



Schola Europaea

Office of the Secretary-General

Pedagogical Development Unit

Ref.: 2016-08-D-17-en-4^{1 2}

Orig.: EN

Syllabus European hours in the primary cycle

APPROVED BY THE JOINT TEACHING COMMITTEE AT ITS MEETING OF 13 AND 14 OCTOBER 2016 IN BRUSSELS

Entry into force on 1 September 2017

¹ The present document takes into account the request of modification suggested at the JTC meeting in October 2016.

² a. Insertion of the attainment descriptors (translation of document **2016-01-D-45-en-6 “Attainment Descriptors for all L1 at P5”** approved by the Joint Teaching Committee on 8 and 9 February 2024 in Brussels with an entry into force on 1 September 2024;

b. insertion of **annex III 'General criteria for Achievement of Subject Objectives'** of document ref. **2013-09-D-38-en-11 “Assessment Tools for the Primary Cycle of the European Schools”** approved by the Joint Teaching Committee by means of the Written Procedure 2023/40 on 10 November 2023 with an entry into force on 1 September 2024.

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INTRODUCTION

CONCEPT

The intercultural, interactive nature of the European Schools creates the opportunity for engagement, sharing and learning across cultures. Openness to other perspectives, understanding and respect ensure a spirit beyond the borders of the European Schools.

The syllabus for *European Hours* emphasises the concept of our being an inherent part of Europe and yet Europe being a part of the world and it contributes to the realisation of this.

A *European Hours* syllabus should help to develop knowledge and to foster in pupils an awareness of their national and European heritage (present and past) and identity, together with a global awareness and a respect and care for the rights and beliefs of others in order to create tolerant and caring members of society. As citizens of Europe and of the world, the pupils will have an understanding and critical appreciation of the values of other citizens, while nurturing a sense of personal identity, self-esteem and awareness of their particular capabilities.

Two of the objectives of the European Schools include giving '*pupils confidence in their own cultural identity – the bedrock for their development as European citizens*' and encouraging '*a European and global perspective overall*' while affording special status to the pedagogical traditions and methods of each European country. Within this rich multi-linguistic and multi-cultural environment the *European Schools offer a curriculum*, which supports the development of the pupil's European identity, his/her place in European society and in the global world. The *European Hours* syllabus offers the framework for the programme of this subject in Primary (years 3, 4 and 5); it promotes a European spirit of tolerance and intercultural understanding.

This syllabus incorporates key aspects of all syllabuses but more generally embodies the essence of the mission of the European Schools: the key focus is on the European dimension as an on-going principle through all cycles and all subjects; from Nursery through to the BAC. In this respect the syllabus is a general basis for inspiration, linkage and integration. It is however, the specific syllabus for Primary Cycle (years 3, 4 and 5).

The fundamental basis of this new syllabus is the *European Reference Framework - Key Competences for Lifelong Learning*. The eight key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. Key competences relate to the values, objectives and content of the curriculum and include *cultural awareness and expression*. An important focus will be to incorporate European strategies including *sustainability, inclusion, and innovation*.

UPDATE

A working group began to develop a new syllabus in consideration of recent developments in the European Union and in the Council of Europe together with the experiences gained in the practical work at the European Schools and based on the existing syllabus “*European Hours in the Primary Cycle of the European Schools*”.

In particular, the following documents are taken into consideration:

- Common European Framework of Reference for the Teaching and Learning of Foreign Languages “ (published by the Council of Europe 2001)
- European Framework for Key Competences for Lifelong Learning (published by the European Commission 2006).
- Europe 2020, A European strategy for smart, sustainable, inclusive growth (published by the European Commission 2010).

This syllabus replaces the syllabus sections of the original document:
2001-D-85 (European Hours in the Primary Cycle of the European Schools).

It also takes account of the following documents:

- 2011-09-D-47 (Structure for all syllabuses in the system of the European schools).
- 2011-01-D-61 (Assessment Policy in the ES)

The syllabus is underpinned by the expertise based mainly on the in-depth work in the European Schools. It reflects the variety of initiatives, projects, and activities aiming at fostering the European dimension at the European Schools.

It focuses on the competences to be attained by a cross-sectional and cross-language approach. Developing the European dimension is seen as a continuous step-by-step learning process taking into consideration the individuality of each pupil. Teachers must take account of the individual pupil’s cultural and linguistic background and must try to establish an atmosphere of understanding and appreciation.

This syllabus includes general objectives, didactic principles, teaching and learning objectives, contents and assessment.

The syllabus will come into force in September 2017.

1. GENERAL OBJECTIVES OF THE EUROPEAN SCHOOLS

The words, which express the essential aims of the European Schools, have been sealed, in parchment, into the foundation stones of all the schools:

“Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne in upon them as they mature that they belong together.

Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe.”

The European Schools have the two objectives of:

- a) providing formal education and of
- b) encouraging pupils' personal development in a wider social and cultural context.

Formal education involves the acquisition of competences – knowledge, skills, and attitudes – across a range of domains. Personal development takes place in a variety of spiritual, moral, social, and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which pupils live, and a development of their individual identity.

These two objectives are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead pupils towards a greater respect for the traditions of each individual country and region in Europe, recognising the strength of collaboration and cooperation, while developing and preserving their own national identities.

The pupils of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly-changing world. In 2006, the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. The framework identifies eight key competences, which all individuals need for personal fulfilment and development, for active citizenship, for social inclusion and for employment:

1. communication in the mother tongue
2. communication in foreign languages
3. mathematical competence and basic competences in science and technology
4. digital competence
5. learning to learn
6. social and civic competences
7. sense of initiative and entrepreneurship
8. cultural awareness and expression

The European Schools' syllabuses seek to develop all of these key competences in the pupils.

GENERAL OBJECTIVES for EUROPEAN HOURS

The following general objectives defined by the European Schools are specific to implementing the European dimension:

- to give pupils confidence in their own cultural identity - the bedrock for their development as European and world citizens;
- to encourage a European and global perspective overall and particularly in the study of the human sciences;
- to foster tolerance, co-operation, communication and concern for others throughout the school community and beyond;
- to encourage working through other languages in particular Language 2.

European Hours make a significant contribution not only to the development of communicative competences, but also to social and civic competences and to the pupils' cultural awareness and expression. *European Hours* create a good base for the acquisition of other languages and for developing pupils' individual personalities. They cultivate their personal, social, and academic development and help to prepare them for their future lives.

2. DIDACTIC PRINCIPLES

European Hours is based on a holistic process involving all of the senses. Despite language barriers, pupils should be enabled to communicate and cooperate in context through project-based enquiry while the main focus is not on the product itself.

This syllabus is based on a dynamic model of teaching and learning. The teacher should create a motivational, stimulating learning background through an activity-based and thought-provoking learning environment. The learner must be an active participant and adopt an active role in this process.

This can be achieved by providing networked, cross-curricular opportunities to experience new things, together with the needs and abilities to express. The individuality of the learner has to be considered in the teaching process. Therefore, planning for teaching and learning in the *European Hours* must take into account the prior skills, knowledge and requirements of the learners.

Organisation and Planning

The timeframe allocated to *European Hours* is two consecutive 45-minute periods per week. The subject *European Hours* is a compulsory course for all pupils of the Primary Cycle, years 3, 4 and 5.

Management:

- *European Hours* groups are composed of pupils from different language sections. It is also possible to combine different levels.
- Generally, the Language 2 of the pupils is used for communication in the group.
- The decision on setting up groups and allocating time (weeks) for a project/activity is taken at school level and is related to the annual and multi-annual school plan.
- Based on content, the rotation of groups is possible and preferable throughout the school year.
- How *European Hours* is organised has implications for assessment procedures, e.g. a number of different teachers may be involved.
- Because of the cross-curricular, cross-sectional and cross-subject nature of *European Hours* a detailed year-plan has to be worked out including the distribution of content areas and the levels of competence to be achieved by the pupils.

