

Topic: Interconnections between the UK, Europe and the rest of the world

Lesson: Links between European citizens	KS or Year Group: Year 8
Resources: <ol style="list-style-type: none">1. Resource 1 – Equal rights2. Resource 2 – The euro3. Resource 3 – Food4. Resource 4 – My interviews5. Blu Tack	Objectives: <ul style="list-style-type: none">• Students can consider the interconnections between EU citizens.• Students can discuss some of the jobs done by European Union employees.

National Curriculum

Key Concepts: 1.1.d, 1.2.a., 1.2.b, 1.3.c
Key Processes: 2.1.a, 2.2.a, 2.2.b, 2.2.d
Range and Content: 3a, 3e & 3k.
Curriculum Opportunities: 4a, 4b, 4c & 4h

Lesson

- Students learn about some of the jobs that are performed by EU employees. They discuss the fact that EU citizens are not only interconnected but benefit from this interconnection.
- Students are given information about the types of task that are undertaken by EU employees. They use this information to discuss the fact that EU citizens are bound by some common laws, aims and advantages.

Starter

- Lesson objectives and outcomes are shared with students.
- Students are each given a piece of scrap paper. On it they are asked to write down one sentence that explains a way in which UK citizens are connected to other European citizens.

Links between European citizens

- A few volunteers are asked to share their ideas with the class. Examples of model answers might include: ‘Lots of European countries were represented at the 2008 Olympics. Even though the countries were competing against each other, it gave the athletes the chance to learn about each other’s flags, national anthems and clothing’; or ‘Some people live in Spain but work for a British company. I saw someone on TV who lived in Barcelona but flew to London for meetings’.
- Students who show particularly good listening skills are openly praised.

Main activity

Activity 1:

- It is explained that some of the rules and laws that benefit UK citizens were introduced by the European Union. It is also pointed out that lots of people across Europe work for the European Union. (At this stage a gifted and talented student might remind the class what the European Union is.)
- Students are placed in groups of three by the teacher. Each group is given copies of **Resources 1, 2 and 3**.
- Each child chooses one resource sheet and has ten minutes to read through the sheet carefully (in order to summarise it for the group).
- For the next ten minutes, each group member takes it in turn to explain the nature of his or her EU employee’s job to the other two students.
- The teacher leads a discussion about what interested the students the most about the information.
- Questions might include:
 - Which of the three jobs would you prefer to do and why?
 - Which fact will stay in your head from Resources 1/2/3? Why?
 - Do you think that it’s a good idea for European citizens to have some of the same laws and aims?
 - Why do you think that some people work for the EU rather than just working to help the people in their own country?
 - What surprised you the most about the information on the three sheets?
- Students who volunteered an answer are thanked. Individuals should be praised for their competence in terms of providing feedback. Vocabulary that might be useful to the teacher includes: summarise, justified, original, thought provoking, mature, insightful and relevant.

Plenary

- Students are each given a copy of **Resource 4 – My interviews**.
- It is explained that each student needs to interview three other students. The first student they interview needs to have read Resource 1 at the beginning of the lesson and so on. Students are encouraged to choose students they do not normally work with as interviewees.
- Students need to plan this activity carefully as they need to:
 - interview and *be* interviewed;
 - move safely around the room;
 - make brief but useful notes (i.e. no rushing);
 - manage their time.
- After 10 minutes, each student is asked to stick his or her completed sheet onto the wall. Students then walk from sheet to sheet reading each other's work.
- The class is asked to decide who the best interviewers and interviewees were and to explain why.

Aim high

- During the starter, high-achieving students should volunteer to read out their sentence.
- During the main activity, high-achieving students should effectively summarise the key points from their sheet.
- During the plenary, high-achieving students should show empathy for the interviewees that they are role-playing.

Assessment

In order for students to achieve certain levels within the lesson, the following should be considered:

Level 5:

Students can give reasons for their opinions about the interconnections of EU citizens. Students can consider fairness in terms of EU regulations.

Level 6:

Students can provide a persuasive case about why it is a good idea to have some common EU policies.

Students can describe what influences certain people to believe that the EU is a positive concept.

Links between European citizens

Level 7:

Students can evaluate the roles of EU employees in terms of decision-making.
Students can compare the rights of UK citizens with those within the rest of the EU.

Level 8:

Students can make perceptive observations about ways in which EU members can contribute to changes in legislation.

