



Erasmus+

WANNA TEACH EUROPE?

Here are some samples!

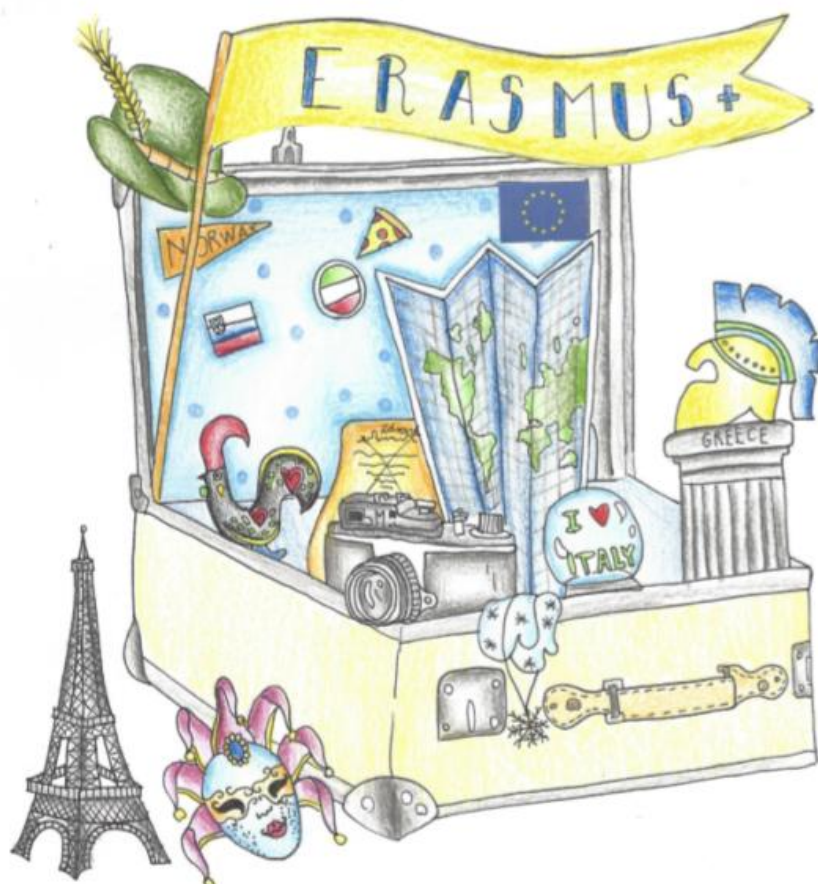


TRAVEL TO EUROPE

INTRODUCTION

Youth@home-in.europe questions the young European people's way of life, according to their wishes, dreams and hopes of European values and their self-image as Europeans.

Thus, Youth @ home in Europe has an up-to-date reference that is particularly relevant in the face of the multiple challenges facing the European Union. The crises in the history of the European Union have hitherto been seen as a challenge to be solved together, and they are now increasingly splintering and drawing a picture that is somewhere between European cohesion on the one hand and the reclaim of national borders and currencies on the other. What is the view of today's 14 to 17-year-olds on this process set in motion? Youth @ home in Europe is committed to the search for traces, emphasising the everyday experience of young people from seven European countries, Germany, Greece, Norway, the Azores, France, Italy and Slovenia.



What is Europe ?

Geography



What are Europe's borders? Let's discover it!

by **Angèle Carpentier**, Team France

1. Identity card:

👉 Fill in this chart:

Flag (draw it)	European anthem	Motto
	Europe Day	Number of inhabitants
	The biggest country of EU	The smallest country of EU
	The most populated country of EU	The least populated country of EU