3. LEARNING OBJECTIVES

THINK EUROPEAN – FEEL EUROPEAN – ACT EUROPEAN

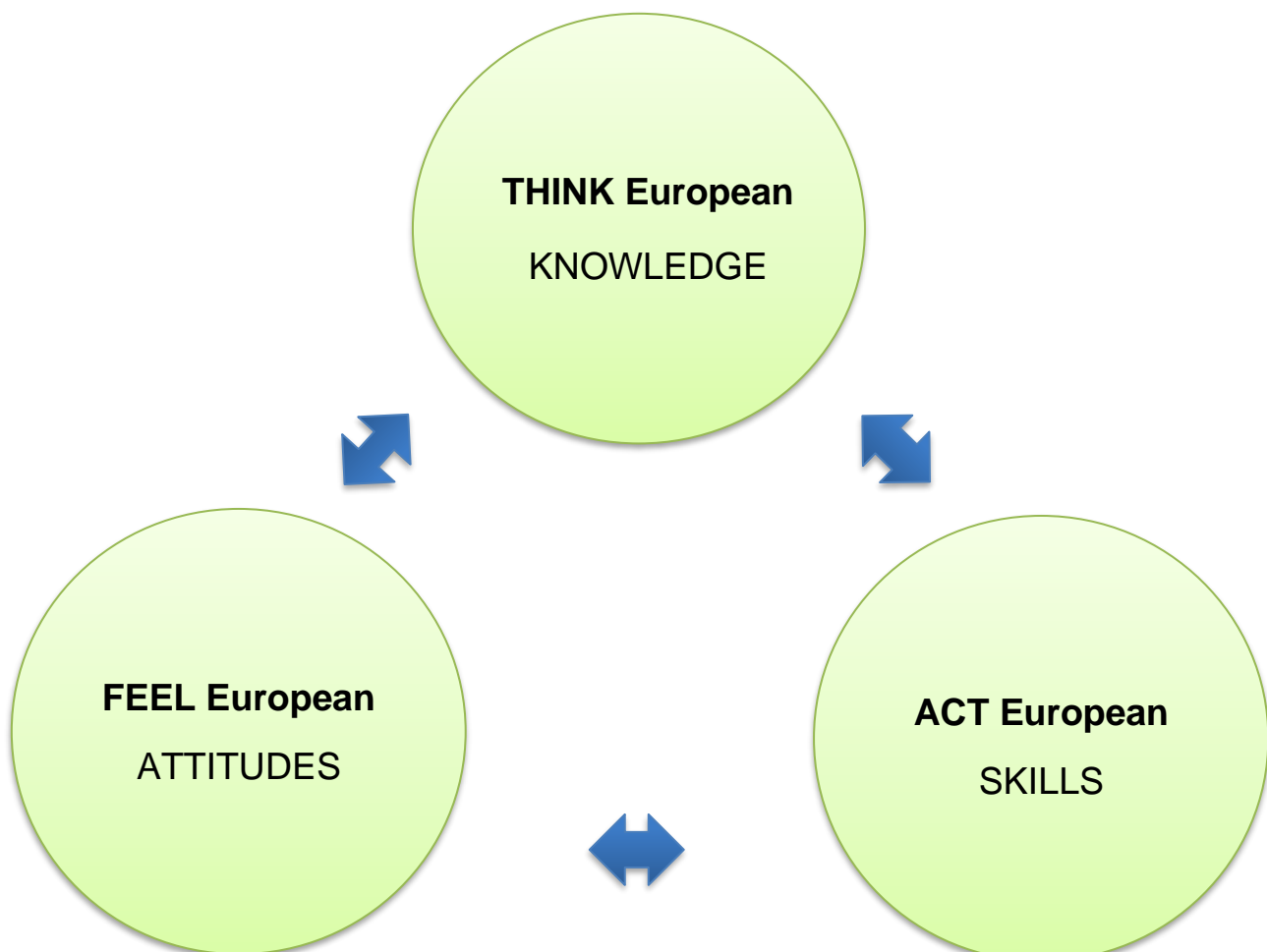
It is important to consider the existing multilingual and multicultural potential in the teaching and learning processes. This is in view of the growing cultural-linguistic and heterogeneous nature of the pupils at the European Schools with their different educational-linguistic capabilities and learning experiences as well as their divergent intercultural biographies.

European Hours focuses on the development of European competence that incorporates THINKING, FEELING and ACTING EUROPEAN. Key factors involved in this are

KNOWLEDGE – ATTITUDES – SKILLS

Therefore, the teaching and learning of European competence starts with **raising awareness** by offering knowledge, exploring and experiencing similarities, differences and the benefits of diversity and leading on to acting accordingly. CONTENT AREAS to enable the development of European competence are listed in Chapter 4.

EUROPEAN COMPETENCE



The elements of the European Competence are defined in the learning objectives in the outline below. They are in line with the European Key Competences and with the ES school report.

<p>THINK European KNOWLEDGE</p>	<p>FEEL European ATTITUDES</p>	<p>ACT European SKILLS</p>
<p>Pupils acquire basic knowledge in specified CONTENT AREAS (Chapter 4) from a European point of view:</p> <ul style="list-style-type: none"> • Facts and figures (important names, places, objects, representatives, activities, events, numbers, ...) • Past, present, future (origin, periods, traditions, state of affairs) • Differences and similarities (Europe –regional, national, international) 	<p>Related to the specified topic pupils gain a personal growth mindset to understand and respect:</p> <ul style="list-style-type: none"> • Differences and similarities in Europe and between Europe and other regions, countries, continents (regarding people, traditions, events, opinions, ...) • Various attitudes, opinions and ideas about Europe • Advantages and disadvantages of a united Europe • Existing European values 	<p>Pupils develop cooperative skills that support:</p> <ul style="list-style-type: none"> • Working and playing together, joining forces • Expressing feelings with respect for others (other opinions, other ways of communication) • Using/incorporating elements from different regions, countries and continents in their work • Trying different strategies, using creativity and imagination • Sharing commitment and visions • Being equal in intercultural communication • Using different languages

European Hours projects should always be set in a European context:

- Why do we do this project/these activities during *European Hours*?
- Why do we play sports/sing in a choir? -
- Why do we talk about inventors/develop our own constitution? ...etc.

European Hours is more than doing “nice things” together. It is about raising awareness of combined efforts, the benefits of diversity and unity, advantages and/or necessities of working together in certain fields. The ‘European reason’ behind projects and activities should be made explicit in every project and activity.

4. CONTENTS

The general framework for the teaching and learning of the objectives as set out in the *European Hours* syllabus contains five CONTENT AREAS. These must be covered in the three years of the Primary Cycle (year 3, 4 and 5).

However, material from the content areas can be integrated and interlinked with all subject areas across all grade levels throughout the school.

In the following table the CONTENT AREAS with relevant topics are listed. Project ideas and examples of good practice are given in Annexe 1.

Every activity should enhance the European consciousness of gaining knowledge and developing attitudes and skills:

THINK EUROPEAN – FEEL EUROPEAN – ACT EUROPEAN.

CONTENT AREAS	CONTENT AREA 1: The European Community	CONTENT AREA 2: Culture and Civilisation	CONTENT AREA 3: Environment	CONTENT AREA 4: Developing World	CONTENT AREA 5: Living in a world of communication
EDUCATIONAL AIMS	The educational aim is to develop an understanding of the European Community as grounded on the notion that democracy is the fundamental form of governance; supporting common values such as human rights, peaceful co-existence, and equal rights as essential for the community's continued existence:	The educational aim is to generate an understanding that Europe's history and its cultural and civilised development are closely interlinked. The varying habits and traditions are an enriching source that resulted in the Europe we know today.	The educational aim is to enable the pupils to understand that European cooperation is essential for our interaction with the environment and will influence in a positive way the conditions we live under. Therefore, knowledge and action relating to the use of natural resources is of critical importance for future generations.	The educational aim is to make pupils understand that the world is constantly changing. Human actions and interactions with nature, economics and new technologies will have an important impact on the shape and direction of change and sustainability.	The educational aim is to make pupils aware of the power and the impact of modern communication that has made the world smaller. Information and communication technology has become an important element in the way we interact and it has a decisive influence on our active participation in a modern, democratic and digital society.
TOPICS to be included	<ul style="list-style-type: none"> • The pupils' personalities • People that pupils live with • Living in Europe: rights and duties 	<ul style="list-style-type: none"> • European geography • European history • European culture and traditions • European sports 	<ul style="list-style-type: none"> • Protecting nature • European fauna and flora • European food and beverages 	<ul style="list-style-type: none"> • Crafts and science in Europe • European transport • European economy and finances 	<ul style="list-style-type: none"> • European networking • European languages • Modern means of communication

5. ASSESSMENT

Assessment of *European Hours* should be based on the acquisition of competences. It should be mainly formative and focuses on classroom interaction and everyday tasks. By means of teacher observation and pupil self-assessment, the pupils acquire an awareness of their level and their progress throughout the projects carried out. The main purpose of assessment is to show and document the pupil's progress (including self-assessment, using the portfolio “*Assessment tools for the Primary Cycle of the European Schools, including the final version of the School Report*”, Ref. 2013-09-D-38-en-5).

