

Lesson plan

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Lesson title:
Symbols of the European Union. The European Union. How did Europe transition from a period of conflict to a period of sustained peace?

Lesson brief description **Lesson Plan: Motivating and Preparing Students for a Research Project**

You will know:

- citizens can hold multiple political loyalties simultaneously;
- geography plays a role in cultural understanding;
- political symbols serve to unify people.

Time (Lesson duration): 60 minutes to present and work with pairs, time to realize the final product 2 hours and presentation of the final product 15 minutes each group

Methodology: (group, individual, peer assessment, brainstorming, etc...)

Methodology for Implementing the Lesson Plan

The following methodology ensures that students are actively engaged, understand the objectives of the project, and develop critical thinking and research skills.

1. Student-Centered Approach

- **Why:** Encourages active participation, creativity, and ownership of the project.
- **How:**
 - Facilitate open discussions where students can share ideas.
 - Use guiding questions to help students think critically about their choices (e.g., *“Why is this source reliable?”* or *“Which format best conveys your message?”*).

2. Differentiated Instruction

- **Why:** Supports diverse learning styles and abilities within the class.
 - **How:**
 - Offer multiple formats for the final product (e.g., posters, essays, videos).
 - Provide additional resources or scaffolding for students who need extra support.
 - Encourage advanced students to explore more complex topics or multimedia tools.
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3. Collaborative Learning

- **Why:** Builds teamwork and communication skills while fostering a supportive environment.
 - **How:**
 - Use pair and group activities for brainstorming and sharing ideas.
 - Promote peer feedback during brainstorming sessions to refine ideas.
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4. Guided Discovery

- **Why:** Helps students learn to research and evaluate information independently while receiving support when needed.
 - **How:**
 - Provide explicit instruction on evaluating sources.
 - Offer structured brainstorming worksheets to guide topic selection and planning.
 - Act as a facilitator, moving around the room to answer questions and offer suggestions.
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5. Experiential Learning

- **Why:** Engages students through real-world applications and hands-on activities.
 - **How:**
 - Use examples of real-life projects or presentations to inspire students.
 - Allow students to explore and experiment with various presentation formats.
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6. Reflective Practice

- **Why:** Encourages students to think critically about their learning process and decisions.
- **How:**
 - Use reflection questions during the brainstorming session:
 - *“What are you excited about in this project?”*

- *“What challenges might you face, and how can you overcome them?”*
 - Facilitate a class discussion at the end of the lesson to share insights.
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7. Formative Assessment

- **Why:** Monitors progress and provides immediate feedback to improve learning outcomes.
- **How:**
 - Observe and document student participation in discussions and group activities.
 - Review brainstorming worksheets to assess initial ideas and offer guidance.
 - Provide constructive feedback to help refine their topics and approach.

Materials needed:

links to the online materials (below), paper, pencils to realize the final product, electronic devices, board to present

Students' age: 12-13 years old

Aims/Goals or SWBATs (Students will be able to.....)

Understand the Project Framework

- SWBAT explain the purpose of the project and describe the steps involved, including brainstorming, research, and presentation creation.

Identify Relevant Symbols and Groups

- SWBAT identify and describe various symbols that represent group membership (e.g., sports jerseys, flags, logos).
- SWBAT connect symbols to their personal experiences and group affiliations.

Analyze and Evaluate Sources

- SWBAT distinguish between reliable and unreliable sources of information.
- SWBAT select appropriate sources to support their project.

Collaborate Effectively in Groups

- SWBAT work collaboratively to brainstorm ideas and divide tasks for the project.
- SWBAT provide constructive feedback to peers during group discussions.

Develop and Present a Creative Output

- SWBAT choose a final presentation format that best suits their message (e.g., poster, slide deck, video)
- SWBAT present to the pairs their fundings

Lead-in *What's going to happen here to introduce your students to the topic?* Time 15 min

The teacher asks the students to listen the groups they are part of (sports, music, free time activities). The teacher invites the students to reflect on the idea that belonging to multiple groups is a source of richness. Similarly, being a citizen of a city, a nation, and a larger community is also a great wealth.

Brainstorming: Symbols That Represent Belonging to a Group

Here are some examples of symbols that can show we belong to a group:

- **Sports Teams:** A jersey, a team logo, or a trophy.
- **Music Groups:** Band T-shirts, a special instrument, or a concert ticket.
- **School:** A school badge, a uniform, or the school's logo.
- **Nation:** The country's flag, national colors, or an emblem.

