
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 choose 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:

Part I Exploring Europe	Part I Exploring Europe	Part II Investigating Europe
Lesson 1 What do We Already Know?	Lesson 2 The Extended European Family	Lesson 2 Travelling in Europe
Table Quiz on Europe	Map Work	Pair or Small Group Work
Double Class	Double Class	5 hours

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:

Part I Exploring Europe	Part II Investigating Europe	Part IV Europe Alive
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	Art Teacher Part I – Exploring Europe Lesson 3 – Where It All Began 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

Whichever sequence/ sections a teacher chooses to take as their module of study, it is important to bear in mind the following practices and active methodologies:

- » Encourage group work and interactive classroom teaching;
- » Encourage students to use technology such as the Internet, word processing, PowerPoint presentations, and other forms of media;
- » Enable students to take charge of their own learning by ensuring that all students participate in some investigative work;
- » Ensure that all students have the opportunity to practice responsibility by participating in some form of group action;
- » Ensure that partner school linkages and partner activities are tailored where appropriate to the learning needs of the students of your school;
- » Ensure that the variety of methodologies and formats suggested in this pack are tailored where appropriate to the learning of the student;
- » Ensure that students keep the activity based learning at the core of their learning experience, e.g. group work, pair work, and divisions of task.

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.