5.1. ATTAINMENT DESCRIPTORS OF EUROPEAN COMPETENCE

SMART objectives (specific, measurable, achievable, realistic and time-bound) should be outlined for every planned activity and project (see examples in Annexe 1).

The following DESCRIPTORS will help the teachers to assess pupils' European Competence. This will entail progress and consideration of the knowledge, attitudes and skills acquired. The DESCRIPTORS listed will enable teachers to evaluate European Competence – noted on the School report as “European Competence (Knowledge, Attitudes, Skills)”.

	Think EUROPEAN	Feel EUROPEAN	Act EUROPEAN
	The Learner ...	The Learner ...	The Learner ...
+	recognizes basic facts.	endeavours to get involved in the joint work.	communicates on simple topics in a basic way.
++	assigns a few facts to a specific content areas.	usually participates in the joint work.	participates cautiously in classroom activities and is moderately involved in European topics and issues.
+++	works out key facts on selected topics and uses them appropriately.	is generally involved in the joint work ahead with commitment and interest.	participates with commitment in the defined activities and fulfills his/her tasks appropriately overall.
++++	processes information and facts provided independently and thus further develops her/his understanding of	commits her-/himself in an open minded, respectful and independent way.	is generally interested in initiatives on European topics and actively participates in them.

	European concepts and principles.		
+++++	applies a variety of facts on European topics flexibly and questions, analyses and develops new ideas within a specialized area.	commits her-/himself enthusiastically in an open-minded, respectful and independent way and exchanges ideas with others about their own attitude.	works and communicates autonomously and independently and participates actively and with commitment in initiatives that consider how to improve the European community at school level.

When teachers use this table they should take into account the year group and language skills of the child. In assessing a child a 'profile' may come up. For example: there may hardly be any knowledge (+), but the child demonstrates sufficient commitment (+++) and have little skills (++) . Then, it is up to the teacher to decide on an 'average'. The teacher may use the profile for his/her comments/remarks (e.g. 'the pupil needs to work on his/her knowledge').

Annexes

Annex I: General criteria for Achievement of Subject Objectives

Level of achievement of learning objectives	General Criteria for Achievement of Subject Objectives			
	Understanding	Accuracy	Autonomy	Use/Application
<p>+++++</p> <p>Learning objectives are completely achieved</p>	<p>Deep understanding</p> <p>High achievement.</p> <p>Able to explain concepts to others.</p>	<p>Accurate work showing a very good level of understanding and comprehension.</p>	<p>Works independently, showing self-confidence.</p>	<p>Use of the knowledge and skills in different situations and contexts</p> <p>Able to create own learning strategies.</p>
<p>++++</p> <p>Learning objectives are almost completely achieved</p>	<p>Good understanding of the objectives required by the syllabus.</p> <p>Few gaps remain.</p> <p>There is room for further acquisition.</p>	<p>Most of the results are correct showing a good level of understanding and comprehension.</p>	<p>Works almost independently; sometimes needs encouragement.</p>	<p>Use of the knowledge and skills with confidence.</p>
<p>+++</p> <p>Learning objectives are partially achieved</p>	<p>Partial understanding of most of the objectives required by the syllabus</p> <p>The knowledge and skills need to be further developed and practised.</p>	<p>Results are sometimes correct. However, the frequency of incorrect results shows a basic level of understanding and comprehension.</p>	<p>Begins to work independently with occasional help from an adult or another pupil.</p>	<p>Able to use competence in common or simple situations only.</p>
<p>++</p> <p>A few learning objectives are achieved</p>	<p>Able to meet a minimum number of objectives required by the syllabus</p> <p>Indicates little understanding of concepts.</p>	<p>Frequent incorrect results, usually caused by lack of understanding and comprehension.</p>	<p>Very dependent on an adult's help.</p>	<p>Struggling to apply what is learned.</p>
<p>+</p> <p>Learning objectives are not yet achieved</p>	<p>Struggling to meet the objectives required by the syllabus.</p> <p>Serious gaps in achievement of learning objectives.</p>	<p>Significant number of incorrect results caused by lack of understanding and comprehension.</p>	<p>Unable to work without constant support of an adult.</p>	<p>Unable to apply knowledge and skills to common or simple situations.</p> <p>Weak performance.</p>

Exceptional, excellent results – in comment boxes

Annex II

PROJECT IDEAS and PROJECT PLANS

In this Annexe, several project ideas and six exemplary project plans are presented. They demonstrate the kind of projects and activities which can be undertaken in the different content areas of *European Hours*. They show how European competence can be stimulated and developed.

School teams develop their own programme. The following general guidelines can help:

- *European Hours* projects should always consist of the elements Think, Feel and Act European (knowledge, attitudes and skills).
E.g. in a project in the field of European sports you can think of:
 - Knowledge: e.g. European sports traditions, important European sports, famous European sportsmen, European championships ...
 - Attitudes: children learn to respect, appreciate and understand why some sports are more important in one country than in another, why the meaning of 'teamsport', 'individual sport', 'competition' differs, why sports connect ...
 - Skills: children play together, obey the rules, take turns and act as arbiter/referee/umpire....
- The five content areas must be covered over the course of the three years.
- *European Hours* projects should have SMART (specific, measurable, achievable, realistic and time-bound) objectives for knowledge, attitudes and skills (at the end of the project pupils know..., understand..., can do...).
- The content and difficulty of the projects/activities should correspond with the level of the children.
- The projects and activities should trigger the imagination of pupils, challenge and surprise them.

Developing a joint programme for *European Hours* as such indicates a demonstration of the European spirit in a school. The following project ideas and exemplary project descriptions may help to plan programmes.

PROJECT IDEAS

CONTENT AREA 1: The European Community

➤ Pupils' Personalities

- Who am I?
- A day in the life of a child in....
- Youth and accessibility - possibilities and limitations
- ...

➤ People pupils live with

➤ Living in Europe: Rights and Duties

- Living in a democratic society - What does that mean?
- I know about my rights and duties - What about you? Do I have responsibilities?
- Let's build a pupils' parliament
- Why the European Union?
- Who manages the European Union? (European institutions)
- Let's become a peacemaker!
- ...

CONTENT AREA 2: Culture and Civilisation

➤ European Geography

- Europe - let's put it on a map! (European countries)
- Where in Europe am I?
- The Danube - a European river
- Rome is the capital of Italy, and Athens? (European capitals)
- Do you know this flag?
- (Belgium)'s neighbours
- Eiffel Tower, Atomium, Riesenrad - what else? (landmarks of European capitals)
- ...

➤ European History

- Once upon a time... the beginning of Europe ... Celts, Romans, Greeks,... (European knights, fairy tales, European legends/ sagas)
- Life in the past - present - future - through the centuries
- Wars in Europe
- What did children play in Middle Ages? (Games)
- Castles in Europe
- The system of European schools - How? When? Why?
- ...

➤ European Culture and Traditions

- Let's celebrate! (festivals in Europe)

- Let's dance! (traditional dances)
- Fashion in the past and now (traditional costumes, sewing, knitting, weaving, embroidery...)
- On stage now! (European tales and stories - drama, finger puppets, shadow theatre, mime)
- Who was Van Gogh? (European painters)
- Feel free to paint like a famous painter!
- The European Art Express (pottery, modelling, drawing/ painting, crafts, print ...)
- I present myself through art
- Let's sing/make music together! (European composers - orchestra, choir)
- ...

➤ **European Sports**

- European Sports Day
- European Gaming league (sports and games)

CONTENT AREA 3: Environment

➤ **Protecting nature**

- Polluted water and air does not stop at borders
- How to make my school/ home greener!
- Recycling: Let's make your own music instrument - music from the dustbin.
- ...

