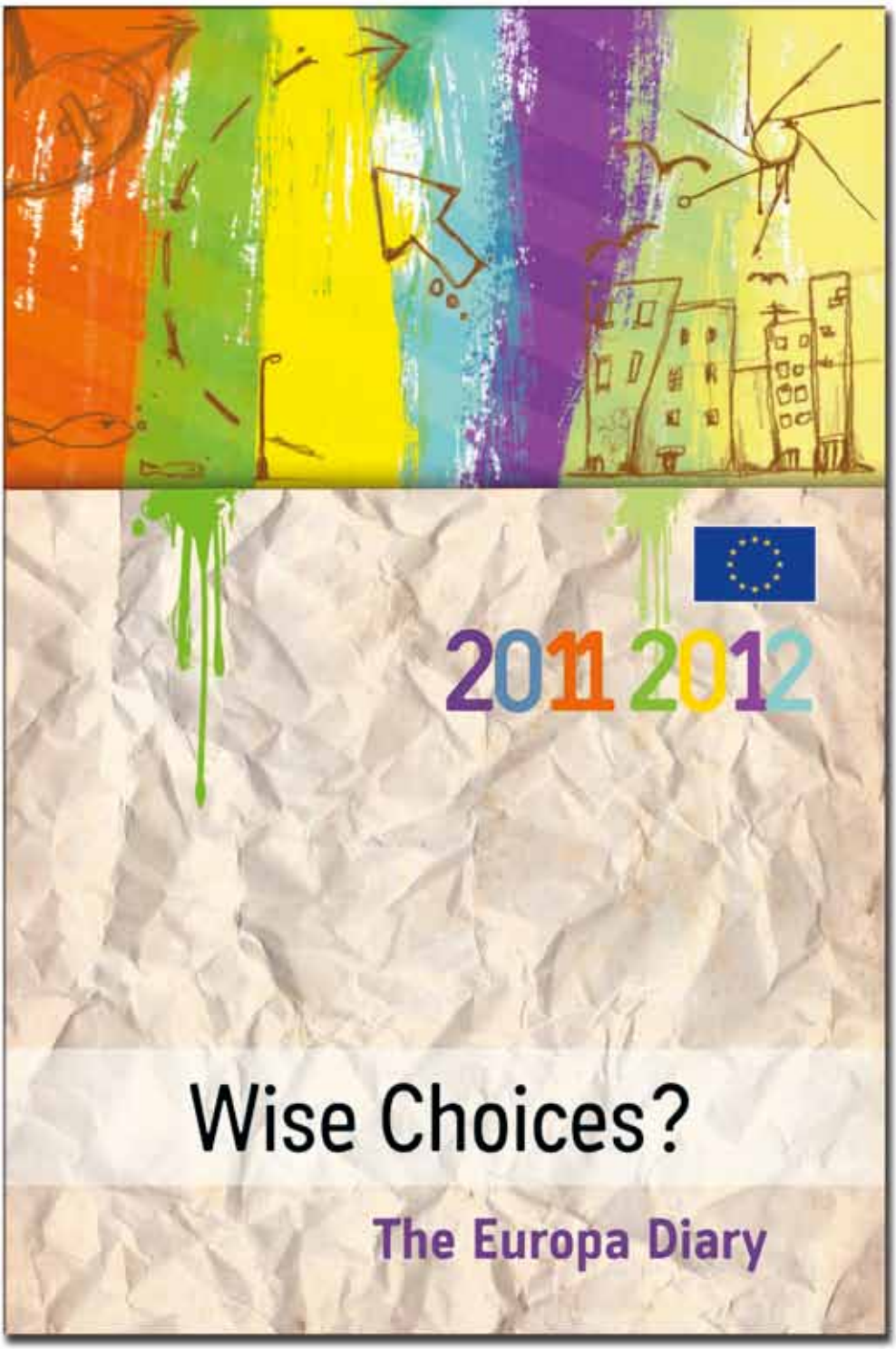
# Teacher's Guide




2011-2012

UK

# » DOLCETA – Online consumer information and education

Dolceta is web-based consumer information and education tool targeting teachers of primary, secondary and adult education, and the general public of the European Union.

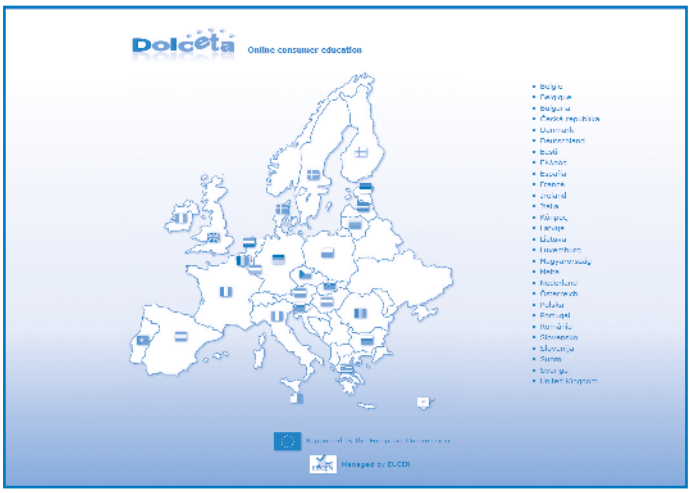
On *www.dolceta.eu* teachers can find lesson plans and educational materials to help raise awareness of pupils about the role of advertising in our society, your rights when something you buy breaks down after its first use, or how to manage your budget.

As of 2011 Dolceta sections cover:

- Consumer rights
- Financial services and financial literacy
- Product safety
- Services of general interest
- Sustainable consumption
- Food Safety and healthy eating

The information and education content is adapted to the national context in the 27 EU countries and published in all national languages.

The teacher resources are gathered together in the 'Teacher corner' on *www.dolceta.eu/united-kingdom*.



School code: UK - .....

School name: .....

.....

**You can complete this questionnaire online at:**

**www.europadiary.eu**

**Alternatively, you can complete this sheet and return it to:**

**Generation Europe Foundation UK**

4 Ingate Place,
London SW8 3NS

Dear teachers,
The purpose of this questionnaire is to find out how the Wise Choices? Europa Diary has been used within your school and classroom, and what in your view we can do to improve it for next year. Your input is ***very important***; we thank you very much in advance for completing and returning it before 31 March 2012. You should be aware that we will give priority in distributing the next Diary to teachers who have filled in this questionnaire.

## About you:

**Which subject(s) do you teach?** (Please indicate all that apply)

- ❑ Literature
- ❑ Foreign Languages
- ❑ Natural Sciences
- ❑ History
- ❑ Geography
- ❑ Personal & Social Education
- ❑ Health/Nutrition
- ❑ Religion/Philosophy
- ❑ Mathematics
- ❑ Economics/ Business Studies
- ❑ Other (Please specify: .....)

**With students of which age have you mostly used the Diary?**

- ❑ 13
- ❑ 14
- ❑ 15
- ❑ 16
- ❑ 17
- ❑ 18
- ❑ Other (Please specify: .....)