2. Map of Europe:

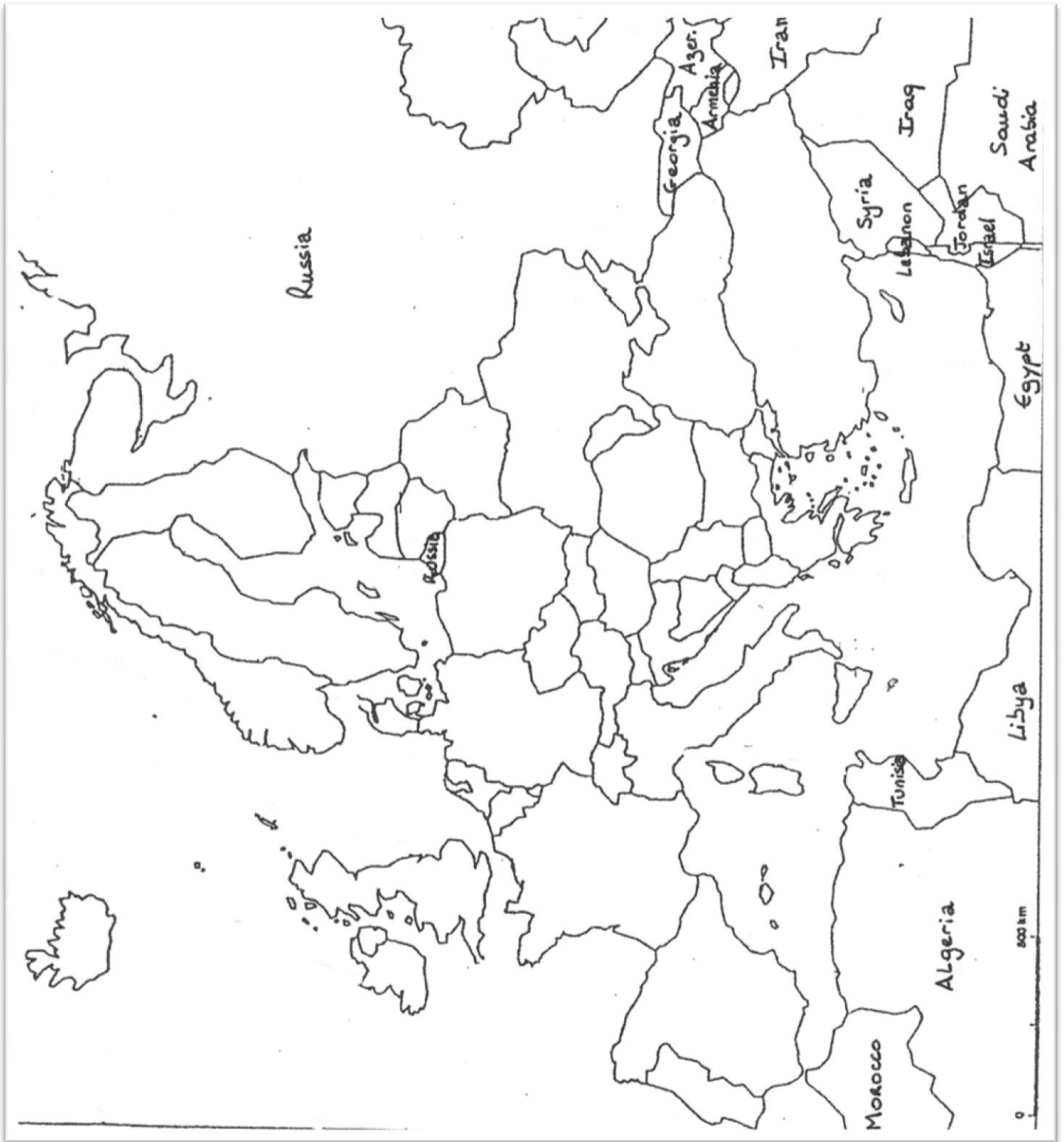
👉 On the map:

* Write in black the name of the missing countries

* create a key colouring:

- in dark blue, the 6 founding states
- in bright blue, other current member states
- in green, the 5 candidates countries (officially recognised candidates)
- in yellow, the 2 potential candidates that might join some day
- in orange, the 4 countries that are associated with the European Union (especially through the EFTA)
- in pink, the country that has decided to leave the European Union

The European Union



How is Europe born?

History



Create a timeline of the history of the European Union

by **Angèle Carpentier**, Team France

The story of the European Union

 You will draw the story of the European Union. Fill in the timeline:

1. By watching this [video](#) and checking on the Internet, find out more details about these events or dates.
2. Select only 10 main dates and create a timeline, organising it in the chronological order.
3. Add a few pictures to illustrate some moments of the European history.

..... : The Schuman Declaration

After World War 2: Europe was created to

1986:

..... : Austria, Finland and Sweden

2002:

..... : Amsterdam Treaty

1951:

..... : reject of the constitution

2004:

..... : Treaty of Rome.....

2007:

.....: Maastricht

1973:

2016:

..... : Greece

2013:

..... : Schengen.....

CCL: quote some of the issues that the European Union has to face today.

.....
.....
.....

Is Greece Greek to you?

