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## **TEACHING SCENARIO FOR IMPLEMENTATION OF THE INTERDISCIPLINARY PROJECT FOR STUDENTS**

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<b>Project name :</b>	European Union - united in diversity
<b>Related Subjects</b>	geography, history, physics, mathematics
<b>Key words:</b>	European Union, euro, eurozone , economic development, industrialization, forms of energy, energy sources, sustainable development, urbanization, currency

<b>Activity name:</b>	Let's discover the topic of our project!
<b>Duration of Activity (min)</b>	5 min
<b>Detailed description of the activity:</b>	
<p>Introduce students to the topic of the project they will be working on. Point out that working on the project will teach you what the European Union is, who it consists of, when and why it was created and what its goals and role are.</p> <p>To begin, announce to the students a short introductory quiz about the European Union. Point out that the aim of the quiz is to explore how much they currently know about the EU, before they start working on the project. Then share the following link with students: <a href="https://www.menti.com/38dyv8m43y">https://www.menti.com/38dyv8m43y</a></p> <p>Run the quiz on your device, and have students open the link on their devices and solve the first question. Then comment on the answers that will be displayed in the presentation as students write their answers. Announce to the students that the project will help them find out what the EU is, if the term is currently foreign to them. Ask another question and wait for students to answer it. Comment again on the answers that are to be displayed in the presentation. Depending on the numbers that students enter in response to the question "How many countries make up the European Union?", comment on how many students are close to the correct answer and point out if someone answered correctly. Conclude by highlighting the challenge - announce to the students that during the project they will learn a lot of details about the EU as well as who was closest to the correct answer about the number of EU members.</p>	
<b>Adapting activities for students with disabilities</b>	
<b>Adapted activities for gifted students and those who want to know more</b>	

<b>Activity name:</b>	What led Europe to unification?
<b>Duration of Activity (min)</b>	10 min
<b>Detailed description of the activity:</b>	
<p>Ask the students to watch a short video. Point out that at first it will seem to them that the video has nothing to do with the European Union, but advise them to watch it carefully. Write the following three entries on the board - the duration of World War II, European countries, the impact of the war. Then project the following video <a href="https://www.youtube.com/watch?v=HUqy-OQvVtI">https://www.youtube.com/watch?v=HUqy-OQvVtI</a>. Post subtitles to help students understand the content (Settings - Subtitles - Automatic translation). After watching the video, ask students if they remember which year World War II started and which ended. Also, ask students which European countries are mentioned in the video, whether they were defeated or participated in the war in some way. Ask them if they know of any other European countries that were involved in these war events. Write the answers on the board. Finally, start a discussion with students about the impact that World War II had on: human lives, houses, buildings, cities, factories, farms, schools, transportation, social security, culture, and the like. Conclude that after the negative effects of World War II, Europe needed to find ways to rebuild its economy and society.</p>	



**Adapting activities for students with disabilities**

**Adapted activities for gifted students and those who want to know more**

<b>Activity name:</b>	United in diversity
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<b>Duration of Activity (min)</b>	30 min
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**Detailed description of the activity:**

Share the presentation with students at the following link:  
<https://view.genial.ly/62a084b1b94db5001836e570/presentation-united-in-diversity>  
 Instruct students to start their own research on the origins of the EU with the help of a presentation. Point out that each student works independently, and in case of questions, students can raise their hand and ask for help. As you go through the class, you monitor the progress of the students. Once students discover the EU in its current form (slide 7), get involved in student work by leading a discussion of EU goals (slide 8). Comment on each of the 7 highlighted goals with the students and use the interview method to guide the students in answering the questions posed with each goal. Answering students' questions will help them better understand the role and goals of the EU as an organization, but also the importance of those goals for the everyday life of citizens. At the end of the discussion, ask the students to continue with independent work again with the help of the presentation. The task will be to reveal the unknowns about the EU and the euro as a common currency (slides 9 and 10). By writing the answers in a notebook, students will create a kind of EU ID card. If they do not have time to complete the research, instruct students to complete it for homework.

**Adapting activities for students with disabilities**

**Adapted activities for gifted students and those who want to know more**

<b>Activity name:</b>	Let's repeat EU knowledge!
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<b>Duration of Activity (min)</b>	5 min
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**Detailed description of the activity:**

Start the lesson at the following link to start the live lesson with the Quizizz tool :  
<https://quizizz.com/admin/presentation/62a09b78cbd342001d053aac>  
 Have students open the lesson on their devices by entering the code on joinmyquiz.com or by opening the lesson link that you will send them. Announce to the students that they will start by solving a short quiz about the EU to check what they have learned so far in class and by completing homework. Start posing the questions and have the students answer them. The last in a series will be a survey that will lead students to think about the different economic development of EU countries. Comment on the results of the survey and point out that Luxembourg has the highest standard of living in the EU.