## About the Diary:

**What is your reason for using the Europa Diary as a classroom resource?** (select all that apply)

- ❑ I was told to use it
- ❑ It is a high quality resource
- ❑ Some of the topics are particularly relevant to my teaching
- ❑ Some topics personally interest me

**How often do you plan to refer to the Diary with your class?**

❑ Not at all ❑ Once or twice ❑ each quarter ❑ each month ❑ weekly

**What was the majority of your students' reaction to the contents of the Diary?**

❑ Interested ❑ Uninterested ❑ Passive

**Which section of the Diary is most useful in your teaching?** (Select one)

- ❑ About the European Union
- ❑ My studies, my future
- ❑ My rights, my choices
- ❑ My health, my safety
- ❑ My environment
- ❑ Beyond our borders

Teacher's Questionnaire

**Has the Diary contributed to a better understanding of the European Union:**

| | Yes | No |
|---|---|---|
| For you: | ❑ | ❑ |
| For your students: | ❑ | ❑ |

**Would you like to receive the Diary again next year?**

❑ Yes ❑ No

**Would an electronic version of the Diary be a suitable replacement of the paper publication?** (PDF files to be viewed on screen, or a different format to be used with hand-held devices)

| | Yes | No |
|---|---|---|
| For you: | ❑ | ❑ |
| For your students: | ❑ | ❑ |

## About this Teacher's Guide:

**What do you like best?**

❑ Quizzes ❑ Games/activities ❑ Prompts for class discussions

**How many of the activities suggested in this Guide do you intend to carry out over the course of the school year?**

❑ None ❑ 1-2 ❑ 3-5 ❑ More than 5

**Please tell us which activities you like and dislike. Please mark your three favourite activities with a "1" and the three less useful activities with a "0".**

..... The European Union
..... The EU's Countries
..... Financial Literacy
..... Financial Priorities
..... Competitiveness
..... Discrimination and Online social networking
..... Energy
..... Development
..... Choosing a career
..... Innovation and Regional Development
..... Healthy Living

**Would you be prepared to be contacted by the European Commission services to give more specific comments on the Europa Diary? The European Commission has launched an external evaluation of the Europa Diary. Its results will be used to inform future decisions on this project. Your specific comments are therefore particularly important.**

❑ Yes ❑ No

If yes, please provide your e-mail address: .....

**Any further comments?** .....

.....

.....

.....

.....

# » Welcome

This teacher's guide proposes activities based on the texts in the 2011/2012 edition of the Wise Choices? The Europa Diary.

Activities can be linked to citizenship, information and communication technology (ICT) , business studies, economics, media studies, personal & social education and more. They address a range of skills such as critical thinking, communication and debate, problem solving and working with others.

When you familiarise yourself with the Diary, a good idea is to research some of the issues further using the **websites** provided at the end of most texts.

The worksheets have been designed so that you can easily photocopy and distribute them to students. Every section points to relevant **reading** in the student Diary. We recommend that teachers encourage students to read the text(s) **critically** and, if necessary, consult additional resources such as the recommended websites on the relevant topics. The issue of bias is one that students, as consumers and future decision-makers, should be addressing on a daily basis.

We hope this guide will be of great use to you and we are looking forward to hearing your perspectives on both this and the Diary – *so please remember to complete and return the* ***questionnaire*** *on page 1!*

The editorial team

This material is funded by the European Commission and is produced by the Generation Europe Foundation, the contractor of the Europa Diary, in cooperation with Generation Europe Foundation UK and I Am Tomorrow, under the supervision of the European Commission.

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# » The European Union

| | |
|---|---|
| **Objectives:** | To test students' understanding of the European Union (EU), and to encourage students to consider the relationship between their country and the EU as well as how the EU affects their everyday life. |
| **Keywords:** | European Union, current affairs |
| **Lesson:** | Reading, worksheet, research and discussion |
| **Curriculum links:** | Citizenship, History, Social Studies/Politics |
| **Skills:** | Knowledge, understanding and interpretation |
| **Reading:** | Pages 4-5, 8-10, 11, 12-13, 18-19, 22-24, Country profiles in calendar pages |

## Suggested activities

### Reading

Students should read the texts indicated above.

### Worksheet

The worksheet is a quiz designed to test students' knowledge and understanding of the material contained in the texts. Answers to the questions and a brief explanation are provided below.

### Homework Assignment and Discussion

As a homework assignment, the teacher asks students to research the major news headlines for the past seven days, noting down the main topics.

In the classroom, the teacher reviews with students the topics they have found in the news and notes these on the whiteboard.

These can, for example, be:

- Internet crimes
- Local episodes of violence
- Natural disasters
- Child abductions
- Terrorism
- Armed conflicts
- Product safety scandals
- Economic or financial crises
- Unemployment
- Workers' strikes
- Environmental concerns

The teacher then discusses these issues with students, with a view to:

- Identifying the issues that national governments should be able to handle on their own (national issues);
- Those which national governments can handle on their own, but could handle better by working with other governments (mixed issues);
- Those which national governments cannot handle alone (international issues).

## Research

As a research assignment, the teacher divides the class into groups of four students. Each group is given a 'mixed' or 'international' issue to research. The group should create a five-minute classroom presentation which covers:

- A definition of the issue, and how it is experienced in their country and in other countries;
- The goals of the national government in tackling the issues;
- Organisations with which the national government is working to address these issues (European Union, United Nations, OECD, Red Cross...)
- Current state of play.

## Conclusion

In conclusion, the teacher brings the discussion around to the level of the European Union and its role in daily life:

- The European Union originated after World War II in order to prevent conflict between European countries. It is now active in many areas – including consumer protection, the environment, research, international trade, development aid and immigration. Do students feel this is a useful contribution to society and/or to their daily lives?
- Media portrayal of the EU: Does media coverage of the European Union adequately reflect the national government's involvement in EU activities?

**EUROPA > Teachers' corner**
http://europa.eu/teachers-corner

**Answers to worksheet**

### Match

A-b; B-c; C-d; D-e; E-a

### Multiple Choice

1. How many regions are there in the European Union? b. 271
2. What is the EU's annual budget? a. approximately €140 billion (£119 billion)
3. How many European Commissioners are there? b. 27
4. How many Members of the European Parliament are there? c. 736
5. How many countries are there in the European Union? b. 27

### True/False

1. Members of the European Parliament are appointed by national governments.
   False. MEPs are elected directly by European citizens.
2. The European Union was previously known as the European Economic Community.
   True. It was re-named in 1992.
3. If a national law and a European law conflict, the European Court of Justice has the final word.
   True. This ensures that laws that have been adopted at EU-level are uniformly applied throughout the 27 Member States.
4. The last enlargement of the European Union was in 2004.
   False. Romania and Bulgaria joined in 2007.
5. All decisions in the EU are made by unanimous vote.
   False. Qualified majority voting is used in most cases. Unanimous voting is reserved for only the most sensitive issues.

