Europack
Teachers’ resource

European Commission Representation in Ireland
Module for Transition Year Students

A programme introducing Europe to senior students
This resource has been developed by the European Commission Representation in Ireland in co-operation with the European Studies Project (ESP). The ESP is jointly funded by the Department of Education and Science of Ireland and the Department of Education of Northern Ireland.

The staff of the ESP, Ms Maxine Judge, Ms Dolores Stinson, Ms Anne McCracken, Ms Marion Mallon and Ms Aoife Ruane, as well as Mr Michael O’Leary, National Coordinator of the Transition year programme, provided invaluable assistance in the initial planning and formulation of the guide as well as compiling the final text and images.

The project was written with the assistance of Ms Niamh Crowley of St Angela’s Ursuline College, Waterford; Ms Carmel Gaffney of Loreto College, Cavan; Ms Teresa Keane of Mount St Michael’s School Mayo; and Mr Arthur Travers of Kings Hospital School, Dublin.

Ms Karen O’Shea was the general editor and advisor on the text and dedicated a great deal of time to drawing the many different elements of the document together to produce the final streamlined and very readable product.

Ms Linda Nyberg of the University of Lund, Sweden, co-ordinated the conversion of the final text to the web and CD versions and suggested many improvements to the final format.

The assistance of the staff of Agtel and especially that of Ms Geraldine Carroll and Mr Alan Dargan was indispensable to the completion of the project.

The assistance of all concerned is greatly appreciated by the European Commission.

EUROPEAN COMMISSION REPRESENTATION IN IRELAND
February 2008
## Contents

**INTRODUCTION**

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
</tr>
</tbody>
</table>

**ABOUT THIS RESOURCE**

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
</tr>
</tbody>
</table>

**HOW CAN I USE THIS RESOURCE MOST EFFECTIVELY?**

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
</tr>
</tbody>
</table>

**Part I – Exploring Europe**

<table>
<thead>
<tr>
<th>Chapter 1</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I – Exploring Europe</td>
<td>13</td>
</tr>
<tr>
<td>Teachers Guide</td>
<td>14</td>
</tr>
</tbody>
</table>

**ASSESSING OUR KNOWLEDGE**

<table>
<thead>
<tr>
<th>Chapter 1</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What Do We Already Know?</td>
<td>17</td>
</tr>
<tr>
<td>2. The Extended European Family</td>
<td>24</td>
</tr>
</tbody>
</table>

**EUROPE THROUGH THE AGES**

<table>
<thead>
<tr>
<th>Chapter 1</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Where it All Began</td>
<td>31</td>
</tr>
<tr>
<td>4. Conquering Europe – The Romans and The Holy Roman Empire</td>
<td>37</td>
</tr>
<tr>
<td>5. More Peaceful Times – The Hanseatic League</td>
<td>46</td>
</tr>
<tr>
<td>6. Napoleon’s Europe</td>
<td>52</td>
</tr>
</tbody>
</table>

**A NEW BUT DIFFICULT BEGINNING**

<table>
<thead>
<tr>
<th>Chapter 1</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Post-World War II – Visions of Europe</td>
<td>56</td>
</tr>
</tbody>
</table>

**MODERN EUROPE AND THE FUTURE**

<table>
<thead>
<tr>
<th>Chapter 1</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. The Institutions of the European Union</td>
<td>68</td>
</tr>
<tr>
<td>9. Making Decisions in the EU</td>
<td>72</td>
</tr>
<tr>
<td>10. Human Rights And Responsibilities</td>
<td>75</td>
</tr>
<tr>
<td>11. Reforming Europe</td>
<td>80</td>
</tr>
<tr>
<td>12. Euro-Scrabble</td>
<td>86</td>
</tr>
<tr>
<td>13. The Road Ahead</td>
<td>89</td>
</tr>
</tbody>
</table>

**Part II – Investigating Europe**

<table>
<thead>
<tr>
<th>Chapter 1</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part II – Investigating Europe</td>
<td>93</td>
</tr>
<tr>
<td>Teachers Guide</td>
<td>94</td>
</tr>
</tbody>
</table>

**Part III – Investigating the European Union**

<table>
<thead>
<tr>
<th>Chapter 1</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part III – Investigating the European Union</td>
<td>113</td>
</tr>
<tr>
<td>Investigating the European Union I – Having Your Say in the European Union</td>
<td>114</td>
</tr>
<tr>
<td>Investigating the European Union II – The Irish in Europe</td>
<td>116</td>
</tr>
<tr>
<td>Investigating the European Union III – The Parliament</td>
<td>121</td>
</tr>
</tbody>
</table>

**Part IV – Europe Alive**

<table>
<thead>
<tr>
<th>Chapter 1</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part IV – Europe Alive</td>
<td>125</td>
</tr>
<tr>
<td>Teachers Guide</td>
<td>126</td>
</tr>
</tbody>
</table>

**Part V – Linking with Others**

<table>
<thead>
<tr>
<th>Chapter 1</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part V – Linking with Others</td>
<td>145</td>
</tr>
<tr>
<td>Teachers Guide</td>
<td>145</td>
</tr>
</tbody>
</table>

**Part VI : Appendices**

<table>
<thead>
<tr>
<th>Chapter 1</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part VI: Appendices</td>
<td>163</td>
</tr>
<tr>
<td>Appendix 1 – Lesson Resources</td>
<td>164</td>
</tr>
<tr>
<td>Appendix 2 – Sample Research Project Assessment Form</td>
<td>165</td>
</tr>
<tr>
<td>Appendix 3 – Sample Student Self-Assessment Sheet</td>
<td>166</td>
</tr>
<tr>
<td>Appendix 4 – Sample Student Module Evaluation</td>
<td>167</td>
</tr>
<tr>
<td>Appendix 5 – Sample Teacher Evaluation Form</td>
<td>168</td>
</tr>
<tr>
<td>Appedix 6 – Summary of the Convention on the Rights of The European Union (CREU)</td>
<td>169</td>
</tr>
<tr>
<td>Appedix 7 – Summary of the Convention on the Rights of The Child (CRC)</td>
<td>175</td>
</tr>
<tr>
<td>Appedix 8 – Simplified Version of the Universal Declaration of Human Rights (UDHR)</td>
<td>178</td>
</tr>
<tr>
<td>Appedix 9 – Simplified Version of the European Convention on Human Rights (ECHR)</td>
<td>180</td>
</tr>
</tbody>
</table>
Preface

This pack has been produced to meet the needs of Irish teachers in Transition Year and Senior Cycle teaching students about Europe.

I hope that this will be a valuable resource for teachers in Ireland and their other European partners.

In producing this pack we worked closely with teachers who prepared and piloted materials in their classrooms. I would like to acknowledge the substantial amount of material produced and work done by those teachers and students in sourcing ideas and activities for an exploration of Europe. We hope we have brought out the best of ideas and activities in a way that retains the teacher’s stamp as well as making it interesting and enjoyable for the students.

In our many consultations we discussed how much of the past it was necessary for students to know. We also looked at how much about the current mechanisms of the EU it would be necessary or applicable for students to know. We decided on a core unit on Europe with additional options. We hope we have come up with something which encourages students to undertake projects as well as self-directed learning in these fields. We believe the value of hands on activity for a student is valuable.

We hope that the materials will give young people a greater appreciation and understanding of the idea and reality of being a European citizen.

We hope this pack is of use to schools and we welcome working together to support students actively to engage as citizens of Europe.

MARTIN TERRITT
Director
European Commission Representation in Ireland

Introduction

Why offer a programme of study centred on Europe?

Many will agree that learning about Europe is an important goal for all students. A programme of study on Europe for Transition Year students is particularly important to address the skills required and hopefully to be acquired during the year. It will help students develop an awareness and understanding of a wide range of issues relevant to all of us concerning European and global society and the opportunities, rights and responsibilities involved.

It is hoped that this programme will increase student’s self-esteem, confidence and sense of achievement. It will facilitate students in sharing views, opinions and developing their own personal beliefs. It is hoped also that this programme will enable students to respect and value different cultures and attitudes. It is hoped that as a result of this study horizons will be broadened and more will be learned about other cultures.

What will my students learn from using the activities in this resource?

This programme has been developed with the assistance of practising teachers who understand the curriculum and demands of the classroom very well. While this resource is written for teachers, it is naturally a resource geared towards the learner. Therefore, the overall aim of this resource is to enable teachers to increase students’ capacity to actively engage with the European dimension of their lives.

The overarching aims of the resource are:

» To enable students to explore the idea of Europe and how it works in today’s world and how it might evolve in the future;
» To increase students understanding of the European dimension of life by accessing and presenting information;
» To support students to actively engage as ‘citizens of Europe’ by promoting awareness about various European issues of concern or interest to themselves;
» To promote interaction with other European students and offer guidelines for the development of links with other schools.

Throughout this resource there is an emphasis on the development of key skills. Those skills which are perhaps focused upon throughout the resource are:

» Effective collaboration and working with others
» Communication skills
» Personal effectiveness
» Critical thinking
» Information processing
» Learning to learn
» Reflection and debate

It has been widely acknowledged during the writing process that each school is unique and has its own requirements and specific students needs. Accordingly, this resource has been developed to allow teachers to dip in and out and use the resource to teach any lesson according to the student learning needs at that time. A flexible approach to the materials and lesson structure is advised.
About this resource

The resource is structured into five key parts. An overview of the content of these five main sections is outlined below.

Part I – Exploring Europe
This section offers a set of 13 lesson plans which enable teachers to introduce the idea of Europe. It offers a historical perspective, as well as a geographical and cultural one. The lessons also aim to raise awareness of some of the key institutions and structures of the European Union and highlights how dynamic modern Europe is and how it continues to change and evolve. The students will also be encouraged to consider possibilities of how Europe may develop in the future.

Part II – Investigating Europe
This section of the resource includes 10 themes for further investigation by students, either on their own or in pairs. Each theme offers a key research area. For each theme, the student and teacher can readily see what the research area is about, what tasks are involved and what resources and preparation they will need to carry out. This is particularly useful for the research topics that require the use of the Internet.

It is suggested that if teachers are offering this resource as key TY module then the students should be encouraged to undertake a minimum of three investigations and that this work be presented in the form of a portfolio (for assessment).

Part III – Investigating the European Union
This section of the resource provides an insight into the institutional process of Europe, the role the Irish play within that process as well as examining the functions of the European Parliament.

Part IV – Europe Alive
This section of the resource offers 5 templates for students to take on a more active approach to the idea of Europe by creating awareness amongst others about ideas relating to the changing face of Europe, our own sense of identity as perceived through national anthems, as well as other themes. Similar to what has been stated in the ‘Investigating Europe’ section above, teachers who are offering this resource as a key programme of study should encourage their students to present their work for assessment in the form of a report for their portfolio.

Part V – Linking with others
This section offers a set of guidelines for teachers interested in extending students learning through contact with other schools in Europe.

Part VI – Appendices
The final section of the resource includes a number of key documents referred to throughout the resource, such as; sample checklists, resource and publications list, sample assessment forms and key human rights documents.

How can I use this resource most effectively?

This resource pack is intended to be used flexibly by teachers. It can be used as a comprehensive programme of study or it can be used by teachers to create their own small units of study. It is by no means intended that teachers do all the activities in a given lesson or indeed all the parts of the resource. It is possible for teachers to dip in and out of the resource and adapt the materials to their own school and class needs. Also, the inclusion of five different sections each with a different focus, ensures that teachers and students have ample opportunities to chose from a wide and varied range of activities.

For example, it is possible for a teacher to decide to take one or two of the lesson plans given in ‘Part I: Exploring Europe’ and to add one of the ‘Part II: Investigating Europe’ activities which can be carried out as pair or small group work.

Example A:

A geography teacher might use a small unit of study, which could look like this:

<table>
<thead>
<tr>
<th>Part I Exploring Europe</th>
<th>Part I Exploring Europe</th>
<th>Part II Investigating Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Lesson 2</td>
<td>Lesson 2</td>
</tr>
<tr>
<td>What do We Already Know?</td>
<td>The Extended European Family</td>
<td>Travelling in Europe</td>
</tr>
<tr>
<td>Double Class</td>
<td>Map Work</td>
<td>Pair or Small Group Work</td>
</tr>
<tr>
<td>Table Quiz on Europe</td>
<td>Double Class</td>
<td>5 hours</td>
</tr>
<tr>
<td>Double Class</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teachers should note that suggestions given in the ‘Part II: Investigating Europe’ section in relation to pair work and assessment portfolios is optional. You can decide which approach or teaching methodology is most appropriate to use with your students.

Alternatively, teachers can consider this resource as a programme of study which could begin with an exploration of Europe through interactive and some more formal class work, followed by opportunities for self-directed learning by students through research and awareness raising.
Example B:

A TEACHER OF HISTORY AND GEOGRAPHY MIGHT USE THE FULL PROGRAMME AS A COURSE OF STUDY ON EUROPE, WHICH COULD LOOK SOMETHING LIKE THIS:

<table>
<thead>
<tr>
<th>Part I</th>
<th>Part II</th>
<th>Part IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Europe</td>
<td>Investigating Europe</td>
<td>Europe Alive</td>
</tr>
</tbody>
</table>

14 Lessons on Europe which aim to give an overall introduction to the idea of Europe
15 hours

3 Investigations either in pair or small group work to deepen own understanding of Europe
Double Class

One class or small group activity to promote European awareness among others
5 hours

Alternatively a teacher might want to support a whole school or whole year group initiative on European awareness and could use ideas in this resource as a planning tool with other teachers.

Example C:

A EUROPEAN STUDIES COORDINATOR/TEACHER MAY WISH TO ORGANISE A ‘EUROPEAN AWARENESS WEEK’ AND COULD ENCOURAGE TEACHERS OF DIFFERENT SUBJECTS TO UNDERTAKE A NUMBER OF CLASSES OR A SMALL PROJECT ON EUROPE.

Geography Teacher

Part I – Exploring Europe
Lesson 1
What do We Already Know?
Lesson 2
The Extended European Family

Part II – Investigating Europe
VII – Europe’s Architectural Heritage

History Teacher

Part II – Investigating Europe
Investigating Europe IV or V:
Lesson 4 to Lesson 8 inclusive

Music Teacher

Part II – Investigating Europe
VI – The Power of Music
Alive Activity 2 – Our National Anthem

Assessment

Teachers who use this resource as small units can devise small assessment activities, where appropriate. For certain lessons, some samples are given at the end of the lesson.
Where appropriate, homework options are given and these can be used to support teacher assessment.
In other cases it is suggested that investigative activities would be presented back to the teacher in the form of a small portfolio.
Ideally, a variety of assessment tools should be used to evaluate the learning and teaching process. These evaluations should then be used to inform further teaching and learning goals.

Use of Information and Communication Technologies (ICT)

Throughout the resource the use of Information and Communication Technologies (ICT) is encouraged. Students are given the opportunity in ‘Part II: Investigating Europe’ activities to use the Internet as a valuable source of information.
Students are also encouraged to use various computer software programmes such as Word, Desktop Publishers, PowerPoint, Excel or other data spreadsheets.
Finally, the use of video conferencing, on-line conferencing, blogs, emailing, audio-tapes and videos are also encouraged to promote interaction, collaboration and partnership.

PLEASE BE ADVISED TO CONSULT THE LATEST SAFETY AND CHILD PROTECTION POLICIES/GUIDELINES WHEN PLANNING ON USING SUCH ICT TOOLS.
Part I
Exploring Europe
Exploring Europe

Teacher’s guide

What is this section about?
This section offers a set of thirteen lesson plans which enable the teacher to introduce different aspects of Europe to their students.

What will my students learn?
Overall, the thirteen lessons cover a wide range and wide-angled view of looking at Europe. A large emphasis is on the history of Europe, as well as taking a look from a geographical and cultural perspective. The lessons also look at some of key institutions and structures that are part of the modern Europe. Throughout the lessons, the students will begin to see how the Europe as we know it today has evolved over many years and is likely to continue to evolve in the future.

How can I use this section effectively?
These lessons are not prescriptive in nature and can be adapted and developed by the teacher according to their own and students’ levels of interest. At any stage in the teaching and learning process, the teacher can link to other activities within this resource, such as an individual or pair research activity from ‘Part II: Investigating Europe’ or a class activity from ‘Part III: Investigating the European Union’. Teachers who have partnership links with other schools can work collaboratively with these schools using the lesson material as stimulus. They can also share resources and ideas and exchange student work.

Can I use these lessons with my partner school?
The majority of lessons include an idea for a potential activity with a partner school. These ideas are optional and teachers who have no partner school may adapt these ideas and use them as follow-on activities.

What methodologies will I be using?
Over the span of the 13 lessons, a wide variety of teaching and learning methodologies are drawn upon, including both individual and group work. The table below highlights the key methodologies used in each lesson.

<table>
<thead>
<tr>
<th>Part I – Exploring Europe</th>
<th>Methodologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What Do We Already Know</td>
<td>Quiz</td>
</tr>
<tr>
<td>2. The Extended European Family</td>
<td>Geographical Map and Poster Work</td>
</tr>
<tr>
<td>3. Where it All Began</td>
<td>Using Ancient Images and Stories</td>
</tr>
<tr>
<td>4. Conquering Europe: The Roman and The Holy Roman Empire</td>
<td>Historical Maps and Biography, True/False Statement</td>
</tr>
<tr>
<td>5. More Peaceful Times: The Hanseatic League</td>
<td>Historical Maps and Comparisons and Debate</td>
</tr>
<tr>
<td>6. Napoleon’s Europe</td>
<td>Historical Maps and Discussion</td>
</tr>
<tr>
<td>7. Post-World War II: Visions of Europe</td>
<td>Historical Speeches and Role Play</td>
</tr>
<tr>
<td>8. Institutions of the European Union</td>
<td>Research and Poster Work</td>
</tr>
<tr>
<td>9. Making Decisions in the EU</td>
<td>Role play</td>
</tr>
<tr>
<td>10. Human Rights And Responsibilities</td>
<td>Comparisons and Crossword</td>
</tr>
<tr>
<td>11. Reforming Europe</td>
<td>Discussion and Role play</td>
</tr>
<tr>
<td>12. Euro-Scrabble</td>
<td>Board Game Activity</td>
</tr>
<tr>
<td>13. The Road Ahead</td>
<td>Discussion and Debate</td>
</tr>
</tbody>
</table>
Exploring Europe

How are the lesson plans structured?
Each lesson takes a similar format which can be seen in the table below. The key headings of each lesson are listed with the accompanying icon/symbol.

<table>
<thead>
<tr>
<th>Icon Legend</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIMS</td>
</tr>
<tr>
<td>TIME REQUIRED</td>
</tr>
<tr>
<td>LEARNING OUTCOME</td>
</tr>
<tr>
<td>MATERIALS OR SOURCES REQUIRED</td>
</tr>
<tr>
<td>PRESENTATION OF FINDINGS</td>
</tr>
<tr>
<td>POTENTIAL PARTNER ACTIVITY</td>
</tr>
</tbody>
</table>

Slight variations between lessons may exist where appropriate, but for the most part the structure of each lesson includes the following format:

» Introduction
» Group/Individual/Pair or Whole Class work
» Assessment
» Conclusion

1. What do we already know?

Your aim
To introduce students to a variety of aspects about Europe and the European Union from a historical, geographical and cultural perspective.

Learning Outcome
By the end of this lesson, students will be able to assess how much they already know about the EU and its member states.

Time
» Double period
The suggested time above can be adapted and lengthened by increasing the number of quiz rounds. These additional rounds could include a picture or aural music round. This can be done creatively through the use of media pictures of current MEPs, national anthems of countries and there could also be a flag round or famous buildings from each country.

Materials or Sources required
» Question sheet “What Do We Already Know?”
» Sets of answer sheets for each round for each team of 4-5 students
» Board/flip chart to show results

Preparation
» Photocopy required number of sets of answer sheets
» Divide class into teams
» List teams on score board/flip chart
» Select markers (if necessary)

Link to Part II: Investigating Europe
» Activity I – The European Union in Ireland
» Activity II – Holidaying in Europe

Potential Partner Activity
Given in the lesson
Introduction

The teacher begins the lesson by explaining to the class that they are going to participate in a table quiz so that they can assess how much information they already know about Europe.

S/he will explain that the quiz has seven rounds, each round consisting of ten questions. (This explanation may vary depending on the number of rounds that the teacher decides to use.)

Group Work

The teacher divides the class into teams of four to five students. Each team is given a few minutes to decide on a name for their team. Once agreed, each team name will be listed on the board/flipchart. (The teacher can draw a grid with the team names as the rows and the round numbers e.g. 1-7 along the top of the page as the columns headings.)

Each team is then given a set of answer sheets. Each answer sheet should be marked with the number of the round and the team name.

Before beginning, the teacher should have decided how the answer sheets will be marked. Here are a number of possible options:

1. A student acts as the official marker
2. Teams exchange sheets between them and correct one another’s answers;
3. The teacher collects the sheets and correct them outside class time, giving the results to the students in the next class (although this loses the immediacy and excitement of the quiz format, as well as adding to the teacher’s workload)

The teacher then calls out the quiz questions, round by round. It may be better to correct the answers at the end of each round and display them on the grid. Also, the answers to the previous round’s questions can be called out either throughout the quiz or at the end of the session.

Conclusion

The teacher can end the class by asking the students to highlight a number of new facts they learned about Europe.

Homework Option

Ask each student to develop a set of five questions on Europe which can be used as a starter activity to each European Studies class or as a dedicated lesson to focus on these questions. They could be used as questions for a second class quiz. Alternatively, these questions can be used as a resource for the teacher to use during the year.

Students can be encouraged to record/highlight the new pieces of information they have learned during the lesson.

Students could be asked to organise a European Studies folder to record all material they learn throughout their studies. Students should be encouraged to bring into class any newspaper or media clippings about Europe throughout the year. They should be encouraged to pass on this newly acquired knowledge to the class at the beginning of the next lesson.

Link to Investigating Europe

» Part II – Investigating Europe Activity I, The European Union in Ireland or
» Part II – Investigating Europe Activity II, Holidaying in Europe

Potential Partner Activity

» Devise a table quiz on Europe which could be put on the European Studies website or your school website for your partner school to use. Organise a designated table quiz day.

» Devise a PowerPoint presentation of facts and figures about Ireland and send them to your partner school and include a short table quiz as part of the assessment.

Question sheet: What do we already know?