➤ **European Fauna und Flora**

- Are there bears in Belgium? (animals in European countries)
- Where did my apple grow?
- Look at the variety of these beautiful flowers! (flowers and plants in Europe)
- Growing European plants
- ...

➤ **European Food and Beverages**

- A European shopping bag
- Fruits and vegetables - what is growing in Europe? (gardening, farming)
- Our cooking book (European recipes)
- ...

CONTENT AREA 4: Developing World

➤ **Crafts and Science in Europe**

- Who invented the telephone? (European inventors)
- European Inventions Workshop (scientific experiments)
- I want to be an investigator! (European investigators)
- New paper out of waste paper? (recycling)
- How did they print a book in former times? (letterpress)

- Do you know weaving?
- ...

➤ **European Transport**

- Let's travel in Europe! (Transport)
- How do you come to school? (Mobility)
- ...

➤ **European Economy and Finances**

- What's on the Two-Euro-Coin? (Currency)
- Euros, Pounds and Crowns
- European prices - How much does ... cost in ...?
- ...

➤ **A Developing World**

- Let's be/ get smart! Let's think out of the box!
- Global citizenship
- Migration, emigration
- ...

CONTENT AREA 5: Living in a world of communication

➤ **European Networking**

- Mr Postcard and Ms Email (sending virtual postcards/ creating virtual post-cards)
- My Penpal - e-twinning, Skyping with other schools,
- Safe and respectful networking
- ...

➤ **European Languages**

- What is sign language/body language?
- Talking without using your mouth?
- Bonjour - Buongiorno - Kalimera (languages)
- ...

➤ **Modern Means of Communication in Europe**

- Did Charles Dickens have a computer? (literature)
- Create a school newspaper (ES ... NEWS)
- Welcome to the ES-journalists!
- My granny and the iPad (ICT)
- "Talking Walls"
- ...

EXEMPLARY PROJECT PLANS

EXAMPLE 1

CONTENT AREA 1: THE EUROPEAN COMMUNITY

TOPIC: A CONSTITUTION FOR OUR GROUP

Age group : P5	Timeframe : 4 weeks
Number of pupils : 18-24	Teacher :
Language of instruction :	

European Context:

THINK

*Know (human) rights and responsibilities
Understand relationships of rights to responsibilities
Know national, European constitutions/ treaties*

FEEL

Be able to discuss what rights and responsibilities are fair/ unfair

ACT

*Create an agreed set of rules and responsibilities for the group
Take responsibility in your group (contribute to the work)*

ACTIVITIES

Week 1

Explore with the whole group rules, rights, responsibilities (I don't have the right to..., I have the right to...) and why we have them (help us to live together...)

Discuss in small groups:

Three/four positive right statements (everyone has the right to...) for the whole group;
What responsibility each right involves (I have the responsibility not to...).

Discuss with the whole group:

Rights and responsibilities for our group/school;

What happens when someone violates one of the rights? Is it necessary to have consequences?

Week 2

Explore with the whole group the concept of "constitution". Does every country have a constitution? Does Europe Union have a constitution? Where can you find information on constitutions?

Explore in small groups information on constitutions:

Does your country have a constitution?

Take two examples of members of your group.

What are important rights and responsibilities in the constitutions?

Compare them for the two countries.

Compare the constitutions with the 'constitution' we have made for our group (week 1)

Do we have a constitution for the European Union? Why (not)?

Week 3

Organise the information your group has found in a mind map or PowerPoint.

Prepare a presentation for the whole group.

Week 4

Presentations.

TIP: Discuss contributions of members of the group (who does what, roles and responsibilities). Evaluate ways of working.

RESOURCES

Internet

History books

Information brochures

Interviews with members of Parliament

...

PLACE

School

Visit to Parliament

(SELF-)EVALUATION

Peer-evaluation: the whole group evaluates the mind map, ppp, presentation of each group (using an evaluation form: information presented, way of presentation ...)

Source: Compasito : <http://www.eycb.coe.int/compasito/>

EXEMPLE 2

DOMAINE DU CONTENU 2 : CULTURE ET CIVILISATION

SUJET : CAPITALES DE L'EUROPE

Groupe d'âge : P3/4/5 – orchestra	Échéance : 35 semaines/ 45 minutes
Nombre d'élèves : ~45	Professeur :
Langue d'instruction : français	

Mettre dans le Contexte Européen :

PENSER

Se familiariser avec des faits importants sur les capitales européennes.

Observer et comparer quelques détails de données.

Faire des conclusions sur des faits, des différences et des similarités.

SENTIR

Se sensibiliser au mode de vie des élèves ayant le même âge dans différentes capitales.

AGIR

Collecter des informations ; **Transmettre** ces informations aux autres élèves.

Échanger ses informations aux correspondants des autres écoles/ pays.

Activités (description brève):

Cette activité suit l'activité musicale de 45 minutes.

Élèves sont divisés en groupes (de 4 ou 6 en préférence).

Chaque groupe choisit 3-5 capitales (de sorte que dans la fin toutes les 28 capitales de l'Europe seront couvertes).

La recherche d'informations sur les capitales dans différents domaines : architecture, art, musique, personnalités connus, littérature, langue, météo, nature, jeunesse, sport ...

Comparer les photos des capitales avant et après la seconde guerre mondiale.

Partenariat -- l'échange de photos, des lettres avec des élèves de même âge dans différentes capitales.

Resources : TIC

Lieu : local de class, classe TIC, bibliothèque

Fiche d'auto-évaluation sera rempli à la fin du cours/ période par chaque élève. La fiche fera partie de son Portfolio.

EXEMPLE 3

DOMAINE DU CONTENU 3 : ENVIRONNEMENT

SUJET : EURO CAFÉ

Groupe d'âge : P4	Échéance : 4 semaines
Nombre d'élèves : 18-24	Professeur :
Langue d'instruction : français/ anglais/ allemand	

Mettre dans le Contexte Européen :

PENSER

Se familiariser avec les plats traditionnels des pays européens ;

Explorer et célébrer les différences, en particulier les plats et la culture traditionnels ;

Découvrir la civilisation de la gastronomie traditionnelle ;

Réfléchir sur le « pourquoi et comment » un café et un plat ;

SENTIR

Se socialiser

Partager le savoir-faire ;

Apprécier les plats ;

Évaluer le résultat ;

AGIR

Faire une recherche parmi les amis, les parents ; en bibliothèque, sur Internet ;

Présenter les résultats de la recherche ;

Composer et préparer un menu traditionnel ;

Créer un cadre de café ;

Jouer un jeu de rôle (serveur, client, chef...) ;

Activités (description brève) :

Session 1

Découverte des plats traditionnels des différents pays : les élèves choisissent en groupe un ou plusieurs pays, font une recherche, et représentent les résultats de leur recherche. Préparation d'un livre de cuisine « Euro café ». Les plats seront préparés à la maison pour la 4^{ème} session avec l'aide des parents.

Session 2

Suite à la préparation d'un livre de cuisine « Euro café ».

Conception d'un T-shirt pour le personnel du café avec des stylos de textiles. Choix des symboles/ texte selon leur pays.

Développement du menu et cartes de menu.

Session 3

Activités théâtrales. En petits groupes, les élèves pensent d'un acte court qui pourrait arriver dans un cadre de café entre le personnel et les clients/ touristes/ client régulier etc. Chaque groupe reçoit un espace et temps pour pratiquer, présentation des performances.

Finalisation du cadre de café.

Session 4

Les élèves apportent de la maison les plats traditionnels de leurs pays respectifs. Les parents sont priés à aider les enfants. Préparation du cadre de café.

Dégustation. Les élèves travaillent avec un partenaire. La première moitié du temps l'un/ une agit comme un serveur et sert les clients. La seconde moitié, ils changent

les rôles. Mis en scène des situations préparées lors de la session 3. Appréciation des plats.
Evaluation.

Ressources : tables, chaises, lecteur CD, ustensiles de cuisine ; T-shirt, stylos de textile ; papier, carton.

Lieu : Cafétéria/ classe de cuisine/ classe à côté de la cuisine

Une salle de classe ou espace à l'extérieur des classes est mis en disposition d'un café avec des petites tables et une aire de service. Cet espace est joliment décoré avec ange, couvertures et des fleurs pour la table. En arrière-plan la musique se joue.

