

Exercise: The EU in my life - stories of EU-citizens

Overview

- Grade: from 9th grade
- Type of school: general and vocational schools
- Duration: 60-70 minutes
- Method: group puzzle
- Subject: the EU in my life
- School subjects: Geography, Politics
- Operators: summarize, analyse, compare
- Group size: from 18 persons
- Social form: group work

Description

- In the exercise "The EU in my life - stories of EU citizens", the pupils in different groups each read a story that describes the life of a person in the EU.
- The first step is for the pupils to become experts on their story and then present the story to people from the other groups who have each dealt with a different story.
- Finally, the students should compare their stories and work out similarities and differences in the biographies shaped by European integration.

Learning objectives

- Pupils should be able to identify different areas in which the EU plays a role in their lives and in the lives of others.
- Pupils can analyse the ways in which the EU influences their lives.
- Pupils can compare the reality of their own lives with the reality of the person portrayed in the story and determine the extent to which the EU is present in their region.

Materials

- The accompanying PowerPoint presentation
- The six stories of EU citizens
- The results sheet summarizing the main points

Preparations

1. The six stories for the group puzzle must be printed. There are six groups in total (one story per group). Depending on the number of pupils in the learning group, it must be ensured that everyone in each group has a printed version of the story.

Procedure

1. The teacher introduces the topic "How does the EU influence our everyday lives?" using the accompanying PowerPoint presentation and explains the "group puzzle" method.
2. **Group puzzle I:** The pupils are divided into six groups. Each group is given a different story.
3. The task of the participants is now to read the story, summarize it and analyze the areas in which the EU influences the life of the person in the story. It is important that the students take notes so that they can present their story to the other students in the next phase.
4. **Group puzzle II:** It's time to do the puzzle! The participants should now form new groups. The new groups consist of one representative from each story. It is a good idea to form the groups by counting (1-6) and checking whether one person from each story is represented in each new group.
5. The students now present the different stories they have been working on to each other. Their task is to analyse the similarities and differences between the stories and find out what connects them all.
6. The lesson ends with a summary by the teacher and the students who present the similarities and differences analysed in the groups. The aim is to show that the EU is relevant in all our daily lives.

Time table

1. Introduce and explain the exercise - 5 min.
2. Sorting the groups and handing out the material - 5 min.
3. Group puzzle I: expert group: the students read and analyse their respective stories - 30 min.
4. Group puzzle II: home groups: the pupils present their results to each other and compare the stories. - 20 min.
5. Discussion of the results in plenary - 10 min.