<table>
<thead>
<tr>
<th>Round</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What is the most northerly country in the EU?</td>
<td>Finland</td>
</tr>
<tr>
<td>2.</td>
<td>Name the EU capital city which is both the most easterly and the most southerly one?</td>
<td>Nicosia</td>
</tr>
<tr>
<td>3.</td>
<td>In which country was Pope Benedict XVI born?</td>
<td>Germany</td>
</tr>
<tr>
<td>4.</td>
<td>How many gold stars are there on the EU flag?</td>
<td>12</td>
</tr>
<tr>
<td>5.</td>
<td>Name the country which is NOT in Europe but takes part in the Eurovision song contest?</td>
<td>Israel</td>
</tr>
<tr>
<td>6.</td>
<td>In what year did Ireland join the EEC (later to become the EU)?</td>
<td>1973</td>
</tr>
<tr>
<td>7.</td>
<td>What did the Hungarian inventor Emo Rubik invent?</td>
<td>Rubik’s Cube</td>
</tr>
<tr>
<td>8.</td>
<td>From which country do Edam and Gouda cheese originate?</td>
<td>Netherlands</td>
</tr>
<tr>
<td>9.</td>
<td>From which country is the actress Penelope Cruz?</td>
<td>Spain</td>
</tr>
<tr>
<td>10.</td>
<td>What colour is the 20 euro note?</td>
<td>Blue</td>
</tr>
</tbody>
</table>
**Round 2**

1. The Treaty of Rome, which set up the EEC (forerunner of the EU) was signed in what year? 1957
2. How many countries signed the Treaty of Rome and were consequently the first countries of the EEC? Six
3. Which of the EU institutions was set up to represent the people of Europe? The Parliament
4. In which country did the characters Hercule Poirot and Tintin originate? Belgium
5. Which planet has a moon called Europa? Jupiter
6. Which EU country has the same name as its capital city? Luxembourg
7. Name the port city at the mouth of the River Rhine? Rotterdam
8. In which city is the International Court of Justice? The Hague
9. On which sea are Latvia and Lithuania situated? Baltic
10. The Canary Islands are part of which country? Spain

---

**Round 3**

1. Which country is famous for a type of stew called Goulash? Hungary
2. In which country was LEGO invented? Denmark
3. Which EU country has its map on its flag? Cyprus
4. On what date each year is Europe Day celebrated? 9th May
5. In which country are the football clubs PSV Eindhoven and Ajax? Netherlands
6. What is the capital city of Latvia? Riga
7. In which country was Alfred Nobel, famous for the science and peace prizes, born? Sweden
8. Johann Strauss composed a waltz, which he named after a major river where he lived (he suggested the river was blue) – can you name the river? Danube
9. The cancan dance is most associated with which city? Paris
10. The composer Mozart was born in which country? Austria

---

**Round 4**

1. In which city was Handel’s ‘Messiah’ first performed? Dublin
2. From which country did the group ABBA come? Sweden
3. Which composer’s Ninth Symphony includes ‘Ode to Joy’ which has become the European Anthem? Beethoven
4. How many member states are in the EU at present? 27
5. In which country is the flamenco a famous dance? Spain
6. One of the most famous pieces by the composer Sibelius, is named after the country where he was born – what is it? Finland (Finlandia)
7. In which country are the football clubs PSV Eindhoven and Ajax? Netherlands
8. From which country does the dish ‘paella’ come? Spain
9. Which European city had the first underground rail system? London
10. From which city did the famous band the Beatles’ come from? Liverpool

---

**Round 5**

1. What two new member states became part of the EU in 2007? Romania and Bulgaria
2. What is the capital of Slovenia? Ljubljana
3. In which city is the European Commission based? Brussels
4. From which country are the stories about Pippi Longstocking – who is said to be the strongest girl on Earth? Sweden
5. In which country is the tourist area of the Algarve? Portugal
6. From which country does the dish ‘paella’ come? Spain
7. Which European city had the first underground rail system? London
8. In which city is the Trevi fountain, where tourists traditionally make a wish? Rome
9. In which year did the Euro notes and coins come into general use? 2002
10. What is the nickname given to the countries in the Eurozone, which use the euro? Euroland
### Round 6

1. Which country is the world's largest producer of cork stoppers for bottles? **Portugal**
2. Of which country's alphabet are Alpha and Omega the first and last letters? **Greek/Cypriot**
3. What year did the Irish language become an official EU language? **1 January 2007**
4. In which year did a group of ten additional countries join the EU? **2004**
5. In which city is the statue of Hans Christian Anderson's heroine the Little Mermaid? **Copenhagen**
6. The scientist Albert Einstein was born in which country? **Germany**
7. The scientist Galileo who claimed that the Earth rotated on an axis came from which country? **Italy**
8. Which is the smallest EU country? **Malta**
9. Which EU country, by winning the World Ice Hockey title in 2005, has won the title five times in the previous 10 years? **Czech Republic**
10. The Karst region in Slovenia is similar to what limestone landscape in Ireland? **The Burren**

### Round 6

1. Which vegetable is the main ingredient in the dish moussaka? **Aubergine**
2. From which country do Brie and Camembert cheeses originate? **France**
3. Which country did the painters Rembrandt and Van Gogh come from? **Netherlands**
4. The philosopher Socrates was from which country? **Greece**
5. The islands Sicily and Sardinia are part of which country? **Italy**
6. In which country are the football clubs ‘Benfica’ and ‘Porto’? **Portugal**
7. In which country are the car racing circuits Monza and Imola situated? **Italy**
8. Which country joined the EU in 2004 and has a coastline on the Adriatic Sea? **Slovenia**
9. With which country are saunas most associated? **Finland**
10. Which country won football's Euro 2004 competition? **Greece**

---

**What do we already know?**

**Answer sheet**

<table>
<thead>
<tr>
<th>Team Name</th>
<th>Round</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>
Your aim
To introduce students to the geography of the European Union

Learning Outcome
By the end of the lesson students will be able to recognise the geographical locations of various EU countries and have acquired some factual information in relation to the countries examined. Students will also have had a chance to chose some pictorial/media images associated with the various countries.

Time
Double lesson

Materials or Sources required
» Country Cards
» Maps/atlases of the EU
» Sheets of A3 paper
» Colouring pencils/markers
» Travel brochures or magazines and newspapers (the teacher can ask students to bring these in and/or provide them)
» Blank map of Europe for each pair of students for assessment

Preparation
» ‘Country Cards’ [Photocopy and cut]
» Photocopy and enlarge blank map of Europe for each pair
» Travel brochures/newsapers/magazines – one bundle for each pair/small group
» Resource materials box containing, pens, colouring pens, markers, Blu Tack, scissors etc.
» Map/atlas of Europe – one per pair/group

Links with Part II – Investigating Europe
» Investigating Europe II – Holidaying in Europe
» Investigating Europe III – Third Level Study and Europe

Potential Partner Activity
Given at the end of the lesson

Introduction
The teacher begins the lesson by introducing the students to the map of the EU countries and asking them to recall some of the details they learned about these countries during the previous lesson (table quiz).

Students should be encouraged to engage in general discussion about any other kinds of information they have about the countries displayed on the map. (The discussion may include whether any of the students have ever visited any of the countries, what they ate, what they saw, where they stayed, the main tourist attractions etc.)

Following on from this general discussion, the teacher will explain that today’s task is to design posters on a selection of the Member States of the European Union for the classroom wall or for a more public display area in the school. Each poster will comprise of a map that will highlight some of the basic geographical information of an EU country, as well as some general pictorial images associated with this country.

This wall poster can be added to in order to construct information about the countries during the next few weeks through lessons in the classroom as well as from the media.

The teacher could encourage the students to choose the Member States they are least familiar with in order for them to get the most out of the lesson.

Pair Work/Group Work
The teacher divides the class into pairs/small groups. Each pair/small group is asked to choose one of the country cards that outlines some very basic geographical information about the country they have picked.

As an optional activity, the teacher could ask the students in their pairs to guess the information before the country cards are handed out. This way they can evaluate their base-line knowledge about the country before getting the information on the country cards.

Each pair should also choose one bundle of newspapers and/or magazines.

The students are then asked to draw a map of their country using their atlas as a guide. On the map they are asked to add the main features named on the card, for example, rivers, capital cities, neighbouring countries and any other key features they think should be added, for example other town, lakes, mountains. Around the map they are asked to place key images from their newspapers/magazines.

Assessment
The teacher can assess the students’ work by asking each pair/small group to visit another pair/small group and to tell each other about their country of choice and familiarise them with its key features.

Once enough time has been given for exchange of information, the pair/small group return to their place and are given a blank map with the country they just heard about and must identify the capital and any other features they can remember.

They should present their map to another pair or group of students and together they will go through the information and check for any errors or omissions, using their maps. (This task can be graded and marked by the groups/teachers if desired.)

Conclusion
After each pair has completed this task the teacher can work with the students to build the wall display. The teacher should remind the students that it is an on-going exercise and the wall-chart will be added to and consolidated with further information throughout the year/teaching term to ensure that they keep up to date with current affairs in relation to their own country.
Potential Partner Activity

Draw a map of Ireland outlining key features and add a number of images and pictures from either newspapers or magazines and prepare to send it to your partner school.

Take a number of photographs (using a digital camera) on the theme ‘Images of Ireland’ over a period of a week and send these to your partner school by email. These photographs can be accompanied by a map and some details about the Irish landscape.

<table>
<thead>
<tr>
<th>Enlargement dates:</th>
<th>1957</th>
<th>The six founding members, Belgium, France, (West) Germany, Italy, Netherlands and Luxembourg, establish the European Economic Community.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1973</td>
<td>Denmark, Ireland and the UK</td>
</tr>
<tr>
<td></td>
<td>1981</td>
<td>Greece</td>
</tr>
<tr>
<td></td>
<td>1986</td>
<td>Portugal and Spain</td>
</tr>
<tr>
<td></td>
<td>1990</td>
<td>Through the Re-unification of Germany, the former East Germany becomes a part of the EU.</td>
</tr>
<tr>
<td></td>
<td>1995</td>
<td>Finland, Sweden and Austria</td>
</tr>
<tr>
<td></td>
<td>2004</td>
<td>Cyprus, Estonia, Lithuania, Latvia, Malta, Poland, Slovakia, Slovenia, Czech Republic and Hungary.</td>
</tr>
<tr>
<td></td>
<td>2007</td>
<td>Romania and Bulgaria</td>
</tr>
</tbody>
</table>

**Bulgaria**
- **Year of entry:** 2007
- **Capital City:** Sofia
- **River:** Danube
- **Population:** 8.2 million
- **Borders:** Romania, Serbia and Montenegro, Former Yugoslav Republic of Macedonia, Greece and Turkey

**Romania**
- **Year of entry:** 2007
- **Capital City:** Bucharest
- **River:** Danube
- **Population:** 22.6 million
- **Borders:** Hungary, Serbia and Montenegro, Bulgaria, Moldova, Ukraine

**Czech Republic**
- **Year of entry:** 2004
- **Capital City:** Prague
- **River:** Moldau (Vltava)
- **Population:** 10.3 million
- **Borders:** Germany, Poland, Austria and Slovakia

**Estonia**
- **Year of entry:** 2004
- **Capital City:** Tallinn
- **River:** Lake Peipus
- **Population:** 1.4 million
- **Borders:** Latvia, Russia with Finland being nearest neighbour across the Baltic

**Hungary**
- **Year of entry:** 2004
- **Capital City:** Budapest
- **River:** Danube
- **Population:** 10 million
- **Borders:** Romania, Serbia and Montenegro, Croatia, Austria, Slovakia, Ukraine, Slovenia

**Latvia**
- **Year of entry:** 2004
- **Capital City:** Riga
- **River:** Daugava
- **Population:** 2.37 million
- **Borders:** Estonia, Russia, Belarus and Lithuania

**Lithuania**
- **Year of entry:** 2004
- **Capital City:** Vilnius
- **River:** Nemunas (Niemann)
- **Population:** 3.7 million
- **Borders:** Poland, Russia, Belarus, Latvia

**Poland**
- **Year of entry:** 2004
- **Capital City:** Warsaw
- **River:** Vistula (Wisla)
- **Population:** 38.7 million
- **Borders:** Russia, Belarus, Lithuania, Ukraine, Slovakia, Czech Republic and Germany

**Cyprus**
- **Year of entry:** 2004
- **Capital City:** Nicosia
- **Mountain:** Mt. Troodos
- **Population:** 0.8 million
- **Borders:** Island
- **Nearest Neighbours:** Turkey, Syria, Lebanon and Greece

**Slovakia**
- **Year of entry:** 2004
- **Capital City:** Bratislava
- **River:** Danube
- **Population:** 5.4 million
- **Borders:** Czech Republic, Austria, Hungary, Poland and Ukraine

Resource Sheet: Country Cards
<table>
<thead>
<tr>
<th>Country</th>
<th>Year of entry</th>
<th>Capital City</th>
<th>River</th>
<th>Highest point</th>
<th>Population</th>
<th>Nearest Neighbours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slovenia</td>
<td>2004</td>
<td>Ljubljana</td>
<td>Triglav</td>
<td></td>
<td>2 million</td>
<td>Italy, Croatia, Hungary, Austria, Italy</td>
</tr>
<tr>
<td>Malta</td>
<td>2004</td>
<td>Valletta</td>
<td></td>
<td>Ta’ Dmejrek</td>
<td>0.4 million</td>
<td>Island</td>
</tr>
<tr>
<td>Sweden</td>
<td>1995</td>
<td>Stockholm</td>
<td>Vänern</td>
<td></td>
<td>9 million</td>
<td>Island</td>
</tr>
<tr>
<td>Finland</td>
<td>1995</td>
<td>Helsinki</td>
<td>Saimaa</td>
<td></td>
<td>5.3 million</td>
<td>Russia, Germany, Norway</td>
</tr>
<tr>
<td>Austria</td>
<td>1995</td>
<td>Vienna</td>
<td>Danube</td>
<td></td>
<td>8.3 million</td>
<td>Germany, Slovakia, Czech Republic, Hungary, Slovenia, Italy, Switzerland, Liechtenstein</td>
</tr>
<tr>
<td>Spain</td>
<td>1986</td>
<td>Madrid</td>
<td>Tagus</td>
<td></td>
<td>43.8 million</td>
<td>Portugal, France, Andorra, Morocco</td>
</tr>
<tr>
<td>Portugal</td>
<td>1986</td>
<td>Lisbon</td>
<td>Tagus</td>
<td></td>
<td>10.6 million</td>
<td>Spain</td>
</tr>
<tr>
<td>Greece</td>
<td>1981</td>
<td>Athens</td>
<td></td>
<td>Mount Olympus</td>
<td>11.1 million</td>
<td>Albania, Former Yugoslavian Republic of Macedonia, Bulgaria, Turkey</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>1973</td>
<td>London</td>
<td>Thames</td>
<td></td>
<td>60.4 million</td>
<td>Ireland</td>
</tr>
<tr>
<td>Denmark</td>
<td>1973</td>
<td>Copenhagen</td>
<td></td>
<td>Møllehøj</td>
<td>5.4 million</td>
<td>Germany</td>
</tr>
<tr>
<td>France</td>
<td>founding member</td>
<td>Paris</td>
<td>Loire, Seine</td>
<td></td>
<td>60.9 million</td>
<td>Switzerland, Germany, Italy, Monaco, Andorra, Spain</td>
</tr>
<tr>
<td>Italy</td>
<td>founding member</td>
<td>Rome</td>
<td>Tiber</td>
<td>Mont Blanc</td>
<td>58.8 million</td>
<td>France, Switzerland, Austria, Slovenia</td>
</tr>
<tr>
<td>Germany</td>
<td>founding member</td>
<td>Berlin</td>
<td>Rhine, Danube</td>
<td></td>
<td>82.5 million</td>
<td>Denmark, Poland, Czech Republic, Austria, Switzerland, France, Luxembourg, Belgium, Netherlands</td>
</tr>
<tr>
<td>Netherlands</td>
<td>founding member</td>
<td>Amsterdam</td>
<td>Rhine</td>
<td></td>
<td>16.3 million</td>
<td>Belgium, Germany, Netherlands</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>founding member</td>
<td>Luxembourg</td>
<td></td>
<td>Moselle</td>
<td>0.5 million</td>
<td>Belgium, France, Germany</td>
</tr>
<tr>
<td>Belgium</td>
<td>founding member</td>
<td>Brussels</td>
<td>Meuse</td>
<td></td>
<td>10.5 million</td>
<td>France, Luxembourg, Germany, Netherlands</td>
</tr>
</tbody>
</table>
3. Where It All Began

**Your aim**
To introduce students to the idea of Europe by looking at the origin of the word and the myth behind it.

**Learning Outcome**
By the end of the lesson the students will have thought critically and imaginatively about the concept of Europe and where it has come from.

**Time**
1 class period (double class if a group work approach is adopted)

**Materials or Sources required**
- Map on wall showing Europe
- Resource sheet 'Meaning and Legend of Europe'
- Resource Sheet 'Europa in Art'
- Copies of Europa Question Card (optional)

**Preparation**
- Wall map of Europe
- Photocopy both resource sheets and Europa Question cards (these can be collected for re-use)

**Links to Investigating Europe**
- Investigating Europe IV – An Olympic Variety
- Investigating Europe V – The Olympics

**Potential Partner Activity**
Ideas for partner activities given below
Introduction

The teacher begins the lesson by distributing the resource sheet ‘Meaning and Legend of Europe’ to the students. S/he asks the students to read these quietly, and to take into account the map of Europe on the wall.

S/he asks the students to consider the meanings given in the resource sheet.

The teacher could ask the following questions:

1. Do they seem realistic as origins of the word?
2. What do you think of the idea that Europeans did not name the area themselves?
3. Is it possible that it was the people to the East who identified Europe as a geographical region?

Whole Class and/or Group Work

The teacher distributes the resource sheet ‘Europa in Art’ with the images of ‘Europa’ and allows the students to read the story and look at the cartoon. Alternatively, a student can be asked to read it to the class.

The teacher encourages the students to think about and debate the following questions. The questions can be asked as a whole class or group work activity. (If group work is being used, ask the groups to report back their ideas to the whole class at the end.)

1. Have you ever seen any of the images before?
2. Which images stand out for you?
3. Mythical stories are often valued and passed on because they seem to portray an ideal world full of strength and virtues. What kinds of characteristics does this myth seem to portray as being virtues?
4. Does this story remind you of any other mythical story or legend? [Oisin taking Niamh Cinn Oir away to Tir na nOg]. What kinds of characteristics are held up as being admirable in this other story?
5. Would the characteristics displayed in these mythical stories still be considered admirable today?
6. What do all the artistic representations have in common? Why do you think this particular part of the story is selected?
7. Why do you think that the Greeks used this image on their Euro coin? (Perhaps to illustrate that Greece was there at the heart of the origin of Europe.)

Conclusion

To end the class, the teacher can ask each group to report back on one or two questions or s/he can lead a whole class discussion on the importance of myths as a means of story-telling.

Homework Option

As homework students could be asked to write a short (one page) reflective statement on ‘My Idea of Europe’ or their own mythical story on how Europe evolved.

The students could be asked to retell the mythical story in their own words (in written form).

Link to Investigating Europe

Remember if you wish you can link from this lesson to:
» Investigating Europe IV – An Olympic Variety
» Investigating Europe V – The Olympics

Potential Partner Activity

» Create a class piece entitled ‘Our Idea of Europe’ and send it to your partner school.
» Find out about some of the key myths about Ireland and email these to your partner school.
Origins and meaning of the word ‘Europe’

According to the Greek poet, Homer, the name ‘Europe’ was originally given to Central Greece. Later it stood for mainland Greece and by 500 B.C. its meaning was extended to all the lands of the north.

Two possible origins of the word have been suggested:

» One is a combination of the Greek words ‘eurys’ meaning “broad” and ‘ops’ meaning “face”.

» A second possible origin of the word stems from a Middle Eastern word ‘ereb’ which means “sunset”. From a Middle Eastern viewpoint, the sun sets over Europe i.e. the lands to the west.

Legend – cartoon form

Zeus living on Mount Olympus

“Europa” gathering flowers in seaside meadow with friends

Zeus takes on shape of white bull and comes and kneels at her feet. Europa pats him and decorates his neck with flowers

Europa climbs on his back and he carries her back to Crete, reveals his true identity

Zeus makes love to her under a cypress tree

Europa becomes Queen of Crete, has 3 sons inc. Minos, who becomes King of Crete

Legend – story form

According to Greek Mythology, Zeus, the King of the Gods and the God of Thunder who was living on Olympus, came to Phoenicia (area of modern day Syria/Lebanon in Middle East) and saw Europa the beautiful daughter of the King of Phoenicia, who was gathering wild flowers in a seaside meadow with her friends.

Zeus, who sometimes transformed himself into an animal in order to pursue his love affairs, took on the shape of a white bull. He came gently over to her and knelt at her feet. ‘Europa’ who was fascinated by the docility of the bull, at first patted him and decorated his neck and horns with flowers, and then climbed up on the bull’s back. He ran towards the sea and swam across to the island of Crete: the island of his birth. He then revealed his true identity and made her his lover under a cypress tree. Europa bore Zeus three sons including Minos (who later became King of Crete). Europa became the Queen of Crete when she married the King and he adopted her three sons.

Zeus reproduced the shape of the white bull in the stars which we recognise today as the constellation of Taurus. The image of Zeus abducting Europa has been used as the theme of many European paintings.
The Abduction of Europa by Rembrandt Harmenszoon van Rijn, 1632.

4. Conquering Europe – The Romans and The Holy Roman Empire

Your aim
To explore and understand a historical period from the past when Europe was united by conquest and the influences that one particular character i.e. the Holy Roman Emperor Charlemagne had on that process.

Learning Outcome
By the end of this lesson students will have come to understand and reflect on the fact that European empires created through conquest have risen and fallen over time. They will also have explored a key character from history by sharing information with each other.

Time
Double class

Materials or Sources required
» Atlases
» Question Sheet I: Understanding the Past
» Question Sheet II: The Real Charlemagne
» Charlemagne Cards

Preparation
» Prepare copies of the resource sheets for whole class or groups on OHP/data projector depending on approach being taken
» Photocopy and cut Charlemagne Cards
» Photocopy the question sheet

Potential Partner Activity
Given at the end of the lesson
Introduction

The teacher begins the class by explaining that early European history can illustrate the attempts that have been made throughout history to unite Europe through conquest.

Group Work

S/he divides the class into pairs and gives each pair a copy of the following three resource sheets

» ‘Maps and Background of Roman Empire 180 A.D.’
» ‘Death of Charlemagne 814 A.D.’
» ‘Understanding the Past’ question sheet

The first task is for students to familiarise themselves with the contents of the resource sheets. Once the students have had time to read and examine the maps, they can begin to discuss the questions on the question sheet I: ‘Understanding the Past’. (Alternatively, the teacher can put this sheet on an OHP and the questions can be discussed as a whole-class exercise). If the questions are discussed by the students in their pairs, a selection of answers should be presented back orally leading to general class discussion.

Following the completion of discussion and feeding back to the questions in the ‘Understanding the Past’ question sheet, the teacher then explains to the students that they are going to examine in more detail the character of Charlemagne.

The teacher begins by dividing the class into seven groups. Each group should choose one Charlemagne card that contains extracts from a contemporary biography of Charlemagne, written shortly after his death. The teacher explains that each excerpt portrays a very colourful picture of Charlemagne, written by Abbot Einhard, who knew Charlemagne well while he was alive.

Each group is asked to read the extracts from the biography that they have chosen. Once they have read it and have been given time to think about it, they are asked to pass their card on to the next group and they receive a card from another group. This reading and passing sequence continues until all groups have read all extracts. The teacher collects all the extracts and then explains that it is time to test their memories.

The teacher distributes ‘The Real Charlemagne’ question sheet to each group and allows them to answer the true/false questions. The teacher can then either re-distribute the cards and begin to ask students with the appropriate card to give an answer to the question or s/he can call out the correct answers and each group can correct their own or pass their sheet to another group to be corrected.

Conclusion

To end the class, the teacher can ask the class to summarise what they have learned about the struggle to unite Europe and to consider whether it would have happened without the presence of Charlemagne.

The teacher could also ask the students if they think that the description of Charlemagne character is truthful. The students could be asked to reflect upon how leaders of today will be portrayed in history books in a hundred years.

Homework Option

For homework the students can be asked to write a short version of Charlemagne’s biography by using the true/false questions, or by picking out any aspect of Charlemagne’s life which they found the most interesting. Alternatively, they may wish to write their thoughts about how he compares to other modern leaders or their opinions of him based on the biography.

Or

Students could send a post card or e-card to a friend pretending to write from one of the two periods described in this lesson. They should aim to describe what the period is like and outline the ways in which it is different from their current 21st century life.

Potential Partner Activity

» Students could take a key figure from Irish history and write an account of what made him/her famous and send it to their partner school.
» Students could pose a question such as the one sampled below and ask their partner school to debate it and present back to them by email some of the main arguments and their concluding opinions: E.g. Does a united Europe ensure safety from attack?
» Alternatively, the class could make up other questions for possible debate.
» Partner schools could agree to debate a topic such as the one above through video conferencing, allowing both sides to present their arguments and then to have a moderated discussion before a result is decided.
Resource Sheet: the Triumph of Rome 180 A.D.

The map of Roman Empire 180 A.D. represents the geographical limits of the Roman Empire during the reign of Marcus Aurelius. It is generally regarded as the high point of the Roman Empire, before the decline set in. However, we will focus on the more famous Emperor Julius Caesar, to illustrate the way in which the Roman Empire was created by conquest.

Gaius Julius Caesar suffered from poor health as a boy but he grew to be one of the world's great generals. He defeated various Celtic tribes in Gaul (modern day France), made brief visits to Britain, and made expeditions on German lands. He was so successful that he became a legend even while he was still alive. He shared the food, sleeping quarters and hardships of his soldiers and he famously dictated his account of his campaign in Gaul.

Caesar also symbolises the change from Republic to Empire. Rome had been ruled by the Senate, elected by the people, but after assuming control of the government Caesar proclaimed himself Dictator for life. He began to wear a purple toga, the symbol of monarchy, and he revived a family legend that he could trace his ancestors to the goddess Venus. Following his death in 44 B.C. (he was stabbed to death in the Senate on the 15th of March), Rome became an Empire ruled by Emperors called Caesar for 400 years.

By 180 A.D. the Romans had been so successful in conquering and controlling other peoples that the territory controlled by them had expanded to include all the areas shown on the map.

Resource Sheet: the Death of Charlemagne (814 A.D.)

Holy Roman Empire 814 A.D. - Charlemagne

“To Charles, most revered, crowned of god, long life and victory”. So chanted the congregation in St. Peter's in Rome when after mass on Christmas Day 800 AD, the Pope placed the Imperial crown on the head of Charles the Great (Charlemagne), King of the Franks. Western Europe had a Roman Emperor once more. Charles as King of the Franks was a descendent of the barbarian tribe the “Franks” who had attacked the Roman Empire in the 5th century. They had then settled in the area known as “Gaul” which later came to be called France. During the reign of Charlemagne the feeling grew that Europe should be united, which it hadn’t been since the decline of the Roman Empire. If it was united it would be safer from attack than if it was divided. Arab tribes had been advancing into Europe from the 7th century, occupying the Middle East, North Africa and parts of Spain and spreading the religion of Islam. There was also the pagan Saxons to the east of his territory. Charlemagne believed that it was his duty to convert or obliterate the hostile people who threatened Christianity. Charles was not just a blood thirsty warrior who fought and pillaged to enlarge his kingdom. He pushed the boundaries of his empire and Christianity into Germany, where he defeated the Saxons and forced them to convert to Christianity. He succeeded in defeating the Lombards in Italy and pushed the Arab tribes back over the Pyrenees. Eventually his empire ran from the Atlantic to the River Vistula, further east even than the Romans. The empire was doubled in size. At Charlemagne’s court at Aix la Chapelle (Aachen in modern Germany) the Greek term “Europe” began to be used to describe his empire.

In his empire he promoted peace, learning, law and stable administration in close alliance with the Church. He ruled though tribal chiefs, who swore personal allegiance in exchange for grants of land. It was not the centralised rule of the old Roman Empire, but it was the first shred of unity since the decline of Rome.