# Worksheet – The European Union

## Match

| | | | |
|---|---|---|---|
| A. | European Commission | a. | Is not an institution of the European Union |
| B. | European Parliament | b. | Represents the common European interest. Can propose new laws. |
| C. | European Council | c. | Represents the people of the EU. Can modify and co-adopt proposals for new laws. |
| D. | Council of the European Union | d. | Provides political leadership to the EU. |
| E. | Council of Europe | e. | Represents the EU Member States. Can modify and co-adopt proposals for new laws. |

## Multiple Choice

1. How many regions are there in the European Union?
   a. 140 b. 271 c. 736

2. What is the EU's annual budget, approximately?
   a. €140 billion b. €271 billion c. €736 billion

3. How many European Commissioners are there?
   a. 15 b. 27 c. 33

4. How many Members of the European Parliament are there?
   a. 140 b. 271 c. 736

5. How many countries are there in the European Union?
   a. 15 b. 27 c. 33

## True/False

| | True | False |
|---|---|---|
| 1. Members of the European Parliament are appointed by national governments. | ❑ | ❑ |
| 2. The European Union was previously known as the European Economic Community. | ❑ | ❑ |
| 3. If a national law and a European law conflict, the European Court of Justice has the final word. | ❑ | ❑ |
| 4. The last enlargement of the European Union was in 2004. | ❑ | ❑ |
| 5. All decisions in the EU are made by unanimous vote. | ❑ | ❑ |

# » The EU's Countries

| | |
|---|---|
| **Objectives:** | To encourage students to research other EU nationalities, and to compare the knowledge gained against any pre-conceptions they may have had. To examine the origin and impacts of pre-conceptions. |
| **Keywords:** | Pre-conceptions, cultural awareness, European Union |
| **Lesson:** | Research, presentation, discussion |
| **Curriculum links:** | Citizenship, Geography, PSHE |
| **Skills:** | Research, analysis, self-examination |
| **Reading:** | Pages 4-5, Country profiles in the calendar pages |

## Suggested activities

### Worksheet

The teacher allocates to each student (or group of students) a country to study. This can be done by cutting out the cards on the following page, placing them in a container and asking students to randomly pick a country. Students are then requested to identify the country they picked and to complete the first half of the worksheet with any knowledge, ideas or conceptions they already have concerning that country.

### Homework assignment

Following on this, students should research the answers to the questions in the second half of the worksheet. This includes 'technical' questions the answers to which can be found in the Diary (see Reading above), or on the web.

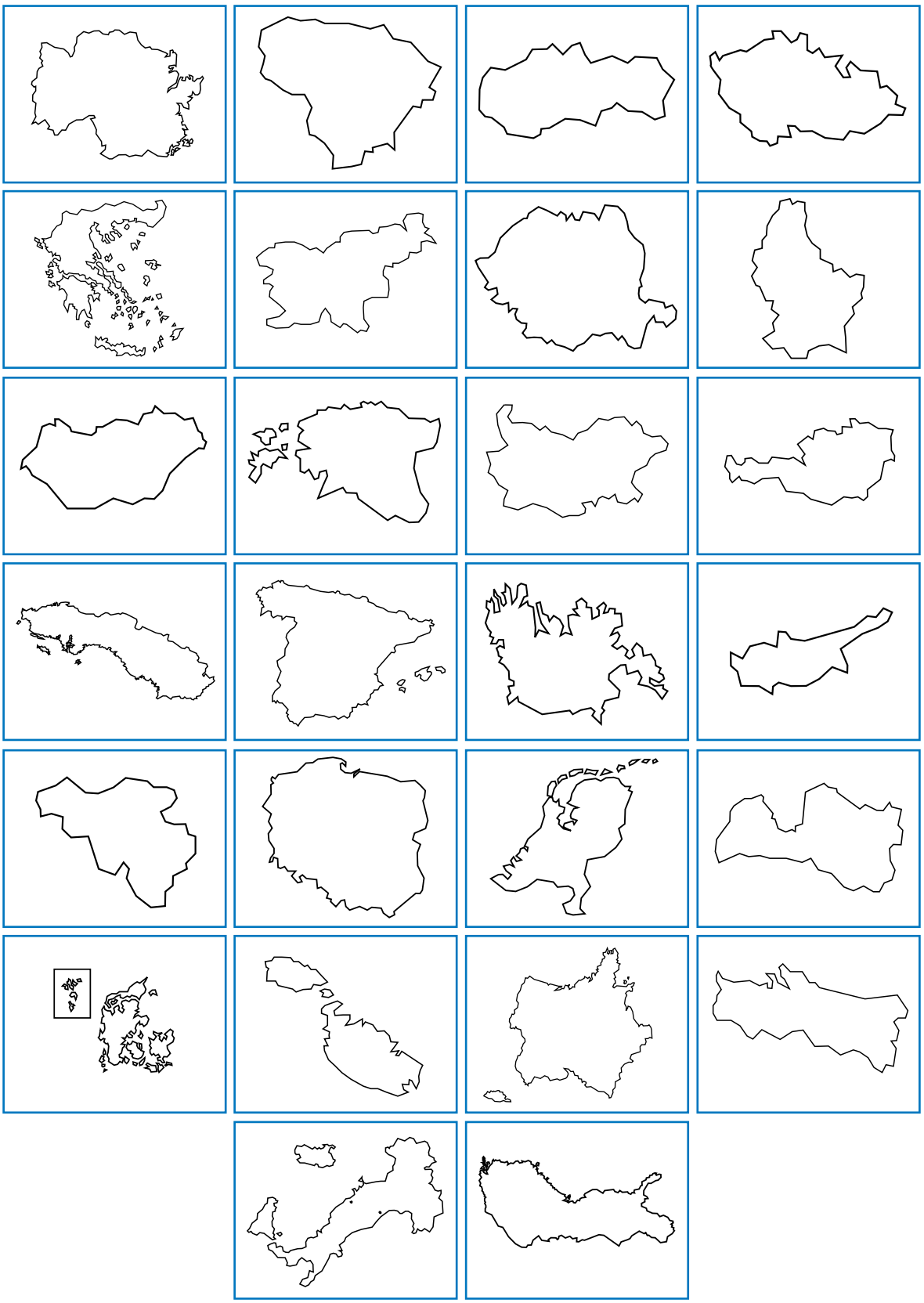
Students are also requested to look for news stories about their target country in the press. This can include your local or national press, but also the international press or, language permitting, the national press in the target country. Students are asked to list the main topics of these stories.

Finally, students are requested to reflect on what they have learned.

### Discussion

Following on this, the teacher might like to lead a discussion in class. Topics to be addressed can include:

- How much did you know about the country to start with?
- How had you obtained this knowledge? (Hearsay? Friends and family? Trips abroad? Media?)
- Did your knowledge and ideas at the beginning of the exercise turn out to be correct or misguided?
- What do you think are pre-conceptions other Europeans have about your own nationality? Are they correct and fair? Are such pre-conceptions a good thing or a bad thing, and why?
- Do you think it's important for young people to know more about other EU countries? If so, why and how could this best be achieved?



# Worksheet – The EU's Countries

**Country**: .....

## Part I: What do you already know?

Write below keywords that come to mind when you think about the country that you pulled out. These can relate to geography, culture, economy, the people, major historical or current events...

## Part II: Find out more

Research and complete the information below.

Capital city: .....