What key-concepts could teachers focus on? What needs to be pre-taught? Time 20 min

What's the Big Idea?

In the European Union the political institutions serve a population that is culturally diverse. The European Union's motto, "united in diversity," accepts national cultural differences while striving for the unity of Europe.

Citizens of EU countries can travel, live, and work anywhere in the EU.

In daily life, the EU encourages and funds programs to bring citizens closer together, particularly in the fields of education and culture.

A feeling of belonging to the European Union has developed and will develop only gradually, through its tangible achievements and successes.

List of activities with brief description of each one and time for each one:

Motivation and Awareness for Students About the Proposed Work

1. Presentation of the Project

- Explain the main goals of the project: What is it about? Why is it important?
- Show examples or success stories of similar projects to inspire students.
- Highlight the skills they will develop (e.g., teamwork, creativity, research skills).
- Encourage students by emphasizing how their contributions matter.

2. Choosing Sources

- Teach students how to identify reliable sources (books, websites, interviews).
- Discuss different types of sources: historical documents, online articles, or personal stories.
- Help them brainstorm sources related to their chosen topic.
- Encourage critical thinking: How do we know if a source is trustworthy?

3. Choosing the Final Support

- Present various options for the final product:
 - Posters, slideshows, written essays, videos, or creative presentations.
- Discuss the strengths of each format:
 - A video might engage emotions, while a poster could visually summarize the topic.
- Let students decide based on their interests and skills.
- Encourage them to think about the audience: Who will see their work, and what will make it impactful?

In the video you will read about: some important aspects of the European Union

Before listening, work in pairs.

Answer to the following questions. Discuss with your partner and take notes of your answers.

- What do you know about the European Union?
- Do you know some symbols of the European Union?
- Have you ever seen some Euros from different European countries?

The European flag: a symbol of fundamental values

Bring at school some different coins and ask students to recognize them

Bring some different anthems' recordings

Bring some news about National days

Activities

List organizations of which you are member (e.g., their school soccer team, their local, the scouts, the orchestra). Being a member of one group does not diminish your membership in another.

The same is true of political memberships. As citizens of your town, county/parish, state, and nation, you hold multiple political loyalties.

Historically, France has been home to the French, Germany has been home to the Germans, and Italy home to the Italians, and so forth. People's loyalties were to their city, their region and their nation.

Today, these diverse people are also learning to develop a political loyalty to Europe as a whole. In an effort to help this process and to assist with the transition, the European Union adopted symbols for a unified Europe.

Activity 1.1

Brainstorm a list of the types of symbols that could be used to develop a sense of loyalty to a political entity (e.g., flag, national anthem, motto, national holiday, pictures of people and buildings on a national currency, speaking a common language).

Find some of the European symbols: political and cultural symbols usually serve as a unifying force on a group of people. Sometimes, symbols (or a lack of symbols) can have a negative effect.

Activity 1.2 Complete the table in padletusing information at that webpage https://europa.eu/european-union/about-eu/symbols_en and explain how this symbol has a positive or negative (or both)

to do some researches about the anthem go to the following link:

https://europa.eu/european-union/about-eu/symbols/anthem_en

where you can find also the recording of the anthem

About the Europe's day, you will find information at this link

About Euro

go to

<https://op.europa.eu/en/publication-detail/-/publication/0de50c77-5c04-11e9-9c52-01aa75ed71a1>

Activity 1.3 Competition

Students, for the Europe day, will prepare a poster to promote the values of the European

Union, work in pair or in small group to collect sentences and images to build up your own poster for the competition.

What are other follow up (or homework) activities that can be included?

How to engage other classes and schools in this project to become a part of a network

What methodology / activities are used for assessment?

The activities will be observed to rubrics that underline collaborative attitude and collaborative work, final product will be assess through rubrics too, as per the attached link:

https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson819/GroupWorkRubricsChecklists.pdf

https://www.learningoutcomesassessment.org/wp-content/uploads/2018/03/Keavney_Rubric.pdf

Other thoughts about this lesson plan:

This lesson plan can be shared with online activities and be part of an exchange programme in real life like Erasmus or online as etwinning. We can share with colleagues within the school to celebrate and connect.