Resource Sheet: the Real Charlemagne Cards

1. Personal Appearance

Charles was large and strong, and of lofty stature, though not disproportionately tall (his height is well known to have been seven times the length of his foot); the upper part of his head was round, his eyes very large and animated, nose a little long, hair fair, and face laughing and merry. Thus his appearance was always stately and dignified, whether he was standing or sitting; although his neck was thick and somewhat short, and his belly rather prominent; but the symmetry of the rest of his body concealed these defects. His gait was firm, his whole carriage manly, and his voice clear, but not so strong as his size led one to expect.

He moved about a great deal, and his bath was often a large one, into which he invited his sons to bathe, and his nobles and friends, and sometimes a troop of his retinue or body guard, so that a hundred or more persons sometimes bathed with him.

* Aix la Chapelle is in modern day Germany and is now called Aachen.

Understanding the Past

Take your time over the following questions and use your maps to help you answer them.

1. Describe the extent of the Roman Empire by listing the present day countries whose territory would have been under Roman rule.
2. List some present day European countries whose area never came under Roman control.
3. What present day European countries whose area never came under Roman control.
4. What present day countries are contained within the borders of Charlemagne’s empire?
5. By 814 AD what other major empire controlled parts of south Eastern Europe/Mediterranean?
6. What present day cities can you identify that have already been established by 814 AD?
7. Comparing the two maps can you find: 3 cities that had the same name in Roman and Charlemagne’s time, and 3 cities which seem to have been present in Roman times but had a different name then.
8. What do you notice about the place names in most of what we would call Spain? Can you find an explanation for this in the introduction to Charlemagne’s Empire?

Question Sheet 1:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What present day countries are contained within the borders of Charlemagne’s empire?</td>
<td>France, Germany, Italy, Spain</td>
</tr>
<tr>
<td>2. What present day cities can you identify that have already been established by 814 AD?</td>
<td>Rome, Constantinople, Antioch</td>
</tr>
<tr>
<td>3. Comparing the two maps can you find: 3 cities that had the same name in Roman and Charlemagne’s time, and 3 cities which seem to have been present in Roman times but had a different name then.</td>
<td>Rome, Constantinople, Antioch</td>
</tr>
<tr>
<td>4. What do you notice about the place names in most of what we would call Spain? Can you find an explanation for this in the introduction to Charlemagne’s Empire?</td>
<td>Place names in Spain have many Latin roots, reflecting the Roman influence.</td>
</tr>
</tbody>
</table>
2. Dress/ Appearance

He used to wear the national, that is to say, the Frank-dress next to his skin of a linen shirt and linen breeches and above these a tunic fringed with silk; while hose fastened by bands covered his lower limbs, and shoes his feet, and he protected his shoulders and chest in winter by a close-fitting coat of otter or martenskins. Over all he flung a blue cloak, and he always had a sword girt about him, usually one with a gold or silver hilt and belt; he sometimes carried a jewelled sword, but only on great feast-days or at the reception of ambassadors from foreign nations. He despaired foreign costumes, however handsome, and never allowed himself to be robed in them, except twice in Rome, when he donned the Roman tunic, chlamys, and shoes; the first time at the request of Pope Hadrian, the second to gratify Leo, Hadrian’s successor. On great feast-days he made use of embroidered clothes, and shoes bedecked with precious stones; his cloak was fastened by a golden buckle, and he appeared crowned with a diadem of gold and gems: but on other days his dress varied little from the common dress of the people.

3. Habits

Charles was temperate in eating, and particularly so in drinking, for he abominated drunkenness in anybody, much more in himself and those of his household; but he could not easily abstain from food, and often complained that fasts injured his health. He very rarely provided entertainments, only on great feast-days, and then to large numbers of people. His meals ordinarily consisted of four courses, not counting the roast, which his huntsmen used to bring in on the spit; he was more fond of this than of any other dish. While at table, he listened to reading or music. The subjects of the readings were the stories and deeds of olden time; he was fond, too, of St. Augustine’s books, and especially of the one entitled “The City of God.”

He was so moderate in the use of wine and all sorts of drink that he rarely allowed himself more than three cups in the course of a meal. In summer after the midday meal, he would eat some fruit, drain a single cup, put off his clothes and shoes, just as he did for the night, and rest for two or three hours. He was in the habit of awaking and rising from bed four or five times during the night. While he was dressing and putting on his shoes, he not only gave audience to his friends, but if the Count of the Palace told him of any suit in which he transacted at this time, but he performed any duty of the day whatever, whether he had to attend to the matter himself, or to give commands concerning it to his officers.

4. Studies/ Education

Charles had the gift of ready and fluent speech, and could express whatever he had to say with the utmost clearness. He was not satisfied with command of his native language merely, but gave attention to the study of foreign ones, and in particular was such a master of Latin that he could speak it as well as his native tongue; but he could understand Greek better than he could speak it. He was so eloquent, indeed, that he might have passed for a teacher of eloquence. He most zealously cultivated the liberal arts, held those who taught them in great esteem, and conferred great honours upon them. He took lessons in grammar of the deacon Peter of Pisa, at that time an aged man. Another deacon, Albin of Britain, surnamed Alcinus, a man of Saxon extraction, who was the greatest scholar of the day, was his teacher in other branches of learning. The King spent much time and labour with him studying rhetoric, dialectics, and especially astronomy; he learned to reckon, and used to investigate the motions of the heavenly bodies most curiously, with an intelligent scrutiny. He also tried to write, and used to keep tablets and blanks in bed under his pillow, that at leisure hours he might accustom his hand to form the letters; however, as he did not begin his efforts in due season, but late in life, they met with ill success.

5. Piety

He cherished with the greatest fervour and devotion the principles of the Christian religion, which had been instilled into him from infancy. Hence it was that he built the beautiful basilica at Aix-la-Chapelle, which he adorned with gold and silver lamps, and with rails and doors of solid brass. He had the columns and marbles for this structure brought from Rome and Ravenna, for he could not find such as were suitable elsewhere. He was a constant worshipper at this church as long as his health permitted, going morning and evening, even after nightfall, besides attending mass; and he took care that all the services there conducted should be administered with the utmost possible propriety, very often warning the sextons not to let any improper or unclean thing be brought into the building or remain in it. He provided it with a great number of sacred vessels of gold and silver and with such a quantity of clerical robes that not even the doorkeepers who fill the humblest office in the church were obliged to wear their everyday clothes when in the exercise of their duties. He was at great pains to improve the church reading and psalmody, for he was well skilled in both although he neither read in public nor sang, except in a low tone and with others.

6. Generosity [Charles and the Roman Church]

He was very forward in helping the poor, and in that gratuitous generosity which the Greeks call ‘alms’, so much so that he not only made a point of giving in his own country and his own kingdom, but when he discovered that there were Christians living in poverty in Syria, Egypt, and Africa, at Jerusalem, Alexandria, and Carthage, he had compassion on their wants, and used to send money over the seas to them. The reason that he zealously strove to make friends with the kings beyond seas was that he might get help and relief to the Christians living under their rule.

He cherished the Church of St. Peter the Apostle at Rome above all other holy and sacred places, and heaped its treasury with a vast wealth of gold, silver, and precious stones. He sent great and countless gifts to the popes; and throughout his whole reign the wish that he had nearest at heart was to re-establish the ancient authority of the city of Rome under his care and by his influence, and to defend and protect the Church of St. Peter, and to beautify and enrich it out of his own store above all other churches. Although he held it in such veneration, he only repaired to Rome to pay his vows and make his supplications four times during the whole forty-seven years that he reigned.

7. Charlemagne Crowned Emperor

When he made his last journey thither, he also had other ends in view. The Romans had inflicted many injuries upon the Pontiff Leo, tearing out his eyes and cutting out his tongue, so that he had been compelled to call upon the King for help [Nov 24, 800]. Charles accordingly went to Rome, to set in order the affairs of the Church, which were in great confusion, and passed the whole winter there. It was then that he received the titles of Emperor and Augustus [Dec 25, 800], to which he at first had such an aversion that he declared that he would not have set foot in the Church the day that they were conferred, although it was a great feast-day, if he could have foreseen the design of the Pope. He bore very patiently with the jealousy which the Roman emperors showed upon his assuming these titles, for they took this step very ill; and by dint of frequent embassies and letters, in which he addressed them as brothers, he made their haughtiness yield to his magnanimity, a quality in which he was unquestionably much their superior.

### Question Sheet II: the Real Charlemagne

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Charles was tall, fair and pleasant faced</td>
<td>T/F</td>
</tr>
<tr>
<td>2. He looked like a king</td>
<td>T/F</td>
</tr>
<tr>
<td>3. He suffered from poor health all his life</td>
<td>T/F</td>
</tr>
<tr>
<td>4. His doctors wanted him to change his diet in later years</td>
<td>T/F</td>
</tr>
<tr>
<td>5. He was lazy and not interested in exercise or athletics</td>
<td>T/F</td>
</tr>
<tr>
<td>6. He dressed, without fuss according to the weather and the occasion</td>
<td>T/F</td>
</tr>
<tr>
<td>7. He sent abroad for fancy clothes from far off lands</td>
<td>T/F</td>
</tr>
<tr>
<td>8. He wore grand clothes and jewels on special occasions</td>
<td>T/F</td>
</tr>
<tr>
<td>9. He liked to fast for religious reasons, but often got drunk</td>
<td>T/F</td>
</tr>
<tr>
<td>10. His favourite food was salmon</td>
<td>T/F</td>
</tr>
<tr>
<td>11. He liked to listen to music or reading during meals and to take a nap after his midday meal</td>
<td>T/F</td>
</tr>
<tr>
<td>12. He hated to be disturbed while he was getting dressed</td>
<td>T/F</td>
</tr>
<tr>
<td>13. He was a good and confident speaker in several languages including Latin and Greek</td>
<td>T/F</td>
</tr>
<tr>
<td>14. He was interested in education and took lessons from a scholar called Alcuin</td>
<td>T/F</td>
</tr>
<tr>
<td>15. He liked to study the stars and astronomy</td>
<td>T/F</td>
</tr>
<tr>
<td>16. He wrote very well from an early age</td>
<td>T/F</td>
</tr>
<tr>
<td>17. He converted to Christianity in his middle age</td>
<td>T/F</td>
</tr>
<tr>
<td>18. He built a beautiful church at Aix la Chapelle and decorated it with gold and silver lamps, brass railings and marble from Rome and Ravenna.</td>
<td>T/F</td>
</tr>
<tr>
<td>19. He was very pious and thought it was important to have beautiful chalices and vestments and provided uniforms for everybody working in his church.</td>
<td>T/F</td>
</tr>
<tr>
<td>20. He was generous to the poor in his own country and abroad, and also contributed to St. Peter’s Church in Rome</td>
<td>T/F</td>
</tr>
<tr>
<td>21. The pope crowned him Roman Emperor on Easter Sunday 800 A.D. and everybody in Rome was delighted</td>
<td>T/F</td>
</tr>
</tbody>
</table>

### Resource Sheet: Answers to the True/False Questions:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. True</td>
<td></td>
</tr>
<tr>
<td>2. False</td>
<td></td>
</tr>
<tr>
<td>3. False</td>
<td></td>
</tr>
<tr>
<td>4. True</td>
<td></td>
</tr>
<tr>
<td>5. False</td>
<td></td>
</tr>
<tr>
<td>6. False</td>
<td></td>
</tr>
<tr>
<td>7. False</td>
<td></td>
</tr>
<tr>
<td>8. True</td>
<td></td>
</tr>
<tr>
<td>9. False</td>
<td></td>
</tr>
<tr>
<td>10. False</td>
<td></td>
</tr>
<tr>
<td>11. True</td>
<td></td>
</tr>
<tr>
<td>12. False</td>
<td></td>
</tr>
<tr>
<td>13. True</td>
<td></td>
</tr>
<tr>
<td>14. True</td>
<td></td>
</tr>
<tr>
<td>15. True</td>
<td></td>
</tr>
<tr>
<td>16. False</td>
<td></td>
</tr>
<tr>
<td>17. False</td>
<td></td>
</tr>
<tr>
<td>18. True</td>
<td></td>
</tr>
<tr>
<td>19. True</td>
<td></td>
</tr>
<tr>
<td>20. True</td>
<td></td>
</tr>
<tr>
<td>21. False</td>
<td></td>
</tr>
</tbody>
</table>
Your aim
To enable students to compare the medieval Hanseatic League with the modern European Union

Learning Outcome
By the end of this lesson the students will have explored and come to some understanding of the reasons why people and countries cooperate willingly and the conditions that encourage this cooperation.

Time
Single class

Materials or Sources required
» Resource sheet ‘Hanseatic League; Forerunner to the EU?’
» Map showing the Hanseatic League Area (ideally on OHP).
» Some large flip chart or poster sized sheets.

Preparation
» Photocopy resource sheet and map for students
» Paper and resource box

Potential Partner Activity
Ideas for partner activities given below

Introduction
The teacher begins the class by introducing the idea of the Hanseatic League while a copy of the map is on view. The main purpose is to highlight the idea that there was a previous version of a European Union during the Middle Ages.

Individual or Pair Work
The teacher then distributes the ‘Hanseatic League: Forerunner to the EU?’ resource sheet and the students are asked to read it, either individually or in pairs.

Once all students have read the material the teacher can lead a class discussion highlighting key points about the League and comparisons with the European Union.

Teachers note:
This lesson is in effect a guided comprehension exercise. The students should develop an understanding of how trade has been a driving force in the integration between European countries by comparing the League and the EU. At the end of the class the teacher could highlight the fact that the EU has in a way sprung from the need to make coordinated decisions to facilitate economic activity between member countries. In both the case of the EU and the League, countries decided to cooperate because they saw the benefits that came from increased international trade.

<table>
<thead>
<tr>
<th>Points of discussion/comparison</th>
<th>Examples/Pointers</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is the League similar to E.U.?</td>
<td>Emphasis on trade/cooperation between countries.</td>
</tr>
<tr>
<td>How is it different?</td>
<td>The League was organized by the merchants rather than governments/countries.</td>
</tr>
<tr>
<td>What were the key items of trade? Would they still be important today?</td>
<td>Discuss issues like the importance of salt and fur as modern items of trade (salt not so important for preservation today, modern day ideas about fur etc.).</td>
</tr>
<tr>
<td>Do religious beliefs still influence what become major items of trade?</td>
<td>The idea that religious beliefs would influence a major item of trade, like fish in Hanseatic times.</td>
</tr>
<tr>
<td>What would the key items of trade be today?</td>
<td>Perhaps oil, computers etc.</td>
</tr>
<tr>
<td>Why was the Hanseatic League popular with European Rulers in the middle Ages?</td>
<td>The money it generated in taxes.</td>
</tr>
<tr>
<td>Is the E.U. popular today with governments? Why/why not?</td>
<td>The EU encourages economic growth, creates jobs, gives grants, and subsidies etc. But it also costs money to run e.g. administration costs, support to poorer member countries etc.</td>
</tr>
<tr>
<td>Other areas began to join in with the Hanseatic League towns. Why was this?</td>
<td>They wanted a part of the prosperous trade they saw develop within the League.</td>
</tr>
<tr>
<td>Do we have an example of this expansion in the E.U.?</td>
<td>Discuss what could have been the reasons for new member states wanting to join.</td>
</tr>
</tbody>
</table>
Conclusion

To summarise the points raised during the class and the main points of the lesson the teacher can draw a simple table on the board with the headings as follows:

<table>
<thead>
<tr>
<th>Main Similarities and Differences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>European Union</td>
<td>Hanseatic League</td>
</tr>
</tbody>
</table>

To end the class the teacher can examine with the class the reasons given for the decline of the Hanseatic League in the 15th century, and ask students to consider in pairs whether it is possible that the European union could also decline at some stage in the future and to give their reasons why?

Homework Option

The teacher could ask students to write a short article for a newspaper entitled ‘Europe United: Lessons from History’

Potential Partner Activity

Design a leaflet that might have been used to advertise the Hanseatic League which would encourage towns and villages to join and exchange these with your partner school, asking them to select a winner.
The Hanseatic League: Forerunner to the EU?

The modern European Union as we know it was not the first time in history when people in Europe came together to form a peaceful economic union. During the Middle Ages trade grew and prospered in Europe and as it grew the merchants became wealthy and influential. The towns were given charters by their local rulers, which allowed them to govern their town independently, to trade freely and to raise taxes. These taxes allowed them to maintain the town and some of the taxes were returned to the ruler. Thus, merchants and rulers had a mutual interest in protecting and fostering trade.

Sometime in the 12th century seafaring merchants in German and Scandinavian towns around the Baltic Sea began to form associations or “hansas” (medieval German word meaning ‘association’ or ‘guild’) with each other in order to negotiate special privileges for their members while they were trading abroad and to protect them from pirates and robbers. Much of the area around the Baltic and Germany lacked strong government at the time and therefore the merchants took this initiative since there were no navies to protect their cargoes. They agreed about how they would regulate trade and maintain and protect the ports, which were crucial to their livelihood.

This began in such towns as Lubeck (Germany), Visby (Sweden) and Novgorod (Russia). Lubeck had acquired the monopoly on the valuable herring trade in the Baltic Sea. Fish was a very important commodity in medieval times because of the Catholic Church ruling about not eating meat on Fridays and in Lent. Lubeck’s Hansa made agreements with the merchants in Hamburg who had easy access to the salt mines in Kiel; salt was essential for the preservation of fish. This is an example of the kind of natural alliances that built up between the merchants of the different towns in the area. Cologne had built up a similar alliance of towns on the Rhine, and had gained special privileges for German merchants to trade in England (especially London) and Flanders since the 11th century.

Eventually by the mid 13th century these trading agreements between merchants of different towns began to grow into a loose network which became known as the ‘Hanseatic League’ and they drew up common regulations for the control of shipping for grain, timber, fish, fur, flax, honey and cloth. By the 14th century the hansas had transformed from an association of merchants into a league of merchant towns. The taxes charged for trade increased as trade prospered, which made the Hanseatic League popular with the rulers who collected the taxes. This resulted in the League acquiring a position of great influence. Rulers of neighbouring areas realised the advantage of this prosperous trade, which yielded high taxes; and so they asked the League to set up towns in their territory, which would be part of the League. Towns such as Riga (Latvia), and Talinn (Estonia), were then built by the League. German craftsmen often came to these towns to build the churches, guildhalls and public hospitals and later settled in the towns bringing the German craftsmanship with them. Many of these original buildings are still standing today in these Baltic cities, but a description is given below of the kind of atmosphere that would have been present there in medieval times.

“The entire town bustled with well-organised enterprise. Surrounded by stone walls, narrow, winding streets led to the central market place which teemed with trade: merchants flogging spices and expensive cloth; craftsmen selling tools, furniture or jewellery; and peasants vending poultry, eggs, honey, grains, pigs and sheep. Town festivities were held here, and criminals were publicly humiliated. Watching over all was the Guild Hall in the centre of the square, symbol of the Hansa merchants’ administration and the town’s independence. The Hanseatic merchants introduced mayors, magistrates’ courts and tradesmen’s associations called guilds into their town structures.”

From: Andrea Buma, Hanseatic League, Early European Free Trade Alliance.

The League was of great commercial and political importance. Lubeck became the main city of the League and from the 1350s a Diet (assembly) of member towns was held in Lubeck every 3 years. At this meeting conflicts were resolved, new members were admitted and negotiations with towns for foreign trade were arranged. Towns could also be excluded if they didn’t conform to the regulations agreed. The League protected its ships by quelling pirates and even hiring armies and warships to fight when necessary. They also built lighthouses and trained sea pilots in order to make navigation safer. The main purpose was commercial, but the League also tried to ensure peace so that trade could prosper. By the 14th century there were over 100 member towns. In the 15th century however the League began to decline for a number of reasons:

- It lacked any centralised power;
- English (who started merchant adventurers guilds of their own) and Dutch merchants began to expand their own trade in competition with the Hansa towns;
- Nation states began to emerge and assert their own authority over their territory. Rulers became stronger and independence of towns was reduced;
- The valuable herring grounds which had started it all off moved ineluctably from the Baltic to the North Sea off the Netherlands;
- The Age of explorations opened up new trading routes and the discovery of the New World reduced the importance of the Baltic trading area.

The last Diet was held in 1669. Although the League was never officially dissolved, it gradually began to lose its importance and influence after the 15th century.
6. Napoleon’s Europe

Your aim
To briefly explore 19th century Europe as a means of enabling students to build a picture of this period and the development of modern Europe.

Learning Outcome
By the end of this lesson students will have investigated Napoleon Bonaparte and his attempt to dominate Europe and compared Napoleon’s Europe to the modern day.

Time
Single Lesson

Materials or Sources required
» Atlases
» Maps of Napoleonic Europe
» Resource sheet Napoleonic Europe
» Question Sheet I – Napoleon’s Europe

Preparation
» Prepare map on overhead/photocopy to distribute
» Photocopy or prepare overhead of question sheet
» Photocopy Resource sheet Napoleonic Europe

Potential Partner Activity
Ideas for partner activities outlined at the end of the lesson.

Introduction
The teacher begins the class by asking students what associations they have with Napoleon Bonaparte (Josephine, his arm in his jacket, The Battle of Waterloo, very short – only 5ft 3'/1.6 meters).

Group Work or Pair Work
The teacher divides the class into small groups or pairs each with the pre-prepared maps of Europe in 1812 and 1885, and the accompanying resource sheet Napoleonic Europe.

The teacher instructs the students to read the background description and study the maps. Some time can be given for answering any questions for clarification.

Once the students have had enough time to read and understand both the map and text, Question Sheet I: Napoleon’s Europe can be distributed. Each pair/group can work through the questions together.

Conclusion
Once each pair/group has completed the task, the teacher will engage the class in a whole-class feedback and discussion session. The following questions can be used for further discussion:

1. What do you consider to be some of the most significant changes in Europe since the time of Napoleon?
2. Has Europe in your view become more united since Napoleon’s time?

Homework Option
Draw an imaginary map of Europe for the year 2150 which will show how you think Europe might look over 100 years from now.

Potential Partner Activity
Create a small word-search from some of the key ideas presented about Napoleon in today’s lesson and send these to your partner school for use in a History class.

Publish an e-zine (‘electronic’ magazine feature) covering some of the main changes in Europe and key figures which you have studied in the last three lessons and send it to your partner school.
Napoleonic Europe

Following the death of Charlemagne in 814 his empire was weakened by attacks and split between 3
grandsons; although the title of Holy Roman Emperor survived in some form until 1806.

The reign of Napoleon Bonaparte, Emperor of the French in the early 19th century saw a major transformation
in the shape of Europe’s borders.

Napoleon had been born on the island of Corsica, and rose to power through the French army in the period of
the French Revolution when the new rulers believed in egalitarianism and careers opened by talent. The French
started fighting a defensive war to prevent attack from other European countries (e.g. Britain, The Holy Roman
Empire and Austria). These countries were horrified by what had happened in France (especially the execution
of the King and Queen) and were in league with some French aristocratic émigrés who wanted to re-establish
the ‘ancien régime’ as it had been before the French Revolution.

Napoleon was given leadership of the French army at the age of 27 and he gradually fought and defeated all
possible threats to the new French Republic. He defeated the Austrians, various German states, Switzerland,
Poland and Russia in a glorious series of battles throughout the 1790s. He then went on to force submission
from many of these states and set up new puppet states on the style of France, but with various members
of Napoleon’s family in control and thus assuring their dependence on France. His brothers Joseph (Spain),
Jerome (German state of Westphalia) and Louis (Holland) all became rulers in these conquered territories. He
was never successful against the British, despite his attempt to attack them through their interest in Egypt;
and when he tried to invade Russia in 1812 and was forced to retreat, it was the beginning of the end.

Meanwhile, at home he had moved from the military into the political sphere. He seized power over the country
in 1799, while the French Government was going through a difficult period. He established a Government of 3
consuls and claimed the most powerful position as First Consul for himself. By 1804 he had dispensed with the
other consuls and made himself Emperor. He had great ambition, imagination, energy and intelligence and he
worked tirelessly to reorganise the administration of France. This included local government, taxes, banking,
laws, education and new decimal system of weights and measurements. These new ideas were also applied in
the states under the control of France.

Some of the peoples of these occupied lands, who initially had been glad to be rid of the old monarchies,
realised that they had simply swapped one monarch for another and this sparked off a nationalist fervour in the
later wars where many fought to defeat Napoleon. The French had preached the new message of ‘fraternity’
and now the defeated people used it to unite their own people against them. Napoleon was eventually
defeated at the famous Battle of Waterloo, after a coalition of European powers had banded together against
him. He was exiled on the island of St Helena, and the monarchy was restored in France. During the rest of the
nineteenth century the nationalist feeling that had been ignited by the fight against the French rule continued
to grow and came to transform the map of Europe in the late nineteenth and early twentieth century.

Napoleon’s Europe

Using the maps and background information take time to consider the following questions
and prepare your answers

1. Describe Europe in 1812, outlining which countries are under French control and which are not.

2. In each of the maps studied so far Ireland has not been part of a major European Empire. Why do you think this is so?

3. In the 1885 map how many different empires can you identify?

4. What modern day countries have taken on their present day shape by 1885?

5. What 2 nation states which were not unified in 1812 have now achieved unity?

6. List three modern day countries which were not independent states in 1885. In each case say which
other European country is ruling over them.

