Leaving Cert	

9. Did children of other nationalities attend your school?

Yes	No

10. How did you usually get to school? (Please tick)

Walk	Cycle	Car	Bus

You and Leisure, Entertainment and Money

11. Did you have a part-time or holiday job while attending second-level school?

Yes	No

12. If yes, how much did you earn per week? (Please tick)

< €1	€1 – < €5	€5 – €10	Other

13. Where and how did you spend your leisure time?
Please indicate whether daily (D), weekly (W), monthly (M), never (N).

Sports	Shopping for clothes, DVDs etc	Listening to music/ watching TV	Dancing/ disco	Pubs	Other – please specify

14. Were teenagers well catered for in the local area when you were at school?

Yes	No

15. Are modern teenagers well catered for in your local area today?

Yes	No

16. In your opinion how does life for modern teenagers in your local area compare with life in your teens?
(Please tick)

Happier	Not as happy	About the same

Changes in your Local Area

17. What are the main changes you have seen in your local area since you were a teenager?

18. How has life improved in your local area since you were a teenager?

19. What has changed for the worst in your local area since you were a teenager?

Alive Activity 2

Our National Anthem

Organise and Run a Song Contest

Setting the Context

The teacher explains that according to the Encyclopaedia Britannica, a National Anthem is a hymn or song expressing patriotic sentiment and either governmentally authorized as an official national hymn or holding that position in popular feeling... some national anthems [are] written especially for the purpose, others [are] adapted from existing tunes. The sentiments of national anthems vary, from prayers for the monarch to allusions to nationally important battles or uprisings.

Many of the older National Anthems were composed during a period of national crisis. Most texts of National Anthems display a patriotic fervour – the forms and images used can be very revealing about the character of the nation at the time the words were composed.

What are the attitudes of your school community to our National Anthem and what would you choose as a new anthem if it were to change?

Time

This activity should take you no longer than ten hours of research and preparation.

Research

The teacher organises the class to research current attitudes within the school and to run a competition to compose a new national anthem, or change the words to the existing one.

- » Design and carry out a survey in the school or among a selected number of classes to find out attitudes to the Irish National Anthem
- » Advertise a school competition to compose a new anthem (or change the words of the existing one)

Preparing Event

A school based anthem contest needs to be prepared where the winning anthem needs to be chosen.

Event Preparation

- » Decide on audience (representatives from classes or a lunchtime activity open to all)
- » Organise for local press to be there
- » Prepare opening speeches
- » Prepare a short presentation on the research findings
- » Chose judges for the competition
- » Organise venue
- » Organise running order
- » Organise the right equipment

Sample Activities on the Day

- » Prepare refreshments
- » Meeting and greeting people
- » Presentation
- » Making sure equipment is all in place
- » Give vote of thanks

Potential Partner Activity

- » Using the idea of anthems, ask your partner school to send you an audio or video tape of them singing their anthem and learn it as part of your European Awareness week.
- » Send your top three entries of school competition to your partner school and ask them to be your international judges, giving their overall assessment of the new anthems, and their result.
- » Together with your partner school, write and learn a new European anthem.

Sample Questionnaire

Attitudes to Irish National Anthem

Is the Irish National Anthem important to you?			
Very	Fairly	No	

When did you last join in singing the National Anthem?			
Last month	In the last 6 months	Never	Don't remember

Do you know the words of the Irish National Anthem?			
Yes	Some	No	

Are the words of the National Anthem relevant to modern Ireland?			
Very relevant	Fairly relevant	Not relevant	Don't know

When did you last join in singing the National Anthem?			
Proud	Embarrassed	Neutral	Other

How do you feel when you hear the National Anthem being played at International Events?			
Very Emotive	Fairly Emotive	Not Emotive	Don't know

National anthems should be emotive. How emotive is the Irish National Anthem?		
Yes	No	

Alive Activity 3

Who's Who in the EU?

Make a Card Game for Use in Other Classes

Setting the Context

The teacher can explain that Ireland's membership of the European Parliament is one which is very important in this country and that often people are not aware of the members in the parliament.

Time

This activity should take you no longer than ten hours of research and preparation.

Research

The teacher explains that the class are going to make a set of cards for use with other classes, particularly CSPE classes as a way of helping them get to know who is who in the EU.

- » Gather photos of all Irish MEPs, list all their constituencies, the name of an MEP and his/her political party
- » Find out information on the EU Parliament itself
- » Research people's knowledge of our MEPs

Preparing Event

- » Design a pack of playing cards which consist of two key colours, blue for photos and names and yellow for constituency and party.
- » Design Answer Sheet
- » Try it out to see that it works. These are the rules:
 - » Students are divided into groups and each group given a pack of cards. All cards are placed face down on the desk and spread out.
 - » One student starts by turning over any two cards. If these cards make a pair (see conditions above) the cards are placed together in front of player. If they do not make a pair the cards are placed face down again in their original position. The next player repeats the process and play continues around the group. Players need to remember which cards have been turned up so they can try to match cards when it is their turn.
 - » Play continues until all pairings have been made. The winner of the game is the player with the most correct pairs at the end of the game. This could be checked by the teacher, or by the students using the fact sheets as before.
- » Collate findings of research and prepare a short PowerPoint presentation for class

Sample Activities For Preparing For The Event

- » Organise with another teacher a class group you could take, maybe a citizenship class.
- » Prepare a lesson on the EU Parliament
- » Decide who will introduce the class, how you will work with the different groups
- » Carry out the activity with the class
- » Evaluate your lesson to see if 'your students' have learned from your activity

Who's Who Cards

Example of deck of cards

Blue		Yellow	
Photographs	Names	Constituency	Political Party



Sample Activities for European Awareness Day

- » Students can host a European Awareness Day highlighting the issues that are important to young Europeans
- » Decide on audience
- » Organise local media
- » Prepare opening speeches
- » Present findings



Sample Activities On the Day

- » Prepare refreshments
- » Chair question and answer session
- » Give vote of thanks

Alive Activity 5

Legends, Heroes and Heroines

Publish a Book



Setting the Context

Europe is rich in traditions and cultures, and there is increasing emphasis on safeguarding these as unique parts of European life. Legends and stories of heroes and heroines are a great way to begin to identify the similarities and differences between our own traditions and those of other European countries. The same process could be used for traditions such as folk cures and old wives tales, traditional music or traditional recipes.



Time

This activity should take you no longer than ten hours of research and preparation.



Researching Activity

Students can compile legends and stories of heroes and heroines in their own country. If they have a partner school they could ask them to do the same and then exchange stories with each other. Alternatively the students could research stories from other countries on the web, in local libraries or from people of other nationalities living locally.



Preparing Publication

When the stories are finished they are published on the Web and/or as a booklet and students can prepare to introduce the texts to other classes or to a particular group who could be invited to review them.



Sample Activities for Book Review

- » Decide on audience
- » Distribute the text for review
- » Develop questionnaire for discussion
- » Host and facilitate a book club review session



Sample Activities On the Day

- » Welcome participants
- » Read some of the stories
- » Ask questions and facilitate discussion
- » Thank you speeches