Language(s) spoken: .....

Neighbouring countries: .....

Population: .....

GDP (in PPS)*: .....

EU Ranking of GDP: .....

Year of joining the EU: .....

## Part III: What's happening?

The next task is to find out more about life in your target country. You can look for stories concerning that country in your local or national press, but also the international press or, language permitting, the national press in the target country. Please list below the topic and a one-line summary of the major news stories.

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

## Part IV: What have you learnt?

Please reflect on the keywords you wrote in Part I of this exercise and how these compare to what you have learnt.

Were your keywords accurate? Why or why not? .....

Were your keywords sufficiently complete? If not, which would you add? .....

Do you think life is lived very differently in your target country? If so, in which respects? If not, why not?

.....

*GDP per capita in PPS: Gross domestic product (GDP) is a basic measure of a country's overall economic activity. Since the same goods and services can cost different amounts in different countries, purchasing power standards (PPS) are used to account for price level differences. If the index of a country is higher than 100, this country's level of GDP per head is higher than the EU average and vice versa.

# » Financial Literacy

| | |
|---|---|
| **Objectives:** | To test students' understanding of borrowing and debt. |
| **Key words:** | Debt, borrowing |
| **Lesson:** | Reading, flash cards, discussion |
| **Curriculum links:** | Business Studies, Economics |
| **Skills:** | Vocabulary, analysis |
| **Reading:** | Pages 42-43 |

## Suggested Activities

The flashcards provided on the next two pages should be photocopied or pasted recto/verso on heavy cardboard paper.

### Reading

Students should read the Diary text mentioned above.

### Flashcards

The flashcards can then be used to test students' understanding of key terms related to debt, in small groups or as a whole classroom activity: one person shows one side of the card (either the word or its definition) to the others, who then have to name the contents of the other side of the card. Teachers might like to create more flashcards.

### Discussion

Following on this, teachers might like to review with students the different ways of obtaining credit: bank overdrafts (authorised and unauthorised), credit cards and store cards, bank loans as well as borrowing from parents or friends.

The teacher might then like to discuss with students:

- Which types of credit cost more?
- Which types of credit would be used in which types of circumstances?
- Is it better to borrow from friends, or from a financial institution? What are the reasons for this?

## Flashcards - Financial Literacy

| | |
|---|---|
| **Interest** | **Principal** |
| **APR** | **Bank overdraft** |
| **Credit Card** | **Interest rate** |
| **Credit history** | **Early repayment** |
| **Credit limit** | **To default** |

| | |
|---|---|
| Amount of money borrowed | The cost of borrowing money |
| To withdraw more money from your account than you have in it. | Annual Percentage Rate: Standardised measure of the cost of a credit agreement |
| Annual percentage of money borrowed.<br>3% interest rate on 100€ loan = 3€ interest/year. | Card used to make payments, money is paid back on a monthly basis. |
| To pay back credit before the end of the agreed term. The lender may claim compensation. | Record of your previous loan requests, loans and loan repayments. |
| Not to pay back borrowed money as agreed. | Maximum amount of money you can borrow under an agreement. |

# » Financial Priorities

| | |
|---|---|
| **Objectives:** | To help students understand the issues involved in setting financial priorities |
| **Keywords:** | Budget, financial planning, priorities |
| **Lesson:** | Worksheet, Discussion |
| **Curriculum links:** | Personal and Social Education, Business Studies/Economics, Citizenship |
| **Skills:** | Numeracy, Problem solving |
| **Reading:** | Pages 18-19 |

## Suggested activities

### Discussion

The teacher should begin this lesson by writing the words “Council Budget” on the board, asking students to list everything (services, facilities, consumables) they believe is paid out of their council’s budget.

### Worksheet

The teacher should then ask students to complete the worksheet. The worksheet sets out in simplified form, various demands that can be made on a council’s budget. Students are asked to select the items they wish to fund out of the budget.

Once students have completed their worksheets, the teacher runs through the list, asking students to raise their hands for each option they have selected. If a majority of students has chosen any item, it is added to the ‘classroom’ budget.

### Discussion

Following on this, the teacher checks whether the ‘classroom’ total surpasses 100. If this is the case, a short discussion can take place whereby the budget is brought back down to 100. (If the total is below 100, an additional item should be selected, or the class may decide to keep it as a saving).

*Alternatively, the teacher may wish to have students simulate a budget negotiation: the class is divided into a County Council as well as “departments” (police, teachers, social services, etc.). The Departments should defend their preferred budget level, and might also join forces with other departments to defend their combined budgetary positions. After having heard everyone, the County Council votes on the final budget.*

The teacher then engages the class in a discussion on the final budget. Prompt questions may include:

- Were there difficult decisions to be made?
- Which proportion of students is disappointed with the final outcome? Is it normal or fair that some people may feel unhappy with the outcome?
- To what extent do students believe these choices really are made by the county council?

### Conclusion

As a conclusion, the teacher asks students in which other areas they think such decisions might need to be made (e.g. family budget, school budget, national budget...).

The text mentioned above can be assigned as reading; and a further discussion can follow on what students think about how the European Union’s budget is spent.

# Worksheet – Financial priorities

You are a member of your city council; your job is to draft a budget for the next financial year.

Below is a list of items that can be funded. Select the items you wish to include in the budget, and enter its cost in the corresponding line.

Your selections should reflect what you think are priorities for the city – but make sure the total does not exceed 100!

| | Price | Selected | Cost |
|---|---|---|---|
| **Education** | | | |
| Offer compulsory education | 10 | ❑ | _____ |
| Adult/further education | 5 | ❑ | _____ |
| University campus | 20 | ❑ | _____ |
| **Police** | | | |
| Emergency response | 10 | ❑ | _____ |
| Regular patrols; neighbourhood watch | 20 | ❑ | _____ |
| **Environment** | | | |
| Refuse collection | 10 | ❑ | _____ |
| Recycling service | 10 | ❑ | _____ |
| Green areas and playgrounds | 5 | ❑ | _____ |
| Help local industry pollute less | 10 | ❑ | _____ |
| **Health** | | | |
| Local clinic | 15 | ❑ | _____ |
| Local hospital | 30 | ❑ | _____ |
| Sports centre | 15 | ❑ | _____ |
| **Transport** | | | |
| Public bus service | 10 | ❑ | _____ |
| Railway station | 10 | ❑ | _____ |
| Road maintenance | 5 | ❑ | _____ |
| Road safety works | 5 | ❑ | _____ |
| **Social services** | | | |
| Local pre-school | 10 | ❑ | _____ |
| Help for the elderly | 10 | ❑ | _____ |
| Help for the homeless | 5 | ❑ | _____ |
| **Other** | | | |
| Fund clean water for a village in a developing country | 5 | ❑ | _____ |
| **YOUR TOTAL (max. 100)** | | | _____ |

# » Competitiveness

| | |
|---|---|
| **Objectives:** | To help students understand the meaning of 'competitiveness' and its relevance in a common market. |
| **Key words:** | Competitiveness, internal market, common market, Innovation |
| **Lesson:** | Reading, Discussion, Simulation, Discussion, Follow-on activity |
| **Curriculum links:** | Economics, Business studies |
| **Skills:** | Understanding, Analysis |
| **Reading:** | Pages 14-17, 29, 54-55, 87-89 |

## Suggested Activities

### Reading and Worksheet

The teacher should assign the above-mentioned texts to be read.