7. Can you identify three countries which were not independent in 1812, but which had achieved
independence by 1885? Do these countries still exist today as independent countries?
7. Post–World War II –
Visions of Europe

Your aim
To enable the students to come to a greater understanding of the forces that shaped modern day Europe.

Learning Outcome
By the end of this lesson students will have learned who the key figures were that suggested a united Europe and their reasons for promoting the idea.

Time
Two/ Three classes (one double for preparation and a single for presentation)

Materials or Sources required
» ‘Who Am I?’ cards
» ‘What I Said’ speech sheets
» Poster paper/ materials
» Wall size Map of Europe showing the 15 members of the union in 1997

Preparation
» Photocopy ‘What I Said’ speech sheets
» Photocopy and cut ‘Who Am I?’ cards
» Resource box of markers, Blu Tack etc
» For the presentation class, use a room with enough space to hold a discussion forum. On the day of the class, some people could set out a room in theatre style with a top table for the speakers and the audience chairs arranged in rows. The press secretaries could hang their posters on the walls.

Links to Investigating Europe
» Activity IV – An Olympic Variety
» Activity V – The Olympics

Introduction
The teacher begins the class by explaining to the students that this lesson will be covered over two sessions i.e. this class is part of a preparation for the next. The purpose of this class is to prepare for a whole class presentation of the key characters in the formation of the modern Europe.
S/he asks for one volunteer to play the role of chairperson for the next class. The chairperson needs to be aware that the role involves reading a lot of documentation in order to prepare adequately for the meeting.

Group Work
Four of the groups will be key figure groups and the fifth group will take the role of audience, which is to consist of politicians, journalists etc. and whose task it will be to question the speakers at the next class.
Each of the key figure groups will be asked to choose a ‘Who Am I?’ card and also be given the appropriate ‘What I Said’ resource sheet as well as a large sheet of paper and markers.
The task for each key figure group is to examine the character they are, appoint someone who will take the role of the person, appoint public relations people whose task it is to introduce him to the members of the audience group, and a Press group whose task it is to prepare a flipchart sheet as a press release outlining his key ideas.
The audience group is given copies of the ‘Who Am I?’ cards as well as copies of the ‘What I Said’ speeches so that they can meet to prepare questions for the speakers for the next class.

Important Note on Preparation:
The teacher needs to read the next lesson procedure given below and familiarise him/herself with the suggested outline for the class. S/he then needs to talk with the chairperson and together they can visit the groups (other than the audience group) and familiarise them with how the presentation will work.
Procedure for Presentation Lesson

» The teacher begins the class by asking the Chairperson to take her/his seat and to introduce the meeting as a forum on “A New Europe after World War II”. The Chairperson should give a short description of the conditions in Europe at the time and why this meeting has been called.

» The Chairperson then introduces each speaker and invites them to take their place at the table.

» All the speakers, except Jacques Delors, will make their speeches in turn. They can use the full text or have memorised parts of it. The Public Relations people of each group should give a short introduction of the person before she/he starts to speak, using some of the biographical information on the cards.

» Following the speeches, the discussion is opened to the floor for comments and questions from the audience. The teacher can assist in trying to generate discussion if the students are unwilling.

» Then the chair concludes the discussion with his/her comments. (These comments could be that he/she wishes the European project well and comments how nice it would be to be able to look into the future to know if the project will be successful.)

» After the chairperson's comments, Jacques Delors will stand up and be introduced by his Press Secretary while his Public Relations (PR) personnel hang up the map of Europe in 1997. Following the introduction, he will proceed to make his speech.

» At the point in his speech where he quotes Churchill, the person playing Churchill can stand up and come in with his own words. Delors can be questioned by the panel and the audience about what happened in between, who has joined, what progress and plans have been made e.g. the introduction of the Euro etc.

» Delors can conclude the meeting by thanking all those with the vision and energy to start the project from which many modern day Europeans have benefited.

Homework Option

Students can be asked to write a short personal reflection on which of the speeches they heard made the greatest impression on them.

‘Who Am I?’ Cards

1. Jean Monnet 1888-1979

“There will be no peace in Europe if the States rebuild themselves on the basis of national sovereignty, with its implications of prestige politics and economic protection (...). The countries of Europe are not strong enough individually to be able to guarantee prosperity and social development for their peoples. The States of Europe must therefore form a federation or a European entity that would make them into a common economic unit.”

“Make men work together, show them that beyond their differences and geographical boundaries there lies a common interest.”

Jean Monnet was born on 9 November 1888 in Cognac, France. His family were cognac merchants. In 1906, his father sent him abroad to work for the family business. “Do not bring any books” his father advised him. “No one can think for you. Look out the window, talk to people...” Monnet made many business trips, travelling to Scandinavia, Russia, Egypt, Canada, and the United States. He was in the French army during the First World War but was discharged for health reasons, but he wanted to serve his country in other ways. He thought that the French and British should coordinate their war efforts instead of acting independently. His advice was followed and it proved effective, so that after the Great War he was named Secretary General of the League of Nations (a forerunner to the United Nations) when it was created in 1919. During the interwar period he provided very important economic and financial advice and help in many countries in Europe and around the world.

When France was defeated by Hitler in 1940 Monnet did not accept Nazi control of France and he worked with the British and other French people in exile (de Gaulle) to defeat the Nazis and liberate France. Although he worked hard to help defeat the Germans he hoped that after the war that the countries of Europe would work together as his speech of 5 August 1943 above shows. When the war was over he was involved in the rebuilding of the French economy but also by 1950 he began to work with the German Chancellor Konrad Adenauer and the French Foreign minister Robert Schuman to create cooperation between their two countries. He prepared the famous “Schuman Declaration” on behalf of the French government, which began this process. The Federal Republic of Germany, Italy, Belgium, Luxembourg, France and the Netherlands all agreed to become part of what was called the European Coal and Steel Community (ECSC).

Jean Monnet became the first President of the ECSC’s High Authority. He died on 16 March 1979 at the age of ninety-one.
2. Winston Churchill 1874-1965

Winston Churchill was born in England in 1874. As a boy he spent some time in Dublin, after his grandfather had been appointed Viceroy of Ireland. After graduating from a British military college he served the army in various locations across the world, becoming famous for his bravery in the Battle of Khartoum in Sudan and the Boer War in South Africa. He was a talented writer and acted as a war correspondent during his service in the military.

He entered the field of politics and became known as a highly individual politician and a dynamic speaker. He became Prime Minister in 1940, in the middle of World War II and managed to rally the British people, leading his country from the brink of defeat to victory.

Surprisingly, Churchill and his Conservative party lost the election to Labour in May 1945. Feeling shocked by the rejection of his nation he turned his focus to foreign policy. Churchill believed in the need for Britain and the United States to unite against the threat of Soviet Communism, which had brought down an “iron curtain” across the face of Europe. He also became a passionate advocate of a European union. In 1946, Churchill put forward both of these proposals in his famous speeches in Fulton (USA) and Zurich (Switzerland).

3. Jacques Delors 1925

Jacques Delors was president of the European Commission from 1985 to 1995. During this time he played a major part in reforming the EC and was involved in negotiating the Maastricht treaty which led to a giant leap forward of the then European Community to eventually become the European Union. He was born on the 20th of July 1925 and worked in ‘Banque the France’ after receiving a degree in economics from the University of Paris (La Sorbonne). Delors became active in politics and joined the Socialist Party in 1974.

He served as minister of economics and finance under President François Mitterrand 1981 to 1985, when he left to become president of the European Commission. One of his many achievements as president was the creation of the ‘single market’ in 1993. The single market abolished tariffs and quotas within the union, resulting in increased trade between member countries. He is to date the only person to have served two terms as president of the Commission.

4. Robert Schuman 1886-1963

“Through the consolidation of basic production and the institution of a new High Authority, whose decisions will bind France, Germany and the other countries that join, this proposal represents the first concrete step towards a European federation, imperative for the preservation of peace,” declared Robert

Robert Schuman was born in Luxembourg, but his father was from the French province of Lorraine, which had been taken by the Germans in 1870. He actually served in the German army during the First World War but then became a French citizen when Lorraine was given back to France at the end of the war. He studied law, but then went into politics in 1919. Schuman was elected Prime Minister of France in 1947 and held the post of Foreign Minister from 1948 until 1953.

It was during this time that he presented the proposal which was to lay the foundations for a European Union. On 9 May 1950, he made the famous “Schuman Declaration”, prepared by Monnet. It proposed a body which would jointly manage the French and German coal and steel industries. This proposal to pool resources came to be known as the Schuman Plan and formed the basis for the European Coal and Steel Community which was subsequently established in 1951. When a Joint Assembly was formed in 1958, which later became the European Parliament, Robert Schuman was elected its first president. Robert Schuman’s role in creating the European Union is commemorated annually on the 9th of May.
Mr. President, Ladies and Gentlemen,

I wish to speak to you to-day about the tragedy of Europe. This noble continent, comprising on the whole the fairest and the most cultivated regions of the earth, enjoying a temperate and equable climate, is the home of all the great parent races of the western world. It is the fountain of Christian faith and Christian ethics. It is the origin of most of the culture, the arts, philosophy and science both of ancient and modern time. Yet it is from Europe that the spring of Righteous national pride, originating from the Teutonic nations in their rise to power, which we have seen in this twentieth century and even in our own lifetime, wreck the peace and mar the prospects of all mankind.

And what is the plight to which Europe has been reduced? Some of the smaller States have indeed made a good recovery, but over wide areas a vast quivering mass of tormented, hungry, care-worn and bewildered human beings gape at the ruins of their cities and their homes, and scan the dark horizons for the approach of some new peril, tyranny or terror. Among the victors there is a babble of voices; among the vanquished the sullen silence of despair. That is all that Europeans, grouped in so many ancient states and nations, that is all that the Germanic races have got by tearing each other to pieces and spreading havoc far and wide. Indeed but for the fact that the great Republic across the Atlantic Ocean has at length realized that the ruin or enslavement of Europe would involve their own fate as well, and has stretched out hands of succour and of guidance, but for that the Dark Ages would have returned in all their cruelty and squalor. Gentlemen, they may still return.

Yet all the while there is a remedy which, if it were generally and spontaneously adopted by the majority of people in many lands, would as if by a miracle transform the whole scene, and would in a few years make all Europe, or the greater part of it, as free and as happy as Switzerland is to-day. What is this sovereign remedy?

It is to re-create the European Family, or as much of it as we can, and to provide it with a structure under which it can dwell in peace, in safety and in freedom. We must build a kind of United States of Europe.

Much work, Ladies and Gentlemen, has been done upon this task by the exponents of ... the famous French patriot and statesman Aristide Briand. There is also that immense body of doctrine and procedure, which was brought into being amid high hopes after the First World War. I mean the League of Nations. The League of Nations did not fail because of its principles or conceptions. It failed because these principles were deserted by those States who had brought it into being. It failed because the governments of those days feared to face the facts, and act while time remained. This disaster must not be repeated. There is therefore much knowledge and material with which to build; and also bitter dear bought experience to stir the builders.

I was very glad to read in the newspapers two days ago that my friend President Truman had expressed his interest and sympathy with this great design. There is no reason why a regional organization of Europe should in any way conflict with the world organization of the United Nations. On the contrary, I believe that the larger synthesis will only survive if it is founded upon coherent natural groupings. There is already a natural grouping in the western hemisphere. We British have our own Commonwealth of Nations. These do not weaken, on the contrary they strengthen, the world organization. They are in fact its main support. And why should there not be a European group which could give a sense of enlarged patriotism and common citizenship to the distracted peoples of this turbulent and mighty continent? And why should it not take its rightful place with other great groupings and help to shape the onward destinies of men?
Jean Monnet Memorandum to Robert Schuman, 4 May 1950

Whenever we look in the present world situation we see nothing but deadlock – whether it be the increasing acceptance of a war that is thought to be inevitable, the problem of Germany, the continuation of French recovery, the organisation of Europe, the very place of France in Europe and in the world. From such a situation there is only one way of escape: concrete resolute action on a limited but decisive point, bringing about on this point a fundamental change, and gradually modifying the very terms of all the problems.

Men’s minds are becoming focused on a object at one simple and dangerous: the cold war ….. The course of events must be changed. To do this men’s minds must be changed. Words are not enough. Only immediate action on an essential point can change the present static situation. This action must be radical, real, immediate and dramatic; it must change things and make a reality of the hopes which people are on the point of abandoning. And thereby give the peoples of the “free” countries faith in the more distant goals that will be put to them, and the active determination to pursue them ….. Britain, however anxious she may be to collaborate with Europe, will agree to do nothing that might result in a loosening of her ties with the Dominions or a commitment to Europe going beyond those undertaken by America herself.

…..As it is the people’s of Europe hear nothing but words. Soon they will no longer believe in the deals which governments persist in offering them, and which gets no further than empty speeches and futile meetings……. For future peace, the creation of a dynamic Europe is indispensable……. Europe will if it adapts to new conditions in the World, develop its creative abilities and thus, emerge as a stabilising force.

We must therefore abandon the forms of the past and enter a path of transformation, both by creating common basic economic conditions and by setting up new authorities accepted by the sovereign nations. Europe has never existed …. We must genuinely create Europe … This creation …. is indispensable in order to make clear that the countries of Europe … believe in themselves, and that they are setting up close and closer to the United States; Germany will develop rapidly, and we shall not be able to prevent America herself.

A group will form around the United States, but in order to wage the cold war with greater force. The obvious reason is that the countries of Europe are afraid and are seeking help. Britain will draw and in a liberated Europe, the spirit of men born on the soil of France, living in freedom and in steadily improving material and social conditions, will continue to make the contribution that is essentially theirs.

Schuman Declaration of 9 May 1950

Extracts from the text of the proposal, presented by the French foreign minister Robert Schuman and which led to the creation of what is now the European Union

World peace cannot be safeguarded without the making of creative efforts proportionate to the dangers which threaten it. The contribution which an organised and living Europe can bring to civilisation is indispensable to the maintenance of peaceful relations. In taking upon herself for more than 20 years the role of champion of a united Europe, France has always has her essential aim the service of peace. A united Europe was not achieved and we had war.

Europe will not be made all at once, or according to a single plan. It will be built through concrete achievements which first create a de facto solidarity. The coming together of the nations of Europe requires the elimination of the age-old opposition of France and Germany. Any action taken must in the first place concern these two countries. With this aim in view, the French Government proposes that action be taken immediately on one limited but decisive point.

It proposes that Franco-German production of coal and steel as a whole be placed under a common High Authority, within the framework of an organization open to the participation of the other countries of Europe. The pooling of coal and steel production should immediately provide for the setting up of common foundations for economic development as a first step in the federation of Europe, and will change the destinies of those regions which have long been devoted to the manufacture of munitions of war, of which they have been the constant victims.

The solidarity in production thus established will make it plain that any war between France and Germany becomes not merely unthinkable, but materially impossible. The setting up of this powerful productive unit, open to all countries willing to take part and bound ultimately to provide all the member countries with the basic elements of industrial production on the same terms, will lay a true foundation for their economic unification. […]

By pooling basic production and by instituting a new High Authority, those decisions will bind France, Germany and other member countries, this proposal will lead to the realization of the first concrete foundation of a European federation indispensable to the preservation of peace. To promote the realization of the objectives defined, the French Government is ready to open negotiations on the following bases.

The task with which this common High Authority will be charged will be that of securing in the shortest possible time the modernization of production and the improvement if its quality; the supply of coal and steel on identical terms to the French and German markets, as well as to the markets of other member countries; the development in common of exports to other countries; the equalization and improvement of the living conditions of workers in these industries. […]

The essential principles and undertakings defined above will be the subject of a treaty signed between the States and submitted for the ratification of their parliaments. The negotiations required to settle details of applications will be undertaken with the help of an arbitrator appointed by common agreement. He will be entrusted with the task of seeing that the agreements reached conform with the principles laid down, and, in the event of a deadlock, he will decide what solution is to be adopted. […]

A representative of the United Nations will be accredited to the Authority, and will be instructed to make a public report to the United Nations twice yearly, giving an account of the working of the new organization, particularly as concerns the safeguarding of its objectives.
What I Said

Mr Jacques Delors (Delivered in the Oxford University, Monday 27 October 1997)

Vice Chancellor, Professors, Ladies and Gentlemen, It is a very great honour to be here with you today, in this prestigious University of Oxford […] You have invited me to speak on the future of the construction of Europe from this standpoint, at a time when serious doubt has been cast upon the capacity – and above all the will – of the to continue along the road towards genuine political union. Nor has the recent Amsterdam Treaty done much to dispel those doubts.

There is nothing new in this. Over the past 40 years, the European project has had its ups and downs, its moments of enthusiasm and periods of disappointment. People have predicted its demise or decline on many occasions. And yet, the adventure has forged ahead, overcoming crises and constantly finding the inner resources needed to emerge from periods of stagnation […]

You know my thinking on this point. I would not change a single one of those powerful words spoken by Jean Monnet in particular had drawn a clear lesson from the misadventures of the League of Nations, namely that essential though it is, political will alone cannot guarantee a project’s success. In an association with the democratic ideal. Its spiritual roots lie in resistance to all forms of totalitarianism, and it has consistently reinforced its drive to promote democracy and respect for the rule of law.

Yet it is obviously that, from its beginnings, the European project has been, and still is, intimately perceived as a constraint, European law has above all shown itself to be a formidable weapon on behalf of freedom and democracy, for both the individual citizen and for economic agents.

A system based on unanimity, for instance, encourages insurGENCY, for everyone knows from the outset that he has the power to block any decision. Of course, there is a price to be paid for accepting a system based on majority voting, in so far as it presupposes a transfer of sovereignty by the state and, consequently, acceptance of the need to compromise. But this can equally well be seen as an expression of enlightened self-interest by states that submit to the system. Just think of what Winston Churchill wrote to Stafford Cripps on this subject in 1948: “it is said that this implies some sacrifice or some watering down of national sovereignty, but one can also consider that it represents a gradual assumption, by the nations that embark upon it, of that wider sovereignty which also permits the preservation of the diversity of their customs, their distinctive traits and their national traditions” […]

I would like to make clear from the outset that, contrary to unfounded claims that those who favour an effective Community model would prefer to concentrate on deepening the Union rather than enlarging it. Believe me, this ritual opposition between “widening” and “deepening” is not the key issue. In reality, we have no choice. Our brethren to the East, though separated from us by historical decree, are culturally, geographically and spiritually just as European as ourselves. It is our imperative duty to open our arms to them, at the dawn of the 21st century. Having said that, the task is not easy: how can we best spread our values of peace and mutual understanding to Europe as a whole, while safeguarding the efficacy and solidarity of the Community model? For, bear in mind, this model has come to be a rallying point for all the Continent’s peoples.

The question is an acute one today, for two reasons at least. On the one hand, previous expansions have concerned only two or three countries at a time. Right now, no fewer than twelve countries are officially candidates. On the other hand, the institutional system, originally designed for a six-member Community, is already seriously strained with fifteen members. What are we to expect when the number rises to twenty or thirty? How can we ensure that widening our membership won’t simply compound our weaknesses instead of combining our strengths? … More modestly, I would like to formulate two imperatives that I believe confront Europe today: an imperative of democracy, and an imperative of efficacy.

While Europe is penetrating ever more deeply into people’s daily lives, it worries rather than reassures among nations and hence peace. […] Consequently, to instil greater vitality into the democratic project, Europe needs to draw its legitimacy from two sources, namely the legitimacy of the nation state, represented in the European Council, and a direct legitimacy derived from its citizens via a European Parliament better integrated into the Community system […] But speaking as a citizen, I do want the issues of the future to be clarified before public opinion. I further want this necessary deepening to take place in full awareness of the historical responsibilities that weigh upon the shoulders of Europeans. Also, each of us should keep in mind the lessons of a 50-year long experiment that has enabled Europe to rise above its mortal divisions and thus fit itself – if it has the clear-sightedness and courage – to confront the challenges of the far-reaching changes now taking place.
8. Institutions of the European Union

Your aim
To introduce students to the various institutions of the EU and to enable them to familiarise others with the role of these institutions.

Learning Outcome
By the end of the lesson students will be able to describe the role of each of the major institutions of the EU and offer an explanation of how one or more of these institutions function.

Time
Double class period

Materials or Sources required
» ‘EU Institution’ Cards
» Resource Box for Display preparation. Can include flipchart sheets, markers, sellotape, glue, scissors, etc

Preparation
» Photocopy the institutional cards, one for each group.

Link to investigating the European Union
» Investigating the European Union I – Having Your Say in the European Union
» Investigating the European Union II – The Irish in Europe
» Investigating the European Union III – The Parliament

Link to Europe Alive
» Alive Activity 3 – Who’s Who in the EU

Potential Partner Activity
If the class created quiz questions on the EU institutions, these could be sent to the partner school to test their knowledge.

Resource Sheet: EU Institutions and Bodies

THE “EXECUTIVE”
The European Commission
The European Commission is the executive of the European Union and is appointed for a five-year term. The Commission currently consists of individuals nominated by the government of their own member state. Commissioners are generally people who have held high political office in their own states. Once appointed Commissioners are not expected to act as representatives of their own countries, but in the wider EU interest. Each Commissioner has a particular area of responsibility (Portfolio) e.g. agriculture, environment etc. The Commission has a staff of approximately 24,000 people. It is divided into different departments called Directorates General. The Commission headquarters is located in Brussels. The role of the Commission includes; making sure that EU treaties are obeyed by member countries, drafting proposals for new EU laws and spending the EU budget. The Commission has the right to refer cases to the Court of Justice if it thinks a member state is in breach of EU legislation.

REPRESENTING THE MEMBER STATES
The Council of the European Union
The Council of the European Union is the main decision-making body of the European Union, jointly with the European Parliament in many areas of policy. The Council speaks and acts for the Governments of the EU Member States. It comprises of one Minister from each member state and is therefore sometimes referred to as the Council of Ministers. The Council meets in different formations depending on the agenda; agriculture Ministers meet to discuss agricultural matters, finance Ministers meet to discuss economics etc. The presidency of the Council rotates between the member states. The government holding the Presidency draws up an agenda of its priorities for the EU during its time in office. It arranges and presides over all Council meetings.

The member countries heads of state, or heads of government, plus the president of the European Commission, meet together in what is called the European Council. It assembles a number of times a year to discuss overall EU policy and to review progress. It is the highest-level policy making body in the EU, which is why its meetings are often called ‘summits’.

The role of the Council of the European Union includes passing European laws [jointly with Parliament], approving the EU budget [jointly with Parliament], developing the EU’s common foreign and security policy [based on guidelines set by the European Council] and to coordinate co-operation between the national courts and police forces in criminal matters.
The European Parliament is the largest parliament in the world. There are currently 785 members of the European Parliament (MEPs), directly elected by the citizens of the EU every five years. (The number is to be reduced, starting from the parliamentary term, 2009 – 2014.) MEPs do not sit in national delegations but in one of eight political groups. The European Parliament meets one week each month in Strasbourg in plenary session. Most of the work of Parliament is done in one of its seventeen committees, which meet the rest of the month in Brussels. The role of the European Parliament includes enacting EU laws (jointly with the Council), approving the EU budget (jointly with Council), supervising EU spending and policies. Since the MEPs are chosen directly by the people of the member states, the Parliament is often thought of as a democratic supervisor of the other EU institutions. The Parliament can receive petitions from the general public and it debates and takes positions on matters of concern to EU citizens.

The European Central Bank (ECB) manages the common European currency, the Euro, together with the national central banks of the euro area. Its main responsibility is to keep the value of the Euro stable by making sure that inflation stays below 2% per year. The ECB is situated in Frankfurt in Germany. It works in complete independence and the other EU institutions or the member state governments are forbidden to try and influence its decisions. The main decision making body of the ECB is the Governing Council, which consists of six members from the Executive Board plus the governors from the Central Banks of those EU member countries which have joined the Euro.

The European Court of Justice consists of judges nominated by the member states and are appointed for a six-year term. The Court of Justice is currently made up of 27 Judges, one from each member state, and 8 Advocates-General. The Advocates-General are not judges but independent legal advisors to the court. Five of them are nominated by the five big EU countries, Germany, the UK, France, Italy and Spain. The remaining three positions are chosen by the other member states through a rotating schedule. The Court meets in Luxembourg, either as a full Court, in a Grand Chamber (13 Judges) or in chambers of three or five Judges. The role of the Court is to ensure that European Treaties are being observed. Its decisions are binding in all the member states and it has the power to fine states that do not comply.

This committee, the EESC, is an advisory body, which represents the various sectors of 'organised civil society'. This includes trade unions, employers, farmers and other groups. The committee presents their views and defends their interests with the Commission, the Council and the Parliament. The committee is part of the decision making process and it must be consulted before decisions are taken on economic and social policy. There are 344 members, the numbers from each country roughly reflecting the size of that country's population. EU governments nominate the members but they work in complete political independence.

