

# Investigating Europe

## 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.

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

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.

### Icon Legend



AIMS



TIME REQUIRED



LEARNING OUTCOME



MATERIALS OR SOURCES REQUIRED



PRESENTATION OF FINDINGS



POTENTIAL PARTNER ACTIVITY

# 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

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

Sample Table

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

# 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	
<b>Single parent with 2 children, 5 and 7 yrs</b> 1 week in school holidays, good value summer holiday. Children's activities/club (look out for 'single adult occupancy' surcharges)	<b>2 adults and 2 children (2 &amp; 8)</b> Car/ferry camping in France or N. Spain 2 weeks must be in school holiday
<b>Four 17 year olds after Leaving Cert</b> Late June- cheap, lively 7-10 days (look out for age restrictions)	<b>Four 20 year old college students</b> Mid September before going back to college Activity holiday 10 days minimum
<b>2 adults &amp; 16 year old daughter in wheelchair</b> Carferry to England or northern France – hotel and three places to visit that are all accessible	<b>2 adults, 2 children (1 and 3) &amp; grandmother</b> Cheapest sun summer holiday 7 days not limited to school holidays
<b>2 adults</b> Summer hill walking holiday in mountainous area	<b>2 couples</b> 2 weeks winter sports, good quality skiing – experienced. Hotel or chalet, any dates
<b>Adult couple</b> Romantic city break for weekend around Valentine's day. Compare package deal with flight and hotel booked online	<b>Geography teacher, just retired with husband</b> Cruise to visit at least 4 EU countries
<b>Single railway enthusiast</b> Travel from Ireland to visit 7 EU countries in 10 days spending at least one day in each country.	<b>2 sisters who are in receipt of the old age pension</b> Bus tour visiting at least 5 countries May or September
<b>30 pupils and 4 teachers 1 week skiing</b> Must be in school holidays. Compare straight after Christmas and February half term.	<b>2 parents and 2 children (9 &amp; 11)</b> Visit EuroDisney.

## Sample Portfolio Presentation

### Findings

Sample Table

Holiday Scenario	Provider A	Activities	Cost	Provider B	etc.

### Analysis

# 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

Irish College	Course/Department	European College	Country	City

## 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

Question	Ancient	Modern	Special Olympics	Paralympics
Why the games were instigated?				
When and where the games commenced?				
What games were included?				
Who was eligible to participate?				
Who was excluded?				
How the games were conducted?				
What were the rewards for the winners and for the other competitors?				
Famous Olympians				

## 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](http://www.musarium.com/kodak/olympics/olympichistory)  
[www.olympic.org/uk/games/index\\_uk.asp](http://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.

# Sample Portfolio Presentation

## Timeline

### League Table

Sample Table

Country	Number of medals	Main events

### Analysis

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

# 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](http://www.national-anthems.net)  
[www.national-anthems.org/origins.htm](http://www.national-anthems.org/origins.htm)  
[www.national-anthems.net/countries/alfabet.php?cont=europe](http://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

## Findings

Sample Table

Country			
Anthem Name	First Verse – original & translation	Theme	
Date			
Genre			
Composer			

Country			
Anthem Name	First Verse – original & translation	Theme	
Date			
Genre			
Composer			

## 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.

<b>Name of Building</b>	
<b>Location</b>	
<b>Style</b>	
<b>Year of Construction</b>	
<b>Architect</b>	
<b>Why was it built?</b>	
<b>What materials is it constructed from?</b>	
<b>Is it in use today?</b>	
<b>What insights does the building give regarding the culture, attitudes and life-style of the time?</b>	
<b>Picture of Building or other Interesting facts</b>	

## Sample Portfolio Presentation

### Findings

Ranking

<b>Building</b>	<b>Reasons for choice</b>