### Discussion

The teacher should then write the following definition on the blackboard:

*'Competitiveness: The ability to sell one's products'*

and should then discuss with the class, what makes a product competitive. Possible answers include the price of the product, the quality, its originality (special, new, extra features), its 'credentials' (associated advertising, environmentally friendly, not tested on animals, used by famous people, child-proof, etc.)

### Simulation

The teacher should then lead the class in an over-simplified simulation of a common market.

The class should be divided into two groups: One group is COUNTRY A, the other is COUNTRY B.

Each group should be sub-divided into three sub-groups: COMPANIES, GOVERNMENTS, and EMPLOYEES-CONSUMERS.

- Employees-consumers and companies from each country receive ten paperclips (pc) that represent money.
- Companies of each country also receive five identical pencils. The company of Country A advertises its sales price as 5 paperclips (pc), the company of Country B advertises the price of 7 paperclips (pc).

The groups should engage in several rounds of purchasing – pay-day – taxes, as follows:

1. **Purchasing:** Employees-consumers have to purchase a pencil. Because they are in a common market, they are free to choose between a pencil from Country A (cost: 5pc) or Country B (cost: 7pc). The employees-consumers give their paperclips to the company of their choice, in exchange for a pencil.

2. **Pay day:** Each company now pays its employees-consumers. Company A pays its workers 5 paperclips, Company B pays its workers 7 paperclips.

   - If a company goes bankrupt, it shuts down and stops selling pencils. The employees-consumers receive two paperclips from the government instead of their pay.

3. **Taxes:** Companies give 3 paperclips to the government.

This cycle should be repeated until one of the governments is bankrupt. At this point, the teacher should ask the class:
- Where are all the paperclips?
- Which employees are better off? In terms of pay, in terms of security?

### Discussion

Following on this, the teacher should discuss the exercise with the class:

- In the simulation, a less competitive company went bankrupt, and its government did too. Is this a completely false over-simplification, or does it to some extent reflect reality?

- How would the exercise have turned out if consumers had not been able to purchase pencils from another country? Would it have been a good thing?

- What can governments do if they find they are bankrupt?
  - They can borrow money (up to a point!);
  - They can reduce payments;
  - They can print money – but not if they use the Euro (and this would also carry its own risks, e.g. inflation)

- What can companies do to become more competitive?
  - Reduce their staff costs;
  - Invest in more efficient machinery;
  - Innovate.

### Optional follow-on activity

Finally, the teacher might also like to assign an essay to students, which addresses the following question:

> *Innovation is key to competitiveness. Because of this, companies constantly come out with new products that they market to consumers as a "must have". Is this compatible with the idea of sustainable consumption? Why or why not?*

# » Discrimination and Online social networking

| | |
|---|---|
| **Objectives:** | To bring students to explore discrimination and the role it may play in how they construct their identity. |
| **Keywords:** | Difference, discrimination, identity, online networking |
| **Lesson:** | Discussion, Worksheet, Essay-writing |
| **Curriculum links:** | Citizenship, PSHE |
| **Skills:** | Discussion, comparison, analysis including self-analysis |
| **Reading:** | Pages 35-37, 82-83 |

## Suggested activities

### Discussion

The teacher begins this activity by discussing with students their reactions when confronted with people who are 'different': who dress differently, speak differently, have a different colour of skin, a different nationality, a different ethnic background, a different religion, a physical disability, etc. The teacher lists on the whiteboard the differences and associated reactions (the teacher can also choose to pass the marker around to students).

Following on this, the teacher leads the class into an analysis of these reactions: which differences cause the most negative reactions? Which differences cause the most positive reactions? To what might these different reactions be attributed? (Varying levels of familiarity with each difference? Might a 'fear of the unknown' play a role?)

### Worksheet

The teacher then writes down on the whiteboard the six main types of attributes associated with discrimination and ensures that students understand what each is:

RACE OR ETHNIC ORIGIN – GENDER – RELIGION OR BELIEF –
DISABILITY – AGE – SEXUAL ORIENTATION.

Students should then complete the worksheet, which aims to identify how students define themselves online, and whether this is different from reality.

***Note*: As the worksheet requests very personal information, we recommend that teachers clarify that they will *not* be collected, but are meant to help students think through the issues of discrimination and on-line social networking.**

### Conclusion

In conclusion, the teacher might ask students to write an essay on the following statements:

- Online, people can hide their differences.
- Online, people can choose more freely with whom they interact.

The essay should address issues such as:

- How does this affect online social interaction?
- Does it solve, or simply avoid, the problem of discrimination?
- Do students feel 'invented' identities are better in some cases?
- Do students feel that online interaction comes closer to an ideal society than real life?

# Worksheet – Discrimination and Social Networking

In the first column, please define yourself according to each of the attributes mentioned.

In the second column, indicate how you present (or would present) this attribute in your online profile.

| Attribute | Define yourself | Your online profile |
|---|---|---|
| **Race or Ethnic Origin** | | |
| **Gender** | | |
| **Religion or Belief** | | |
| **Disability** | | |
| **Age** | | |
| **Sexual Orientation** | | |
| **Other (Please complete)** ..... | | |

Does your online profile match reality? ❑ Yes ❑ No

If not:

What are the differences? .....

.....

Why do you present yourself differently? .....

.....

# » Energy

| | |
|---|---|
| **Objectives:** | To calculate the cost of energy, and the money that can be saved through "simple" energy-saving measures. |
| **Key words:** | Energy, Savings, Sustainable consumption |
| **Lesson:** | Homework worksheet task, reading, discussion, follow-on activity |
| **Curriculum links:** | Science, maths, PSHE |
| **Skills:** | Numeracy, analysis |
| **Reading:** | Pages 54-55, 58-59, 60, 61, 67-71 |

## Suggested Activities

### Worksheet 1

As a homework assignment, students should be requested to complete Worksheet 1.

The purpose of this worksheet is to help students calculate the amount of money that is spent in their house on lighting, and the cost savings that could be achieved by switching to energy-saving light bulbs.

Students can either complete the table on this worksheet, or create a separate table in their notebook or on a computer.

***Note:*** *if students already have energy-saving light bulbs in their home, they can do the reverse exercise, i.e. how much would they spend if they did not have such light bulbs.*

### Reading

Students should read the texts suggested above.

### Discussion

Following on from the worksheet exercise and the reading, the teacher might like to engage the class in a discussion on the results of the worksheet:

- Were students surprised at the savings that can be achieved?
- How many students thought to factor in the cost of new and more expensive light bulbs? Are savings still made when this cost is factored in?
- Which other simple actions can students think of, that would result in savings on the energy bill? How would students go about calculating the savings?

### Follow-on activity

As a follow-on activity, the teacher might like to hand Worksheet 2 out to students. It contains a list of 'sustainable consumption' tips which they might like to compare against their every-day actions, and then complete.