The European Court of Justice consists of judges nominated by the member states and are appointed for a six-year term. The Court of Justice is currently made up of 27 Judges, one from each member state, and 8 Advocates-General. The Advocates-General are not judges but independent legal advisors to the court. Five of them are nominated by the five big EU countries, Germany, the UK, France, Italy and Spain. The remaining three positions are chosen by the other member states through a rotating schedule. The Court meets in Luxembourg, either as a full Court, in a Grand Chamber (13 Judges) or in chambers of three or five Judges. The role of the Court is to ensure that European Treaties are being observed. Its decisions are binding in all the member states and it has the power to fine states that do not comply.

The European Parliament elects the Ombudsman for a term of five years. His/Her role is to uncover maladministration i.e. if an EU institution fails to do something it should have done, or does it the wrong way. S/He acts as an intermediary between the citizen and the EU authorities. S/He can receive complaints from EU citizens, businesses, institutions or anyone legally living in the EU. Complaints must be made within two years of a maladministration being discovered.

The European Ombudsman

The European Parliament elects the Ombudsman for a term of five years. His/Her role is to uncover maladministration i.e. if an EU institution fails to do something it should have done, or does it the wrong way. S/He acts as an intermediary between the citizen and the EU authorities. S/He can receive complaints from EU citizens, businesses, institutions or anyone legally living in the EU. Complaints must be made within two years of a maladministration being discovered.

The Committee of the Regions (CoR)

This committee, the Committee of the Regions, is an advisory body composed of representatives of Europe's regional and local authorities. It ensures that these authorities have a say in EU policy-making and that regional and local identities and prerogatives are respected. The committee has to be consulted on matters that concern regional and local government, such as transport, education, regional policy, and the environment. There are 344 members on the committee. They are all elected local or regional politicians who have been nominated by their national governments but they work in complete political independence. The role of the committee is to put forward local and regional viewpoints on EU legislation. It does so by issuing opinions on Commission proposals.

The European Court of Auditors

This institution was set up in 1977 and has its headquarters in Luxembourg. The Court has one member from each EU country, appointed by the Council for a renewable term of six years. Even after further enlargement there will still be one member per EU country but, for the sake of efficiency, the Court can set up “chambers” (with only a few members each) to adopt certain types of reports or opinions. In their countries of origin, the members of the Court have all worked for an auditing institution or are specifically qualified for that work. They are chosen for their competence and independence, and they work full-time for the Court. The role of the court includes making sure that EU accounts are reliable, checking that EU funds are spent properly and reporting on EU spending.
9. Making Decisions in the EU

Your aim
The aim of this lesson is for the students to learn about how laws are passed in the EU so that they will have an understanding of how decisions are made that will affect their daily lives.

Learning Outcome
By the end of the lesson, students will have a basic understanding of the role of the different EU institutions in the decision making process.

Time
Double class period

Materials or Sources required
» Role play documents from the ‘Decide for Europe’ webpage

Preparation
» Photocopy role play documents

Potential Partner Activity
Ideas for partner activities given below

Introduction
This activity relies on the use of the decision-making role play found on the ‘Decide for Europe’ website: http://decide4europe.eun.org.
This resource was originally created for the ‘Spring Day for Europe’ in 2005, when schools from all over Europe participated in the role play. Spring Day for Europe is an annual event that aims to encourage young people to debate, reflect, learn and make their voices heard on European issues.

Whole Class Work – Role play instructions
Through the role play the students will act as the different EU decision-making institutions, the Commission, the European Council and the European Parliament. They will create a proposal for an EU law and follow the process from the first Commission draft to the final decision document.
Instructions for the activity and all the necessary resources can be found under the ‘toolbox’ section of the ‘Decide for Europe’ website. By registering her/his school on the website the teacher can access further resources and will also be able to upload the students’ final decision and see it online, together with decisions from other schools in Europe.
Before beginning the role play a specific issue for the debate must be chosen. This could be done by the teacher before class or together with the students. In the role play instructions there are 30 themes to choose from, e.g. Environment, Immigration, Drugs, Children’s Rights etc.

Useful Suggestions
The teacher could point out that this is a simplified version of the decision making process and that in reality there are plenty of other actors that are involved. (E.g. lobby groups from NGO, private and public companies, local and regional governments.)
Depending on the amount of knowledge the students have on the subject chosen, prior research by the class may be needed. Alternatively, the students could research the issue acting as the different EU institutions during the role play.
If the size of the class is small there might be a need to adapt some of the instructions for the role play, e.g. the appointment of a minister from each member country (27) in the European Council (in this case it might be suitable to limit the number of countries included).
### Conclusion
The teacher could end the class by evaluating the working process with the class. The students should be encouraged to reflect on the role play and how they felt about their part in the decision-making process. The teacher could ask questions like:

- Did you find the role play interesting? Did it affect your understanding of what it means to be a European citizen?
- How do you feel about the classroom debate? Was it difficult to listen to and accept the opinions of others?
- Are you satisfied with your joint final decision? Did you have to make any compromises?
- What was the most important discovery you made doing this activity?

### Potential Partner Activity
On the ‘Decide for Europe’ website there are two different options for the role play - it could either be carried out as a one-class activity or together with two other classes as a three-class option. Choose the three-class option and arrange for two other classes, from your partner school or your own, to take part in the role play.

or:
Create a questionnaire to ask the students in your partner school what they think about the issue you have chosen and what the consequences of your decision could be.

### 10. Human Rights and Responsibilities

#### Your aim
To introduce the students to the key human rights documents in Europe.

#### Learning Outcome
By the end of this lesson, students will be able to:

- Demonstrate a knowledge of the articles contained in the Charter of Fundamental Human Rights of the European Union;
- Demonstrate an awareness that every right carries with it a corresponding responsibility;
- Understand how to have their rights recognized and enforced and;
- Recognise the need for new rights as new developments take place

#### Time
Double class period

#### Materials or Sources required
- The Charter of Fundamental Rights
- Copies of European Convention on Human Rights; Universal Declaration of Human Rights; UN Declaration on the Rights of Children. (See Appendices VI, VII, VIII)
- Human Rights Crossword as Homework Activity

#### Preparation
- Have copies of the Conventions and Declarations available for group work
- Photocopy Human Rights Crossword

#### Potential Partner Activity
Ideas for partner activities given below
Introduction
The teacher begins by facilitating a class discussion on human dignity – fundamental rights and responsibilities. S/he can identify periods in history when most human rights abuses took place, e.g. during the Second World War. As a result of such abuses countries came together to try and ensure that such abuses could not happen again – the Charter of Human Rights.

Teachers’ Notes
Although not easily defined, a common definition of human rights is that they are the rights people are entitled to simply because they are human beings. All humans are born free and equal and are entitled to these rights irrespective of their race, ethnicity, gender, sexual orientation, language, citizenship, nationality or abilities. They are basic human needs and minimum standards of living.

Jargon Buster:
Declaration: In the context of the United Nations, a declaration is a serious expression of opinion and intent made by governments, but it is not the law. E.g. Universal Declaration of Human Rights (UDHR)
Convention: These are stronger than declarations because they are legally binding for governments that have signed them e.g. Convention on the Rights of the Child (CRC).
Each declaration document or convention is made up of articles. Each article sets out an important right or rule.

Group Work
The teacher divides the class into groups of 4/5 students and presents each with a copy of the European Convention on Human Rights (ECHR) and asks them to examine it and to identify in their view, the five most important rights named in the document.

This is repeated by then distributing the Universal Declaration of Human Rights and the Convention on the Rights of the Child. At this stage, each group has identified a number of key human rights.

The teacher then introduces the concept of ‘absolute rights’ i.e. rights that cannot be restricted in anyway and ‘qualified’ or ‘balancing’ rights i.e. where governments and courts might have to strike a balance between the individual’s rights and the interest of society as a whole. For example, the right to freedom of speech is often restricted by laws against ‘hate speech’ or revealing classified information.

The groups are then asked to draw the following table and to complete the task for the rights they have listed.

<table>
<thead>
<tr>
<th>Right</th>
<th>Document</th>
<th>Absolute/Qualified</th>
<th>Reason why</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Each group presents their chart to the rest of the class and justifies their decisions to designate the different rights as absolute or qualified.

Conclusion
To advance students understanding and critical engagement with the documents, the teacher can ask the students to pick out different articles from the ECHR that are related to the following areas/ issues:

1. Food developments
2. Environment and Health
3. Communication
4. Data Protection
5. Immigration
6. Biotechnology

The teacher can end the class by asking the students which of the six areas mentioned above will in their view prove the most challenging.

Homework Option
To assess learning the teacher can distribute the Human Rights Crossword as an individual exercise to be done at home.

Potential Partner Activity
» Engage in an on-line discussion with your partner group on the future of human rights in Europe.
» Ask each students in one class in your partner school to rank in order of importance, giving number 1 to the most important, which of these areas will require stronger human rights laws in the future and present your findings back to them on an excel sheet.
1. Food developments
2. Environment and Health
3. Communication
4. Data Protection
5. Immigration
6. Biotechnology
Human Rights Crossword

Key:
CRC: Convention on the Rights of the Child
UDHR: Universal Declaration of Human Rights
EU: Charter of Fundamental Rights of the EU

Across
2 UDHR18: Everyone has the right to freedom of thought - and religion (10)
6 EU13: Freedom of the - and sciences (4)
7 CRC4: The right to have - and say what they think (5)
9 EU8: Everyone has the right to protection of - data (8)
12 UDHR9: No one shall be subjected to - arrest, detention or exile (9)
15 UDHR4: No one shall be held in slavery or - (9)
16 EU25: The Right of the - (7)
17 UDHR20: Everyone has the right to freedom of peaceful assembly and - (11)

Down
1 UDHR29: Everyone has - to the community (6)
3 EU6: Everyone has the right to liberty and - of person (8)
4 EU1: Human Dignity is - (10)
5 CRC2: Right to a name and - (11)
8 EU5: Prohibition of - and forced labour (7)
10 EU18: Right to - (6)
11 CRC11: The right to free - (9)
13 EU16: Freedom to conduct a - (8)
14 EU31: Fair and - working conditions (4)
### 11. Reforming Europe

**Your aim**
The overall aim of this lesson is to introduce the students to the debate on the future development of the European Union and invite them to reflect upon what kind of EU they want.

**Learning Outcome**
By the end of the lesson, students will be able to explain the concept of a treaty and debate some of the advantages/disadvantages of the new Reform Treaty for the EU.

**Time**
Double class period

**Materials or Sources required**
- ‘Treaties of the EU’ and ‘The Reform Treaty’ Resource Sheets
- Debate Cards

**Preparation**
- Photocopy Resource Sheet ‘The Reform Treaty’ and the Debate Cards to be handed out in class.
- Create an OH copy of the ‘Treaties of the EU’ resource sheet

**Potential Partner Activity**
Ideas for partner activities given below

---

### Introduction

The teacher starts the class by explaining to the student that during this lesson they are going to take a look at the debate on the future of the European Union. Different opinions about in what direction the EU should develop will be introduced by focusing on the debate concerning the Reform Treaty.

Some students might have heard about the ‘European Constitution’. This was the previous working title for the new treaty but it was rejected by referendums in France and the Netherlands in 2005. The Reform Treaty is a new draft treaty and it will be subject to a national referendum in Ireland.

The teacher then explains to the class how the EU has been created through treaties that acts as frameworks, setting out rules for how the EU should function and what areas it should work with. (The comparison could be made between a treaty and the rules of a sport, like football. The rules set out what can and can not be done on the field, how many players there should be in each team etc.)

### Teachers Notes

There have been many treaties of the EU which can be seen in detail in the resource sheet. So why another Treaty? Well, now that the EU has expanded to 27 member states, the Reform Treaty is necessary to streamline the rules by which the 27 member states will work. It also aims to modernise the EU’s institutions and streamline its decision-making so that it can act more effectively on important issues like employment, the environment and immigration. Please see the resource sheet ‘The Reform Treaty’ for more details.

### Whole Class Work

An overview of the previous treaties and how they shaped the EU can be given by the teacher with the help of the ‘Treaties of the EU’ resource sheet.

The teacher introduces the topic of the new Reform Treaty for the EU by asking the students if they have heard or read anything about it.

The teacher explains that the purpose of the treaty is to adapt the EU to its large number of member states, making it more efficient and democratic in its decision-making. The treaty also aims to give the EU a more unified voice internationally so that it can better promote European interests and values worldwide.

The main features of the Treaty should be introduced to the students using ‘The Reform Treaty’ resource sheet, giving time for the teacher to explain more complicated concepts and answer questions.
Group Work

The teacher explains that the students are now going to look at the new treaty through the eyes of someone with a specific view of the EU, using three debate cards. The teacher should explain that each card represents a stereotypical view of the EU and that, although more nuanced in reality, arguments stemming from these standpoints appear frequently in the debate about the future of the EU.

The teacher gives a short presentation of the three characters for the whole class and then divides the students into three groups, handing out one of the debate cards and a copy of ‘The Reform Treaty’ resource sheet to each group.

The teacher gives each group the task of preparing a number of points for or against the Reform Treaty according to the position of the character on the debate card they have been dealt. The students should evaluate each of the proposed changes in the treaty and try to assess if their character would approve or disapprove of the change and why they would do so.

After appropriate time has been given for the group discussions the teacher asks the different groups to make their argument for or against the treaty, according to the character they are role playing. This could be done in the form of a debate where one or two spokespersons from each group sits on a panel and defends their position against the others.

Alternatively, the teacher collects the arguments from each group and lists them on the board, under two columns, for and against.

Conclusion

The teacher ends the class by offering students the opportunity to identify what they believe were the strongest points in each set of arguments.

RESOURCE SHEET – The Reform Treaty

The main points of the reform treaty are:

A MORE EFFICIENT EU:

» The EU improves its ability to act in areas of major priority for today’s Europe, such as energy policy, public health and civil protection, climate change, research and technological development, commercial policy, space, humanitarian aid, sport, tourism, and administrative cooperation.

» A new job of the President of the European Council is created. She/He will ensure a smoother running of the EU’s business.

» The European Union becomes a single legal personality, which means the EU is able to sign international agreements that the member states will have to adhere to.

» A ‘High Representative of the Union for Foreign Affairs and Security Policy’ is introduced to conduct the Union’s common foreign and security policy.

» The number of commissioners is reduced from 27 to 15. This is due to come into effect in 2014 and every country will have a Commissioner for 10 out of every 15 years.

» The maximum number of representatives in the European Parliament is reduced from 785 to 754.

» More decisions are made by using qualified majority voting in the Council of Ministers instead of unanimity, especially in areas such as migration, asylum, police and judicial cooperation. The Qualified Majority means that at least 55% of the member states or 65% of the EU’s population need to support a proposed legislation for it to pass.

A MORE DEMOCRATIC UNION:

» The influence and power of the Parliament increases as more areas will be covered by the co-decision procedure, especially in areas like agricultural policy, immigration and asylum. Co-decision means that the Parliament and the Council need to agree on a proposal before it becomes law. Since its members are elected directly by the citizens more power to the Parliament is effectively seen as increasing democracy in the EU.

» A move towards participatory democracy is introduced by the right of ‘citizens initiative’, which means that the citizens of Europe are able to ask the Commission to propose a law, if they can provide a petition with one million signatures from a substantial number of different Member States.

» The role of the National Parliaments is strengthened by the right to object to proposed EU legislation. If a majority of the Member States national parliaments is backing the objection, and if it is handed over within eight weeks, the commission must review its proposal.
Debate Cards

THE ENTHUSIAST

You would like to see the European integration continue further, towards a kind of United States of Europe. As Winston Churchill suggested, you believe that surrendering power to the EU is the only way for member states to tackle future challenges like globalisation, global warming and terrorism. The EU needs to be a strong, unified actor on the world stage to be able to make a change. The biggest danger is for the EU to be dragged down by unnecessarily complicated decision-making procedures and petty quarrels between member states.

THE SCEPTIC

You think that decisions are best made on a national level and would like the EU to be strictly an organisation for cooperation between independent states and that no country should be forced to obey a law that they do not agree to. The biggest danger is that by surrendering power to the EU your government might not be able to do what is best for your country, and might be forced to make compromises that benefit other countries more than your own.

THE CITIZEN

Your priority is to make the voice of the citizen heard in the EU. You worry that the EU is becoming too bureaucratic and distant for the ordinary European to understand what is happening in Brussels and Strasbourg. You want to see an EU where issues are debated in the open and where the general public can shape the decision-making process, either directly or through their elected representatives. For the citizen to be able to become more involved the division of power between the EU institutions must be clear, and a genuine effort must be made to educate the public of their rights and responsibilities regarding the EU. The biggest concern is for the EU to become a project driven by elites, over the heads of the European people.

Treaties of the EU

1951 The Treaty of Paris

Also called the European Coal and Steel Agreement. It created a common market for coal and steel; raw materials that were crucial for the industries of the member states.

1957 The Treaty of Rome

Established the European Economic Community (EEC) that created a European customs union that removed barriers to trade between member countries. Laid the foundations for deeper economic integration. Also established the European Atomic Energy Community for the creation of a common market in nuclear materials.

1986 The Single European Act

Added new policies to the EEC such as environment, economic and social cohesion, and research and development. It laid the foundations for the single market as we know it today.

1992 The Maastricht Treaty

The Treaty on the European Union, created the European Union as a three pillar structure. Also laid out a timetable for the Economic and Monetary Union (the euro) Added new policy areas such as development, health and consumer protection.

1997 Treaty of Amsterdam

Adding more policy areas including anti-discrimination and promoting employment.

2001 Treaty of Nice

Prepared the EU institutions for enlargement by changing national representation in the EU institutions.
12. Euro-Scrabble

**Your aim**
To familiarise students with terminology associated with aspects of the EU and to make students aware of the meaning of the many abbreviations associated with the work of the European Union.

**Learning Outcome**
By the end of the lesson, students will be able to identify appropriate words and terms associated with the EU and explain the meaning of abbreviations in Euro-jargon.

**Time**
Single class (but teacher might extend to a double period if students are working well together)

**Materials or Sources required**
- Scrabble board games for each group of four to five students
- Copy of Euro Scrabble resource sheet with the rules for each group of four to five students
- A prize if the teacher decides to have one for the winning team/student

**Preparation**
The teacher should ask those students who have the board game Scrabble at home to bring this in to school on a given day.
Photocopy enough copies of Scrabble for Europe so that each group has one. The teacher can laminate these to have for future use.

**Link to investigating the European Union**
It is possible that teachers could link to:
- Investigating the European Union I – Having Your Say in the European Union
- Investigating the European Union II – The Irish in Europe
- Investigating the European Union III – The Parliament

**Introduction**
The teacher can begin by explaining to the students that they are going to play a game of EU Scrabble. S/he can explain the rules of the game of Scrabble for the benefit of those students who might not be familiar with the game.

**Group Work**
The teacher divides the students into groups of 4-5 students (depending on the availability of the board game). S/he explains that the students are only allowed to present words which have a connection to the EU, its institutions and key European policies or issues. To make this clear the teacher distributes a copy of Euro Scrabble to each group.
Teachers should feel free to decide for themselves how strict they wish to be regarding the application of the rule on words having a European connection.
The teacher can also decide on how much time to give the game.

**Conclusion**
Once the allotted time is up, the teacher can ask each student to call out their score or ask each team to add the scores of their members together.
If appropriate, the teacher can present a prize to the person/team with the highest score at the end of the game.

**Link to investigating the European Union**
You can link from this lesson to:
- Investigating the European Union I – Having Your Say in the European Union
- Investigating the European Union II – The Irish in Europe
- Investigating the European Union III – The Parliament
**Euro Scrabble Rules**

In playing Euro Scrabble you can use any words with a connection to the EU. The following are some guidelines for words that might be used:

1. Name any EU country or region (e.g. France, Romania, Basque, Loire, Munster, Catalonia)
2. Names of towns/cities associated with EU institutions, treaties/policies e.g. Maastricht (Treaty), Amsterdam (Treaty), Nice (Treaty), Copenhagen (criteria – conditions for joining EU), Schengen (agreement), Rome (Treaty), Brussels, Strasbourg
3. Terms associated with the EU e.g. Aquis, Commission/Commissioners, Council, Summit, Presidency, Structural (funds)
4. Surnames of MEPs, Commissioners or significant Europeans past or present e.g. Solana, Cox, Schuman, Monnet, Barroso, Borrell, Delors, Pöttering.
5. Current European issues e.g. migration, enlargement, trade, education, integration
6. Miscellaneous: e.g. Euro, treaty, directive, agreement, act, border, vote, policy, Europarl, constitution, forum, funds, petition, citizen, refugee, budget, Comenius, Erasmus, Socrates (education programs)
7. Relevant words in other European Languages (e.g. Douane/Zoll/Customs)
8. Some Acceptable Abbreviations

**Good Luck!**

---

**13. The Road Ahead**

**Your aim**

To make students aware of the opportunities and challenges facing the expanding European Union in the 21st century

**Learning Outcome**

By the end of the lesson students will have been introduced to some of the bigger challenges facing the European Union in the coming years. They will have practiced critical thinking, independent learning and debating.

**Time**

Double class

**Materials or Sources required**

» A set of It's A Matter of Opinion debate cards

**Preparation**

» Photocopy and cut debate cards

**Potential Partner Activity**

Ideas for partner activities given below
Introduction

The teacher explains to the students that the current EU has become a great European project which has surpassed the expectations of the founding fathers. It continues to grow and change but there are a number of on-going debates. The aim of this lesson will be to discuss those challenges and debates. The teacher could invite the students to offer some suggestions of that they think some of the debates might be.

Group Work

The teacher divides the class into groups of 4 or 6 students (depending on the size of the class) and hands out a debate card to each group. Alternatively she/he could let the students choose a card themselves.

The students should produce a number of arguments to support their position.

After sufficient time has been given for group discussions, each group should present/debate their positions in front of the class as a whole. The rest of the class should be encouraged to join in the debate after the group has stated their arguments.

The teacher could summarise each debate on the blackboard, taking down the arguments for and against during the debate.

Teachers Note:

To give the students a deeper understanding of the challenges facing the EU, and to practice independent learning, they could be asked to do some research on their topic before the debate. This could either be done in class or as a home work option, where the students are asked to prepare the arguments for the next class. Information on the debate topics may be found on the Europa webpage (http://europa.eu/), or by researching topical media resources.

Conclusion

The teacher can ask the students what they think is the biggest challenge facing the EU in the years to come.

Potential Partner Activity

» Ask your partner school to contribute their ideas to some of the debate questions given on the cards, either by email, video conferencing or on-line.

RESOURCE SHEET

It’s A Matter Of Opinion Debate Cards

Almost a third of the EU budget is given as financial support (subsidies) to European farmers. Without this support many European farmers would not survive the competition from other, non-EU, countries and be forced out of business. The countries that can produce the same goods more cheaply are often developing countries that would benefit from a larger access to the European market.

Argue for or against subsidies to EU farmers.

The European Union guarantees free movement for its citizens which includes the right to live and work in another Member State. Despite this some countries, amongst them Ireland, have decided to restrict the entry of workers from the new member countries i.e. Rumania and Bulgaria.

Argue for or against the restriction of free movement for people from a certain Member State.

The further expansion of the European Union is likely. Several countries outside the European Union see the benefits of EU membership and want to join.

Argue for or against a further enlargement of the EU.

There is a great difference in terms of wealth between member countries of the EU. Do you think that there should be more done to share resources and wealth across member states?

Argue for or against.

Is there a value in the European Union having their own army which would include members from all member states?

Argue for or against a European Army.

There have been sixty years of relative peace within the European Union. Do you think that having the Union is a deterrent against a war breaking out between member countries?

Argue for or against the belief that there will never be war between EU Member States.

Low-budget airlines have helped bring Europe closer together. People can work in other countries but still see their families and friends back home frequently. At the same time the green-house gases emitted from the increased number of flights helps to speed up climate change.

Argue for or against an EU environmental tax on air-fares.

The European Union strives to create a shared European Identity. It is believed that a feeling of belonging to the European Union will develop through its achievements and successes. Some symbols that represent a shared European identity already exist, like the EU flag and anthem.

Argue for or against the existence of a common European Identity. Do people already feel like Europeans?
Teacher’s guide

What is this section about?
This section of the resource includes 7 themes for further investigation by students, either on their own or in pairs. Each theme offers a key research area, outlining for the student(s) their task and what they need, particularly in relation to Internet sites.

What will my students learn?
The areas of research are chosen to enhance students understanding of the geography and cultural heritage of Europe, as well as the function of the European Union and some of its significant institutions.
Throughout this section therefore there is an emphasis on the development of key skills. Those, which are perhaps most effectively developed through using this research work are:

- Working with others
- Communication
- Personal effectiveness
- Critical thinking
- Information processing
- Learning to learn

How should my students work?
Each research activity is designed to promote the students’ capacity for independent learning and critical thinking. The research activities are ideally undertaken in pairs as this means that there is a degree of collaboration, sharing of task and learning to work together and accept joint responsibility.

- Should teachers wish these research tasks could also be given as small group exercises.

Many of the research activities can be undertaken within school where there is access to a computer room and/or at home or in a library.

How can I use this section effectively?
As with every section in this resource, teachers can use it as a menu of activities to choose from or as part of a complete programme of work.

Model A
USING THIS SECTION AS PART OF AN OVERALL PROGRAMME OF STUDY
If teachers are using this as a complete programme of work it is suggested that students would undertake a minimum of three research activities (However, the number, and method of selection is up to the teacher and students to decide) and that the results of all three would be presented for assessment in a portfolio. It is strongly recommended that Research Activity no. 1 be compulsory for all students. This will help students see how their lives are affected on a day to day basis by European policies and will help bring the reality of the European Union closer to them.

