

# The MYSTERY of the GOLDEN STARS





**European Commission**  
Representation in the United Kingdom

More information on the European Union is available on the Internet (<http://europa.eu>).

Cataloguing data can be found at the end of this publication.

Luxembourg:  
Publications Office of the European Union, 2013  
ISBN 978-92-79-26204-3

doi:10.2775/88736

Author: Giles Clare

Illustrations: Montse Español Rodié

© European Union, 2013

Reproduction is authorised provided the source is acknowledged.

Printed in Belgium

PRINTED ON ELEMENTAL CHLORINE-FREE  
BLEACHED PAPER (ECF)

**Europe Direct is a service to help you find answers to your questions about the European Union.**

Freephone number (\*):  
**00 800 6 7 8 9 10 11**

(\*) Certain mobile telephone operators do not allow access to 00 800 numbers or these calls may be billed.

## Contents

Introduction	page 1
How to use these resources	page 2
Objectives grid	page 3
Photocopiable: Map of Europe	page 4
<b>ACTIVITY 1: Which countries are in the European Union (EU)?</b>	page 5
<b>ACTIVITY 2: What are the symbols of the EU?</b>	page 7
<b>ACTIVITY 3: How did the EU begin?</b>	page 9
<b>ACTIVITY 4: How are decisions made in the EU?</b>	page 11
<b>ACTIVITY 5: How is the EU relevant to you? (Water quality)</b>	page 13
<b>ACTIVITY 6: How is the EU relevant to you? (Toy safety)</b>	page 15
<b>ACTIVITY 7: Solving the charade and ending</b>	page 17
Photocopiables	page 18
Puzzle answers	page 31
Other resources	page 34



# Introduction

The primary aim of these resources is to introduce some aspects of the European Union in a child-friendly way to upper junior school-aged children in the UK. The resources allow children to discover something about what the EU is, how it works and how it may be relevant to them, in a fun and stimulating way.

The activities take a cross-curricular approach, including six different links to the curriculum (geography, maths, history, English, science, and design and technology). The subject matter and concepts are mainly, but not exclusively, suited to upper junior school-aged children in the UK (ages 9 to 11). Each activity is prefaced by a chapter from the story book, which provides an exciting stimulus for the forthcoming task.

Most of the activities are 'ready to go', requiring little preparation in terms of resources (details of which are given in each activity plan). The resources are designed to be used once a week, but are especially suited for use during an international- or European-themed week. They can be used alongside other free resources from the European Commission, but are not dependent upon them (see 'Other resources' at the back of this guide).



# How to use these resources

These resources consist of two parts: The Story Book — *The Mystery of the Golden Stars* — and the Activity Guide.

## THE STORY BOOK: THE MYSTERY OF THE GOLDEN STARS

The adventure book tells the story of two friends, **Josh** and **Ricki**, who meet a girl called **Maddy** in Brussels, Belgium. In order to find Maddy's missing father and a stolen treasure, the three children have to solve a series of puzzles whilst avoiding other interested parties! They travel around the city to solve the puzzles, but they need the help of your class. At the end of each chapter, an 'e-mail' appears from the characters asking for help in solving a puzzle. This is where your class comes in.

## THE ACTIVITY GUIDE

The chapters of the story book serve as an introduction to each of the six cross-curricular activities. There is a detailed plan for each activity, which lists the objectives, curriculum links, resources and preparation required, the stages of the activity, background information and useful web links. The main part of each activity concerns discovering an aspect of the European Union.

In addition, the children have to solve the puzzle or answer the question set by the characters in the story. Unless otherwise suggested, the teacher should decide how to organise the children to work — independently, in pairs or in larger groups — according to the needs of their class.

## HOW TO DELIVER EACH ACTIVITY

In general, each activity follows this pattern:

- **Read the chapters** from the story book. They are intended to be read aloud to the class. Children follow the story in their own copies. Alternatively, the children could read the chapters for themselves..
- **Follow the activity plan.**
- Children **solve the puzzle** or **answer the key question** and, as a class, agree on the clue word, recording it on the Solved Puzzles sheet (see Photocopiables). Give hints and tips at your discretion.
- Children complete the relevant part of their **'Detective's Diary'** sheet (see Photocopiables).

Please note that, to fit in with the story and the puzzle-solving process, the activities must be done in order.



