



Tips for Teachers

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This guide has been produced to accompany the resource list compiled by the partners in the *We Are Europe* project. <http://www.we-are-europe.net/index.php/the-project-en>

1. Introduction

This project proposes to develop and implement innovative teaching modules for 9- to 14-year-old students. It will develop specific themes, such as the concept of 'home' as part of national, regional and local identity; musical traditions; fashion; cooking; and sports. The aim is to deepen students' knowledge of Europe in general, especially on those European countries that are partners in the project, in order to provide young people with support in the development of future prospects by making them more aware of the similarities and differences across cultures.

The intention is to encourage and/or deepen their interest in Europe and in the European Union as an inclusive space for lifelong learning and work in order to help pupils develop skills for the future.

The project consortium has set itself the following objectives:

- Examination of their own cultural identity, promoting cultural and intercultural understanding; generating interest in other EU countries and their cultures ; promoting respect for the cultures and achievements of others ; promoting and initiating an active participation in the development of a common Europe through a constructive discussion process; sharing knowledge with others.
- Development of specific skills that help to be prepared for life in a globalized world; improve the management of multicultural societies and globalized information; preparation for professional life in inclusive societies that need intercultural skills; learn and use the knowledge in changing educational and work contexts that require lifelong learning to use.
- Increase awareness of historical relationships to better understand the current situation; promoting the integration idea; history as a basis for raising awareness of social justice and understanding of diversity as an enrichment for the people and the societies in which they live.

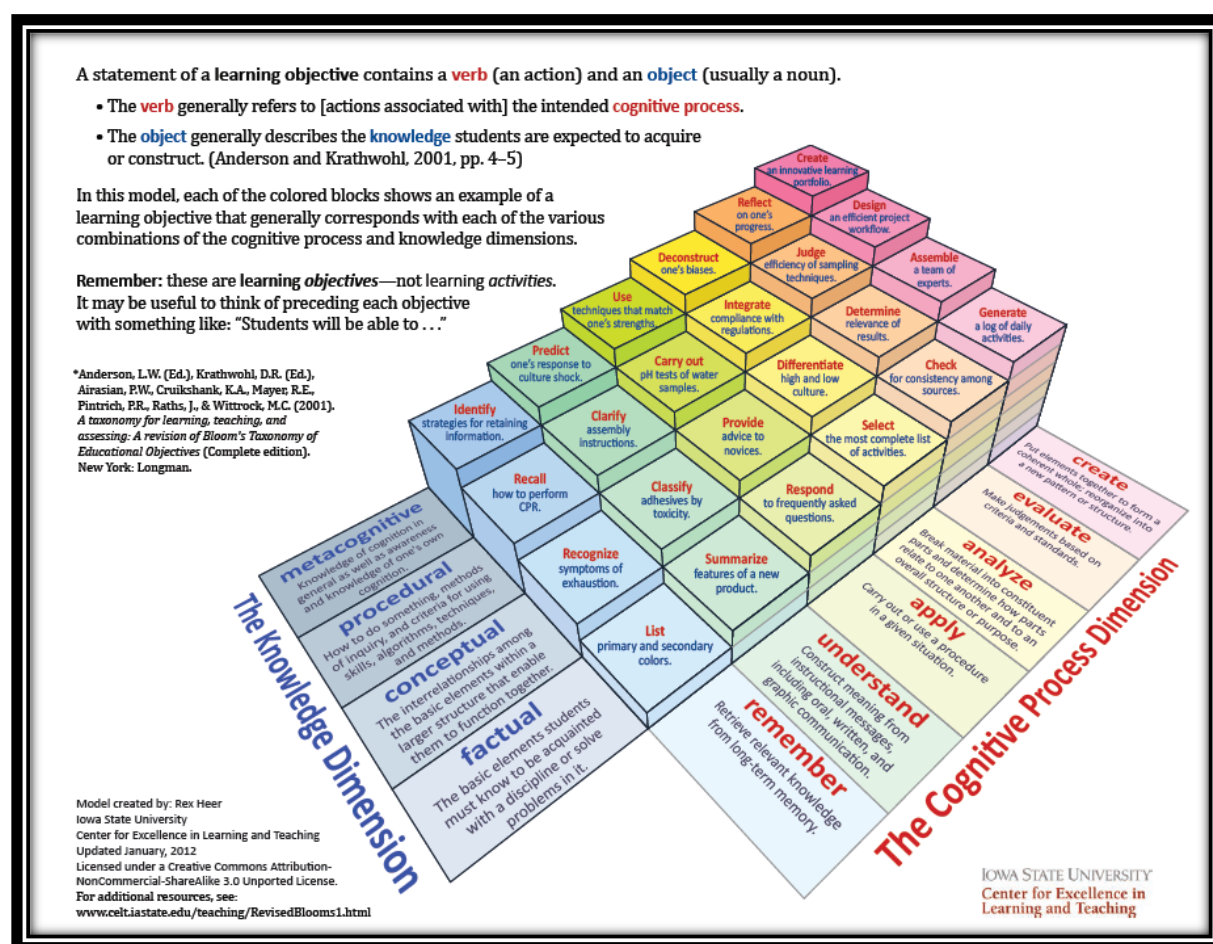
This guide will support teachers planning to explore cultural, social, economic and political issues within a European context in a way that enables greater understanding and tolerance. The activities with students will address issues such as: In what world young people are growing up and how can they face future challenges? What forms of international competition do they face and how can this be a positive aspect of European society? How do they maintain their national identity in a globalised world? Lessons will develop the inclusive social skills of young people and focus on the international civic skills of students. There is no political, cultural or social message being promoted other than that of cooperation, and it is hoped the participants will bring their own ideas about how they want themselves, their local area and their national identity presented to the partner countries.