Each research activity should comprise of approximately 5 hours of student independent learning and completion of their portfolio sheets. Students who work together in pairs can share the tasks and present a common portfolio or if a teacher so wishes each can be asked to present their own. Guidelines are given for portfolio sheet presentation.

Model B
USING THIS SECTION AS GROUP ACTIVITIES WITHIN SHORT UNITS OF STUDY
In the case of model B, teachers can use this section as a menu of ideas for individual, pair or group work. In this case there is no maximum or minimum number of research activities in which students can engage. Ideally any investigation activity undertaken should have some means of feedback, even if it is not in a portfolio or for assessment.

Model C
USING THIS SECTION DURING EUROPEAN AWARENESS WEEK
Students could be supported in undertaking a number of research activities as part of a European Awareness week. The results of their research could be displayed throughout the school.

How will my students choose an investigation activity?
This is really up to you, but you can either present them with a range of investigation options, or if they 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.
**How are the investigation topics structured?**

Each investigation has a different emphasis and theme. The list below gives teacher an indication of the range of themes available in this resource, but it should by no means limit teachers in developing their own and using the ones given as a guide.

<table>
<thead>
<tr>
<th>Investigation</th>
<th>Key Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating Europe I</td>
<td>The European Union in Ireland: Discovering what the European Union does and how it affects life in Ireland.</td>
</tr>
<tr>
<td>Investigating Europe II</td>
<td>Holidaying in Europe: Producing a variety of packages for a variety of holidaymakers</td>
</tr>
<tr>
<td>Investigating Europe III</td>
<td>Third Level Study and Europe: Finding out about college courses in Ireland which offer a European Experience</td>
</tr>
<tr>
<td>Investigating Europe IV</td>
<td>An Olympic Variety: Investigation into the variety of Olympic Games</td>
</tr>
<tr>
<td>Investigating Europe V</td>
<td>Olympics: Historical Investigation into the Olympic Games</td>
</tr>
<tr>
<td>Investigating Europe VI</td>
<td>The Power of Music: Researching the origins of a variety of national anthems</td>
</tr>
<tr>
<td>Investigating Europe VII</td>
<td>Europe's Architectural Heritage: Researching some of Europe's key buildings</td>
</tr>
</tbody>
</table>

The following table of icons and symbols will help direct the students, each research activity outlines for the student the aim of the investigation, how long it should take, what they can presume to learn from carrying it out, what materials they need and ideas on how to present their findings.

<table>
<thead>
<tr>
<th>Icon Legend</th>
<th>AIMS</th>
<th>MATERIALS OR SOURCES REQUIRED</th>
<th>TIME REQUIRED</th>
<th>PRESENTATION OF FINDINGS</th>
<th>LEARNING OUTCOME</th>
<th>POTENTIAL PARTNER ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Investigating Europe I**

**The European Union in Ireland**

**Your aim**
Your aim is to learn more about what the European Union does and how its actions affect the lives of people in Ireland.

**Time**
This research activity should take you approximately five hours.

**By the end of this activity**
By the end of this activity you will have identified a number of different policy areas of the EU and will be able to give examples of how some of these policies impact on your surroundings. You will have identified available resources, integrated information from the different sources and presented your findings in a clear and coherent manner.

**What you need**
- Access to internet
- Possibly access to a telephone

**How you will present your findings**
The findings of this research activity will become a part of your portfolio and a sample presentation sheet is provided.

**Potential Partner Activity**
After you have completed your investigation, let a student from your partner school know of your findings and ask her/him to make the same investigations and report back the results.
What the European Union does by subject

<table>
<thead>
<tr>
<th>AGRICULTURE</th>
<th>FOREIGN AND SECURITY POLICY</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPETITION</td>
<td>HUMANITARIAN AID</td>
</tr>
<tr>
<td>CONSUMERS</td>
<td>INFORMATION SOCIETY INTERNAL MARKET</td>
</tr>
<tr>
<td>CULTURE</td>
<td>RESEARCH AND INNOVATION</td>
</tr>
<tr>
<td>CUSTOMS</td>
<td>TAXATION</td>
</tr>
<tr>
<td>ECONOMIC AND MONETARY AFFAIRS</td>
<td>TRANSPORT</td>
</tr>
<tr>
<td>EDUCATION, TRAINING, YOUTH</td>
<td>EMPLOYMENT AND SOCIAL AFFAIRS</td>
</tr>
<tr>
<td>JUSTICE, FREEDOM AND SECURITY</td>
<td>ENERGY</td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>ENTERPRISE</td>
</tr>
<tr>
<td>REGIONAL POLICY</td>
<td>ENVIRONMENT</td>
</tr>
<tr>
<td>HUMAN RIGHTS</td>
<td>EXTERNAL RELATIONS</td>
</tr>
<tr>
<td>FISHERIES AND MARITIME AFFAIRS</td>
<td>EXTERNAL TRADE</td>
</tr>
<tr>
<td>FOOD SAFETY</td>
<td>ASSISTANCE TO DEVELOPING COUNTRIES</td>
</tr>
</tbody>
</table>

Sample Table

| Occupation: |
| Has EU policy had an effect on your life or business or occupation? How? |
| What can the EU do to improve your life, business or occupation? |

Investigating Europe II

Holidaying In Europe

Your aim
Your aim is to learn more about a number of member countries of the EU through your investigation of the cost of holidays abroad.

Time
This research activity should take you approximately five hours.

By the end of this activity
By the end of this activity you will be able to distinguish between different needs and requirements of people travelling in Europe, identify available resources, integrate information from the different sources and present your findings in a clear and coherent manner.

What you need
- Variety of holiday brochures
- Access to computers for websites
- Possibly access to a telephone

How you will present your findings
The findings of this research activity will become part of your portfolio and a sample presentation sheet is provided.

Potential Partner Activity
After you have completed your investigation, design a holiday package for travelling in Ireland for a student from your partner school, outlining costs, what they could do, where they could stay etc. Ask them to do the same for you.
### Scenarios

<table>
<thead>
<tr>
<th>Single parent with 2 children, 5 and 7 yrs</th>
<th>2 adults and 2 children (2 &amp; 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 week in school holidays, good value summer holiday. Children’s activities/club (look out for ‘single adult occupancy’ surcharges)</td>
<td>Car/ferry camping in France or N. Spain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Four 17 year olds after Leaving Cert</th>
<th>Four 20 year old college students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late June- cheap, lively 7-10 days (look out for age restrictions)</td>
<td>Mid September before going back to college Activity holiday 10 days minimum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 adults &amp; 16 year old daughter in wheelchair</th>
<th>2 adults, 2 children (1 and 3) &amp; grandmother</th>
</tr>
</thead>
<tbody>
<tr>
<td>Car/ferry to England or northern France – hotel and three places to visit that are all accessible</td>
<td>Cheapest sun summer holiday 7 days not limited to school holidays</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 adults</th>
<th>2 couples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer hill walking holiday in mountainous area</td>
<td>2 weeks winter sports, good quality skiing – experienced. Hotel or chalet, any dates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adult couple</th>
<th>Geography teacher, just retired with husband</th>
</tr>
</thead>
<tbody>
<tr>
<td>Romantic city break for weekend around Valentine’s day. Compare package deal with flight and hotel booked online</td>
<td>Cruise to visit at least 4 EU countries</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Single railway enthusiast</th>
<th>2 sisters who are in receipt of the old age pension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel from Ireland to visit 7 EU countries in 10 days spending at least one day in each country.</td>
<td>Bus tour visiting at least 5 countries May or September</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>30 pupils and 4 teachers 1 week skiing</th>
<th>2 parents and 2 children (9 &amp; 11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must be in school holidays. Compare straight after Christmas and February half term.</td>
<td>Visit EuroDisney.</td>
</tr>
</tbody>
</table>

### Investigating Europe III

#### Third Level Study and Europe

#### Your aim

Your aim is to learn more about what offers there are for Irish students to study in other EU countries through investigating courses in Ireland that has a European Studies component, and/or includes study in another European country. You will also have the opportunity to learn about the EU’s Erasmus Program and how it helps students to study in other European countries.

#### Time

This research activity should take you approximately five hours.

#### By the end of this activity

By the end of this research activity you will appreciate the variety of research methods, have increased your awareness of future career/study options, and be better equipped to adapt to and take advantage of changing circumstances in Ireland and Europe. You will have identified available resources, integrated information from different sources and presented your findings in a clear and coherent manner.

#### What you need

- College & University Handbooks
- Access to computers for websites [www.qualifaX.ie](http://www.qualifaX.ie)

#### How you will present your findings

The findings of this research activity will become part of your portfolio and a sample presentation sheet is provided.

#### Potential Partner Activity

Carry out a survey among final year students in your school about whether they would like to study abroad, and if so where. Ask your partner school to do the same and exchange results so that both schools could present a comparison between students in both countries.

---

### Sample Portfolio Presentation

#### Findings

**Sample Table**

<table>
<thead>
<tr>
<th>Holiday Scenario</th>
<th>Provider A</th>
<th>Activities</th>
<th>Cost</th>
<th>Provider B</th>
<th>etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Analysis
Sample Portfolio Presentation

**Findings**

**Sample Table**

<table>
<thead>
<tr>
<th>Irish College</th>
<th>Course/Department</th>
<th>European College</th>
<th>Country</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**European Colleges**

---

**Investigating Europe IV**

**An Olympic Variety**

**Your aim**

Your aim is to develop an awareness of the background, evolution, and purpose of the four major Olympic Games.

**Time**

This research activity should take you approximately five hours.

**By the end of this activity**

By the end of this activity you will be able to:

- Understand the origins of the concept of the Olympic Games and what they mean in the European and World contexts.
- Identify symbols and mottos of the Olympics and what they represent and understand how the concept of heroism has changed.
- Identify great Olympians and how they made a difference.

You will have identified available resources, integrated information from different sources and presented your findings in a clear and coherent manner.

**What you need**

- Internet Access: [www.nostos.com/olympics](http://www.nostos.com/olympics)
- Encyclopaedia and other reading materials from your library

**How you will present your findings**

The findings of this research activity will become part of your portfolio and a sample presentation sheet is provided.
Sample Portfolio Presentation

Findings

Sample Table

<table>
<thead>
<tr>
<th>Question</th>
<th>Ancient</th>
<th>Modern</th>
<th>Special Olympics</th>
<th>Paralympics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why the games were instigated?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When and where the games commenced?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What games were included?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who was eligible to participate?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who was excluded?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How the games were conducted?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What were the rewards for the winners and for the other competitors?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Famous Olympians</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis

- Key similarities between the games
- Key differences between the games

Investigating Europe V

The Olympics

Your aim

Your aim is to investigate the development of the modern Olympics and come to know its key features.

Time

This research activity should take you approximately five hours.

By the end of this activity

You will be able to describe the development of the Olympic Games, some of its key controversies and scandals as well as become aware of the performance of a number of European countries. You will have identified available resources, integrated information from different sources and presented your findings in a clear and coherent manner.

What you need

- Internet Access.

Some useful websites:
  - www.musarium.com/kodak/olympics/olympichistory
  - www.olympic.org/uk/games/index_uk.asp

How you will present your findings

The findings of this research activity will become part of your portfolio and a sample presentation sheet is provided.
Investigating Europe VI

The Power of Music

Your aim
Your aim is to research a variety of national anthems from each member state of Europe in order to explore different musical genres and themes. And to identify the musical anthem of the European Union.

Time
This research activity should take you approximately five hours.

By the end of this activity
You will be able to distinguish between some of the key national anthems and to identify some of the key musical themes related to each of them. You will have identified available resources, integrated information from different sources and presented your findings in a clear and coherent manner.

What you need

- Access to the web, some useful sites:  
  - www.national-anthems.net
  - www.national-anthems.org/origins.htm
  - www.national-anthems.net/countries/alfabet.php?cont=europe
- Musical dictionaries
- Encyclopaedia

How you will present your findings
The findings of this research activity will become part of your portfolio and a sample presentation sheet is provided.

Potential Partner Activity
Design a leaflet explaining the origins of your national anthem, giving the words and their translation if necessary. Make a video or DVD of your class singing it and send it to your partner school. Ask them to do likewise.

Sample Portfolio Presentation

Timeline

League Table

Sample Table

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of medals</th>
<th>Main events</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis

- Why some sports are in and others are out?
- Do you think this should change?
Sample Portfolio Presentation

Findings

Sample Table

<table>
<thead>
<tr>
<th>Country</th>
<th>Anthem Name</th>
<th>First Verse – original &amp; translation</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Genre</td>
<td>Composer</td>
<td></td>
</tr>
</tbody>
</table>

Analysis

- Which two have the same character?
- Which one does not?
- Reasons for your choice

Investigating Europe VII

Europe’s Architectural Heritage

Your aim

Your aim is to undertake research which will help develop your appreciation of our common heritage of European architecture.

Time

This research activity should take you approximately five hours.

By the end of this activity

By the end of this activity you will be able to recognise the various architectural styles, identify famous European buildings and famous Architects. You will have identified available resources, integrated information from different sources and presented your findings in a clear and coherent manner.

What you need

- Access to the internet
- Architectural Books from the Library
- Map of Europe

How you will present your findings

The findings of this research activity will become part of your portfolio and a sample presentation sheet is provided.

Potential Partner Activity

Undertake a similar activity for Ireland and send your seven architectural examples to your partner school. Ask them to undertake a similar investigation for their own country and to send you their seven architectural wonders.
### Sample Portfolio Presentation

#### Findings

<table>
<thead>
<tr>
<th>Building</th>
<th>Reasons for choice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part III

Investigating the EU


**What is this section about?**

This section of the resource provides an insight into the institutional process of Europe, the role the Irish play within that process as well as examining the functions of the European Parliament.

---

**Investigating the European Union I**

**Having Your Say in the European Union**


**Your aim**

To research the variety of ways in which the citizens of Europe can have a voice in Europe on an issue that is of concern to them.

**Time**

This research activity should take you approximately five hours.

**By the end of this activity**

By the end of this activity you will be able to identify 7 different routes which can be taken by yourself or others to voice concern or make a complaint or petition to the EU.

**What you need**

» Access to the internet

European Commission:
http://europa.eu.int/yourvoice

European Parliament Petitions:
http://www.europarl.europa.eu

Contact your MEP:
http://www.europarl.europa.eu/

European Parliament Mailbox:
http://www.europarl.europa.eu/

The European Ombudsman:
http://www.ombudsman.europa.eu

Solvit:
http://ec.europa.eu/solvit/

Europe Direct:
http://ec.europa.eu/europedirect/

**How you will present your findings**

The findings of this research activity will become part of your portfolio and a sample presentation sheet is provided.

**Potential Partner Activity**

Hold a video conference with your partner school to examine the kind of issues which are of concern to them and find one concern which you both share. You could then decide together to use one of the mechanisms you investigated to address your agreed issue.

---

**Sample Portfolio Presentation**

**Findings**

**Sample Table**

<table>
<thead>
<tr>
<th>Mechanism</th>
<th>Issues/Concerns</th>
<th>How it works</th>
</tr>
</thead>
</table>

---

---
Investigating the European Union II

The Irish in Europe

NOTE TO TEACHERS: IF STUDENTS ARE NOT FAMILIAR WITH THE BASIC EUROPEAN INSTITUTIONS USE LESSON 8 IN PART I: EXPLORING EUROPE TO TEACH THEM ABOUT THE EUROPEAN INSTITUTIONS.

Your aim

Your aim is to develop your knowledge of how Ireland is represented on some of the key European institutions and committees.

Time

This research activity should take you approximately five hours.

By the end of this activity

By the end of this activity you will be able to distinguish some of the European bodies, have a greater knowledge of Ireland’s role and responsibilities within each and be able to present your findings in a clear and coherent manner.

What you need

» Access to the internet
» Accompanying Research Task Sheet

How you will present your findings

The findings of this research activity will become part of your portfolio.

Potential Partner Activity

Design the information sheet on your computer (using MS Publisher if available) to inform your partner school about Ireland’s representation. This might mean translating it, making sure it is ‘user friendly’ and that students of your own age can read and understand it. Ask your partner school to do the same for you with regard to their representation in Europe.

The Irish in Europe

The European Parliament

www.europarl.ie

1. How many constituencies are there in Ireland for European Parliament elections?

2. Name each constituency and the number of MEPs (Members of the European Parliament) representing it.

<table>
<thead>
<tr>
<th>Constituency Name</th>
<th>Number of MEPs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Which European constituency do you live in?

4. Name the MEPs for your constituency, and the Irish Political Party to which they belong.

<table>
<thead>
<tr>
<th>Constituency Name</th>
<th>Number of MEPs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Select one of the MEPs you have named above to investigate more.

Name

To which political group in the European Parliament does he/she belong?
Which committee(s) of the Parliament does he/she serve on?

What is the e-mail address of your chosen MEP?

Check out if your MEP has her/his own web-site. If so, what is the web-address of this site?

Use this web-site to list some of the issues which your MEP feels strongly about.

6. The European Parliament does much of its work in Committees. Name five of these committees and any Irish MEP which serves on that committee (including reserves).

<table>
<thead>
<tr>
<th>Committee</th>
<th>Irish MEPs on this committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

7. Which country currently hosts the Presidency of the Council?

8. When did Ireland last host the Presidency?

9. Which country will be the next host of the Presidency?

10. Is the current President of the European Commission Irish, if not what is his/her nationality?

11. Who is the current Irish Commissioner?

12. What is his/her portfolio (area of responsibility)?

13. Name three other European Commissioners and what they are responsible for.

<table>
<thead>
<tr>
<th>Name</th>
<th>Responsible for</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

14. The Secretary-General is the most senior civil servant in the European Commission. Find out her/his name and nationality.
Other Institutions of the European Union

15. Who is the Irish member of the European Court of Justice?

http://curia.eu.int/

16. Who is the Irish member of the European Court of Auditors?

http://eca.europa.eu/

17. Is the current EU Ombudsman Irish and if not what is his/her nationality?

http://www.euro-ombudsman.eu.int

18. Are there any Irish members on the Committee of the Regions?
   If so, choose one and answer the questions below:

Name

Why do you think this person is on this committee?

http://www.cor.europa.eu/

19. Are there any Irish members on the European Economic and Social Committee?
   If so, choose one and answer the questions below:

Name

Why do you think this person is on this committee?

http://eesc.europa.eu/

Investigating the European Union III

The Parliament

Your aim

Your aim is to develop your understanding of how Europe works through researching the main political groupings.

Time

This research activity should take you approximately five hours.

By the end of this activity

By the end of this activity you will be able to distinguish between the different political groups in the European parliament. You will have identified available resources, integrated information from different sources and presented your findings in a clear and coherent manner.

What you need

- Access to the internet
  The following web sites can be consulted for information:
  - The Parliament – www.europarl.eu
  - The political groups of the Parliament – www.europarl.eu.int/groups

How you will present your findings

The findings of this research activity will become part of your portfolio and a sample presentation sheet is provided.
Sample Portfolio Presentation

Findings

Sample Table

<table>
<thead>
<tr>
<th>Name of Political Group</th>
<th>Abbreviation</th>
<th>Key issues</th>
<th>Key politicians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group of the European People’s Party (Christian Democrats) and European Democrats</td>
<td>PPE-DE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group of the Alliance of Liberals and Democrats for Europe</td>
<td>ALDE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group of the Greens/European Free Alliance</td>
<td>Verts/ALE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confederal Group of the European United Left – Nordic Green Left</td>
<td>GUE/NGL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independence/Democracy Group</td>
<td>IND/DEM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Union for Europe of the Nations Group</td>
<td>UEN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-attached Members</td>
<td>NI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 chose 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:

<table>
<thead>
<tr>
<th>Alive Activity</th>
<th>Key Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alive Activity 1</td>
<td>The Times They Are A Changing</td>
</tr>
<tr>
<td>Alive Activity 2</td>
<td>Our National Anthem</td>
</tr>
<tr>
<td>Alive Activity 3</td>
<td>Who’s Who in The EU?</td>
</tr>
<tr>
<td>Alive Activity 4</td>
<td>A European Awareness Day</td>
</tr>
<tr>
<td>Alive Activity 5</td>
<td>Legends, Heroes and Heroines</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Icon</th>
<th>Legend</th>
</tr>
</thead>
<tbody>
<tr>
<td>🎨</td>
<td>Setting the Context</td>
</tr>
<tr>
<td>🕒</td>
<td>Time Allotted for the Activity</td>
</tr>
<tr>
<td>🌟</td>
<td>Research</td>
</tr>
<tr>
<td>📒</td>
<td>Preparing Presentation</td>
</tr>
<tr>
<td>🎨</td>
<td>Sample Activities for Event Preparation</td>
</tr>
<tr>
<td>🎨</td>
<td>Sample Activities on the Day</td>
</tr>
<tr>
<td>📱</td>
<td>Potential Partner Activity</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 - 59</td>
<td>Male</td>
</tr>
<tr>
<td>60+</td>
<td>Female</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Mother</th>
<th>Father</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5+</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Mother</th>
<th>Father</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Breakfast</th>
<th>Main Meal</th>
<th>Supper</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Midday</th>
<th>Evening</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Traditional Irish Food</th>
<th>Pasta Dishes</th>
<th>Rice Dishes</th>
<th>Chinese Food</th>
<th>Fast Food/ Take Away</th>
<th>Convenience foods - Frozen</th>
</tr>
</thead>
</table>

You and your Education

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

<table>
<thead>
<tr>
<th>Primary</th>
<th>Children</th>
<th>Leaving Cert</th>
<th>Third Level</th>
</tr>
</thead>
</table>

9. Did children of other nationalities attend your school?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Walk</th>
<th>Cycle</th>
<th>Car</th>
<th>Bus</th>
</tr>
</thead>
</table>

You and Leisure, Entertainment and Money

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>&lt; €1</th>
<th>€1 – &lt; €5</th>
<th>€5 – €10</th>
<th>Other</th>
</tr>
</thead>
</table>
13. Where and how did you spend your leisure time?
   Please indicate whether daily (D), weekly (W), monthly (M), never (N).

<table>
<thead>
<tr>
<th>Sports</th>
<th>Shopping for clothes, DVDs etc</th>
<th>Listening to music/watching TV</th>
<th>Dancing/disco</th>
<th>Pubs</th>
<th>Other – please specify</th>
</tr>
</thead>
</table>

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

#### 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

<table>
<thead>
<tr>
<th>Blue</th>
<th>Yellow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photographs</td>
<td>Names</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Alive Activity 4

A European Awareness Day

Survey in 5 European schools

**Setting the Context & Potential Partner Activity**

Students who are linked with other schools can decide on issues that are mutually important to them and conduct pan European surveys to find out more about each others attitudes and opinions. Through such an activity students will come to know how others think about issues that are of concern to them and can learn which issue might be important to other young people within Europe.

**Time**

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

**Research**

If your school is linked with other schools then several topics can be surveyed. Each school takes charge of one topic and constructs a questionnaire of 10 questions on that topic. Each school then sends a copy of its questionnaire to each of its partners who duly duplicate it and distribute a specified number of copies to be completed by their students.

If time is very limited schools may decide to have a survey on one topic only, and publish local results. A joint report would make the survey more meaningful.

**Preparing Presentation**

To prepare presentation

- Each school returns completed questionnaires to the appropriate school.
- Your school then collates the results of its own survey and publishes the results.
- If time permits it you may publish a Joint Report that includes the results from other partner school.
**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
Part V
Linking with Others
Teacher’s guide

What is this section about?

This section of the resource offers a rationale for building links with other schools as well as giving a sample set of guidelines for partnering with schools in other European countries. There is also a list of possible contacts and curriculum ideas.

The main purpose of partnering is to enrich the students understanding of Europe through engaging with others. Additionally it will bring the idea of Europe more concretely into their lives.

The section also seeks to give students an appreciation of the similarities and differences that exist across countries and enables students to grow more appreciative of the rich diversity which being a European offers.

Introducing Linking

Introducing Linking: explores the rationale behind linking and offers a set of questions to consider before progressing.

How to get started

Offers a menu of practical ideas and tips for encouraging and motivating staff and students to develop their commitment to the international dimension of learning and also to the practical aspect of linking. The ideas are outlined as follows:

1. DEVELOPING AN INTERNATIONAL POLICY
2. UNDERTAKING A CURRICULUM AUDIT
3. PROMOTING A SET OF CURRICULUM STRATEGIES
4. CONDUCTING A STAFF AUDIT
5. PROMOTING A EUROPEAN DAY OF LANGUAGES
6. OFFERING PRACTICAL IDEAS TO STUDENTS AND TEACHERS FOR COLLABORATION WITH PARTNER SCHOOLS
7. DEVELOPING A SHORT EUROPEAN STUDIES PROGRAMME USING EUROPACK AND OTHER RESOURCES

Why Link?

By linking you can demonstrate good practice in the International Dimension in Education. The more we are able to instil in students a sense of mutual understanding with their contemporaries in other parts of the world, the more able they will be to work collaboratively and share experiences with their fellow world citizens.

Too often schools focus their lessons on subject knowledge and understanding rather than looking to relate issues to pupil’s attitudes, values and personal development. Linking with other schools gives pupils the opportunity to examine their own values and attitudes, understand the global context of their local lives, and develop skills to enable them to combat prejudice and discrimination. This includes equipping students with tools such as critical thinking.

