

Learning Experience 1



Context:
Personal/Social

Prepare a presentation for the Europe Day Competition

Europe Day Competition

Europe Day on 9 May commemorates the date of the starting point for today's European Union in 1950.

Prepare a **group presentation** about a European Union (EU) Member State. You can learn some interesting information, have fun with other students and win amazing gadgets for your group!

In your presentation:

- 1 Talk about the country's flag, population and capital city.
- 2 Show some food from the country.
- 3 Say *Hello!*, *How are you?* and *Goodbye!* in the country's language.
- 4 Present a song or dance from the country.



OPEN TO SMALL GROUPS OF
STUDENTS FROM ANY YEAR!

Step 1 Think

- 1 There are 27 Member States in the EU. In pairs, name as many as you can in two minutes.



- 2 Read the Europe Day Competition poster and answer the questions.

1 What is the competition about?

2 When is Europe Day?

3 What can students win?

4 What information does your presentation need to have?



Plan a project in a group

Step 2 Analyse

- 3** You are taking part in the Europe Day Competition. Work in small groups. Ask and answer the questions to find out who is good at each activity. Complete the table with ✓ or ✗.

- Who is good at finding information online?
- Who can/can't cook very well?
- Who is good at languages?
- Who can/can't sing nicely?
- Who can/can't dance very well?

What can you do well?	[Name]	[Name]	[Name]	[Name]
Find information	(...)	(...)	(...)	(...)
Cook	(...)	(...)	(...)	(...)
Speak languages	(...)	(...)	(...)	(...)
Sing	(...)	(...)	(...)	(...)
Dance	(...)	(...)	(...)	(...)

- 4** Decide which student in the group will do each task. Use expressions from the Useful Phrases box.

A: We're all good at finding information, so who would like to do this part?

B: Can I find information because I can't cook, sing or dance very well, and I don't like languages.

C: OK. You can do it. I'm quite good at cooking, so I can prepare the food.

USEFUL TIPS

When you work on a project, it's important to plan your work as a group.

Make a list of tasks before you start.

Listen to what people would like to do.

Match people with tasks they can do well.

Share tasks and help other people.

Be polite and respectful.

USEFUL PHRASES

- Who would like to ...?
- I can ... quite well/well/very well, but I can't ...
- Can I ... because I'm good at ...?
- I'm (quite/not very) good at ..., so I'd like to ...
- OK. You can do it.
- We can do it together.

Step 3 Prepare

Resource: a factfile



- 5** Prepare your Europe Day group presentation. Follow these instructions.

- Choose a European Member State.
- Research online and complete the factfile. Each person completes their task from Exercise 4.
- Create your presentation (video blog, PowerPoint, etc.) and practise.
- PEER REVIEW** Exchange your final draft with another group for feedback.

Step 4 Present

- 6** Give or show your presentation to the class.

REFLECTION TIME

Think about the task and answer the questions.

- How well do you know the country now?
- Is the information in your presentation clear and interesting?
- Can you work well together?
- Can you listen to suggestions and make changes? Give examples.
- Do you use language from Units 1 and 2? Give examples.



Learning Experience 1

Prepare a presentation for the Europe Day Competition

Lesson aim

- Plan a project in a group

Lesson product

- A presentation for the Europe Day Competition

Context

- Personal/Social

Future skills

- Collaboration (Teamwork)

Sustainable goal


- To promote peaceful and inclusive societies

Resources

- A factfile (Teacher's Resource File, Resource 2.10)

Lead-in

Pre-teach or elicit *teamwork*. Then write the following situations on the board: *completing a class project, studying at home for an exam, playing football, tidying your bedroom*. Put students into small groups and ask them which of the situations require teamwork. Set a time limit and then elicit some ideas. Tell students that planning group work is an essential part of teamwork and in today's lesson they will focus on this.

-  **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Ask questions to check understanding, e.g. *Do you need to work as a team to plan a group project?*



Collaboration (Teamwork)

This lesson focuses on the ability to organise teamwork, focusing specifically on group planning in order to maximise the chances of achieving the goals of the group. Students learn how to coordinate the different skill sets of the members of a group and become good team players.

Steps 1–4

- Work through each step by reading the instructions, clarifying doubts, and setting a time limit for work on each task.

Step 1 Think

Exercise 1

- Focus students on the map and point out that it shows the European Union, and the 27 countries which belong to it. Put students into pairs and give them exactly two minutes to name each of the 27 countries.
- Check answers as a class by inviting students to come to the board and write the names of each EU country.
- **FINISHED EARLY?** Students draw a map of the 27 Member States in their notebooks. Tell them to label each country.