2. Effective Pedagogies



In this section you will find ideas for approaches to teaching and activities to use as a way in to the project. The approaches include a range of strategies that may be familiar to you; we have tried to include information that will help you select them for their effectiveness depending on the context of the lesson and your group of pupils.

The activities are suggestions that can be used as a starting point for your own planning. With this in mind, it is important to have clear objectives focused on the intended learning when using the ideas and resources presented here. While the activities should promote engagement and enjoyment, the central purpose is to enable pupils to develop their knowledge and understanding of those from other countries and cultures within the EU. In order to support planning each activity has been linked to an example objective, but these are not exclusive or exhaustive: adapt the objectives and the activities to suit your learners and your intentions. The objectives are based upon the revised Bloom's Taxonomy modelled in the diagram below.



Source: <http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/>

Approaches to teaching:



There are many strategies one can use in the classroom to enhance the transfer of knowledge. Here are some suggestions that will help teachers to encourage the social and collaborative aspects of learning.

Small group/paired activities – asking pupils to work together can encourage co-operative learning. Some children will need support in using effective talk in group settings and approaches like those proposed by the University of Cambridge's *Thinking Together* project can help:

<https://thinkingtogether.educ.cam.ac.uk/resources/>

Discovery Learning – this approach can work in several different ways. The teacher can set a challenging question for pupils to explore; they can be provided with an unusual artefact that they have to identify and explain; they can even set their own question or choose the materials they wish to investigate. The important thing about discovery learning as an approach is that the teacher constructs the learning experience in a way that allows the children to develop their own understanding and knowledge of concepts and/or relationships rather than dictating the process or even the outcome. This approach is based on the work of Jerome Bruner (for example/background reading try Bruner, J. S. (1961) *The act of discovery*. Harvard Educational Review, Vol 31, 1961, 21-32.)