Linking is an effective way to equip children with a sense of the wider world issues. Young people need to be equipped to live in and contribute effectively to a global society and to work in a competitive global economy. Nations across the globe are increasingly interdependent and that internationalism should be a fundamental part of education. There are benefits to the students, staff and the wider community.

Establishing Links

You can establish links in a number of ways. The best approach is “top down”, your principal contacts a principal in another school and establishes agreement to link the schools and this is officially passed on to all the staff. It may be that the link is the genius of a teacher but the support of senior management is essential.

You may need to have staff good will for special activities to develop the link so official approval is vital.

The personal approach is best. If you have a contact by all means use that person to generate things but ownership of a link must be taken on by all staff and not just a dedicated few.

If you do not have a link and are not sure how to get one

Contact your European national agency for Socrates and also your local education department and/or Inspectorate for advice and support. Be clear about the kind of link you want. A contrasting link school can be interesting (different gender, socio economic background) but school sizes should not be too disparate. Too big will be overwhelming for your school if it is a lot smaller. (The link school might want to do a lot of pupil exchanges you could not physically accommodate). Too small may have opposite problems.

Many schools like to be linked with similar schools in terms of academic ability. You may want a school with a strong sporting or musical link if these are key areas of expertise for your school. A football exchange can similarly break down barriers even if there are language barriers. Music, Art and Drama can likewise cross all areas.

Is it important the school has good ICT facilities? It is if your school has a great video conferencing suite that is being underused!
Useful Contacts

European Commission Representation in Ireland
www.euireland.ie
European Studies
www.european-studies.org
(See schools section)
Leargas
www.leargas.ie
Dissolving boundaries
www.dissolvingboundaries.org
Cooperation Ireland
www.cooperationireland.org
Civic link
www.civic-link.org
Ncompass
www.ncompass.org
Epals
www.epals.com
International Education and Resource Network
www.iearn.org
Global Gateway
www.globallgateway.org.uk
European Association of Teachers
www.aede.org
Council for Education in World Citizenship
www.cewc.org
Elcos
www.europelearning.info
Euroscala
www.europarl.ie
(See services for schools)
European Parliament Ireland
www.europarl.ie
Council of Europe
www.coe.int
European Youth Parliament
www.evese.org
Make Poverty History
www.makepovertyhistory.org
OTHER ADDRESSES THAT MIGHT BE USEFUL:
www.etwinning.net
www.globeciv.org
www.education-world.com
www.locococo.org/theGame

Also other local resources can be returning volunteers who have a wealth of experience related to global education and are well placed to raise awareness of global development issues. It may also be that your local church has missionary contacts.

Check also with your council re twinned towns and regions. There may be a link with a specific city or region in another country that has established through your schools’ education authority. This means there is already an atmosphere of goodwill, useful contacts, experience in travel and communication and plenty of support both in the partner regions and close at hand.

You have decided on what kind of school you want.

Here are some more considerations.

Do you want to share the partnership with another school in the area? This may help with residential. Be flexible. The school you want to link with initially may not end up being the best match for you. Be patient. Some links never get off the ground, others flounder quickly, and others develop slowly and surely. Do not be too ambitious in your first year; be realistic as to what you and your school can do.

Who are you going to link?

Maybe you are going to link one class in the school that is a non-examination class that would like to learn more about Europe. Maybe it is a motivated junior class that would be happy to spend extra time doing some exchange curriculum work. Decide how many pupils and what type of activity you are going to do. Ideally it should be related to class work and extending an activity your school is already committed to doing.

What are you going to link?

You may decide to personal pupil profiles, information on your local regions, work related to your studies e.g. project work. You may make it completely free from text in traditional format, e.g. videoing a play, orchestra performance, PowerPoint or webpage. Further ideas are given on the following pages of this section of Europack.

When are you going to link?

It is important to establish both school holiday periods and exam periods so that work can be exchanged at a time when both classes are there. Not as easy as you might think!

Why are you going to link?

Really this question should go first. Why do you want a link in the first place? Based on this you can establish what kind of link is best. Is it to be tied to the ethos or specialism of your school?

Where are you going to link?

In every subject? In special assemblies? On International days? Europe Day (9 May each year) See also annual spring day in Europe. Will it be cross-curricular? Will it be with all classes and age groups?

How are you going to link?

Will it be ICT? Video, email (make sure you observe school policy on use of Internet by students), fax, post, physical exchange? Videoconference?

What do you want to achieve from your link?

Like why are you linking but perhaps this question also raises a deeper analysis to explore what benefits the students will get e.g. increased literacy, oracy, improved presentation skills, writing for a real audience, increased ICT skills, mobility? Work experience?
If my link is not working what do I do?
Communication is vital. Agree terms with the school you are linking with. Decide on the number of things to be exchanged and the type of items on an annual basis. Agree to acknowledge all materials that are received and to notify partner if you can not keep to your deadline. Try and meet up face to face at some stage as this will strengthen commitment. Remember to send small items at Christmas or other religious or secular festivals. Share your culture and understand each other better. Explore stereotypes made for each other countries when you are established and comfortable. Remember to have fun! The students will follow your lead!

Developing your link
This can be done by following the interests of your two or more schools. Do not be too prescriptive at first. Learn from each other. Celebrate your link by doing a European national event like Europe day in or around 9 May and get local media coverage and involve parents and the local community. Short intensive activities such as a European Day or week can facilitate a class, a whole year group or possibly the entire school by providing a block of time for special events with a European theme, eg language taster classes, foods from other European countries, the flags could be displayed etc.

Implement your link
» Make sure your plan is realistic and achievable.
» Your own website. Does it have an international area?
» Devote a wall as an International display area and have a corner of the staff notice board also.
» Raise awareness with governors, teachers, pupils, parents.
» Use overseas traditional songs in the school assembly.
» Devote part of the library to overseas books and materials.
» Appoint an international co-ordinator or team with a job description.
» With the School Council, organise fundraising events for overseas charities and schools.
» Reflect the international dimension in your job description when making new school appointments.
» Integrate the international dimension into the school’s plans for Personal and Social Education, Citizenship, CSPE, ICT, English and Literacy, Art, Music, Drama.

2 – Practical ideas on how to get started

1. Developing an International Policy
In deciding to write an International policy you must first consider your reasons for doing so. Are you seeking to prepare your students:
» To understand complex international interdependencies in the global economy?
» To respect and value different cultures and beliefs?
» To enjoy regular contact with students and adults living in different countries?
» To broaden horizons, to learn about other cultures?
» To appreciate different languages and cultures and to celebrate their richness and diversity?
» To share views and opinions and develop their own personal beliefs?
» To become tolerant and understanding, courteous and assured in the company of people from other cultural or ethnic backgrounds?
» To develop an awareness and understanding as active members of a European and global society as well as the opportunities, rights and responsibilities?
» To address global issues concerning sustainability, the environment, development and international interdependence?
» To increase their self esteem, confidence and sense of achievement?

The following example of a policy may help to guide you in developing your own: ‘Sample International Policy’

Mission Statement
“Every child is entitled to a broad and balanced education founded on knowledge and appreciation of the key features of our cultural heritage, as well as that of other countries and their traditions”

Rationale
The school has vital roles in preparing pupils for International citizenship. The promotion of the International dimension in all aspects of the curriculum will assist in removing barriers between cultures encourage openness and positive communication between individuals and groups.
Aims

» To celebrate similarities and explore the differences between different cultures and societies
» To encourage respect for our own and others cultural and religious beliefs and practices
» To develop the social skills needed to cope and live in a multicultural society
» To enable children to share views, opinions and develop their own personal beliefs

Objectives

» To identify opportunities for developing the Global Dimension Curriculum throughout the school
» To make contact with global citizens through school and class links, visits and working with visitors in the classroom
» To provide experiences using a range of media as an opportunity to explore cultural similarities and differences and to investigate global events and issues
» To provide opportunities to learn about key issues relating to global citizenship e.g. fair trade, human rights and sustainable development
» To implement a series of whole school initiatives to raise the profile of and celebrate global citizenship and cultural events

Continuing Professional Development

Staff training will take place as and when the need and opportunities arise, but may include applications by members of staff for Council of Europe courses and liaison with European national agency.

Review

After each event a review of resourcing, information available and the practicalities of embarking on such events will be shared and considered.

2. Undertaking a Curriculum Audit

An effective curriculum audit involves all staff in considering the extent, range and level of access to learning about Europe being made currently available to all pupils through:

» The ethos of the school;
» The subjects of the Irish Curriculum;
» Other subjects and courses;
» Extra-curricular activities;
» Contact with Europe and the Europeans; And
» The school’s relationships with parents and the community.

The sample framework below could be used with members of your staff in considering the range of opportunities they already provide and areas which might benefit for a more pro-active approach.

Sample Audit

To what extent do you consider the subjects and educational themes contribute to the objectives of the European dimension in education?

Very little or not at all – X To some extent – O In-depth – D

<table>
<thead>
<tr>
<th>Objectives</th>
<th>English</th>
<th>Maths</th>
<th>Science</th>
<th>ICT</th>
<th>ETC.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop economic, political cultural and social knowledge and understanding of European countries and people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To develop the ability to use their own and other European languages in order to communicate and co-operation in Europe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To develop tolerant attitudes towards other people, their ways of life, beliefs, opinions and ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To develop a sense of responsibility as citizens of Europe particularly with regard to upholding human rights, safeguarding democracy, working for peace and preserving the environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Promoting a Set of Curriculum Strategies

Using opportunities to promote ideas among staff groups is also an important way of encouraging the international dimension of learning. Subject meetings can be an ideal vehicle and maybe you can begin with your own subject and then maybe support other subject groups to take on some ideas. The list below can be used as stimulus to get people thinking about connections between Ireland, Europe and the wider world.

**English**
- Review your use of and pupils’ access to multi-cultural texts through Literacy.
- English take a look at e.g. African poetry
- Folk stories/customs from around the world
- Use your local community to develop pupils’ skills in the creative arts and Story-Telling across the world
- Co-author books with partner schools on line

**Mathematics**
- Introduce teaching modules in the History of Mathematics-Arabic, Chinese, Islamic and Indian
- Carry out learning activities with pie charts/graphs on holiday destinations, miles-kilometres conversions, and foreign currency conversions

**Science**
- Investigate the lives of famous scientists
- Organise competitions for students to select and champion their scientist
- Set up a comparative energy-saving exercise
- Investigate food and culture in relation to “healthy foods”

**ICT**
- Develop e-mail and video links with a partner school
- Set up a shared international electronic newsletter and website

**Modern Foreign Languages**
- Register greetings in foreign languages
- Displays, directional signs and labels to include minority languages and non Roman alphabets.
- Introduce a (new) foreign language or language awareness projects
- Contact your local European national language agency e.g. leargas for further information
- Set up a video conference link for language events

**Creative Arts/Sports and games**
- Visit art galleries and museums and liaise with education officer for international links
- Extend skills in dancing through the focus of multi cultural dance
- Study of artists from around the world
- Organise a joint international drama/musical production
- Produce 2D and 3D masks
- Teach about art from Japanese, Aboriginal. Mayan, Egyptian cultures
- Teach about playground games from around the world
- Artists-in –Residence projects-dancers, drummers, potters, artists, sculptors, etc
- Make your sports day an Olympic type day
- International sporting activities. Analysis of results from major sporting events

**Humanities/Social Sciences**
- Take a group of Business studies students to visit a local factory with an International link
- Develop a comparative unit on tourism in Geography on a region of Africa and Europe
- Involve Young Enterprise in Fair Trade initiatives
- Business studies students set up an international import-export company and investigate impact of international currency exchanges
- Develop your links through the local church, mosque, and synagogue
- Diversity and festivals: Customs from around the world (e.g. Ramadan, Chinese New Year)

**Citizenship/Personal and Social Education**
- Consider joining Model United Nations General Assembly through e.g. Council for Education in World citizenship
- Focus on the developing world –agencies like Oxfam, Save the Children Fund, W.W.F., Red Cross have good global citizenship curriculum.
- Examine the web sites and publications from Christian Aid, Trocaire etc
- Follow the route of a banana from growth to sale
- Alert students to the UN commission on the Rights of the Child
- Plan your assembly programme to reflect an international ethos. Incorporate the global dimension themes of sustainability, interdependence, social justice etc, into assemblies and tutorials.
- Global citizenship water project. Study of water purification in other countries- www.wateraid.org
- Design technology
- Introduce a Food Around the World project
- Design and make toys from recycled products
- Investigate meals and related nutritional values from around the world
- Produce an international cookbook, exchange recipes with partners
- Make enquiries about partner schools’ meals and related nutritional values
Cross Curricular and Miscellaneous

» Introduce African and South American influences to the junior curriculum
» Create international induction activities for prospective first year classes
» Bring the community into the schools:
  » Local business and industry leaders and employees
  » Frequent, widely-travelled speakers invited to assemblies
  » Making the school available for visits by foreign delegations and groups
» Set up work experience placements abroad
» Organise school visits abroad. In Denmark some schools take whole staff for induction to e.g. Ireland and arrange visits to schools with Q and A sessions
» Apply for a FREE Comenius (language) assistant. Contact your local European national agency e.g. Leargas for further information
» School-to-School partnerships
» In Europe through Comenius 1-funded projects
» Change the menus your school kitchen is offering once per term

Other Suggestions

» How are your charity links decided?
» Involve the Schools Council in decisions to support e.g. Operation Xmas Child, Romanian orphanage support etc
» European awareness events (e.g. tourism, architecture, trade and industry), communications, European identities
» Organise international curriculum days(s)/week
» Mark Europe Day on 9th of May
» World Book day
» World languages day
» One World week
» International Children’s day
» Human Rights Day
» Use international sporting events as ICT and Geography exercise
» Hold a Global citizenship evening or open day for parents and the local community. Encourage students to display work and show web sites illustrating issues of Global Citizenship, perform drama presentations, role play, songs or dance. A band or story teller could be asked to perform and fair trade refreshments provided
» Euroscola – The European Parliament runs a programme for students to spend a day in Strasbourg debating in the parliament and meeting young people from all the member states. Further information is available from your European Parliament Information Office www.europack.ie.
» Contact your MEP for a talk or to possibly host a community or school visit to Strasbourg.

4. Conducting a staff audit

If you ask the right questions you will find out more about your current school profile. Raise awareness with boards of management, teachers, students, parents. Try an audit of staff by devising a questionnaire such as the attached

Sample Audit

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does your school do an annual ski trip or other sporting events? If so, do you ever visit schools in those areas or have host contacts you could develop?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Do you have a religious link with other schools in Europe, can this be worked on?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do you have a town twinning or city twinning arrangement? (It may be useful to contact your local county council as there may be funding for some activities)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Do you have a modern languages assistant or Comenius language assistant in school who can establish links with your school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Do you have a Rotary Club or similar that may have international contacts?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Do you have any links with youth or sporting associations that may have partners in different countries?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. What about the teachers in school are any of them from different countries or have connections to one?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Do you raise money for charity each year? Is it for schools in a particular country, could you do a curriculum link with them too?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Do you have parents or students newly arrived or with strong contacts in different countries, could these be used?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. What about your music department or other departments. Do they have special links with any schools in different countries?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Where are your students from? Would any of them welcome inclusion by a partner school in that country?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. What modern foreign languages are students undertaking? Do you do trips to these places? Could you get links there?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Promoting a European Day of Languages

Every year on 26 September

A European Day of Languages is only one day on the school calendar but it could provide a springboard for other such days, such as a human rights day. The following list of ideas may help you get started.

1. Language taster sessions in a variety of languages
2. Learn words and phrases in different languages
3. Greetings in different languages – provide sheet for all staff to use in their classes.
4. Ask teachers to take the register, and pupils to answer, in a different language
5. Widespread use of other languages throughout the school – pupils vote for the member of staff who makes the best attempt to speak in another language.
6. Challenges involving languages eg introducing yourself, teacher opening remarks to their class, making a speech, telling a joke.
7. Send an e-mail in another language.
8. Organise a special assembly. Include contributions from teachers and pupils eg. opening remarks, poems, readings, songs, hymns, prayers, drama.
9. Label your school/college – doors, classrooms, hall, and library in whatever languages are taught (and also in ones that are not).
10. Put a special language page on your school/college website.
11. Sing/write a song. Say/write a poem.
12. Puppet shows, plays, drama.
13. Provide a food tasting session or serve a special lunch in the canteen
14. Competition to identify flags around the school/college – pupils say which language is spoken in those countries
15. Get pupils to design posters, write leaflets, make a video to promote the learning of languages
16. ‘Design a language badge’ competition
17. Competition to identify ‘hello’, ‘goodbye’ and ‘welcome’ in different languages or to identify international car plates
18. Quizzes on general knowledge about other countries – pub quiz format
19. Eurovision song contest with each class performing a different song
20. Design and write a holiday postcard in a different language
21. Bring in wrappers or packaging in different languages
22. Learn a traditional sport or dance from another country
23. Survey staff in your school/parents on languages spoken
24. Organise a sponsored ‘speak-in’ in another language for charity – e.g. pupils only speak in the chosen language for the day, for a lesson, for an hour!
25. Highlight the importance of languages in work

ALSO

» Check out http://europa.eu/languages/en/home for information on languages from the European Union
» Log on to www.languageswork.org.uk or access activities and resources
» Visit the CILT website www.cilt.org.uk/edl for additional ideas, quizzes etc, and links to other sites
» Register your activities on the Council of Europe website www.ecml.at/edl

6. Developing a short European studies programme using europack and other resources

Enabling teachers to develop short modules of learning for their students is an ideal way of embedding the international dimension of learning into the curriculum. Often teachers do not know where to begin. The following template might help in getting other started.

Sample Template

The European Studies Programme

Aims

European Studies aims to enable the students to:

» Develop an awareness of the background, evolution, and status of Europe today
» Increase their awareness of and engage with their identity as European citizens
» Grow in mutual understanding, awareness and tolerance of each other
» Understand relationships between different cultures and traditions in regional, national and European contexts
» Have an opportunity to see the perspectives of others through collaborative work/projects
» Develop a range of communication skills including the use of information technology.

Time

The European Studies Senior Programme is a one year course which is cross-curricular in scope and allows students and their teachers to choose from a range of topics encompassing a variety of subject areas.

Learning Outcomes

Learners should be able to:

KNOWLEDGE:

» Demonstrate an understanding of the richness and diversity of the cultures of Europe developed through our shared heritage
» Distinguish between the different European Institutions and understand how young people can have a role in them.
» Understand European legislation as it affects them in their daily lives
» Explore areas of shared interest today and areas of conflict in the past.
» Examine the challenges facing an expanding European Union in the local/National and International context
SKILLS:
» Demonstrate communication skills and competencies using ICT's
» Undertake a research project including information gathering and management skills
» Demonstrate their ability to understand and to communicate in at least one non-native language
» Develop inter and intra personal skills by working collaboratively with partner schools

ATTITUDE:
» Show an appreciation of the wide range of perspectives among the peoples of Europe
» Appreciate their own role as citizens of Europe and have an awareness of what they share, contribute and gain from being Europeans
» Appreciate their own regional contribution to European culture and identity and that of their neighbours
» View with understanding and tolerance issues that arise in a European context

Teaching and Learning Strategy:
» negotiated learning
» formal input
» debates
» practical work
» group work
» interviews
» project work
» visiting speakers
» computer-based learning (video conferencing, online conferencing etc)
» oral presentations by students
» drama
» discussion
» research
» pair work
» demonstration
» role-play
» simulation game
» visualisation
» field trips

Further information from www.european-studies.org
Part VI
Appendices
Appendix I – Lesson Resources

The following publications are available from the European Commission Representation in Dublin:

- Europlus
- Media File: Enlargement
- How the EU works. A citizens guide to the EU institutions
- Europe in 12 lessons
- The Lisbon Treaty
- Europe: Modern European History
- Europe at Work - Junior Cert Workbook
- Europe Direct leaflet
- My fundamental rights in the European Union
- Traveling in Europe (map for young people)
- Europe Today
- Europe at a glance
- Our voice in Europe

- It's your Europe - Living, learning and working anywhere in the EU
- Europe at work
- The European Parliament
- Panorama of the European Union
- Enlarging the European Union - what does it mean for our environment?
- Serving the people of Europe
- Contact Europe
- How the European Union works
- Guide to the European Union
- The Charter of Fundamental Rights

The publications of the Representation are regularly updated. For the latest information check out www.euireland.ie:

- Ireland and the European Union – www.euireland.ie
- EU Enlargement, The Fifth Step: DVD on Enlargement
- You Me and the EU: CD Rom
- Hello Europe: CD Rom

Other Resources:

- Europe in the Round CD Rom and website – www.europeintheround.com
- ‘Bringing Europe Closer to its Citizens’ DVD, available from the National Forum on Europe.

Appendix II

Sample research project assessment

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Title</td>
<td></td>
</tr>
</tbody>
</table>

Excellent – 3     Good – 2     Weak – 1     Not Applicable – n/a

<table>
<thead>
<tr>
<th>Teacher’s Comments</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear aims</td>
<td></td>
</tr>
<tr>
<td>Evidence of Research</td>
<td></td>
</tr>
<tr>
<td>Methodologies used</td>
<td></td>
</tr>
<tr>
<td>Investigation</td>
<td></td>
</tr>
<tr>
<td>Development of theme</td>
<td></td>
</tr>
<tr>
<td>Accuracy of data</td>
<td></td>
</tr>
<tr>
<td>Original work</td>
<td></td>
</tr>
<tr>
<td>Evidence of understanding</td>
<td></td>
</tr>
<tr>
<td>Initiative shown</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td>(written, oral, visual, aural, dramatic, etc.)</td>
<td></td>
</tr>
<tr>
<td>Results - conclusions</td>
<td></td>
</tr>
<tr>
<td>References</td>
<td></td>
</tr>
</tbody>
</table>

Overall Grade (A, B, C, D, E)

Signed (Teacher)    Date

*ADAPTED FROM THE TRANSITION YEAR PROGRAMME RESOURCE FOLDER*
Appendix III

Sample student self-assessment sheet

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/Module</td>
<td>Date</td>
</tr>
<tr>
<td>Task</td>
<td></td>
</tr>
</tbody>
</table>

Describe how well you performed this task

If I were starting this task again I would …

Signed (Student) | Date

*ADAPTED FROM THE TRANSITION YEAR PROGRAMME RESOURCE FOLDER

Appendix IV

Sample student module evaluation

1. Subject Title

2. What part of the Course did you most enjoy? Why?

3. What part of the Course did you find most beneficial? Why?

4. What part of the Course did you least enjoy? Why?

5. How would you rate your own level of participation during this module/subject?

*ADAPTED FROM THE TRANSITION YEAR PROGRAMME RESOURCE FOLDER
Sample teacher checklist for module evaluation

The following questions can be used to stimulate critical reflection and evaluation of the teaching and learning process

» What aspects, in your opinion, have been successful?
» How have the students benefited this year so far?
» What were the highlights for the students?
» What difficulties or challenges, if any, emerged? Were these difficulties and challenges satisfactorily resolved?
» Was a formal mid-year evaluation carried out?
  » Who was involved?
» When was it carried out?
  » How was it carried out?
  » What happened to the findings?
  » How were the findings collated?
» Which of the following aspects need further attention in the coming term?
  » Documenting the written programme.
  » The written programme (individual programme).
  » Teaching and learning strategies.
» Cross-curricular work.
  » Assessment.
  » Reporting.
  » Certification.
  » End of year Evaluation.
» Student motivation.
  » Whole staff involvement.
  » Trips, out of school visit.
  » Work Experience.
  » Community Awareness programme.
  » Resources (in school and out of school).
  » School links (inter school, local and transnational).
» What are the arrangements when “Planning the Programme” for next year?
  » When will it be done? Who will be involved?

*ADAPTED FROM THE TRANSITION YEAR PROGRAMME RESOURCE FOLDER

Charter of Fundamental Rights of the European Union

BRIEF SUMMARY OF ARTICLES

PREAMBLE

ARTICLE 1
HUMAN DIGNITY
Human dignity is inviolable. It must be respected and protected.

ARTICLE 2
RIGHT TO LIFE
Everyone has the right to life. No one shall be condemned to the death penalty, or executed.

ARTICLE 3
RIGHT TO THE INTEGRITY OF THE PERSON
Everyone has the right to respect for his or her physical and mental integrity. In the fields of medicine and biology, the following must be respected in particular: the free and informed consent of the person concerned, according to the procedures laid down by law, the prohibition of eugenic practices, in particular those aiming at the selection of persons, the prohibition on making the human body and its parts as such a source of financial gain, the prohibition of the reproductive cloning of human beings.

ARTICLE 4
PROHIBITION OF TORTURE AND INHUMAN OR DEGRADING TREATMENT OR PUNISHMENT
No one shall be subjected to torture or to inhuman or degrading treatment or punishment.

ARTICLE 5
PROHIBITION OF SLAVERY AND FORCED LABOUR
No one shall be held in slavery or servitude. No one shall be required to perform forced or compulsory labour. Trafficking in human beings is prohibited.

ARTICLE 6
RIGHT TO LIBERTY AND SECURITY
Everyone has the right to liberty and security of person.