The teacher might like to review the completed list with students, enquiring whether anyone has additional tips to share with the class.

# Worksheet 1 – Light bulbs

All about energy-saving light bulbs:
*http://ec.europa.eu/energy/lumen/*

## 1. Carry out a home lighting survey

Make an inventory of every light bulb in your home. Check which ones are incandescent or halogen bulbs (the ones in which a glowing filament produces the light). Complete one line of the table below for each such light bulb; and for each, indicate the wattage and the average amount of time it is on every day. Use a separate sheet if you run out of room. Remember to check outside lights, too!

| Bulb Location | Wattage | | Hrs/day | | Total Energy Consumed (Watt-hours) |
|---|---|---|---|---|---|
| | | X | | = | |
| | | X | | = | |
| | | X | | = | |
| | | X | | = | |
| | | X | | = | |
| | | X | | = | |
| | | X | | = | |
| | | X | | = | |
| | | X | | = | |
| | | X | | = | |
| | | X | | = | |
| **TOTAL** | | | | | **(A)** |

*1 Kilowatt-hour = 1,000 Watt-hour*

Multiply the total (A) by 365 and divide it by 1,000, in order to obtain the total number of Kilowatt-hours (Kwh) used per year:

Total (A) _____ ÷ 1,000 x 365 = _____ Kwh/year (B)

The price of electricity varies, but is on average £0.12/Kwh.

Calculate the cost of lighting per year by multiplying total consumption in Kwh by the price per Kwh:

(B) _____ Kwh/year x £0.12/ = (C) _____ £/Year

## 2. Find out how much you could save

Energy saving light bulbs use on average, one third of the energy of regular light bulbs. Calculate your savings!

Current Cost: (C) _____ £

one third of the Cost: (C) _____ £ ÷ 3 = (D) _____ £

**Difference: (C-D) =** _____ **£**

# Worksheet 2 – Other energy-saving ideas

Below is a list of 'sustainable consumption' tips. Tick a box next to "already do", "will do", "won't do".

You might like to spend a whole day with this list, noting down everything you do, see if you can add more tips to share with the class!

| | Already Do | Will do | Won't do |
|---|---|---|---|
| **Washing**<br>Showers use less energy to heat water than baths. Tap off while brushing teeth. | | | |
| **Lighting**<br>Energy-saving light bulbs... lights off when you leave the room. | | | |
| **Transport**<br>Cycle, walk, public transport... anything but the car! | | | |
| **Disposable items**<br>Sponges not paper towels; glasses not paper cups, reusable bags not plastic... | | | |
| **Lunch**<br>Packed in a reusable box. | | | |
| **Fruit and Vegetables**<br>Eat seasonally, grown locally | | | |
| **Dinner**<br>Left to defrost in the fridge / naturally; leftovers are cool before refrigerating | | | |
| **Leftovers**<br>Re-use them rather than throwing them out! | | | |
| **Washing up**<br>Fill the sink instead of letting the water run | | | |
| **Heating**<br>Turn it down; wear a sweater | | | |
| **Rubbish**<br>Recycle plastic, drinks boxes, paper, carton, glass | | | |
| **Electronic gadgets, TVs and PCs**<br>Turn OFF, don't leave on standby! | | | |
| **Shopping**<br>Family size, not individual wrappers | | | |
| | | | |
| | | | |

# » Development

| | |
|---|---|
| **Objectives:** | To help students identify the difference between a problem, its causes and its effects. To develop a plan to solve a specific problem. |
| **Key words:** | Development Aid, Problem-solving |
| **Lesson:** | Worksheet, Reading, Discussion |
| **Curriculum links:** | Personal and Social Education, Business Studies/Economics, Citizenship |
| **Skills:** | Analysis, Problem solving, Planning |
| **Reading:** | Pages 92-96 |

## Suggested activities

### Worksheet and Discussion

The teacher should hand out the worksheet and read the text to the class.

#### *What are the problems?*

The teacher should then ask students what they see as being the problems. All problems raised by students should be written on the classroom board.

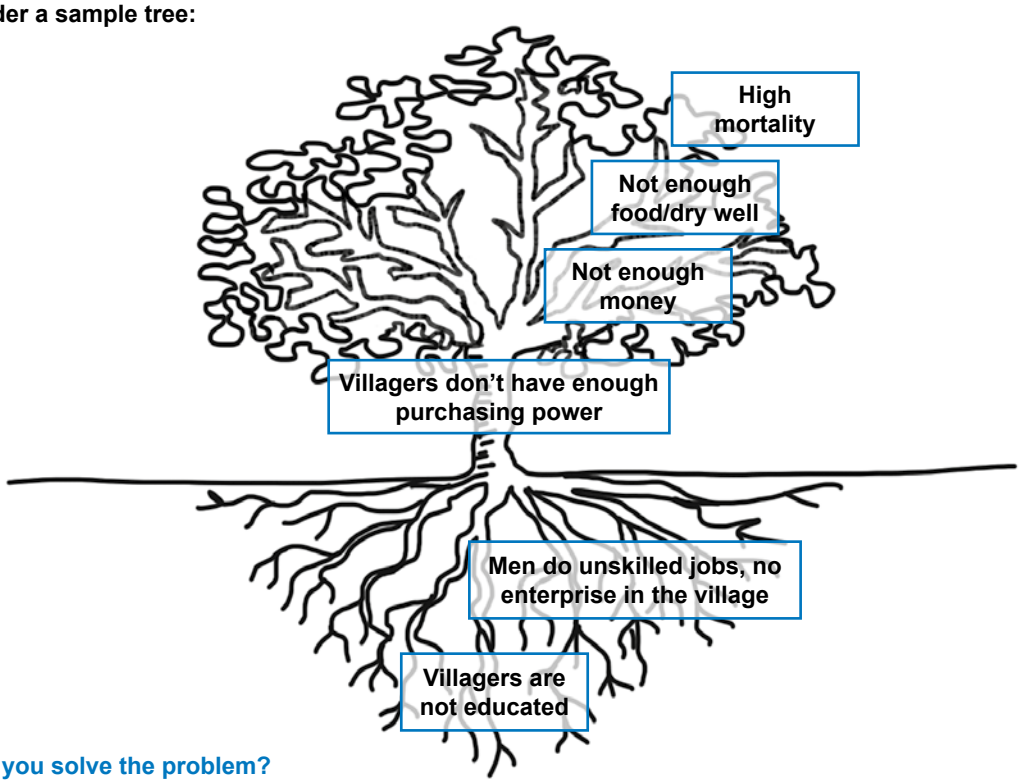
#### *Organise the problems according to cause and effect*

The teacher should then, together with the class, arrange the issues on the 'problem tree', placing them according to whether they are:

- the main problem,
- an effect of the main problem,
- a cause of the main problem.

For each perceived problem, a short discussion can be had on whether the problem is actually a cause or an effect (or possibly, an effect which in itself causes a new problem). A hierarchy can be made; with problems related by cause and effect being placed on the same branch of the tree.

**Hereunder a sample tree:**




## How do you solve the problem?

Problems are solved by tackling their root cause(s).

