Let's explore Europe! - a booklet and educational online game for children aged 9-12

Teachers' Guide

I. AIMS

- To promote interest among young people aged 9-12 in Europe and the European Union;
- To inform young people about key aspects of life in Europe
- To make young people aware of Europe’s common history and development
- To place the founding and development of the EU in this context

II. CONTENT

Separate chapters present key aspects of Europe and European life in words and pictures, as follows:

- A continent to discover – relief map of highest mountains, largest lakes, longest rivers
- Getting around – rail and road, longest tunnels and bridges, air and space travel
- Languages in Europe – Germanic, Romance, Slavic, other origin and minority languages, Roma
- Climate and nature – temperature, climate change, animal and bird migration, seasons
- Farming – crops, animals, irrigation, enjoying the countryside
- The sea – coastlines, fish and marine mammals, trade routes and fishing, conservation and protection
- A journey through time – Stone, Bronze and Iron ages, Ancient Greece, Roman Empire, Middle Ages, Renaissance, Industrial Revolution, discoveries and ideas, modern world, colonialism and slavery, from war to peace
- The story of the EU – from the European Coal and Steel Community to enlargement post 1989
- What the EU does – Climate change and the environment, the euro, freedom of movement, jobs and training, regional support, helping poor countries, peace making
- How the EU takes decisions – EU functioning and institutions
Tomorrow and beyond – enhancing democratic involvement among Europe’s citizens

Pull-out inserts include: Forty famous faces A to Z; a map showing the EU and its neighbours; the Let’s explore Europe! quiz; and useful links for pupils and teachers (see below).

III. CURRICULAR THEMES

Geography: Types of landscape; influence of climate; drawing conclusions from evidence; use of maps; location and local conditions, physical and man-made features in the environment; human impact on the environment; sustainable development.

History: Placing people, events and changes into correct periods of time; use of dates and time-related vocabulary; knowledge of beliefs, attitudes and experiences of people in the past; investigation of causes and consequences of change; change and continuity; interpretation of the past.

Modern foreign languages: Reading, speaking and listening skills; meaningful communication; appreciation of differences and similarities; appreciation of other countries and cultures.

Social and civic competence: responsibility in personal and public domains; democracy; rights and responsibilities; preparing to play an active role as citizens; ethnic identity; individual and collective choice and use of resources.

Mathematics: population data, length, area.

Science: geology, astronomy, evolution.

Technology and design: use of tools, inventions, wind energy.

IV. EXAMPLES OF POSSIBLE CLASSROOM ACTIVITIES

Geography
- Select a river and discuss its role in the evaporation-condensation-precipitation-collection water cycle. Identify key features of a river; draw a diagram to illustrate them; use these or the water-cycle for a game where children match definition cards to word cards. Use www.google.com/earth/index.html to view images of European rivers (p. 5).
- Ask which European countries pupils have visited and if they have noticed any significant differences in the geography/landscape/climate, etc.
- Investigate positive and negative effects of transport and tourism in a European city/coastal area. Role-play journalists and investigate (e.g. by devising a questionnaire) why more or fewer people are visiting that city/coastal area (pp. 6, 7, 18, 34).
History
- Choose a famous European; pupils write 'a day in the life of' blog for others to see (drawn from 'Forty famous faces' pull-out).
- Discuss the Greek or Roman legacy in your country. Design and make a board game for example 'Snakes and ladders' using Roman numerals or a Greek or Roman version of 'Monopoly'. (pp. 20-21).
- The Second World War: discuss how your great-grandparents lived during WWII. Do you think that after the War they were able to make friends with people they had been at war with? (pp. 28-29).

Modern foreign languages
- Make a simple tourist leaflet/guide for a European seaside town in another language. Record a TV advert or make a brochure encouraging people to visit that town.
- Find 'Let's explore Europe!' in the foreign language that you are learning. Translate a section of the booklet into your own language and compare with the published version. (The booklet is published in 22 language versions all of which can be found on the website).

Mathematics
- By using the map on page 37, investigate distances between cities and countries using different scales. Investigate the time taken to cover the distance by different types of transport.
- Make a treasure map of a European city/country and give different grid references to find the treasure.

Science
- Investigate the durability and permeability of rocks. What sort of stone was used to make some of our famous city statues and why? (p. 24)

Technology
- Use materials and artefacts to design an object symbolic of your city or country; or construct a model of a famous landmark.

V. LINKS LISTED IN THE BOOKLET

- **This booklet** online: [http://ec.europa.eu/publications/young/index_en.htm](http://ec.europa.eu/publications/young/index_en.htm)
  This is an online board game with quiz questions where all answers can be found in the booklet. Up to five pupils can play at the same time and compete against each other.
- **Kids' Corner**: online games about Europe for children and teenagers: [http://europa.eu/kids-corner](http://europa.eu/kids-corner)
- **Teachers’ Corner**: a wide range of teaching material about the EU and its policies [http://europa.eu/teachers-corner/index_en.htm](http://europa.eu/teachers-corner/index_en.htm)
- **Another useful link**: Comenius programme (mobility and cooperative actions in schools): [http://ec.europa.eu/education/lifelong-learning-programme/doc84_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc84_en.htm)
VI. CURRICULAR THEMES – PAGE REFERENCES

Geography
Types of landscape (pp. 13, 15); influence of climate (pp.10, 11); drawing conclusions from evidence (p.12); use of maps (p.4, EU and its neighbours); location and local conditions (pp.13, 14); physical and man-made features (pp. 5, 6, 32); human impact (pp.16,18); sustainable development (pp. 17, 18, 34).

History
Placing people, events and changes into correct periods of time (pp. 19-29); use of dates and time-related vocabulary (pp. 19-29); knowledge of beliefs, attitudes and experiences of people in the past (pp. 19-29); investigation of causes and consequences of change (pp. 23-27, 33); change and continuity (p. 24); interpretation of the past (p. 28).

Modern foreign languages
Reading, speaking and listening skills (pp. 8, 9); meaningful communication (p. 30); appreciation of differences and commonalities (pp. 20, 24, 26, 27); appreciation of other countries and cultures (p. 29).

Social and civic competence
Responsibility in personal and public domains (pp. 18, 30, 31, 34, 35); democracy (pp. 20, 33); rights and responsibilities (pp. 27, 29); preparing to play an active role as citizens (pp. 42, 43); ethnic identity (pp. 20-23, 26); individual and collective choice and use of resources (pp. 17, 35, 36).

Mathematics
Population data (p. 38); length/area (pp. 3, 5).

Science
Geology (pp. 15, 27); astronomy (pp. 7, 24); evolution (p. 27).

Technology and design
Use of tools (p. 19); inventions (p. 27); wind energy (p. 32).

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