ARTICLE 7
RESPECT FOR PRIVATE AND FAMILY LIFE
Everyone has the right to respect for his or her private and family life, home and communications.

ARTICLE 8
PROTECTION OF PERSONAL DATA
1. Everyone has the right to the protection of personal data concerning him or her.

2. Such data must be processed fairly for specified purposes and on the basis of the consent of the person concerned or some other legitimate basis laid down by law. Everyone has the right of access to data which has been collected concerning him or her, and the right to have it rectified.

3. Compliance with these rules shall be subject to control by an independent authority.

ARTICLE 9
RIGHT TO MARRY AND RIGHT TO FOUND A FAMILY
The right to marry and the right to found a family shall be guaranteed in accordance with the national laws governing the exercise of these rights.

ARTICLE 10
FREEDOM OF THOUGHT, CONSCIENCE AND RELIGION
Everyone has the right to freedom of thought, conscience and religion. This right includes freedom to change religion or belief, and freedom, either alone or in community with others and in public or in private, to manifest religion or belief, in worship, teaching, practice and observance. The right to conscientious objection is recognised, in accordance with the national laws governing the exercise of this right.
ARTICLE 11  FREEDOM OF EXPRESSION AND INFORMATION
Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers. The freedom and pluralism of the media shall be respected.

ARTICLE 12  FREEDOM OF ASSEMBLY AND OF ASSOCIATION
Everyone has the right to freedom of assembly and to freedom of association at all levels, in particular in political, trade union and civic matters, which implies the right of everyone to form and to join trade unions for the protection of his or her interests. Political parties at Union level contribute to expressing the political will of the citizens of the Union.

ARTICLE 13  FREEDOM OF THE ARTS AND SCIENCES
The arts and scientific research shall be free of constraint. Academic freedom shall be respected.

ARTICLE 14  RIGHT TO EDUCATION
Everyone has the right to education and to have access to vocational and continuing training. This right includes the possibility to receive free compulsory education. The freedom to found educational establishments with due respect for democratic principles and the right of parents to ensure the education and teaching of their children in conformity with their religious, philosophical and pedagogical convictions shall be respected, in accordance with the national laws governing the exercise of such freedom and right.

ARTICLE 15  FREEDOM TO CHOOSE AN OCCUPATION AND RIGHT TO ENGAGE IN WORK
Everyone has the right to engage in work and to pursue a freely chosen or accepted occupation. Every citizen of the Union has the freedom to seek employment, to work, to exercise the right of establishment and to provide services in any Member State. Nationals of third countries who are authorised to work in the territories of the Member States are entitled to working conditions equivalent to those of citizens of the Union.

ARTICLE 16  FREEDOM TO CONDUCT A BUSINESS
The freedom to conduct a business in accordance with Community law and national laws and practices is recognised.

ARTICLE 17  RIGHT TO PROPERTY
Everyone has the right to own, use, dispose of and bequeath his or her lawfully acquired possessions. No one may be deprived of his or her possessions, except in the public interest and in the cases and under the conditions provided for by law, subject to fair compensation being paid in good time for their loss. The use of property may be regulated by law in so far as is necessary for the general interest. Intellectual property shall be protected.

ARTICLE 18  RIGHT TO ASYLUM
The right to asylum shall be guaranteed with due respect for the rules of the Geneva Convention of 28 July 1951 and the Protocol of 31 January 1967 relating to the status of refugees and in accordance with the Treaty establishing the European Community.

ARTICLE 19  PROTECTION IN THE EVENT OF REMOVAL, EXPULSION OR EXTRADITION
Collective expulsions are prohibited. No one may be removed, expelled or extradited to a State where there is a serious risk that he or she would be subjected to the death penalty, torture or other inhuman or degrading treatment or punishment.

ARTICLE 20  EQUALITY BEFORE THE LAW
Everyone is equal before the law.

ARTICLE 21  NON-DISCRIMINATION
Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited. Within the scope of application of the Treaty establishing the European Community and of the Treaty on European Union, and without prejudice to the special provisions of those Treaties, any discrimination on grounds of nationality shall be prohibited.

ARTICLE 22  CULTURAL, RELIGIOUS AND LINGUISTIC DIVERSITY
The Union shall respect cultural, religious and linguistic diversity.

ARTICLE 23  EQUALITY BETWEEN MEN AND WOMEN
Equality between men and women must be ensured in all areas, including employment, work and pay. The principle of equality shall not prevent the maintenance or adoption of measures providing for specific advantages in favour of the under-represented sex.

ARTICLE 24  THE RIGHTS OF THE CHILD
Children shall have the right to such protection and care as is necessary for their well-being. They may express their views freely. Such views shall be taken into consideration on matters which concern them in accordance with their age and maturity. In all actions relating to children, whether taken by public authorities or private institutions, the child’s best interests must be a primary consideration. Every child shall have the right to maintain on a regular basis a personal relationship and direct contact with both his or her parents, unless that is contrary to his or her interests.

ARTICLE 25  THE RIGHTS OF THE ELDERLY
The Union recognises and respects the rights of the elderly to lead a life of dignity and independence and to participate in social and cultural life.

ARTICLE 26  INTEGRATION OF PERSONS WITH DISABILITIES
The Union recognises and respects the right of persons with disabilities to benefit from measures designed to ensure their independence, social and occupational integration and participation in the life of the community.

ARTICLE 27  WORKERS’ RIGHT TO INFORMATION AND CONSULTATION WITHIN THE UNDERTAKING
Workers or their representatives must, at the appropriate levels, be guaranteed information and consultation in good time in the cases and under the conditions provided for by Community law and national laws and practices.

ARTICLE 28  RIGHT OF COLLECTIVE BARGAINING AND ACTION
Workers and employers, or their respective organisations, have, in accordance with Community law and national laws and practices, the right to negotiate and conclude collective agreements at the appropriate levels and, in cases of conflicts of interest, to take collective action to defend their interests, including strike action.

ARTICLE 29  RIGHT OF ACCESS TO PLACEMENT SERVICES
Everyone has the right of access to a free placement service.

ARTICLE 30  PROTECTION IN THE EVENT OF UNJUSTIFIED DISMISSAL
Every worker has the right to protection against unjustified dismissal, in accordance with Community law and national laws and practices.

ARTICLE 31  FAIR AND JUST WORKING CONDITIONS
Every worker has the right to working conditions which respect his or her health, safety and dignity. Every worker has the right to limitation of maximum working hours, to daily and weekly rest periods and to an annual period of paid leave.

ARTICLE 32  PROHIBITION OF CHILD LABOUR AND PROTECTION OF YOUNG PEOPLE AT WORK
The employment of children is prohibited. The minimum age of admission to employment may not be lower than the minimum school-leaving age, without prejudice to such rules as may be more favourable to young people and except for limited derogations. Young people admitted to work must have working conditions appropriate to their age and be protected against economic exploitation and any work likely to harm their safety, health or physical, mental, moral or social development or to interfere with their education.
ARTICLE 33
FAMILY AND PROFESSIONAL LIFE
The family shall enjoy legal, economic and social protection. To reconcile family and professional life, everyone shall have the right to protection from dismissal for a reason connected with maternity and the right to paid maternity leave and to parental leave following the birth or adoption of a child.

ARTICLE 34
SOCIAL SECURITY AND SOCIAL ASSISTANCE
The Union recognises and respects the entitlement to social security benefits and social services providing protection in cases such as maternity, illness, industrial accidents, dependency or old age, and in the case of loss of employment, in accordance with the rules laid down by Community law and national laws and practices. Everyone residing and moving legally within the European Union is entitled to social security benefits and social advantages in accordance with Community law and national laws and practices. In order to combat social exclusion and poverty, the Union recognises and respects the right to social and housing assistance so as to ensure a decent existence for all those who lack sufficient resources, in accordance with the rules laid down by Community law and national laws and practices.

ARTICLE 35
HEALTH CARE
Everyone has the right of access to preventive health care and the right to benefit from medical treatment under the conditions established by national laws and practices. A high level of human health protection shall be ensured in the definition and implementation of all Union policies and activities.

ARTICLE 36
ACCESS TO SERVICES OF GENERAL ECONOMIC INTEREST
The Union recognises and respects access to services of general economic interest as provided for in national laws and practices, in accordance with the Treaty establishing the European Community, in order to promote the social and territorial cohesion of the Union.

ARTICLE 37
ENVIRONMENTAL PROTECTION
A high level of environmental protection and the improvement of the quality of the environment must be integrated into the policies of the Union and ensured in accordance with the principle of sustainable development.

ARTICLE 38
CONSUMER PROTECTION
Union policies shall ensure a high level of consumer protection.

ARTICLE 39
RIGHT TO VOTE AND TO STAND AS A CANDIDATE AT ELECTIONS TO THE EUROPEAN PARLIAMENT
Every citizen of the Union has the right to vote and to stand as a candidate at elections to the European Parliament in the Member State in which he or she resides, under the same conditions as nationals of that State. Members of the European Parliament shall be elected by direct universal suffrage in a free and secret ballot.

ARTICLE 40
RIGHT TO VOTE AND TO STAND AS A CANDIDATE AT MUNICIPAL ELECTIONS
Every citizen of the Union has the right to vote and to stand as a candidate at municipal elections in the Member State in which he or she resides under the same conditions as nationals of that State.

ARTICLE 41
RIGHT TO GOOD ADMINISTRATION
Every person has the right to have his or her affairs handled impartially, fairly and within a reasonable time by the institutions and bodies of the Union. This right includes: the right of every person to be heard, before any individual measure which would affect him or her adversely is taken; the right of every person to have access to his or her file, while respecting the legitimate interests of confidentiality and of professional and business secrecy; the obligation of the administration to give reasons for its decisions. Every person has the right to have the Community make good any damage caused by its institutions or by its servants in the performance of their duties, in accordance with the general principles common to the laws of the Member States. Every person may write to the institutions of the Union in one of the languages of the Treaties and must have an answer in the same language.

ARTICLE 42
RIGHT OF ACCESS TO DOCUMENTS
Any citizen of the Union, and any natural or legal person residing or having its registered office in a Member State, has a right of access to European Parliament, Council and Commission documents.

ARTICLE 43
OMBDUSMAN
Any citizen of the Union and any natural or legal person residing or having its registered office in a Member State has the right to refer to the Ombudsman of the Union cases of maladministration in the activities of the Community institutions or bodies, with the exception of the Court of Justice and the Court of First Instance acting in their judicial role.

ARTICLE 44
RIGHT TO PETITION
Any citizen of the Union and any natural or legal person residing or having its registered office in a Member State has the right to petition the European Parliament.

ARTICLE 45
FREEDOM OF MOVEMENT AND OF RESIDENCE
Every citizen of the Union has the right to move and reside freely within the territory of the Member States. Freedom of movement and residence may be granted, in accordance with the Treaty establishing the European Community, to nationals of third countries legally resident in the territory of a Member State.

ARTICLE 46
DIPLOMATIC AND CONSULAR PROTECTION
Every citizen of the Union shall, in the territory of a third country in which the Member State of which he or she is a national is not represented, be entitled to protection by the diplomatic or consular authorities of any Member State, on the same conditions as the nationals of that Member State.

ARTICLE 47
RIGHT TO AN EFFECTIVE REMEDY AND TO A FAIR TRIAL
Everyone whose rights and freedoms guaranteed by the law of the Union are violated has the right to an effective remedy before a tribunal in compliance with the conditions laid down in this Article. Everyone is entitled to a fair and public hearing within a reasonable time by an independent and impartial tribunal previously established by law. Everyone shall have the possibility of being advised, defended and represented. Legal aid shall be made available to those who lack sufficient resources in so far as such aid is necessary to ensure effective access to justice.

ARTICLE 48
PRESUMPTION OF INNOCENCE AND RIGHT OF DEFENCE
Everyone who has been charged shall be presumed innocent until proved guilty according to law. Respect for the rights of the defence of anyone who has been charged shall be guaranteed.

ARTICLE 49
PRINCIPLES OF LEGALITY AND PROPORTIONALITY OF CRIMINAL OFFENCES AND PENALTIES
No one shall be held guilty of any criminal offence on account of any act or omission which did not constitute a criminal offence under national law or international law at the time when it was committed. Nor shall a heavier penalty be imposed than that which was applicable at the time the criminal offence was committed. If, subsequent to the commission of a criminal offence, the law provides for a lighter penalty, that penalty shall be applicable. This Article shall not prejudice the trial and punishment of any person for any act or omission which, at the time when it was committed, was criminal according to the general principles recognised by the community of nations. The severity of penalties must not be disproportionate to the criminal offence.

ARTICLE 50
RIGHT NOT TO BE TRIED OR PUNISHED TWICE IN CRIMINAL PROCEEDINGS FOR THE SAME CRIMINAL OFFENCE
No one shall be liable to be tried or punished again in criminal proceedings for an offence for which he or she has already been finally acquitted or convicted within the Union in accordance with the law.

ARTICLE 51
SCOPE
The provisions of this Charter are addressed to the institutions and bodies of the Union with due regard for the principle of subsidiarity and to the Member States only when they are implementing Union law. They shall therefore respect the rights, observe the principles and promote the application thereof in accordance with their respective powers. This Charter does not establish any new power or task for the Community or the Union, or modify powers and tasks defined by the Treaties.
Appendix VII

Convention on the Rights of the Child

BRIEF SUMMARY OF ARTICLES

PREAMBLE

ARTICLE 1
DEFINITION OF THE CHILD
Every human being below 18 years unless majority
is attained earlier according to the law applicable to
the child.

ARTICLE 2
NON DISCRIMINATION
All rights must be granted to each child without
exception. The State must protect the child without
exception. The State must protect the child against all
forms of discriminations.

ARTICLE 3
BEST INTERESTS OF THE CHILD
In all actions concerning children, the best interest of
the child shall be the major consideration.

ARTICLE 4
IMPLEMENTATION OF RIGHTS
The obligation of the State to ensure that the rights in
the Convention are implemented.

ARTICLE 5
PARENTS, FAMILY, COMMUNITY RIGHTS AND
RESPONSIBILITIES
States are to respect the parents and family in their
child rearing function.

ARTICLE 6
LIFE, SURVIVAL AND DEVELOPMENT
The right of the child to life and the state’s obligation
to ensure the child’s survival and development.

ARTICLE 7
NAME AND NATIONALITY
The right from birth to a name, to acquire a
nationality and to know and be cared for by his or
her parents.

ARTICLE 8
PRESERVATION OF IDENTITY
The obligation of the State to assist the child in
re-establishing identity if this has been illegally
withdrawn.

ARTICLE 9
NON-SEPARATION FROM PARENTS
The right of the child to retain contact with his
parents in cases of separation. If separation is the
result of detention, imprisonment or death the State
shall provide the information to the child or parents
about the whereabouts of the missing family member.

ARTICLE 10
FAMILY REUNIFICATION
Requests to leave or enter country for family
reunification shall be dealt with in a humane manner.
A child has the right to maintain regular contacts with
both parents when these live in different States.

ARTICLE 11: Illicit transfer and non-return of children
The State shall combat child kidnapping by a partner
or third party.

ARTICLE 12
EXPRESSION OF OPINION
The right of the child to express his or her opinion and
to have this taken into consideration.

ARTICLE 13
FREEDOM OF EXPRESSION AND INFORMATION
The right to seek, receive and impart information in
various forms, including art, print, writing.

ARTICLE 14
FREEDOM OF THOUGHT, CONSCIENCE AND
RELIGION
States are to respect the rights and duties of parents
to provide direction to the child in the exercise of
this right in accordance with the child’s evolving
capacities.

For further information please log on to http://www.europa.eu/pol/rights/index_en.htm
ARTICLE 15
FREEDOM OF ASSOCIATION
The child’s right to freedom of association and peaceful assembly.

ARTICLE 16
PRIVACY, HONOUR, REPUTATION
No child shall be subjected to interference with privacy, family, home or correspondence.

ARTICLE 17
ACCESS TO INFORMATION AND MEDIA
The child shall have access to information from a diversity of sources; due attention shall be paid to minorities and guidelines to protect children from harmful material shall be encouraged.

ARTICLE 18
PARENTAL RESPONSIBILITY
Both parents have common responsibilities for the upbringing of the child and assistance shall be given to them in the performance of the parental responsibilities.

ARTICLE 19
ABUSE AND NEGLECT (WHILE IN FAMILY OR CARE)
States have the obligation to protect children from all forms of abuse. Social programmes and support services shall be made available.

ARTICLE 20
ALTERNATIVE CARE FOR CHILDREN IN THE ABSENCE OF PARENTS
The entitlement of the child to alternative care with national laws and the obligation on the State to pay due regard to continuity in the child’s religious, cultural, linguistic or ethnic background in the provision of alternative care.

ARTICLE 21
ADOPTION
States are to ensure that only authorised bodies carry out adoption. Inter-country adoption may be considered if national solutions have been exhausted.

ARTICLE 22
REFUGEE CHILDREN
Special protection is to be given to refugee children. States shall cooperate with international agencies to this end and also to reunite children separated from the families.

ARTICLE 23
DISABLED CHILDREN
The right to benefit from special care and education for a fuller life in society.

ARTICLE 24
HEALTH CARE
Access to preventive and curative health care services as well as the gradual abolition of traditional practices harmful to the child.

ARTICLE 25
PERIODIC REVIEW
The child who is placed for care, protection or treatment has the right to have the placement reviewed on a regular basis.

ARTICLE 26
SOCIAL SECURITY
The child’s right to social security

ARTICLE 27
STANDARD OF LIVING
Parental responsibility to provide adequate living conditions for the child’s development even when one of the parents is living in a country other than the child’s place of residence.

ARTICLE 28
EDUCATION
The right to free primary education, the availability of vocational education, and the need for measures to reduce the drop-out rates.

ARTICLE 29
AIMS OF EDUCATION
Education should foster the development of the child’s personality and talents, preparation for a responsible adult life, respect for human rights as well as the cultural and national values of the child’s country and that of others.

ARTICLE 30
CHILDREN OF MINORITIES AND INDIGENOUS CHILDREN
The right of the child belonging to a minority or indigenous group to enjoy his or her culture, to practise his or her own language.

ARTICLE 31
PLAY AND RECREATION
The right of the child to play, recreational activities and to participate in cultural and artistic life.

ARTICLE 32
ECONOMIC EXPLOITATION
The right of the child to protection against harmful forms of work and against exploitation.

ARTICLE 33
NARCOTIC AND PSYCHOTIC SUBSTANCES
Protection of the child from their illicit use and the utilisation of the child in pornographic materials.

ARTICLE 34
SEXUAL EXPLOITATION
Protection of the child from sexual exploitation including prostitution and the use of children in pornographic materials.

ARTICLE 35
ABDUCTION, SALE AND TRAFFIC
State obligation to prevent the abduction, sale of or traffic in children.

ARTICLE 36
OTHER FORMS OF EXPLOITATION
States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child’s welfare

ARTICLE 37
TORTURE, CAPITAL PUNISHMENT AND DEPRIVATION OF LIBERTY
Obligation of the State vis-à-vis children in detention.

ARTICLE 38: ARMED CONFLICTS
Children under 15 years are not to take a direct part in hostilities. No recruitment of children under 15.

ARTICLE 39
RECOVERY AND REINTEGRATION
State obligations for the re-education and social reintegration of child victims of exploitation, torture or armed conflicts.

ARTICLE 40
JUVENILE JUSTICE
Treatment of child accused of infringing the penal law shall promote the child’s sense of dignity.

ARTICLE 41
RIGHTS OF THE CHILD IN OTHER INSTRUMENTS
Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child.

ARTICLE 42
DISSEMINATION OF THE CONVENTION
The state’s duty to make the convention known to adults and children.

ARTICLE 43-54
IMPLEMENTATION
These paragraphs provide for a Committee on the Rights of the Child to oversee implementation of the Convention.

For further information please log on to http://www.europa.eu/epol/rights/index_en.htm
Appendix VIII

Simplified version of the Universal Declaration of Human Rights

SUMMARY OF PREAMBLE

The General Assembly recognizes that the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world, human rights should be protected by the rule of law, friendly relations between nations must be fostered, the peoples of the UN have affirmed their faith in human rights, the dignity and the worth of the human person, the equal rights of men and women and are determined to promote social progress, better standards of life and larger freedom and have promised to promote human rights and a common understanding of these rights.

A summary of the Universal Declaration of Human Rights

1. Everyone is free and we should all be treated in the same way.
2. Everyone is equal despite differences in skin colour, sex, religion, language for example.
3. Everyone has the right to life and to live in freedom and safety.
4. No one has the right to treat you as a slave nor should you make anyone your slave.
5. No one has the right to hurt you or to torture you.
6. Everyone has the right to be treated equally by the law.
7. The law is the same for everyone, it should be applied in the same way to all.
8. Everyone has the right to ask for legal help when their rights are not respected.
9. No one has the right to imprison you unjustly or expel you from your own country.
10. Everyone has the right to a fair and public trial.
11. Everyone should be considered innocent until guilt is proved.
12. Every one has the right to ask for help if someone tries to harm you, but no-one can enter your home, open your letters or bother you or your family without a good reason.
13. Everyone has the right to travel as they wish.
14. Everyone has the right to go to another country and ask for protection if they are being persecuted or are in danger of being persecuted.
15. Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish to.
16. Everyone has the right to marry and have a family.
17. Everyone has the right to own property and possessions.
18. Everyone has the right to practise and observe all aspects of their own religion and change their religion if they want to.
19. Everyone has the right to say what they think and to give and receive information.
20. Everyone has the right to take part in meetings and to join associations in a peaceful way.
21. Everyone has the right to help choose and take part in the government of their country.
22. Everyone has the right to social security and to opportunities to develop their skills.
23. Everyone has the right to work for a fair wage in a safe environment and to join a trade union.
24. Everyone has the right to rest and leisure.
25. Everyone has the right to an adequate standard of living and medical help if they are ill.
26. Everyone has the right to go to school.
27. Everyone has the right to share in their community’s cultural life.
28. Everyone must respect the ‘social order’ that is necessary for all these rights to be available.
29. Everyone must respect the rights of others, the community and public property.
30. No one has the right to take away any of the rights in this declaration.

For further information please log on to http://www.europa.eu/pol/rights/index_en.htm
Simplified version of the European Convention on Human Rights

Summary of Preamble

The member governments of the Council of Europe work towards peace and greater unity based on human rights and fundamental freedoms. With this Convention they decide to take the first steps to enforce many of the rights contained in the Universal Declaration of Human Rights.

Article 1: Obligation to Respect Human Rights

States must ensure that everyone has the rights stated in this Convention.

Article 2: Rights to Life

You have the right to life.

Article 3: Prohibition of Torture

No one ever has the right to hurt you or torture you. Even in detention your human dignity has to be respected.

Article 4: Prohibition of Slavery and Forced Labour

It is prohibited to treat you as a slave or to impose forced labour on you.

Article 5: Right to Liberty and Security

You have the right to liberty.

If you are arrested you have the right to know why.

If you are arrested you have the right to stand trial soon, or to be released until the trial takes place.

Article 6: Right to a Fair Trial

You have the right to a fair trial before an unbiased and independent judge. If you are accused of having committed a crime, you are innocent until proved guilty. You have the right to be assisted by a lawyer who has to be paid by the state if you are poor.

Article 7: No Punishment without Law

You cannot be held guilty of a crime if there was no law against it when you did it.

Article 8: Right to Respect for Private and Family Life

You have the right to respect for your private and family life, your home and correspondence.

Article 9: Freedom of Thought, Conscience and Religion

You have the right to freedom of thought, conscience and religion. You have the right to practise your religion at home and in public and to change your religion if you want.

Article 10: Freedom of Expression

You have the right to responsibly say and write what you think and to give and receive information from others. This includes freedom of the press.

Article 11: Freedom of Assembly and Association

You have the right to take part in peaceful meetings and to set up or join associations – including trade unions.

Article 12: Right to Marry

You have the right to marry and to have a family.

Article 13: Right to an Effective Remedy

If your rights are violated, you can complain about this officially to the courts or other public bodies.

Article 14: Prohibition of Discrimination

You have these rights regardless of your skin colour, sex, language, political or religious beliefs, or origins.

Article 15: Derogation in Time of Emergency

In time of war or other public emergency, a government may do things which go against your rights, but only when strictly necessary. Even then, governments are not allowed, for example, to torture you or to kill you arbitrarily.

Article 16: Restrictions on Political Activity of Aliens

Governments may restrict the political activity of foreigners, even if this would be in conflict with Articles 10, 11 or 14.

Article 17: Prohibition of Abuse of Rights

Nothing in this Convention can be used to damage the rights and freedoms in the Convention.

Article 18: Limitation on Use of Restriction of Rights

Most of the rights in this Convention can be restricted by a general law which is applied to everyone. Such restrictions are only allowed if they are strictly necessary.

Articles 19 - 51

These articles explain how the European Court of Human Rights works.

Article 34: Individual Applications

If your rights contained in the Convention have been violated in one of the member states you should first appeal to all competent national authorities. If that does not work out for you, then you may appeal directly to the European Court of Human Rights in Strasbourg.

Article 52: Inquiries by the Secretary General

If the Secretary General of the Council of Europe requests it, a government must explain how its national law protects the rights of this Convention.

For further information please log on to http://www.europa.eu/pol/rights/index_en.htm