Cross-curricular or Interdisciplinary Learning – providing opportunities and resources that enable children to learn about two or more subjects at once can help them see where different subjects, e.g. maths and art, overlap and work together. When working across different disciplines it is important to ensure you are teaching the necessary knowledge and understanding in all areas and/or utilising skills in one that have been pre-learned to ensure learning can take place (for example it is useful to have an understanding of area and fractions in maths when studying Da Vinci's *Vitruvian Man* <http://www.bbc.co.uk/science/leonardo/gallery/vitruvian.shtml>)

Experiential Learning – this is sometimes confused with Discovery Learning as both are often tactile approaches involving physical objects as resources. However, the focus in Experiential Learning is authentic experience linked to the learning objective. It provides an opportunity to be immersed in a sociocultural situation or event. Having the opportunity to cook foods or wear costumes from a different country is a way of using experiential learning, although the level of authenticity is increased if it is possible to share these experiences with a person from that country (or even visit the country yourself, although this is difficult during a school day!)

Peer Teaching – this approach moves beyond children presenting their findings: it places the learning of others in their hands. Therefore children must first become the subject-matter expert and then develop effective teaching and mentoring strategies. In order to enable this the teacher will need to provide access to equipment and facilities, as well as time to prepare resources and materials; they will also need to be open to a frank discussion about what kind of teaching the pupils think is effective.

Activities with books:



Activity	Suggested Resource	Objective	Outline
Life before Google	A group of reference books around a central theme, for example the European Parliament, e.g. Böhm Wolfgang, Othmar Lahodynsky, <i>EU for you! – That's how the European Union works</i> ("EU for you!" – So funktioniert die Europäische Union); <i>Europe - magazine for young people</i> (<i>Europa – revista do conhecimento para jovens</i>)	Summarize the key features of the European Parliament	Children are given an open-ended question (e.g. how is the EU run?) BUT they are not allowed to use the internet to find the answer. Using only the books available they have to research the topic and provide a report with sources!
Map work: 1. Geography Bingo	The maps of Austria, Portugal, Estonia, UK and Poland	Understand and discuss geography and culture of the countries	Design a BINGO card listing geographical aspects, for example population, ecosystem etc and use this either as a traditional bingo game or as a prompt for research.
2. Mental maps to understand Europe	The map of Europe	Make students use a mental map as the key tool to navigate their tour around Europe	Students try to find something, drawing and annotating their own mental maps. At the end the "Atlas of the Mind" can be created.
3. The definition of a map	Maps of Austria, Portugal, Estonia, Poland	Some maps are better than others. What exactly is a 'map,' and what does it do? Ask students to define the term.	Look at examples of the maps of Austria, Portugal, Estonia, UK, Poland and find symbols or images to broaden our understanding. Ask students to explain what each map shows, and how it conveys more information than a simple road map. Then students can brainstorm and design their own maps of a place they live to convey detail and enhance people's understanding.
Geography:	Some examples of colourful,	Make students	Every vacation or travel



more than just places on a map	descriptive writing about travelling	understand the value of knowing other countries	story provides an opportunity to gather information and describe those places. Read some examples of colourful, descriptive writing. Then ask students to write their own travel stories about a place they've visited, either locally or farther from home, using vivid examples and description to help readers fully imagine that place.
Text Detectives Part 1	<p>A range of fictional genres set across Europe (can include multilingual texts, but if class are not able to read in the different languages then provide picture books to aid comprehension) e.g. Mander, J. (2014) <i>Karolinka is travelling through Europe (Karolinka podróżuje po Europie)</i>; Päär, P. & Guerrin, T. (editors) (2010) <i>Through the stories (Lugudega läbi Euroopa)</i>; Polish History Comic Book – <i>King Henryk Walezy</i>; Kerven, R. (2009) <i>English Fairy Tales and Legends</i></p> <p>Further ideas for texts can be found at European Picture Book Collection II http://www.ncrcl.ac.uk/epbc/EN/index.asp</p>	Identify similarities and differences in different cultures; deconstruct social and cultural stereotypes	In small groups, give children the books and ask them to prepare a presentation on a) what the books tell them about the way of life in the different countries, including similarities and differences; b) how the narratives within the stories are also the same and/or different. This can be compared with stories from the home country: how accurate is the representation of life in your country?
Text Detectives Part 2 (multimodal) : Internet Researchers	<p>The Children get books and internet sites about a country and its capital. E.G. Austria and Vienna- Nationalfeiertag und Staatliche Symbole http://www.schule.at/thema/detail/nationalfeiertag.html</p>	Describe what is the most typical for the Austrian Identity.	In small groups, give children the books and access to internet sites and ask them to prepare presentations on a) the Austrians national symbols; b) the city of Vienna and their district; c) the most popular sports in the country and the most