Cultural studies, European studies



What does European culture owe to Greece?

by **Despina Alexandra Constantinides**, Team Greece, 2nd Experimental Junior High School of Thessaloniki, Greece)

Who is it for?

Class: 3rd grade of Junior High School and up.

Prior knowledge required: Level of English at B1 level (according to CEFR)

Organization

Teaching material used: PowerPoint presentation, featuring images, photos, and YouTube videos

Classroom/ Seating: arrangement preferably students seated around the teacher

Teaching aids required: Computer, Projector, Speakers

Duration: 1 – 2 teaching hours

Teaching objective(s)

Students are expected to get acquainted with the Greek culture. This includes getting to learn more about the ancient Greek culture and its contribution to the European culture, as well as ideas, customs, literature and values that permeate both the past and the present of Greece.

Teaching methodology

Student-centered approach, including classroom discussion, and inviting students to share their knowledge and/or ideas or impressions about the material

Lesson plan described in detail

- At the beginning of the lesson, students are asked to share what they already know about Greece. The answers are most likely to revolve around ancient Greece and the tourist attractions of modern Greece.
- Based on the students answers, the instructor is to adjust emphasis on various aspects of the lesson.
- Throughout the lesson, students are encouraged to draw links between the input about Greece and modern European culture and lifestyle.
- Students are also encouraged to comment on the pieces of literature discussed by the teacher, and compare and contrast Greek ideals, values, customs, symbols to the corresponding ones in their own culture.

Anticipated difficulties

- One of the anticipated difficulties is poor level of English (this will hinder students from sharing their ideas and experiences).
- Another anticipated difficulty is that students may not know much about Greece in general.
- Both of these problems can be dealt with in advance, if the teacher is informed about the students' level of English and prior knowledge about Greece.

Una faccia, una razza

Cultural studies, European studies



What does European culture owe to Greece?

by **Despina Alexandra Constantinides** and **Eftychia Sofia Damaskou**,

Team Greece, 2nd Experimental Junior High School of Thessaloniki, Greece)

Who is it for?

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Teaching aids required: Computer, Projector, Speakers

Duration: 1 – 2 teaching hours

Teaching objective(s)

Students are expected to learn more about the similarities between the Italian and the Greek culture and language

Teaching methodology

Student-centered approach, including classroom discussion, inviting students to share their knowledge and/or ideas or impressions about the material, and participating in a guessing game activity.

Lesson plan described in detail

- The lesson starts with the instructor explaining the phrase “una faccia, una razza” that is commonly used in Greece when referring to the similarities between the Italian and the Greek culture and mentality.
- Then on, the lesson focuses on 4 eras: antiquity, the Venetian rule over the Greek islands, the Renaissance, and the present.
- After the class discusses the historical and cultural links between the two countries, students are shown a number of pictures, and they are asked to find which one is Greek and which one is Italian.
- The final part of the lesson focuses on words which are used both in the Italian and the Greek language.
- Students are shown pictures, which correspond to words that are used in both languages.

Anticipated difficulties

- One of the anticipated difficulties is poor level of English (this will hinder students from sharing their ideas and experiences).

Como and its heritage

English, textile technology, History, Geography



by **Rita Lopiano**, Team Italy (School: Isis "Paolo Carcano" Como)

Objectives

This lesson has the objective to make students know about Como and its culture (silk production). Students will learn new vocabulary connected with silk production.

- Learning about our city
- Learning about the introduction of this fibre in Como.
- Learning about silk manufacture
- Using English (listening ,reading andspeaking)
- Subjects involved; English,Ict, Textile technology, History,Graphic Design,

Level: intermediate

13-18 18 year old students

Duration:45/60 mins

Materials

- Computer
- Video projector
- Powerpoint presentation
- Silkworm cocoons, natural silk yarn, dyed silk yarn
- Leaflets about Sthe silk museum in Como
- Photocopy of the silkworm cycle
- Papers and pencils

Procedures

Step 1: The teacher will start asking students questions about Italy and Como:

- Have you ever been to Italy/Como?
- What is Como famous for?
- The first slide with the image of Como Lake will be shown.

Step 2: Cocoons will be distributed to the students who have to guess what they are. The teachers will write on the blackboard the various answers.

- Show ppt

Step 3: The sheet about silkworm cycle will be handed to students who will be asked to read.

- New vocabulary will be explained.
- Students are given the leaflets about the silk museum in Como

Final step:

- a Cnn video about Como and its silk tradition is shown. Students can comment about the video.
- If there is some time left students can read and repeat in chorus this short poem about caterpillars.