Fiche d'auto-évaluation sera rempli à la fin du cours/ période par chaque élève. La fiche fera partie de son Portfolio.

(Basé sur l'exemple des Heures Européennes EE Culham)

BEISPIEL 4

INHALTSBEREICH 4: EINE SICH ENTWICKELNDE WELT

THEMA: ERFINDER AUS EUROPA

Altersgruppe: P4	Zeitrahmen: 6 Wochen à 90 Minuten
Schülerzahl: 18-24	Lehrer/in:
Unterrichtssprache: Deutsch (L2)	

Europäischer Kontext:

DENKEN	FÜHLEN	HANDELN
<i>Kennenlernen von ausgewählten europäischen Erfindern.</i>	<i>Entwickeln einer persönlichen Einstellung/Meinung gegenüber Erfindungen auf Grund deren positiver/negativer Einflüsse auf das menschliche Leben.</i>	<i>Sammeln von Informationen zu diesem Thema gemeinsam mit Mitschülerinnen und Schülern.</i>
<i>Aufbau eines Wissens über ausgewählte Erfindungen und Entwicklungen.</i>	<i>Aufgeschlossenheit gegenüber unterschiedlicher persönlicher Meinungen über Erfindungen.</i>	<i>Entwickeln und präsentieren von Modellen, Plakaten, Präsentationen, etc. in Kleingruppen.</i>
<i>Bewusst machen der Bedeutung europäischer Erfindungen zum Fortschritt in der Welt/zum Schaden der Gesellschaft.</i>	<i>Akzeptanz unterschiedlicher Einstellungen gegenüber diversen Erfindungen.</i>	<i>Durchführen von Experimenten zu unterschiedlichen Erfindungen; Austausch von Erfahrungen.</i>
<i>Erkennen des Einflusses von Erfindungen auf Veränderungen in der Gesellschaft.</i>		
<i>Verwendung der zweiten Sprache als Grundlage für die Kommunikation.</i>		<i>Entwickeln von Problemlösungsstrategien in einem interkulturellen Kontext.</i>

Kurzbeschreibung möglicher Aktivitäten:

Allgemeiner Einstieg:

Brainstorming zu Erfindungen, die uns den Alltag erleichtern

Welche Erfinder/Erfindungen sind den Schülerinnen und Schülern bekannt?

Allgemeine Informationen zu Erfindungen:

<http://www.geo.de/GEOlino/extras/erfindungen-75042.html>

Bleistiftminen - Joseph Hardtmuth (Österreich - 1792)

Informationen:

<http://www.tk.de/tk/a-z-navigation/b/gute-mine-die-geschichte-des-bleistifts-10003264/538204>

Herstellung von Bleistiften - Film "Die Sendung mit der Maus – Bleistift":
<https://www.youtube.com/watch?v=ZnQC9BPHppw>

Geheimschrift entschlüsseln:

Was für die Prägung benötigt wird: Ein Schreibblock und ein Bleistift.

Die Nachricht wird auf einen Block geschrieben. Es ist ganz wichtig, dass man sehr fest aufdrückt, damit auf der Seite darunter der Stift einen Abdruck (Prägung) hinterlässt. Die Schrift ist auf der nächsten Seite schwach erkennbar. Die Seite, auf der die Nachricht steht, sollte versteckt werden.

Wenn der Empfänger die Nachricht wieder sichtbar machen will, muss er nur mit einem flach gehaltenen Bleistift leicht über das Blatt schraffieren und der weiße Text wird sichtbar.

Bleistiftzeichnungen

Dampfmaschine - Thomas Newcomen (Großbritannien 1712)

Informationen:

http://www.medienwerkstatt-online.de/lws_wissen/vorlagen/showcard.php?id=988&edit=0

http://www.medienwerkstatt-online.de/lws_wissen/vorlagen/showcard.php?id=20879

Film "Dampfmaschine ersetzt Muskelkraft":

<https://www.youtube.com/watch?v=7Go6cr0sW0U>

Experiment "Das Dampfmaschinen-Ei":

https://www.planet-schule.de/fileadmin/dam_media/wdr/unser_land_nrw/pdf/112203-132369-1-microsoft_word_-_ab_duesseldorf_2.pdf

Auto mit Verbrennungsmotor - Carl Benz und Gottlieb Daimler (Deutschland 1886)

Informationen:

<http://www.blinde-kuh.de/autos/>

Auto mit Gummiantrieb:

http://www.kidsweb.de/basteln/auto_mit_gummiantrieb_basteln/auto_mit_gummiantrieb_basteln.html

Auto mit Ballonantrieb:

http://www.wdrmaus.de/elefantenseite/eltern/basteln_und_experimentieren/Auto_mit_Ballonantrieb_S174.pdf

Film zum Auto mit Ballonantrieb:

http://www.wdrmaus.de/elefantenseite/#!/tanja_und_andre_ballonantrieb

Buchdruck - Johannes Gutenberg (Deutschland 1440)

Informationen:

<http://www.kindernetz.de/infonetz/thema/erfindungen/buchdruck/-/id=297144/nid=297144/did=87344/1qtfugi/>

Basteltipp: Buchdruck:

<http://www.geo.de/GEOLino/kreativ/basteln/basteltipp-buchdruck-75581.html>

<http://www.geo.de/GEOLino/kreativ/basteln/basteltipp-buchdruck-75581.html?t=img&p=1#content>

Telefon - Philipp Reis (Deutschland 1859)

Informationen:

<http://www.wasistwas.de/archiv-technik-details/johann-philipp-reis-erfindet-das-telefon.html>

<http://www.news4kids.de/wissen/technik/article/wer-hat-das-telefon-erfunden>

Bechertelefon basteln:

http://www.medienwerkstatt-online.de/lws_wissen/vorlagen/showcard.php?id=1062

<http://www.kidsweb.de/experi/bechertelefon.htm>

Film ohne Worte zu Dosentelefon basteln:

https://www.youtube.com/watch?v=oTu_iDulc_c

Flugzeuge – Leonardo da Vinci (Italien 15. Jhdt.) und Otto Lilienthal (Deutschland 1894)

Informationen:

<http://www.blinde-kuh.de/flugzeuge/>

<http://www.kindernetz.de/infonetz/thema/elementluft/fliegen/-/id=128294/nid=128294/did=128984/1bg4cz6/>

Flugzeuge aus Papier falten und deren Flugfähigkeit testen:
<http://www.besserbasteln.de/Origami/papierflieger.html>

Aus diversen Materialien selbst ein Fluggerät basteln.

Weitere Erfindungen aus Europa:

Thermometer – Anders Celsius (Schweden 1742)

Nähmaschine – Thomas Saint (Großbritannien 1790)

Batterie – Alessandro Volta (Italien 1800)

Lokomotive - Richard Trevithick (Großbritannien 1804)

Füllfederhalter – Petrache Poenaru (Rumänien 1826)

Saxophon - Adolphe Sax (Belgien 1841)

Papier-Rohstoff - Friedrich Gottlob Keller (Deutschland 1843)

Milchschokolade – Francois-Louis Cailler und Daniel Peter (Schweiz 1876)

Straßenbahn - Werner von Siemens (Deutschland 1881)

Motorrad - Gottlieb Daimler (Deutschland 1885)

Grammofon - Emil Berliner (Deutschland 1887)

Brettspiel "Mensch ärgere dich nicht" - Josef Schmidt (Deutschland 1905)

Zahnpasta - Ottomar Heinsius von Mayenburg (Deutschland 1905)

Kreuzworträtsel – Arthur Wynne (Großbritannien 1913)

Gummibärchen - Hans Riegel (Deutschland 1922)

Fernsehen - Manfred von Ardenne (Deutschland 1930)

Computer - Konrad Zuse (Deutschland 1941)

Internet - Tim Berners-Lee (Großbritannien 1989)

BEISPIEL 5

INHALTSBEREICH 4: EINE SICH ENTWICKELNDE WELT

THEMA: WÄHRUNGEN - WIE BEZAHLT MAN IN EUROPA?