	<p>Brigitta Höpler, Sibylle Vogel, Alexander Potyka Wien – Stadtführer für Kinder</p> <p>Anna Ehrlich, Jennifer Faulkner</p> <p>Wien für coole Kids</p> <p>10 Rezepte: Österreichische Küche</p> <p>Omas Rezepte - ichkoche.at</p> <p>http://www.ichkoche.at/omas-rezepte/</p>		<p>famous and successful sportsmen; d) the most popular dishes in Austria; e) what else is the Austria also very famous (for example composers, music...)?</p> <p>Then ask the children to summarize the results in a PP Presentation.</p>
<p>Healthy eating: which vegetables do you know? Do you like?</p>	<p>Take as an example the AlphaEU Country Alphabet books and look at what they show and how. Use it as a model for a multilingual alphabet book created by the children.</p>	<p>Generate a list of healthy eating habits and produce. Create a multilingual chart of vegetables in several languages.</p>	<p>Brainstorming on healthy eating in order to do one or more of the following:</p> <ul style="list-style-type: none"> • Putting up information on a chart. • Compare with class in a different country. • Make a list of vegetables with photos taken by the children. • Children explore one of the AlphaEU country alphabets they like. • They look at how the alphabet is organised and make suggestions on how they could create a vegetable Alphabet Country to exchange with children in another country/ several



			<p>other countries.</p> <ul style="list-style-type: none"> • Recording how the words are pronounced in their own language • Collecting photos of vegetables • Writing it down in their own language. • If they want they can create a storyline.
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Activities with film and multimedia:

Activity	Suggested Resource/s	Objective	Outline
Lights, camera, action: Welcome to...	<p>London tourism - England - United Kingdom - Great Britain travel video https://www.youtube.com/watch?v=PtWeqZsuzpE ; Life in Portugal http://www.elllo.org/english/1301/T1303-Ana-Portugal.htm</p>	Create an informative multimedia presentation	<p>Show the children a video presentation about a country (their own or a partner country). Ask them to plan and then construct their own version introducing their local area to others across Europe. NB children should be able to replicate the video used as a model: if camera/filming equipment available then the children may wish to be quite adventurous with their presentations, but otherwise still images can be used. Microsoft Photostory, Powerpoint or Moviemaker will all enable animated presentations to be constructed.</p>
We're all going on a summer holiday...	<p>Tourist information website from a chosen partner country eg Visit Worcestershire http://www.visitworcestershire.org/</p>	Design an efficient itinerary	<p>In pairs, pupils plan a week-long holiday to the country of their choice (or one chosen for study by the teacher). Using the Tourist information website as a key source of information</p>



			the children will need to plan which key sights they wish to visit, plot journeys, investigate transport options and accommodation to create a workable itinerary. They will need to consider costs and currency conversion: the level of challenge can be increased by giving a minimum number of sights and a maximum amount of money to be used!
Mixed use of different media: Books, Internet, magazines, Films, etc.	A group of reference books and internet sites around the theme: Presentation of Austria.	To present Austria and Vienna to children from other countries	Children are given several questions. They use the books and the Internet resources. They are allowed to use also other resources like films, magazines, etc. to find the answer. Using the books and internet sites, as well as other resources available, they have to research the topic and provide a report with sources!
Cultural Perceptions	Pupil- or teacher-gathered multimedia resources that show "stereotypical" aspects of national behaviour, e.g. the people and country of Poland.	Make students understand the diversity of Europe	Everyone holds opinions about other cultures, and they can easily lead to misunderstandings or disputes. Lead students through a safe introductory discussion of stereotyping. Ask students to search the examples of stereotyping in a given cultures, gathering examples and making presentations on them
Migration and Mobility	The Routes project and short narratives by children therein.	Understand and discuss migrations and mobility from the perspective of inclusive societies	<ul style="list-style-type: none"> • Brainstorm why people migrate • Brainstorm about mobility types • Read narratives of children who migrated • Collect stories in school of children who have migrated: oral narratives, written