Caterpillars

What do caterpillars do?
Nothing much but chew and chew.

What do caterpillars know?
Nothing much but how to grow.

They just eat what by and by
will make them be a butterfly,

But that is more than I can do
however much I chew and chew.

~Aileen Fisher

Enjoy it!

Getting to know Slovenia ?



Geography

What are Europe's borders? Let's discover it!

by **Barbara Jurista, Cvetka Govejšek,** Team Slovenia

Functional and educational goals:

- ❖ students talk about a foreign country Slovenia
- ❖ students understand a PowerPoint presentation, video and the teachers
- ❖ students read and understand a short text about Slovenia
- ❖ students get to know a foreign country's habits, customs, traditions, routines, their nature, animals, world heritage, the future of the country, and they get to know a foreign school
- ❖ students play a game about a foreign country with the gained knowledge

Teaching forms: frontal individual pair work group work

Teaching methods:

conversation	explanation	demonstration	listening, watching
text work	writing	information search	cooperative work
didactical play	role play	ICT work	reading techniques

Correlation: geography, history, science, ethics, PE, ICT

Teaching aids: PowerPoint presentation, video, map of Slovenia in EU

Lesson plan

Motivation and checking the pre-knowledge

- introduction of the two teachers

- conversation with the students: Have you ever heard about Slovenia? Do you know where Slovenia is? Who are our neighbours/bordering countries? Do you know any famous Slovenian sportspeople?etc

PowerPoint presentation about Slovenia

The teachers notify the students that watching the following PPT is very important, because they are going to play a game later and they will find the answers in here.

Students are shown a PPT presentation about Slovenia. Teachers show and explain significant things.



where Slovenia lies



general facts



natural diversity



national park



UNESCO



the oldest vine in the world



animals

sports

wellness



selfness

mountain architecture

glamping

Vocabulary learning

For the end of the PPT presentation, students learn some typical words of the hosting country in Slovenian (e.g. Italy- pasta/testenine, coffee/kava, car/avto, lake/jezero). Repeating in chorus.

Watching the students' video

The teachers again notify the students that watching the following video is very important, because they are going to play a game later and they will find the answers also in here.

Foreign students watch a video of our school, made by our students (presentation of the Erasmus students, about the poet that our school is named after, our projects, why are we an eco school etc.)

Who wants to be a millionaire (a game about How much do you know about Slovenia)

Students are explained the rules (time limit, 3 helps: 50:50, call the teacher, ask the students) and invited to play the game. The questions are about: a capital city, a population, a currency, mountains, sports, animals, official languages, nature, UNESCO etc.).

Conclusion

How did you like today's lesson? Did you find out something new? What was the most interesting for you? Would you like to visit Slovenia?

Fizzy sherbet

Chemistry lesson



*Look for a tasty treat to enjoy?
Make your own tasty sherbet!*

by **Andrea Borchardt**, Team Germany

What you need:

- 6 teaspoons citric acid crystals - get them from the baking section of the supermarket or from chemists. Make sure they're suitable for adding to food (some citric acid crystals aren't edible).
- 3 tablespoons bicarbonate of soda
- 4 tablespoons icing sugar
- Mixing bowl
- Spoon

How to:

Ask an adult to help you find citric acid crystals.

1. Mix the citric acid crystals and bicarbonate of soda.
2. Bash the mixture to a fine powder with a spoon.
3. Mix the icing sugar with the citric acid crystals and bicarbonate of soda.

🔪 Try a bit of sherbet! What does it taste like? Does it feel fizzy on your tongue?

What's happening?

When you put the sherbet on your tongue, the saliva in your mouth causes the citric acid crystals to dissolve.

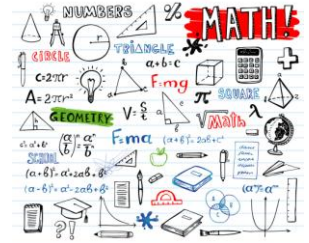
The citric acid reacts with the bicarbonate of soda and produces carbon dioxide gas. The bubbles of carbon dioxide make the fizzy feeling on your tongue.

Icing sugar is needed to make the mixture taste sweet and nice.

Don't eat too much sherbet too quickly. You could end up with a lot of carbon dioxide in your stomach, which could be uncomfortable!