Students can ask challenging questions about the role that the EU plays in terms of encouraging young UK citizens to think of themselves as EU citizens.

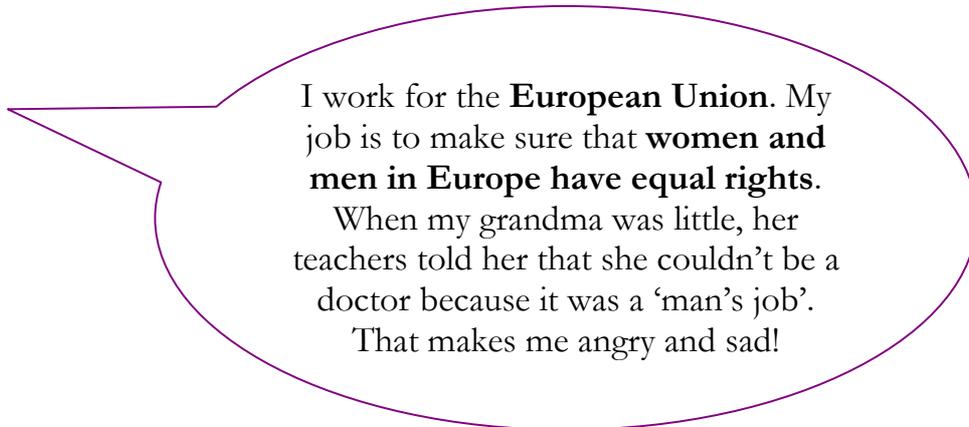
Check the web

www.europa.eu

Summary of key learning

- Students can see the importance of certain commonalities across the EU.
- Students can explain ways in which EU citizens benefit from being EU members.

Resource 1 – Equal rights



I believe that men and women are equal so that's why I have chosen to work for the European Union (the EU).

By 2010, the EU wants to have made sure that men and women have the same chances in life. To make this dream a reality, I have to think carefully about six things in my job.

Number 1 is making sure that men and women can earn the same wages for the same jobs. I bet you didn't know that the average European man earns 15 per cent more than the average European woman.

Number 2 is making sure that women can go to work *and* look after their children if they choose to. One of the ways we try to achieve this is by asking businesses to provide better childcare facilities.

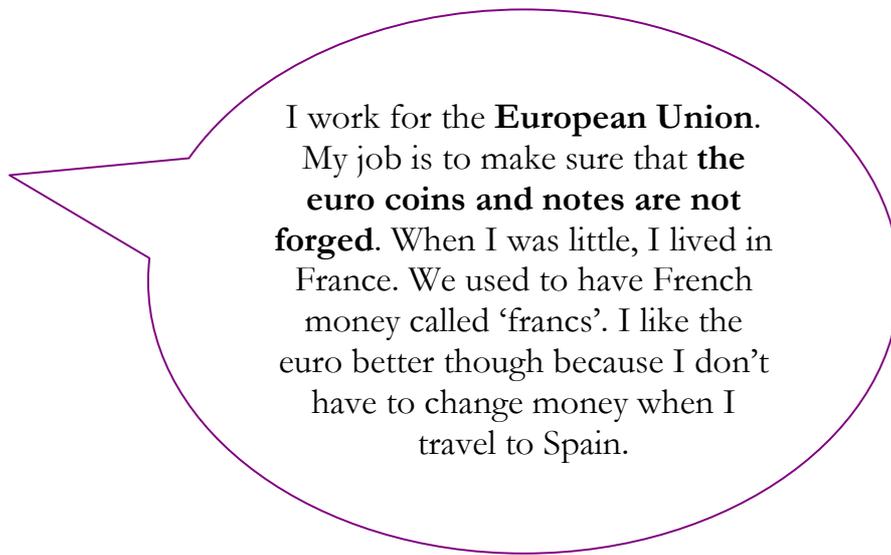
Number 3 is getting more women to make big decisions. Have you ever noticed that most politicians in Europe are men?

Number 4 is making sure that women are safe from violence. We are trying to get rid of arranged marriages and the trafficking of women.

Number 5 is helping children to understand that they can do any job when they're older (not like my poor grandma!). In other words, young people need to stop believing that there are 'male jobs' and 'female jobs'.

Number 6 is working with countries outside of the EU to persuade them to give equal rights to men and women too.