The root cause 'villagers are not educated' can be taken as an example for the next part of the exercise, which involves developing a plan to solve the problem.

The teacher should help students to think through all that is needed to educate the villagers. They should encourage students to think with their feet 'on-the-ground', not forgetting any detail that would make the whole solution worthless. Building a school is not sufficient... other requirements include:

- Furnishing the school;
- Finding a teacher (and lodgings for the teacher);
- Finding students (negotiating with parents to free their children for school).

The discussion should then turn to how students might go about implementing their solution: where or how would they obtain the funding, the builders, the materials? How might they convince a teacher to move to the village, and parents to send their children to school?

## Conclusion

As a conclusion, the teacher should ask students to read the texts mentioned above, and to raise with students the question of development aid in general. 'Developed countries' have been providing aid to developing countries for several decades:

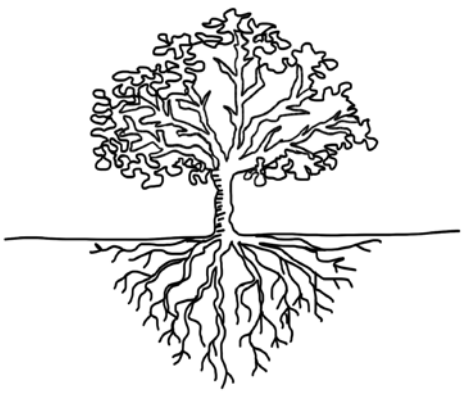
- Are students aware of particular projects that may have been funded by development aid?
- Do students feel that this money has been well spent?
- Do students feel that the EU should continue providing aid to developing countries? Why or why not?
- What do students feel make for 'good' aid ? (E.g. long-term, involving local communities, involving women, etc),

# Worksheet – Development

*It's the story of a rural village in Africa. Most of the people that live there are women, children, and old people. The women and children work out in the fields to grow food; however the food situation is always precarious as the land is exhausted, and rains become less and less predictable.*
*Most of the men are in the city doing odd jobs to send money or food back to their families. Unfortunately life in the city is expensive, so they don't send much home.*
*Due to malnutrition, child mortality is high as is maternal mortality.*
*The well is drying up, the villagers don't know how to dig a new one, and there's not enough money to hire someone to do it.*
*The village has a tradition of basket-weaving, its baskets are well known in the region for their beauty and originality. But the village people don't have time to weave baskets, don't have food to put in them in any case – and wouldn't know how to go about selling them.*
*When the children grow up, the boys will replace their fathers in the city, and the girls will continue eking a living out of the fields. When the land stops feeding the village, nobody knows what will happen.*

**Identify the problem, its causes, and its effects:**

Effects



Main problem

Root causes

Select a root cause: .....

**How do you solve the problem?**

.....

.....

.....

.....

.....

# » Choosing a career

| | |
|---|---|
| **Objectives:** | To bring students to consider the type and field of work they would like to have. To help them start planning their career path. |
| **Key words:** | Employment, Self-analysis |
| **Lesson:** | Discussion, Worksheet, Research |
| **Curriculum links:** | PSHE, Business Studies/Economics, Citizenship |
| **Skills:** | Research, Self-analysis, Planning |
| **Reading:** | Pages 25-34 |

## Suggested activities

### Discussion

The teacher should start off this lesson by presenting these key words to the class:

INTERESTS – SKILLS – TEMPERAMENT

And should then discuss the relevance of each of these in choosing a career path.

| | |
|---|---|
| Interests: | We should be interested in our field of work. |
| Skills: | The skills required for a job should correspond to what we do well. |
| Temperament: | The type of job should match our temperament. |

### Worksheet – Part A

Following on this, the teacher should ask students to complete the worksheet. In this worksheet, students are provided with a basic checklist of interests, skills and temperament, and are invited to come up with a first general idea of the area of work and type of work they would like to have.

### Discussion

The teacher should then invite students to tell the class what they have come up with. The discussion should then turn to: "How do I get there?" The teacher should note key words of the students' responses, such as:

- I need to stay at school longer;
- I need money;
- I need experience;
- I need to meet people;
- I just need to find an opening.

The discussion should then turn to how students can organise their approach to achieving their goal:

- Can entry-level jobs in the desired area of work be useful?
- Can students earn money and study at the same time?
- Where and how can you create a network in your desired area of work? (through an entry-level job, through your studies, through parents or acquaintances)
- Is setting up your own business an option?
- Can study or work experience in another country enhance students' qualifications?

### Reading and worksheet – Part B

Following on from this discussion, the teacher should ask students to read the texts mentioned above, and then to complete Part B of the worksheet. Students could be invited to visit a career advisor and research work and study options online, to develop their plan in more detail.

### Conclusion

In conclusion, students can be assigned the following task:

Interview three working adults. At least one of them should enjoy his/her job, and at least one should dislike his/her job. Ask and record:

- What job do they do?
- Why do they do the job they do?
- How did they get there? What other jobs or training did they have before?
- Are they happy with their job? Why or why not?
- Do they like their work, or do they work only in order to pay the bills?
- Have they always felt this way, or did they (or their job) change over time?

# Worksheet – Choosing a career

## Part A: What do I want to do?

Jobs are like partners – for them to suit you, you need to have similar interests, similar tastes, and matching temperaments. With over 2,000 different types of jobs, it's important to start by knowing what your *own* interests, tastes and temperament are.

### Interests

Below are a range of fields in which you could work. Tick the box next to the ones that might interest you.

- ❑ Administrative
- ❑ Alternative Therapies
- ❑ Animals, Plants and Land
- ❑ Arts, Crafts and Design
- ❑ Catering Services
- ❑ Construction
- ❑ Education and Training
- ❑ Environmental Sciences
- ❑ Financial Services
- ❑ General and Personal Services
- ❑ Information Technology and Information Management
- ❑ Legal Services
- ❑ Maintenance, Service and Repair
- ❑ Management and Planning
- ❑ Manufacturing and Engineering
- ❑ Marketing, Selling and Advertising
- ❑ Medical Technology
- ❑ Medicine and Nursing
- ❑ Performing Arts, Broadcast and Media
- ❑ Publishing and Journalism
- ❑ Retail Sales and Customer Service
- ❑ Science and Research
- ❑ Security and Uniformed Services
- ❑ Social Services
- ❑ Sport, Leisure and Tourism
- ❑ Storage, Dispatching and Delivery
- ❑ Transport
- ❑ Other: . . . . . .

### Best Skills

Think of what you enjoy doing most; this is usually what you do well. Tick the box next to your best skills.

- ❑ Analysing
- ❑ Communicating
- ❑ Convincing people
- ❑ Dancing
- ❑ Imagining/inventing
- ❑ Languages
- ❑ Logic
- ❑ Maths
- ❑ Music
- ❑ Organising
- ❑ Physical activity
- ❑ Speaking
- ❑ Summarising
- ❑ Understanding people
- ❑ Writing
- ❑ Other:. . . . . .

### Temperament

The best public relations job in the world will be a disaster for someone who doesn't enjoy meeting people... it's a question of temperament. What is your temperament?