			<p>stories, photo stories, etc.</p> <ul style="list-style-type: none"> • Collect these stories on a poster/ a newspaper online • Exchange with children in other countries
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Activities with games:

Activity	Suggested Resource/s	Objective	Outline
Learning to play, playing to learn	<p>Board game based on Europe, e.g. <i>Europareise: Spielend Europa entdecken; Discovering Europe; Euroopa mälumäng</i>.</p> <p>Interactive (online games) based on Europe, e.g. Neurodyssey http://neurodyssee.org/2011/index.php?lang=en</p>	Recall information about Europe; create an innovative play-based resource	Small groups play the games to learn about different aspects of Europe, but also to analyse what makes a good board or web-based game. They then use this information to design/create their own version for their peers in their own class and in the partner countries.

Activities with websites:

Activity	Suggested Resource/s	Objective	Outline
A Funny Photo Gallery on the Historical Sites of the Town I go to school in	Look at the Guides for Children available in the collected resources	Getting acquainted with tourist information and addressing it specifically for children	<p>Classes pair up with classes in other countries to tell each other about some tourist features from their own perspective.</p> <p>They collect photos and information.</p> <p>They explore the ways in which they would like to access information to decide on what and how to present information.</p> <p>They create a photo gallery through flickr to share with other children</p> <p>Children can post constructive comments</p>



Signs and symbols	Kid's Corner http://europa.eu/kids-corner/index_en.htm ; National holiday and state symbols (Nationalfeiertag and staatliche Symbole) http://www.schule.at/portale/politische-bildung/detail/nationalfeiertag.html ; European Parliament Information Office in the United Kingdom http://www.europarl.org.uk/en/education/teachingresources.html	List the key national symbols for each nation in the EU	Provide a list of EU countries and ask the children to find the flags and national symbol of each. Alternative approaches: <ul style="list-style-type: none"> • Provide the flags and symbols for children to identify the countries • Provide the objective and allow the children to use discovery learning to complete the task
News timeline	EU Screen (EU Bildschirm) http://blog.euscreen.eu/ ; web-based news archives	Generate a log of key events	Small group activity: using online media sources create a timeline of events from across the partner countries. The starting point can be key dates in the home country, with the addition of each partner country in turn; alternatively random dates/years can be selected for the timeline, and the children can investigate what was happening in each country at that time. If technology allows, interactive timelines (with hyperlinks) can be created.
People and the environment : for better or worse.	Online information about the resources in a given country	Understand how countries manage and impact on their environment	Ask students to pick a topic related to humanity's management of the environment and the resources in a given countries, presenting their findings.
Comparative Climates	Information collected from internet or traditional resources, e.g. about Poland and Portugal	Understand the differences in climate	Brainstorm with students on the differences in Polish and Portuguese climate, using the information collected from the internet and other sources. Discuss the causes and effects of the differences.