Answers:

The 27 EU Member States are Austria, Belgium, Bulgaria, Croatia, Republic of Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain and Sweden.

Exercise 2

- Write *Europe Day* on the board. Write *It commemorates ...* on the board and explain that *commemorates* means to respect or remember an important date in the past. Find out if any students know what Europe Day commemorates.
- Go through the four questions and then focus students on the competition poster. Give them time to read the poster and answer the questions. Ask students to check their answers in pairs. Then confirm answers as a class.

Answers:

- 1 to commemorate the starting point of the European Union (EU)
- 2 9 May/the ninth of May
- 3 gadgets for the group
- 4 flag, population, capital city, food, greeting in the language, a song or dance

Extra activity

- Ask students how many European languages they can say *Hello!*, *How are you?* and *Goodbye!* in. Encourage them to teach other people in the class what they know.



Context:
Personal/Social



Future Skills:
Collaboration



Sustainable Goal:
To promote peaceful and inclusive societies

Step 2 Analyse

Exercise 3

- Ask students about what is important about teamwork: listen to others, ask questions, share work and work hard.
- Read the Useful Tips as a class. Check that students understand them by asking them for examples.
- Encourage students to do this exercise alone at first. Ask them to think about the five questions, and decide honestly which skills they are best at. Then, in their groups, students discuss their skills together and find out who is most suitable for each type of activity.

Exercise 4

- Read through the Useful Phrases, which students can use when carrying out the tasks.
- Form small groups of four to six students.
- **NEED SUPPORT?** Mix less confident students with more confident students when forming groups.
- Ask groups to use what they found out in Exercise 3 to assign tasks to each other. They may find that more than one student is good at something or that no one is good at a particular activity. If this is the case, they still need to decide which person will need to take on that role. Monitor and, if necessary, help students to assign roles.

Step 3 Prepare

Exercise 5

- Encourage students to choose a country they know well, but not their own.
- Hand out a photocopy of Resource 2.10, one per group, which is a template to help students organise the task.
- Ask them to plan which member of the group is going to say what. Encourage them to write down what they are going to say and practise it.
- If you have the technology available, students can make a slideshow with images to accompany their presentation. Alternatively, students can create a poster with a factfile about their chosen country to show the rest of the class during the presentation.
- Tell groups that they will have to draft a script for their presentation. Once they have written and checked it, they should hand it over to another group to get some feedback.
- **PEER REVIEW** Write the questions below on the board. Students should think about these questions when they look at each other's presentations, and use them when giving feedback. Encourage students to say positive things about each other's presentations, and not just point out problems.
 - Is the presentation well-organised and easy to follow?
 - Is it too long or too short?
 - Are all the facts useful and interesting?
 - Is there any other information that the presentation could include?
 - Can you see any language mistakes?
- After feedback, students make adjustments before giving the final presentation to the whole class.

Step 4 Present

Exercise 6

- Allow time for students to give or show their presentations. If you have a very large class, you could ask groups to present to a number of other groups, instead of to the whole class. Encourage students to listen carefully to each other's presentations and ask questions at the end.
- At the end of all the presentations, ask: *What new information did you learn? Which country would you like to learn more about?*
- Ask students to vote on the best presentation.

REFLECTION TIME

- Back in their groups, students think about the way they worked together, how they performed the task, used language and how they dealt with suggestions and changes.



Sustainable Goal

- Explain that an 'inclusive society' means that everyone (of all ages, genders, races, places, etc.) should have the same human rights and opportunities in life.
- Ask: *Why is getting to know other countries and their cultures useful?* Elicit some ideas from the class (e.g. It can help us gain more knowledge about the world, make new friends, share experiences, promote peace and eliminate prejudices, etc.).
- Point out that one of the goals of the European Union has been to promote peace and share ideas between a range of very different countries and cultures. Ask: *How can we continue to make sure that our society is peaceful and that everyone has the same chances in life?* Put students into small groups to make a list of possible ideas.
- Ask each group to present their favourite ideas to the rest of the class.
- **Reviewing lesson goals:** Ask students to read the lesson aim again. Then ask them to say one of the Useful Tips that they remember about planning a project as a group.

Learning Experience 1

Resource: a factfile

Country	
Location:	
Population:	
Capital city Location:	Flag Description:
Population:	Picture (draw a picture of it):
Interesting facts about the capital city and its population:	
Food/Typical dish Name:	Language(s):
Ingredients: • • • • • • • •	How do you say ...? • <i>Hello!</i> • <i>How are you?</i> • <i>Goodbye!</i>
Instructions: 1 2 3 4 5 6	Song/Dance • Name: • Type of music: • More information (actions, clothing, etc.):