Altersgruppe: P4	Zeitrahmen: 6 Wochen à 90 Minuten
Schülerzahl: 18-24	Lehrer/in:
Unterrichtssprache: Deutsch (L2)	

Europäischer Kontext:

DENKEN	FÜHLEN	HANDELN
<i>Kennenlernen von unterschiedlichen Währungen, Einblick erkennen in die Währungsunion des Euro.</i>	<i>Entwickeln von Interesse für Währungen in Europa. Erkennen von positiven/negativen Einflüssen von Geld auf das menschliche Leben.</i>	<i>Sammeln von Informationen zu diesem Thema gemeinsam mit Mitschülerinnen und Schüler.</i>
<i>Aufbau eines Wissens über Münzen und Geldscheine.</i>	<i>Aufgeschlossenheit und Akzeptanz gegenüber unterschiedlichen persönlichen Meinungen.</i>	<i>Entwickeln und präsentieren von Modellen, Plakaten, Präsentationen, etc. in Kleingruppen.</i>
<i>Bewusst machen der Bedeutung des Geldes in unserer Gesellschaft.</i>		<i>Durchführen von Gruppenarbeiten zu unterschiedlichen Aufgabenstellungen.</i>
<i>Erkennen des Einflusses von Geld auf die Gesellschaft.</i>		<i>Entwickeln von Problemlösungsstrategien in einem interkulturellen Kontext.</i>
<i>Verwendung der zweiten Sprache als Grundlage für die Kommunikation.</i>		

Kurzbeschreibung möglicher Aktivitäten:

Geld: Euro – Krone – Pfund

Brainstorming und Erstellung einer Mindmap zum Thema "Geld"

Allgemeine Einführung - Film "Was ist was – Geld"

https://www.youtube.com/watch?v=FE-YYBm_T2o

In welchen Ländern Europas wird mit welcher Währung bezahlt? http://de.wikipedia.org/wiki/Eurosystem#/media/File:European_union_emu_map_de.png

Europakarte: Bemalen von Ländern mit unterschiedlichen Währungen in verschiedenen Farben

In wie vielen Ländern kann man mit dem Euro bezahlen?

<http://www.kindernetz.de/infonetz/laenderundkulturen/geld-euro/eurolaender/-/id=32926/nid=32926/did=68846/13it1fj/index.html>

Seit wann verwenden diese Länder den Euro?

Ergänzen der Jahreszahlen in der Landkarte oder Gestalten einer zweiten Europakarte → Bemalen der Länder in unterschiedlichen Farben je nach Zeitpunkt der Euroeinführung

Euroländer - Warum gibt es den Euro?

Online-Spiel "Geldscheine zusammensetzen"
http://ec.europa.eu/economy_finance/netstartsearch/euro/kids/index_de.htm

Was ist auf den Euro-Münzen?

Die Vorderseite der Euromünzen

Anhand von Spielgeld die Vorderseiten aller Euromünzen untersuchen, ev. eine Übersicht gestalten → siehe S. 13:

http://www.lehrerweb.at/materials/gs/mathe/geld/su/euro_kartei1.pdf

Die Rückseite der Euromünzen:

mitgebrachte Euromünzen vergleichen, Abbildungen benennen, Ländern und Flaggen zuordnen, beschriften

http://www.lehrerweb.at/materials/gs/mathe/geld/su/euro_kartei2.pdf

http://www.lehrerweb.at/materials/gs/mathe/geld/su/euro_kartei3.pdf

http://www.lehrerweb.at/materials/gs/mathe/geld/su/euro_kartei4.pdf

Selbst eine "Münzsammlung herstellen":

Münzen durchrubbeln (Papier über eine Münze legen und mit einem Bleistift darüber schraffieren)

Münzen ausschneiden

Plakate gestalten: Name des Landes, Flagge, Münzen

Online- Spiel "Woher kommt die Münze?"

<http://www.neue-euro-banknoten.eu/Lehrmaterial-Publikationen/Woher-kommt-die-M%C3%BCnze>

Wie entsteht ein Geldschein?

Wie sehen die Euroscheine aus? → Übersicht auf S. 16+17:

http://www.lehrerweb.at/materials/gs/mathe/geld/su/euro_kartei1.pdf

Geldscheine unter der Lupe

Vergleichen von echten Geldscheinen und Spielgeld

Sicherheitsmerkmale herausfinden

Herstellung von Geldscheinen (Film)

<https://www.youtube.com/watch?v=s11HnFPtZUK>

Kann man Geld kopieren?

Sicherheitsmerkmale (Wasserzeichen, Metallstreifen, Hologramm, etc.)
Besuch in der Bundesdruckerei
Fälschungen

Sicherheitsmerkmale - Plakat gestalten

Warum gibt es einen neuen 20-Euro-Schein?
<http://kinder.ksta.de/wissen/so-sieht-der-neue-20-euro-schein-aus/>

Herstellung von Münzen (Film)
<http://www.wdrmaus.de/sachgeschichten/sachgeschichten/euroherstellung.php5>

Wofür reicht mein Taschengeld?

Was kostet was?
Wiederholung der Münzen und Scheine (interaktives Spiel)
http://www.lehrerweb.at/materials/gs/mathe/mathe_aktiv/euro/euro.html

Was kannst du für 10 Euro kaufen? (Preisstabilität)
https://www.ecb.europa.eu/ecb/educational/pricestab/shared/movie/Pupils_Leaflet_2011_DE_web.pdf?7a116453c9b0d580ac7af868773566d6

Werbeprospekte mitbringen → Collagen gestalten (Gruppenarbeit): Was bekomme ich für 5/10/20 Euro?

Welche Wünsche kann sich Kevin erfüllen? – Arbeitsblätter (S. 41ff):
http://www.nua.nrw.de/uploads/tx_ttproducts/datasheet/Innenteil-VZ-neu.pdf

Bezahlen oder Tauschen?

Geld als Zahlungsmittel früher
Erste Währungsunion durch Alexander den Großen
Römische Münzen
https://www.ecb.europa.eu/ecb/educational/pricestab/shared/movie/Pupils_Leaflet_2011_DE_web.pdf?7a116453c9b0d580ac7af868773566d6

Wie das Geld erfunden wurde – Unterschiedliche Zahlungsmittel (Muscheln, Fische, Steingeld, Salz, Vieh, Waffen, etc.):
http://www.nua.nrw.de/uploads/tx_ttproducts/datasheet/Innenteil-VZ-neu.pdf (S. 95ff)

Arbeitsblatt "Vom Tauschhandel zu Geldgeschäften"
http://www.lehrerweb.at/materials/gs/mathe/geld/su/tauschhandel_geld.pdf

Geld als universelles Tauschmittel - "Flohmarkt" mit Bildern von Spielsachen oder kleinen Spieldingen
Variante 1: Bildung von Paaren; jedes Paar bekommt einige Spielsachen und darf diese mit anderen tauschen. Dabei sollen die anderen überzeugt werden, damit sie in das Tauschgeschäft einsteigen.

Variante 2: Jedes Paar hat 5 Euro Spielgeld zur Verfügung, um auf dem Flohmarkt einzukaufen. Danach wird aufgeschrieben/aufgezeichnet, wieviel wofür ausgegeben wurde.

Vor- und Nachteile von Geld

Unser Euro

Erstellen eines Euro-Spiels unter Anwendung des Erlernten:

Memory

Domino

Würfelspiel mit Fragekärtchen

...

Anregungen siehe:

<http://www.lehrerweb.at/materials/gs/mathe/geld/spiele/eurospiele.pdf>

Kreieren eines Euroscheins/einer Euromünze

Erfinden und Gestalten einer eigenen Währung

Erfinden von Sicherheitsmerkmalen für einen Geldschein

Literaturliste – Kinderbücher zum Thema:

http://www.schulden.ch/mm/literaturliste_zur_arbeit_mitvorschulkindern.pdf

Eurokartei:

http://www.lehrerweb.at/materials/gs/mathe/geld/su/euro_kartei1.pdf

EXAMPLE 6

CONTENT AREA 5: LIVING IN A WORLD OF COMMUNICATION

TOPIC: WORDS THAT WOUND

Age group : P4	Timeframe : 2 weeks
Number of pupils : 18-24	Teacher :
Language of instruction :	

European Context:

THINK	FEEL	ACT
<i>Be able to distinguish between 'teasing', a little painful, painful</i>	<i>Be able to reflect on the causes and effects of hurtful language</i>	<i>Have the skills to oppose hurtful language</i>
<i>Know the Convention on the Rights of the Child (article 13)</i>	<i>Understand how people may respond differently to different terms</i>	
<i>Know adjectives that may hurt or that make feel good</i>	<i>Understand the limits of freedom of expression</i>	

ACTIVITIES

Week 1: Hurtful language

Discuss 'freedom of discussion' (should we always be able to say whatever we like, what kind of language would violate the rights of others ...).