3. Further Teaching ideas (mostly inspired by the answers of the pupils of 7th grade in Estonia)

As part of the project, children in Estonia have suggested the following ideas that can also be used in the classroom (either as paper- or web- based activities):

- a. Comparative table or time line: events in the history, politics or policies of different countries
- b. Memory game or quiz about statistical data from EU countries: area, neighbour countries, population, climate, flags, sports, music, art, film.... etc
- c. Annotated list of children's and teenagers' books, or videos about the homeland suggested by the teenagers to the pupils of other countries, with worksheets
- d. Debate (skype or other web tools): Belonging to the EU – presenting arguments for and against
- e. Simple (picture) dictionary - first 20 (or 30 or ...) phrases in different languages for teenagers communication
- f. Photo novel or slide show - Guided tour in my homeland (places important for children)
- g. Cookery book: our favourite recipes
- h. Countries and brands (e.g. Finland - Nokia, Marimekko, Fazer ...)
- i. Travelogues: Our family/our group travelling in Europe
- j. Our everyday: writings and pictures or photonovels about everyday life
- k. Virtual tour to European Parliament; interviews with the ambassadors of EP
- l. Picture gallery/slide show/poster: Contemporary famous people in Austria/ in Portugal etc
- m. tree of languages spoken in Europe
- n. Religion in EU countries: buildings, holidays, customs
- o. Kings and queens in Europe
- p. Scientists and science in EU
- q. Comparative calendar of public holidays in EU countries
- r. Legends about places, historical persons, languages; also the heroes and heroines of folk tales
- s. Slide show, poster etc about nature (plants, animals, landscape)
- t. Water resources and water landscapes in my town
- u. A survey on traditional dancing

4. Academic Research – Storycrafting

A key aim of the project is to encourage teachers to really listen to the children's voice. Initial ideas for lesson content have been drawn from what the children want to know as much as from curriculum requirements. A possible methodology for teachers or academics wishing to extend the project into research is Storycrafting, an approach developed in Finland within the narrative ethnographic tradition.



“In Storycrafting you:

Ask the other person to narrate a story of free choice.

Write it down literally, in the same way that
the teller expresses him/herself.

When the narrative is done, retell it,
and give the author the opportunity to make any changes.”

(http://www.edu.helsinki.fi/lapsetkertovat/lapset/In_English/Storycrafting_method/storycrafting.html)

Resources can be accessed by using the link above. These include:

Storycrafting DVDs in English

* A story about story exchange between two cultures and its significance.

Qissah Wa Tawassul – Satusilta – Kotka – Beirut. Riihelä, M. (2002). Helsinki: Filminova, Stakes.

* A 7-part DVD series. Tell a story. Riihelä, M. (1997). Helsinki: Stakes.

(to request the DVD via e-mail contact lapsetkertovat@gmail.com)

Children's stories

* Story got wings - Satu sai siivet. 2009. Children's stories from Finland and Africa

See the book: <http://www.edu.helsinki.fi/lapsetkertovat/Julkaisut/satusaisiivet.pdf>

* Arethabeng School, first grade and Mikkola school Tunne kieleni - Tseba leleme la ka - Know my language. Children's stories from Finland and Africa. Vantaa: Vantaan kaupungin paino 2006 ISBN 978-952-443-188-0.

See the book: http://www.edu.helsinki.fi/lapsetkertovat/Julkaisut/Mikkola_E-Afr_Tunne_kieleni_screenvers5.07.pdf

Articles and books

Karlsson, L. (2013). **Storycrafting method - to share, participate, tell and listen in practice and research.** *The European Journal of Social & Behavioural Sciences, Special Volumes VI Design in Mind*, 6(3), 1109-1117.

Abstract

Children need to be heard and to have the right to affect everyday action. Despite the growing increase in research relating to children there is a discrepancy between theory and (research) practice. Also the experienced childhood is from time to time seen simplified because of the methods and rectilinear analyses. We need easily adaptable methods that take into account children's ways of acting. The participatory and narrative Storycrafting method is a Finnish social innovation, which has been used and further developed for more than 30 years.



In my article, I ask how Storycrafting works with children in practical interactions and as a research method? What are the standpoints and theoretical background of the Storycrafting method? I analyze the Storycrafting method from several perspectives: theoretical, interactional and cultural practice. Studies have shown that Storycrafting has created time and space to encounter children and to share with and listen to them. Children are able to influence matters concerning themselves. Through the method children are empowered: they become accustomed to explaining their ideas. With Storycrafting, professionals have a participatory method that can be adapted to different situations and is a workable method for use with children, as well as with the youth, with people of working age and with seniors.