Do you:
- ❑ Love meeting lots of people (working with the public)
- ❑ Need to be around people you know well (working in a team)
- ❑ Prefer being alone (working mostly alone)

Do you:
- ❑ Like to tell people what to do (management/organisation)
- ❑ Prefer being told what to do (support)

The next step is to go on-line, and research the types of jobs that exist in the **Interests** that you have selected.

*Useful links for this:*
*www.nextstep.direct.gov.uk*
*www.prospects.ac.uk/careers*

Make a list of job titles that seem interesting to you: that are in fields that interest you, that would require you to do what you do well, and where you would be in a position that suits your temperament. Rank them in order of preference:

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....
9. .....
10. .....

***This is your goal.***

## Part B: How do I get there?

The next step is to develop a strategy to reach your goal. You might wish to seek the help of a career advisor, and could also try to meet someone doing the job you would like to do.

### What do you need to do the work you would like to do?

Experience? Qualifications? Contacts? Studying or working abroad?

.....

.....

.....

### How do you obtain these things?

Go to school? Part-time, entry-level job? Go out and meet people? Money?

.....

.....

.....

# » Innovation and Regional Development

| | |
|---|---|
| **Objectives:** | To explore innovative ideas for economic development. To develop the outline of a plan for implementation of these ideas. |
| **Key words:** | Regions, Employment, Innovation, Entrepreneurship |
| **Lesson:** | Reading, Discussion, Worksheet, Presentation |
| **Curriculum links:** | PSHE, Business Studies |
| **Skills:** | Research, Analysis, Planning, Presentation |
| **Reading:** | Pages 22-24, 29, 30-33 |

## Suggested activities

### Reading

Students should read the indicated texts.

### Discussion

The teacher should then read the following text to the class:

> *You are the President of a remote region which has fallen on hard times. There isn't much to do in the region, those who work mostly commute to the capital and only come home on weekends. Income of citizens is 65% of the EU average.*
> *Young people are particularly hard-hit; there's not much point getting further education if there's no job at the end of it. Especially as there's no training centres in the region.*
> *However for all its remoteness, yours is a beautiful wooded region with mountains, valleys and rivers. The former coal pits are now flooded and are used for practice by local scuba-divers.*
> *As your region is situated on the border with Poland, most people speak three languages: Lithuanian, Polish and English, which they learned at school.*
> ***What can you do?***

Following this, the teacher should ask students for ideas of things that could be done to bring employment back to the region. Students should be encouraged to think laterally, to come up with creative ideas.

***Some examples:***

- **Set up a Microfinance facility –** young people in the region with good ideas (for example to export local handicrafts) could obtain start-up capital funding.
- **Develop tourism –** Turn your waterways and quarries into an attractive weekend destination.
- **Create a call centre –** This would require minimal investment, and would provide work for most young people. The fact that they are multi-lingual should be attractive to companies who need this service.
- **Set up a training centre –** precisely because there isn't one in the region!

Following on from this, the teacher should discuss with students how one might go about implementing these ideas:

- What would need to be done, step by step?
- What kind of help, expertise, input would be required, and where could these be obtained?
- What is the best way to present the project so that the necessary help and support can be obtained?

### Homework assignment: Worksheet

The worksheet aims to help students develop the outlines of a proposal to implement a project idea.

The teacher should divide the class into groups of 4-5 students, and ask each group to complete the worksheet for one of the ideas that was discussed in class.

Students should also prepare a 5-minute presentation of their project proposal, which they will present to the class. The presentation should address the following points:

- What project do they propose to implement?
- Why is the project a good idea?
- Who will benefit and how?
- What needs to be done and how?

and should have as a thread running through it, the following motto:

*"INNOVATION – SOLIDARITY – ENTREPRENEURSHIP : Because life is more interesting with it."*

### Presentations

Each group of students should be given 5 minutes to present their project to the class.

After all the presentations have been made, students should vote on:

- which presentation was the best,
- which project proposal is the best.

Do the two coincide?

### Conclusion

In conclusion, the teacher might like to discuss with the class the issue of initiative and entrepreneurship:

- Do students see much initiative and entrepreneurship around them?
  - If not, why not?
  - If so, what are examples?
- Do students feel initiative and entrepreneurship are important to their future? Why or why not?

# Worksheet – Innovation and Regional Development

**Project Idea:** .....

**What's the plan?**

Develop a plan to implement this idea. Use the following questions to help you:

Why have you chosen the idea? .....

What does this idea involve, specifically and how would it work?

.....

List all the advantages you can think of.

.....

Who would benefit? How many people, which people in particular?

.....

Where would you obtain the funding?
(Research on *http://ec.europa.eu/regional_policy/funds/cf/index_en.htm*)

.....

**How would you go about implementing your plan?**

Does it need to be promoted? If so, how and to whom?

.....

Who would you have to involve in your plan? How will you obtain their help?

.....

What are the main steps in implementing your plan, and how long will each step take?

.....

Prepare a 5-minute presentation to present your project proposal to prospective funders. Your presentation should address the following points:

- What project do you propose to implement and what does it involve?
- Why is the project a good idea?
- Who will benefit and how?
- What needs to be done and how?

and should have as a thread running through it, the following motto:

*"INNOVATION – SOLIDARITY – ENTREPRENEURSHIP : Because life is more interesting with it."*

# » Healthy Living

| | |
|---|---|
| **Objectives:** | To bring students to consider how their behaviour reflects what they know about 'healthy living'. |
| **Keywords:** | Healthy living, healthy behaviour |
| **Lesson:** | Reading, Discussion, Homework assignment |
| **Curriculum links:** | PSHE, Health |
| **Skills:** | Discussion, analysis, understanding |
| **Reading:** | Pages 72-81 |

## Suggested activities

### Reading
Students should read the texts mentioned above.

### Discussion

The teacher should ask students to define 'healthy living', and should write keywords on the classroom board. Keywords can include:

EXERCISE – BALANCED DIET – JUNK FOOD – DRUGS –
SMOKING – ALCOHOL – SAFE SEX (if age appropriate) – SUNBATHING

Following this, the teacher divides the class into small groups, one group per keyword. The groups are given five minutes to make a list of issues related to their keyword, which they then each present (quickly) to the rest of the class.

The teacher then leads the class into a discussion of how students' behaviour reflects their knowledge of what healthy living is:
- Do students always adopt 'healthy' behaviours?
- If not, then when and why not?
- Do students intend to adopt healthier behaviours in the future, and if so, why and starting from when?

### Homework Assignment

The teacher should then present the following statements, and ask each student to choose one as a starting point for an essay:

My Body is My Temple
My Body is My Friend
My Body is My Powerhouse
My Body is...

The essay should cover:
- How students relate to their bodies;
- How they currently treat their bodies, i.e. whether their 'health' behaviour conforms to their relationship with their bodies, and why or why not;
- What they would like to change in their 'health' behaviour, why, how and when.

**Note:** This may be a very delicate issue for some students and the teacher might like to refer them to a counsellor.

GenerationEuropeFoundation

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United Kingdom

I AM TOMORROW
WORKING TOWARDS A HEALTHIER, GREENER WORLD

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