Palindromic numbers

A math investigation



Maths isn't fun?! Are you sure?...

by **Fernando Oliveira**, Team Azores

Objectives

Investigation tasks pose questions to generate interest in various mathematical topics and encourage students to formulate and investigate their own conjectures. The main goal of this investigation is promoting students report on their conjectures and the patterns they find.

“A Math investigation with two-digit numbers” intends to create the experience of a real investigation, beginning with the context, following the different stages of a scientific research (collecting and organizing data, recognizing patterns, making conjectures and prove them).

Materials

- Computer
- Video projector
- Powerpoint presentation
- Document presenting the context, the task and some guide lines
- Papers and pencils

Procedures

After the presentation of the context and problem to solve (15 minutes), the class is divided into groups of four or five elements.

During 30/35 minutes, each group makes its own research, following the steps given in “suggestions”.

As the work flows, some partial conclusions can be presented by each group in the whiteboard.

In the last 10/15 minutes is dedicated to sum up all the partial conclusions and get a final conclusion, answering the main question:


“Is there a relationship for two-digit numbers between the number of steps to obtain a palindromic number and the sum of the digits of the original number?”

Class Dynamic

During the group work, teacher should contact with all the groups, understanding how the work is done, encouraging students to proceed, asking questions to unblock eventual difficulties or elaborating their conjectures.



A Palindrome is a word, phrase or sequence which reads the same in both directions. Derived from the Greek *palíndromos*, meaning running back again, a palindrome reads the same forward and backward, with general allowances for adjustments to punctuation and word dividers. There are many types of palindromes from many fields including math, language arts, history, music, poetry and biology.

 *To help you better understand, check the powerpoint presentation*

- Examples of **words** include: EYE, MOM, DAD, NOON, RACECAR, LEVEL, DEED, CIVIC, RADAR, KAYAK
- Examples of **sentences and poems** include: STRAW WARTS and NEVER ODD OR EVEN and MADAM I'M ADAM.

Circle of Life

Child

follows

parent tryingly.

Step by step learning

everything with new start.

Rejoice and replant. Thoughts

become action and action blooms

~~~discovery~~~

blooms action and action become

thoughts. Replant and rejoice.

Start new with everything.

Learning step by step,

tryingly, parent

follows

child.

# A Math investigation with two digit numbers

In the example below, a number (96) is added to its reverse (69), then the sum (165) is added to its reverse (561), and so forth. Repeating this process four times yields a palindromic number. Will this process always result in a palindromic number? Or if we begin with (55) and add it to the reverse (also 55), then the sum is 110, and so forth. The sums are presented in the following table:

|                                                                                                                             |                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| $\begin{array}{r} 96 \\ +69 \\ \hline 165 \\ +561 \\ \hline 726 \\ +627 \\ \hline 1353 \\ +3531 \\ \hline 4884 \end{array}$ | $\begin{array}{r} 55 \\ +55 \\ \hline 110 \\ +011 \\ \hline 121 \end{array}$ |
| <p>4 steps are required to<br/>achieve a palindromic<br/>number</p>                                                         | <p>2 steps are required to<br/>achieve a palindromic<br/>number</p>          |

## Starting Points for Investigation

1. If you begin with any two-digit number, will the process always result in a palindromic number?
2. Find one or more two-digit numbers for which this process requires 1 step, 2 steps, 3 steps, 4 steps, 6 steps, and 24 steps.
3. Note that for several two-digit numbers that require 3 steps, the sum of their digits is 14.

**?** Is there a relationship for two-digit numbers between the number of steps to obtain a palindromic number and the sum of the digits of the original number?

## Suggestions:

- ✓ Be systematic
- ✓ Take note of your work
- ✓ Organize all the data
- ✓ Write all the conclusions



# Observe and imagine

Language or art lesson



*Talking about pictures, inventing stories,  
using your imagination!*

by **Sigi Geissler**, Team Germany

## *What you need:*

- groups of 3-5 students,
- Cards: Here are some examples of the DIXIT cards. Of course, any other pictures or photos from magazines, etc. will work.
- one more card than students.

## *How to:*

- After putting the kids in groups they get the number of cards, face down.
- Now they have about 5-10 min to prepare a story in which all cards must be mentioned.

*✦ Again, it is possible to leave a card out, to swap which another group, depending on abilities.*

- After the given time, the students tell the others their story.
- The best one wins a prize.

## *Competencies*

Language, speaking skills, creativity, working in a group together.

*✦ The tasks can be adapted - the stories can also be put in writing as a homework assignment.*

Enjoy 😊