See the article: http://www.futureacademy.org.uk/files/menu_items/other/ejsbs88.pdf

Karlsson, L. (2014). **Children's voices in context of art education and circumstances for interaction.** In: Ruokonen, I. & Ruismäki, H. (eds.) *Voices for Tomorrow - The 6th Journal of Intercultural Arts Education*. Helsinki: University of Helsinki, Department of Teacher Education. pp.25–34.

Abstract

In this article the possibilities of art and creativity in education, teaching and instructing are examined. The main purpose is to differentiate how to get free space for children's expression. I analyse the theme through three different approaches. In the article, my standpoint is in childhood research and studies of child perspective, which has a socio-cultural perspective. I explore the Storycrafting method and other teaching methods through which children are given a voice. With these methods, children can gain empowerment and find new means for their own expression within art.

See the article: https://helda.helsinki.fi/bitstream/handle/10138/44696/voices_for_tomorrow.pdf

Hohti, R. & Karlsson, L. (2013). **Lollipop Stories: Listening to children's voices in the class-room and narrative ethnographical research.** *Childhood*. doi: 10.1177/0907568213496655

Abstract

This article offers a methodological contribution to the concept of children's voices and the ways of listening to them. Children's voices are studied in a narrative ethnographical research project in a school classroom. The authors follow children's voices from the level of classroom observation to an analysis on narrative data produced by the Storycrafting method and finally to a more reflexive analysis. By defining three interrelated analytical spaces, the study illustrates how voices are emergent, contingent on their social, discursive and physical environments and power relations, and constructed in reciprocal processes of telling and listening. Finally, the authors discuss the significance of reflexive listening to children's voices.

See the article: <http://chd.sagepub.com/content/early/2013/08/12/0907568213496655>

Karlsson, L. (2009). **To construct a bridge of sharing between children's culture and adult culture with the Storycrafting method.** In H. Ruismäki & I. Ruokonen, (eds.) 2009. *Arts Contact Points between Cultures: 1st International Journal of Intercultural Arts Education Conference : post-conference book*. Research Report. Department of Applied Sciences of Education. Faculty of Behavioural Sciences. University of Helsinki. 117-127.

Abstract

This article discusses the issue of participation in activities involving children. It includes theoretical discussion on the border conditions of the activities. Further-more, it examines how we can in practice acquire information on children's way of acting and their way of observing different phenomena. The article also analyses the awarded and acclaimed Finnish method of Storycrafting,



which is based on verbal expression, play and participation, encounter and empowerment. The results obtained by using the Storycrafting method are analysed and discussed.

See the article: https://helda.helsinki.fi/bitstream/handle/10138/14969/RR312_verkkoversio.pdf

Karlsson, L., Levamo, T.-M. & Siukonen, S. (2014) (first ed. in Finnish 2003, second ed. 2006, third ed. 2012). *Your mango, my mango, our mango—storycrafting across cultures*. Helsinki: Taksvärkki ry.

See the book <http://www.taksvarkki.fi/tv/wp-content/uploads/2014/09/Mango-English-edition.pdf>

Masri, Faizah & Riihelä, Monika 2012. *Utters of Shutters. Personal stories from 2006-2010 as told by Palestinian children and adults*.

The sixty-six stories in Arabic, translated in English, and illustrated with pictures, have been collected using the Storycrafting Method. The stories shed light on the life of Palestinian refugees in Lebanon. Beit Atfal Assumoud and Finnish Psychologists for Social Responsibility have compiled the book with The National Institution of Social Care and Vocational Training.

See the book: http://www.into-ebooks.com/book/utters_of_shutters

5. Conclusion

The ideas here can be used as stand-alone activities or as part of a teaching unit. The important thing to remember is that each activity should encourage the children to think about cultural, social, economic and political issues across Europe in a way that encourages understanding and collaboration.

Together, We Are Europe.