

In the KWL Grid from the UK, pupils' misconceptions have also been included to indicate where specific teaching can be used to address them.

What all the teachers have confirmed and what allows a conclusion to be drawn from the KWL Grids filled in by the pupils, is that children are willing in general to get to know more about the European Union and its member states.

3. To the question what they would like to know, the children have given long lists of topics.

Most of the children are interested to find out:

What does EU stand for?

What are the national anthems and flags?

What food do they have/eat? Is there a national dish?

Clothes from different countries, fashions and make-up.

What are the schools like?

What sports do they have in the different countries?

The children in Austria have said they are interested in the landmarks, culture and symbols typical for the other countries; they are also interested what going to school there is like and whether there is war or peace. This is another striking question concerning the children in Austria. The traumatic stress of the children coming from areas of wars will not be easily overcome.

In Estonia, the younger children would like to compare the environment in different countries, to know the animals and climate in other places, and the food. The older children would like to know more about the educational systems, everyday life, national foods and national costumes. They enjoy history, linguistics, politics, economics, geography and fashion.

The children in Poland would like to know more about the cuisine in other countries, about nature and interesting places to visit, about sport (an interest indicated mainly by boys), everyday life, school life, fashion, music, cars and modern technologies, history and fairy tales.

The Portuguese children would like to know more about: culture, religion, music/singers/concerts, cinema/media, monuments, customs and traditions, how many languages are spoken in the country; they would like to try typical food and cuisine; they would like to know more about clothing and traditional costumes; festivals and celebrations; celebrities; favourite sports; climate; natural resources; flags.

The children in the UK would like to know:

What films the other countries have? What games do children play? How did Europe get its name? Where are these countries? What is the largest European country? The smallest? What shape is Austria? Why are countries shaped the way they are? Where is Estonia? What countries are near each other? Who are their leaders? Are the people rich or poor? How many

end up homeless? They would like to learn about qualities and equalities; the different currencies in these countries; about art and culture, bands and music; and languages across Europe (they would like to learn some of these other languages).

In addition: How old do you have to be in order to get a driving licence? Types of animals; weather, climate and seasons in the different countries. What are the capital cities? What are the countries' best attractions? Population in Europe and across the countries; landscapes and different environments, e.g., how many mountains are there in Europe? How many rivers? What seas surround Europe? Is the law the same? The people's lifestyle and personalities, like where they live/how they live. What religions do they believe in? What are their countries' history, traditions and festivals? Hobbies. Architecture. Who is the best athlete? Who is the best football player? Who invented skiing? And the first sports car?

The children in UK wanted to know the answers to some specific questions such as:

Do they have a monarchy? Time differences? Do they drive on the left or right? Why do people leave their country (in particular Poland)?

5. The suggestions made by students on how they would like to learn about Europe and the feasibility of such suggestions

While for the Portuguese children the Internet comes in first place, the British children would like to learn more about the other countries through films. It is interesting to note that film appears in all KWL Grids in one of the first places. Visual images are very important for all the children. Then come pictures or photos from different countries, PowerPoint presentations, theatre and books. Furthermore, children would like to travel, to visit the other countries, to meet the local people. These appear in KWL Grids from all the countries.

Some children would like to taste the food from different countries. The Polish children would even like to try cooking food from different countries. The British children want to try on clothes from different countries.

Many children would like to learn about the others by doing, for example doing research work, making oral presentations, making Power Point presentations, cooking food from different countries, making music or singing together.

They would also like to learn more through group work. Working in groups is more attractive for children.

All agree that learning the language of a country is very important.

6. How they will present their country to somebody who knows nothing or very little about it:

Children in all the participating countries want to present their flags and their national symbols, their famous sportsmen and -women, their fairy tales, music and dances, big cities or places worth visiting, food, landscape, mountains and seas, their fashion, etc.



However, there are also some very specific topics indicated by children as a way to present their countries:

For example, the Polish children want to present the Polish Nobel Prize Winners, old castles, Polish history, Poland in World War II, Polish amber jewelry, Polish universities, Polish national parks (aurochs in Białowieża), Polish agriculture and mines.

7. How can these data be interwoven within the curricula of teachers?

The brainstorming in the schools and the Teachers' Statements have been collated at the very beginning of the project and the further work on the outputs, such as the selection of the resources, tips for educators and activities with schoolchildren, will take the opinions of the children into close consideration.

The lesson plans will be developed with the wishes of the children in mind. Lessons will be created on topics children would like to know about and in the ways children would like to get the new knowledge. The methodology used will take into consideration the children's opinions.