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**Adapted activities for gifted students and those who want to know more**



<b>Activity name :</b>	Unbalanced economic development
<b>Duration of Activity (min)</b>	5 min
<b>Detailed description of the activity:</b>	
<p>Continue with the lesson in the Quizizz tool by displaying the page subtitled "Let's Study Economic Development". Explain to the students that the map shows one of the indicators of economic development and that Europe is shown on the map in the regions. Ask students:</p> <ul style="list-style-type: none"> <li>• which colors on the map show weaker and which shows stronger economic development</li> <li>• to find on a map the region in which they live and compare the economic development of that region with the rest of the EU</li> <li>• which parts / states of the EU have the most developed economy.</li> </ul> <p>After highlighting the regions of Western, Central and Northern Europe as one of the most developed, announce to students that they will now go back in time to discover one of the most important reasons why this is so.</p>	
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<b>Activity name:</b>	Industrialization and its impact
<b>Duration of Activity (min)</b>	35 min
<b>Detailed description of the activity:</b>	
<p>Continue to project the lesson in the platform Quizizz by showing pages 12 and 13. These pages contain questions that students can view on their devices. Announce to the students that in the next 30 minutes they will answer the above questions on their own and write down the answers in their notebooks. Instruct students that they can use different sources to find the information they are looking for - they can search the Internet or use a textbook. In case of questions, students can raise their hand and ask for your help, and you monitor the progress of students by walking between the student tables. Inform students about the time they have left to research. Use the last 5 minutes to present the researched answers. Read the questions in order and encourage students to share their answers with the rest of the class. Try to involve as many students as possible in this answer portion of the presentation.</p>	
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<b>Activity name:</b>	(Renewable) Energy - the driver of (sustainable) development
<b>Duration of Activity (min)</b>	45 min
<b>Detailed description of the activity:</b>	
<p>Start the discussion with students by asking - has industrialization only affected the economy? Formulate the discussion by asking the following questions:</p>	



- How has the implementation of the steam engine affected the lives of workers in agriculture and industry?
- How has the development of industry affected the development of cities?
- How has the development of computers and electrical engineering affected people's lifestyles?
- What energy sources do people use today in business and in the household?

Announce to students their independent research-presentation work during which they will research and prepare a presentation with information they learn. Instruct that they can prepare the presentation in one of the tools of their choice: Genially , Flex Clip , Flipsnack , Adobe Spark , Power Point . Upon completion, all students will submit their presentations to the teacher, and several students will present their work with a short presentation. Students can make a presentation according to their own wishes with the required use of pictures, text, videos, charts and the like. It is important to point out to the students that the presentation must represent the following (point out these clues to the students on the board / canvas so that they are visible to them at all times during the work):

- what energy is and what the science that deals with the study of energy is called
- list 5 forms of energy (show them with a mind map or table), accompany each type with a customized picture and give an example of where we meet that form of energy
- show the division of energy sources (energy sources) into non-renewable and renewable energy sources; then show through pictures 2 examples of the use of non-renewable and renewable energy sources in households (prepare and explain these examples for a short presentation)
- show the division of non-renewable energy sources, show each source with a picture and give an example of the use of each energy source (in your homeland / country or some other interesting example)
- show the division of renewable energy sources, show each source with a picture and give an example of the use of each energy source (in your homeland / country or some other interesting example)
- imagine that you are the mayor of the city where you live - your task is to design a city where only renewable energy sources are used; imagine that city and show it with the help of pictures and drawings in your presentation (pay attention to all the details - what will supply citizens in their homes with electricity, what will drive cars and buses, how many parks will be in the city and what they will be used for, what industrial plants will look like and which energy sources will drive machines)

If they do not have time to finish the assignment, students can continue to make the presentation for homework and must submit it by the next meeting. During the next meeting, several students will have a short presentation.

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<b>Activity name:</b>	Sustainable cities
<b>Activity duration (min):</b>	20 min
<b>Detailed description of activities:</b>	
<p>Ask students if anyone among them would like to give a short presentation of their presentation. Invite three students to give a presentation. The first is to present energy, forms of energy and the division of energy sources. The second should present the division of non-renewable, and the third renewable energy sources. Have all three students present their idea of a city where only renewable energy sources are used. Based on students' ideas, start a discussion on the use of renewable energy sources to bring students to the conclusion that such management is the foundation of sustainable development - balanced development that takes into account the impact of economic activity on the environment.</p>	
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<b>Activity name:</b>	Calculations regarding cities		
<b>Duration of Activity (min)</b>	18 min		
<b>Detailed description of the activity:</b>			
<p>Announce to students the next activity during which they will be in the role of analysts and statisticians. Point out that we have concluded that the population of cities has been increasing since the first industrial revolution. Share the following table with students. Ask them to independently calculate the missing values in the table:</p>			
	Total population	Population in cities	Share of urban in total population (%)
Czech Republic	10 436 560		74%
Belgium	11,116,243	10,893,918	
Ireland	4,588,252	2,936,481	
Bulgaria	7 177 910		76%
Netherlands	16,665,799	15 332 535	
Slovenia	2,084,301		55%
<p>The next student task is to present the data they have calculated in the form of graphs in their notebooks. The graph should show individual countries on the x-axis, and the value of percentages (the share of the city in the total population) on the y-axis. States should be ranked starting with the one that has the highest degree of urbanization. Instruct students that the graph can be bar or line, and sketch these examples on the board. In the case of any questions, students can raise their hand and ask for your help, and you monitor the progress of students by walking between student desks.</p> <p>When the students have finished drawing the graphic, review a few works and give suggestions for improvement or praise the assignments that excel.</p>			
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<b>Activity name:</b>	Let's count in euros
<b>Duration of Activity (min)</b>	7 min
<b>Detailed description of the activity:</b>	
<p>The next calculation activity will be the conversion of euros into certain currencies and vice versa. Remind students that most EU member states have introduced the use of the euro, but other currencies are also used in Europe. Students will use the Internet to discover the equivalent of certain currencies in euros and try to calculate the following:</p> <p>1 EUR =? HRK (Croatian kuna)</p> <p>1 EUR =? BGN (Bulgarian levs)</p> <p>1 EUR =? GBP (pound)</p> <p>1 EUR =? USD (US Dollars)</p> <p>150 EUR =? HRK</p> <p>900 BGN =? EUR</p> <p>320 EUR =? GBP</p> <p>1500 USD =? EUR</p> <p>Students can continue to work on homework assignments.</p>	
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