Give everyone slips of paper and ask them to write hurtful comments they hear people say, or names children call each other. Let children stick their papers on a scale on the wall (teasing – a little painful – painful).

Distinguish categories among hurtful words (sexuality, physical appearance, ethnic background ...).

Make a mind map of the different categories.

Week 2: What to do?

Discuss what to do when hurtful language happens.

Let the children discuss in small groups what possible reactions can be (what can you say, what can you do) if different kind of hurtful words occur (to yourself or others). Refer to the mind map of week 1.

Let the children practice with acting in situations with hurtful language through play (theatre). Expand the mind map with possible solutions.

Annex III

WEB LINKS

CONTENT AREA 1

European Community

Title	Europa entdecken Discover Europe Découvrir l'Europe
DE	http://bookshop.europa.eu/de/entdecke-europa--pbNA0114598/?CatalogCategoryID=ANIKABstUgUAAAEjCJEY4e5L
EN	http://bookshop.europa.eu/en/let-s-explore-europe--pbNA0114598/?CatalogCategoryID=ANIKABstUgUAAAEjCJEY4e5L
FR	http://bookshop.europa.eu/fr/-la-d-couverte-de-l-europe--pbNA0114598/?CatalogCategoryID=ANIKABstUgUAAAEjCJEY4e5L

Title	Europa entdecken Discover Europe Découvrir l'Europe
DE	http://europa.eu/kids-corner/explore_de.html
EN	http://europa.eu/kids-corner/explore_en.html
FR	http://europa.eu/kids-corner/explore_fr.html

Title	Vereint in Diversität United in diversity Uni dans la diversité
DE	http://bookshop.europa.eu/de/in-vielfalt-geeint-pbKC0113688/?CatalogCategoryID=6R8KABsttkAAAEjvJEY4e5L
EN	http://bookshop.europa.eu/en/united-in-diversity-pbKC0113688/?CatalogCategoryID=6R8KABsttkAAAEjvJEY4e5L
FR	http://bookshop.europa.eu/fr/unie-dans-la-diversit--pbKC0113688/?CatalogCategoryID=6R8KABsttkAAAEjvJEY4e5L

Title	Vereint in Diversität United in diversity Uni dans la diversité
DE	http://bookshop.europa.eu/de/in-vielfalt-geeint-pbKC0113689/
EN	http://bookshop.europa.eu/en/united-in-diversity-pbKC0113689/
FR	http://bookshop.europa.eu/fr/unie-dans-la-diversit--pbKC0113689/

Title	Europa für Anfänger
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	Europe for beginners L'Europe pour débutants
DE	http://www.bpb.de/shop/lernen/thema-im-unterricht/36927/europa-fuer-einsteiger
EN	http://en.strasbourg-europe.eu/
FR	http://www.strasbourg-europe.eu/

Title	Europa entdecken! Europa in der Grundschule Discover Europe! Europe in the primary school À la découverte de l'Europe! L'Europe à l'école primaire
DE	http://www.duisburg.de/micro2/europe_direct/medien/bindata/Entdeckt Europa - Europa in der Grundschule.pdf
EN	http://europa.eu/kids-corner/index_en.htm
FR	http://europa.eu/teachers-corner/9_12/index_fr.htm

Title	Europa – Mein Zuhause Europe – My home L'Europe – Mon foyer
DE	http://bookshop.europa.eu/de/europa-meine-heimat-pbIC0213300/
EN	-
FR	http://bookshop.europa.eu/fr/l-europe-mon-foyer-pbIC0213300/

Title	Europa entdecken Discover Europe Découvrir l'Europe
DE	http://bookshop.europa.eu/de/entdecke-europa--pbNA0114598/?CatalogCategoryID=ANIKABstUgUAAAEjCJEY4e5L
EN	http://bookshop.europa.eu/en/let-s-explore-europe--pbNA0114598/?CatalogCategoryID=ANIKABstUgUAAAEjCJEY4e5L
FR	http://bookshop.europa.eu/fr/-la-d-couverte-de-l-europe--pbNA0114598/?CatalogCategoryID=ANIKABstUgUAAAEjCJEY4e5L

Title	Europa online Europe online L'Europe en ligne
DE	http://www.european-online-learning.eu/
EN	http://www.european-online-learning.eu/european_time_travel.php?lang=en
FR	http://www.european-online-learning.eu/european_time_travel.php?lang=fr

Title	Europäisches Parlament European Parliament Parlement Européen
DE	http://www.europarl.de/de/jugend_schulen/europa_schule/unterrichtsmaterialien_ep_2016.html
EN	http://europa.eu/kids-corner/index.htm http://europa.eu/teachers-corner/index_el.htm

FR	http://www.europarl.be/fr/ep_teachers/edu-activities/edu_tools.html;jsessionid=5A85552C468A7BBAE2C681073C2327A3
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Title	Menschenrechte Human rights Droits de l'homme
DE	http://www.humanrights.com/de/take-action/get-active.html
EN	http://www.osce.org/odihr/39006?download=true
FR	http://www.ohchr.org/Documents/Publications/CompendiumHRE_fr.pdf http://www.meirieu.com/ECHANGES/legal_participation.pdf

Title	Die Europäische Kommission The European Commission La Commission Européenne
DE	http://ec.europa.eu/deutschland/index_de.htm
EN	http://ec.europa.eu/unitedkingdom/index_en.htm
FR	http://ec.europa.eu/france/index_fr.htm

Title	Europäischer Rat European Council Conseil de l'Europe
DE	http://europa.eu/about-eu/institutions-bodies/european-council/index_de.htm
EN	http://europa.eu/about-eu/institutions-bodies/european-council/index_en.htm
FR	http://europa.eu/about-eu/institutions-bodies/european-council/index_fr.htm

Title	Europäischer Gerichtshof European Court of Justice Cours Européenne de Justice
DE	http://curia.europa.eu/jcms/jcms/Jo2_6999/
EN	http://curia.europa.eu/jcms/jcms/Jo2_6999/
FR	http://curia.europa.eu/jcms/jcms/Jo2_6999/

CONTENT AREA 2

Culture and Civilisation

European Geography

Title	Landkarte Europas Map of Europe La carte de l'Europe
DE	http://europa.eu/kids-corner/countries/flash/index_de.htm
EN	http://europa.eu/kids-corner/countries/flash/index_en.htm
FR	http://europa.eu/kids-corner/countries/flash/index_fr.htm

Title	Kulturerbe Cultural heritage Patrimoine culturel
DE	http://denkmal-aktiv.de/
EN	http://ec.europa.eu/enterprise/sectors/tourism/eden/index_en.htm
FR	http://ec.europa.eu/enterprise/sectors/tourism/eden/index_fr.htm

Title	Malbuch Europa Europe colouring book L'Europe - cahier à colorier
DE	http://bookshop.europa.eu/de/i-colour-in-europe-pbQC0214593/
EN	http://bookshop.europa.eu/en/i-colour-in-europe-pbQC0214593/
FR	http://bookshop.europa.eu/fr/i-colour-in-europe-pbQC0214593/

Title	Entdeckungsreise durch die Europäische Union Exploring the European Union À la découverte de l'Union Européenne
DE	http://neurodyssee.org/2011/Index.php?lang=de
EN	http://neurodyssee.org/2011/Index.php?lang=en
FR	http://neurodyssee.org/2011/Index.php?lang=fr

European History

Title	Historischer Weltatlas World History Atlas Atlas historique du monde
DE	http://geacron.com/home-de/?lang=de
EN	http://geacron.com/home-en/
FR	http://geacron.com/home-fr/?lang=fr

