

Experimentation of the Teaching Source

“My Europe, it will be ...”

<i>Level of difficulty</i>	<i>Name of the partner school</i>	<i>Name of the teacher(s) involved</i>
<i>Very easy</i>	<i>Sainte-Céline high school</i>	<i>Guillaume Garnier: history-geography teacher</i>

Description of the experience

The scenario takes place in two phases:

PHASE 1

- A workshop time (research, reflection, creativity): 1h15
- Sharing time in front of the other groups: 45 min

PHASE 2

- A workshop time (research, reflection, creativity): 1h15
- Sharing time in front of the other groups: 45 min

PHASE 1:

PART 1: The clichés have a hard life (1H15)

In the first part of phase 1, the pupils choose an EU member country, they are divided into groups of 4 to 6 pupils. They look for 3 emblematic elements of the chosen country and represent them with a simple visual on the map.

Then they look for 3 positive clichés of the inhabitants of the country, represent them with a simple visual on the map and do the same with 3 negative clichés.

PART 2: In the end are we so different? Update on what will look like us and what brings us together (45 min)

The pupils write the stereotypes on a sheet, cut them out, mix them up in a basket. Each group chooses its representative who draws a piece of paper from the basket. The representatives must make the other groups guess the cliché without saying a word, by mime or drawing. The winning group is the one who guesses the most clichés. Ask the question: are the clichés true? Brainstorming with the whole class on what all the countries of the EU have in common. Play with the notion of bringing together and resembling and concluding with the European motto: “United in diversity” as a transition with the phase 2

PHASE 2:

1) PART 1: Europe, I don't care ... or not (1 h)

Hang the different base maps on the board in order to reconstitute the EU.

Each group should:

- illustrate the EU's motto: "United in diversity" with a small stage, a collective drawing, collective photo, etc. The goal is to get them to dig into the fundamental values behind it.
- Each group plays its scene or presents its drawing in front of the class.



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PART 2: My own Europe, it will be... (1 h)

Recall the utopia of Thomas More and its etymology. (possibility to bounce back on Erasmus and talk about the Erasmus program)

Group reflection around the theme: "Imagine an ideal world in which you live. What are the three values of this world that you would like to take with you to your next planet?"

Each group shares its values. Write them on the tables. Circle those that are already those of the EU.

Back to reality: ask them the question: who are the actors of the world of tomorrow? get them to answer "we".

How to defend its values? If they are already among those promoted by the EU, what measures could they allow to make them a reality?

How to defend its values?

Out of time: pick up ideas and continue the project by writing a letter to the President of the European Commission: "Our Ideal Europe" and have the pupils sign.

Needs of the classroom to be addressed

This is a class with which I have good contact, although the group can be difficult to manage at times, made up of atypical profiles (many have high potential) and with big problems concentrating. They don't like the traditional way of teaching, they need to be motivated to do a task. The difficulty is to channel them.

The first grade of high school is an age when we want to change things and it is important to make them understand that they do not have to remain passive, that they can be their own actor and get involved in European construction: if the European project fails, they will also be partly responsible for the failure. This is also the definition of democracy, everyone has a small part of the power, therefore the responsibility to defend their values. And these values must be clear. What values do they want to defend?

Validation of the teaching source

This educational resource is easily transferable to middle and high school, as it can be linked to the EMC (moral and civic education) program. It allows the pupils to question European sentiment based on the prejudices prevalent in each country in the EU. The diversity of means of expression is a good trigger for speaking that will allow the pupil to express himself with confidence. pupils can work on their teamwork skills. It makes it possible to introduce the European Union and its fundamental values in a constructive, fun and interactive ex-change.



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