Resource 2 – The euro



I believe that forging money is selfish and that it’s bad for the economy. That’s why I have chosen to work for the European Union (the EU).

I have to think carefully about lots of things in my job.

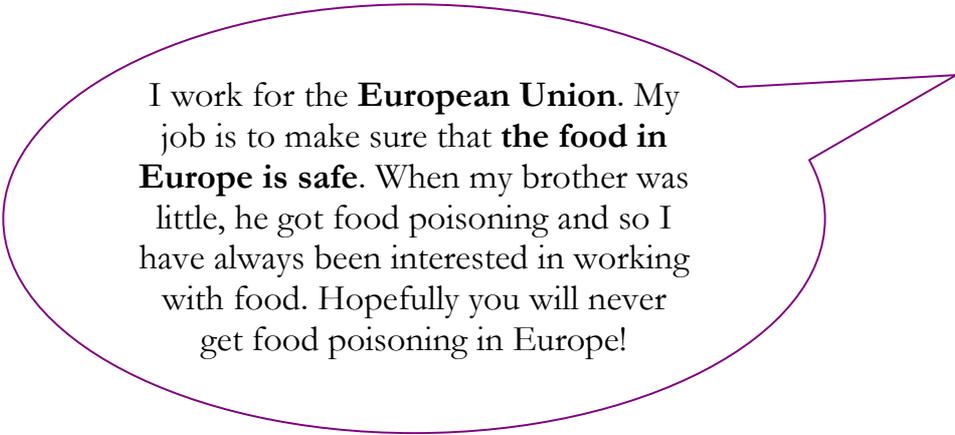
I make sure that it is very difficult to forge the euro coins and notes. I also find out where forged money is and try to make sure that no one spends it.

I bet you’ve never thought about it, but not all of the prisoners in Europe are burglars or murderers. Some people have ended up behind bars because they forged euro notes.

Not many people realise that it is illegal to make medals or trolley tokens that look like euro coins. This is to make sure that vulnerable people (for example people who are partially sighted) do not get fake money by accident. Have a look around you next time you’re in a supermarket in another European country.

We try to encourage people to use credit cards rather than cash now. This means that people are less likely to be tricked by fake euro notes. Nowadays lots of European citizens don’t carry cash with them every day.

Resource 3 – Food



I work for the **European Union**. My job is to make sure that **the food in Europe is safe**. When my brother was little, he got food poisoning and so I have always been interested in working with food. Hopefully you will never get food poisoning in Europe!

I believe that people from all over Europe have the right to eat food that will keep them healthy. I also think that they have the right to know what is in their food. It is really important for vegetarians, people with allergies and overweight people to have this information. That's why I have chosen to work for the European Union (the EU).

Believe it or not, I have to think about nine things in my job! See if you can count them as I explain them.

I work with scientists who test the safety of food.

I also make sure that the labels on food containers are honest and easy to understand. For example, you might have noticed that some packets have 'contains nuts' written on the front.

I am an animal lover, so I make sure that I work with vets. They need to check whether European animals are safe to eat. I also help to make rules about what animals are allowed to eat. Another thing that I find interesting is checking whether animals who are travelling to slaughterhouses are transported in good conditions.

Part of my job is to check that no harmful pesticides are used to make fruits and vegetables grow. I also have to make sure that dangerous chemicals are not put into fruits and vegetables once they have been picked.

The last two things that I do are make sure that all EU countries know the rules about safe food and that they also have information about problems such as 'mad cow disease'.

Resource 4 – My interviews

Key words

Europe European community country unite unity help support
share teach communicate together politicians citizens decisions
government advantages positive nationality adults children
Romania Malta Slovakia Latvia Estonia Sweden Portugal
Ireland Hungary Finland Italy United Kingdom

Resource 1 (Name)

1. What is the most rewarding part of your job?
.....
2. What did you do at work yesterday?
.....
3. Why do you work with EU citizens rather than just British people?
.....
4. How does your job help European people?
.....

Resource 2 (Name)

1. What is the most rewarding part of your job?
.....
2. What did you do at work yesterday?
.....
3. Why do you work with EU citizens rather than just British people?
.....
4. How does your job help European people?
.....

Resource 3 (Name)

1. What is the most rewarding part of your job?
.....
2. What did you do at work yesterday?
.....
3. Why do you work with EU citizens rather than just British people?
.....
4. How does your job help European people?
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