European Culture and Traditions

Title	Vereint in Diversität
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	United in diversity Uni dans la diversité
DE	http://bookshop.europa.eu/de/in-vielfalt-geeint-pbKC0113688/?CatalogCategoryID=6R8KABstikAAAEjvJEY4e5L
EN	http://bookshop.europa.eu/en/united-in-diversity-pbKC0113688/?CatalogCategoryID=6R8KABstikAAAEjvJEY4e5L
FR	http://bookshop.europa.eu/fr/unie-dans-la-diversit--pbKC0113688/?CatalogCategoryID=6R8KABstikAAAEjvJEY4e5L

Title	Vereint in Diversität United in diversity Uni dans la diversité
DE	http://bookshop.europa.eu/de/in-vielfalt-geeint-pbKC0113689/
EN	http://bookshop.europa.eu/en/united-in-diversity-pbKC0113689/
FR	http://bookshop.europa.eu/fr/unie-dans-la-diversit--pbKC0113689/

Title	Google Kunst Projekt Google Art Project Google Projet d'art
DE	http://www.google.com/culturalinstitute/u/0/project/art-project
EN	http://www.google.com/culturalinstitute/u/0/project/art-project
FR	http://www.google.com/culturalinstitute/u/0/project/art-project

European Sports

Title	Europapokal European Cup Coupe d'Europe
DE	http://de.wikipedia.org/wiki/Europapokal
EN	https://en.wikipedia.org/wiki/European_Cup_(disambiguation)
FR	-

CONTENT AREA 3

Environment

European Fauna and Flora

Title	Pflanzen erforschen Plant research Explorer des plantes
DE	http://www.pflanzenforschung.de/de/schule-studium/uebersicht/
EN	http://www.cites.org/eng
FR	http://environnement.wallonie.be/cgi/dgrne/publi/telecharger.idc?id=0

European Food and Beverages

Title	Europa und die Landwirtschaft Europe and agriculture L'Europe et son agriculture
DE	http://bookshop.europa.eu/de/europe-agriculture-pbKF0213255/?CatalogCategoryID=1uwKABstHaoAAAEjB5EY4e5L
EN	http://bookshop.europa.eu/de/europe-agriculture-pbKF0213255/?CatalogCategoryID=1uwKABstHaoAAAEjB5EY4e5L
FR	http://bookshop.europa.eu/de/europe-agriculture-pbKF0213255/?CatalogCategoryID=1uwKABstHaoAAAEjB5EY4e5L

Title	Woher kommt die Milch? Where does milk come from? D'où vient le lait?
DE	http://bookshop.europa.eu/is-bin/INTERSHOP.enfinity/WFS/EU-Bookshop-Site/de_DE/-/EUR/ViewPublication-Start?PublicationKey=KF3209171
EN	http://bookshop.europa.eu/en/where-does-milk-come-from--pbKF3209171/
FR	http://bookshop.europa.eu/fr/d-o-vient-le-lait--pbKF3209171/

Title	Biologischer Landbau Organic farming L'agriculture biologique
DE	http://ec.europa.eu/agriculture/organic/kids-corner/index_de.htm
EN	http://ec.europa.eu/agriculture/organic/kids-corner/index_en.htm
FR	http://ec.europa.eu/agriculture/organic/kids-corner/index_fr.htm

Title	Reis Rice Le riz
DE	http://www.ardmediathek.de/tv/Die-Sendung-mit-der-Maus/Sachgeschichte-Reis/Das-Erste/Video?documentId=27602840&bcastId=1458
EN	-

FR	http://www.europarl.fr/fr/presse/communiqu_e_presse/fruits.html;jsessionid=032A8ACBA509E8D72719AAF66C958164
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Protecting nature

Title	Am Bauernhof At the farm À la ferme
DE	http://www.farmland-thegame.eu/game_de.html
EN	http://www.farmland-thegame.eu/home_en.html
FR	http://www.farmland-thegame.eu/home_fr.html

Title	Tom und Lila entdecken die Umwelt Discover the Environment with Tom and Lila Découvrir l'environnement avec Tom et Lila
DE	http://europa.eu/teachers-corner/0_9/tom-lila/index_de.htm
EN	http://europa.eu/teachers-corner/0_9/tom-lila/index_en.htm
FR	http://europa.eu/teachers-corner/0_9/tom-lila/index_fr.htm

Title	Wasser Water L'eau
link	http://ec.europa.eu/environment/pubs/children/zoe/index_de.htm
EN	http://ec.europa.eu/environment/pubs/children/zoe/index_en.htm
FR	http://ec.europa.eu/environment/pubs/children/zoe/index_fr.htm

Title	Recycling Recycling Recyclage
DE	http://ec.europa.eu/environment/generationawake/index_de.htm
EN	http://ec.europa.eu/environment/generationawake/index_en.htm
FR	http://ec.europa.eu/environment/generationawake/index_fr.htm

Title	Gefährdete Pflanzen in Europa Endangered Plants in Europe Plantes menacées en Europe
DE	http://ec.europa.eu/environment/nature/info/pubs/docs/nat2000newsl/nat23_de.pdf
EN	http://ec.europa.eu/environment/nature/info/pubs/docs/nat2000newsl/nat23_en.pdf
FR	http://ec.europa.eu/environment/nature/info/pubs/docs/nat2000newsl/nat23_fr.pdf

CONTENT AREA 4

European Transport

Title	Google Maps
DE	http://www.google.de/
EN	https://www.google.com/
FR	https://www.google.com/

European Economy and Finances

Title	Europäische Banknoten und Münzen The Euro banknotes and coins Les billets et les pièces en Euros
DE	http://www.ecb.europa.eu/euro/html/eurocoins.de.html
EN	http://www.ecb.europa.eu/euro/html/eurocoins.en.html
FR	http://www.ecb.europa.eu/euro/html/eurocoins.fr.html

Title	Währungen in Europa European currencies Monnaie en Europe
DE	http://www.ecb.europa.eu/euro/play/run/html/index.de.html
EN	http://www.ecb.europa.eu/euro/play/run/html/index.en.html
FR	http://www.ecb.europa.eu/euro/play/run/html/index.fr.html

Title	Aus welchem Land kommen diese Euro Münzen? From which country the Euro coins come from? D’ou viennent les pièces d’Euros ?
DE	http://www.neue-euro-banknoten.eu/Lehrmaterial-Publikationen/Woher-kommt-die-M%C3%BCnze
EN	http://www.new-euro-banknotes.eu/Educational-Publications/Where%27s-the-coin-from
FR	http://www.nouveaux-billets-euro.eu/Supports-p%C3%A9dagogiques-et-publications/De-quel-pays-vient-la-pi%C3%A8ce

Title	Banknoten Banknotes Les billets
DE	http://ec.europa.eu/economy_finance/netstartsearch/euro/kids/index_de.htm
EN	http://ec.europa.eu/economy_finance/netstartsearch/euro/kids/index_en.htm
FR	http://ec.europa.eu/economy_finance/netstartsearch/euro/kids/index_fr.htm

Title	Anna & Alex gegen die Geldfälscher Anna & Alex against the banknote forgers Anna & Alex contre les falsificateurs de billets
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DE	http://www.ecb.europa.eu/euro/pdf/material/ANNA_ALEX_DE_EN_FR_IT_NL.pdf?1b8fd634e811a73b4cd8db8c19d50e4f
EN	http://www.ecb.europa.eu/euro/pdf/material/ANNA_ALEX_DE_EN_FR_IT_NL.pdf?1b8fd634e811a73b4cd8db8c19d50e4f
FR	http://www.ecb.europa.eu/euro/pdf/material/ANNA_ALEX_ES_FR_IT_MT_PT.pdf?2d0a933ada6b51e2b529832acd300a23

CONTENT AREA 5

European Networking

Title	Europa meine Heimat Europe my home L'Europe chez moi
DE	http://bookshop.europa.eu/de/europa-meine-heimat-pblC0213300/
EN	-
FR	http://bookshop.europa.eu/fr/l-europe-mon-foyer-pblC0213300/

Title	eTwinning
DE	http://www.etwinning.de/
EN	http://www.etwinning.net/en/pub/index.htm
FR	http://www.etwinning.net/fr/pub/index.htm

European Languages

Title	Sprachenquiz Language Quiz Quiz de langues
DE	http://ec.europa.eu/languages/quiz/quiz_de.htm
EN	http://ec.europa.eu/languages/quiz/quiz_en.htm
FR	http://ec.europa.eu/languages/quiz/quiz_fr.htm