To: [class@myschool.sch.uk](mailto:class@myschool.sch.uk)

From: [joshphone@visitbrussels.eu](mailto:joshphone@visitbrussels.eu)

Subject: **First Clue – EU countries?**

Attachment: [mapoftheeu.doc](#)

We have found a map of Europe with a puzzling list on it. We need your help finding out more about which countries are members of the European Union and their capitals. Maddy told us that the EU has expanded with new countries joining regularly. There were six Member States at the start. Now there are 27 with one more to join in 2013! First, we need you to colour the map using different colours to show when each country joined. A list of Member States and dates is included. Then see if you can use your map to solve the puzzling list. We think it might spell a special word.

Good luck!

Josh, Ricki and our new Belgian friend Maddy

## Objectives grid

Activity	Main Learning Objective	Cross-curricular focus
<p>1</p> <p>Which countries are in the European Union?</p>	<p>To find out which countries are members of the EU and find them on a map, their capital cities, the phases of EU expansion, and what is meant by freedom of movement within the EU.</p>	<p>Geography</p> <ul style="list-style-type: none"> <li>▶ use atlases and maps at a range of scales, including keys</li> <li>▶ recognise how places fit within a wider geographical region and political union</li> <li>▶ recognise how places are interdependent through the movement of goods and people</li> </ul>
<p>2</p> <p>What are the symbols of the EU?</p>	<p>To recognise some of the symbols of the EU.</p>	<p>Maths</p> <ul style="list-style-type: none"> <li>▶ visualise and predict the position of a shape following a reflection or translation</li> <li>▶ recognise and use reflective symmetry</li> <li>▶ use mathematical reasoning to explain features of shape and space</li> <li>▶ choose and use suitable measuring instruments</li> <li>▶ solve spatial problems flexibly</li> <li>▶ measure and draw angles to the nearest 10 degrees</li> </ul>
<p>3</p> <p>How did the EU begin?</p>	<p>To develop an understanding of the events, politics and people involved at the beginning of the creation of the EU, and the UK's involvement.</p>	<p>History</p> <ul style="list-style-type: none"> <li>▶ develop an understanding of some of the political and social changes at the end of the Second World War</li> <li>▶ develop an understanding of the role of international and European institutions in resolving conflict and developing cooperation</li> <li>▶ place events and changes into correct periods of time</li> <li>▶ find out about events from historical evidence</li> <li>▶ identify and describe reasons for, and results of, historical events</li> </ul>
<p>4</p> <p>How are decisions made in the EU?</p>	<p>To develop an understanding of some of the key institutions of the EU and their roles in creating, debating and maintaining laws.</p>	<p>English</p> <ul style="list-style-type: none"> <li>▶ take part in a cross-curricular debate</li> <li>▶ take up and sustain different roles, adapting them to suit the situation, including chair, scribe and rapporteur</li> <li>▶ contribute to a discussion and take turns</li> <li>▶ identify and evaluate the key points in a discussion</li> <li>▶ ask relevant questions to clarify, extend and follow up ideas</li> <li>▶ qualify or justify what they think after listening to others' questions or accounts</li> <li>▶ speak audibly and clearly</li> </ul>
<p>5</p> <p>How is the EU relevant to you? (Water quality)(*)</p>	<p>To develop an understanding of how the European Union impacts on the everyday lives of people across the EU.</p>	<p>Science</p> <ul style="list-style-type: none"> <li>▶ separate insoluble solids from liquids using a filter</li> <li>▶ use simple equipment and materials appropriately and safely</li> <li>▶ use scientific knowledge and understanding to make predictions, explain observations and draw conclusions</li> <li>▶ make comparisons and identify simple patterns and associations from observations</li> <li>▶ learn that microbes are living organisms that are often too small to be seen and that they may be harmful</li> </ul>
<p>6</p> <p>How is the EU relevant to you? (Toy safety)(*)</p>	<p>To develop a basic understanding of how the single market works in practice.</p>	<p>Design and Technology</p> <ul style="list-style-type: none"> <li>▶ investigate and evaluate familiar products by disassembling</li> <li>▶ select and use appropriate tools and materials safely</li> <li>▶ consider how the working characteristics of materials affect the ways they are used</li> <li>▶ recognise that the quality and safety of a product depends on how well it is constructed and how well it meets its intended purpose</li> </ul>

(\*) Activities 5 and 6 require a greater amount of advance preparation of resources.

Home of the Eiffel Tower, 1952, (5)  
 Easternmost mainland, 2007, (3)  
 Northernmost mainland, 1995, (1)  
 Southernmost mainland, 1981, (4)  
 Westernmost mainland, 1981, (4)  
 Home of the Little Mermaid, 1973, (8)  
 Formerly divided by 'the Wall', 1952/1990, (2)  
 Home of the Houses of Parliament, 1973, (3)



Map of the EUROPEAN UNION and its phases of expansion



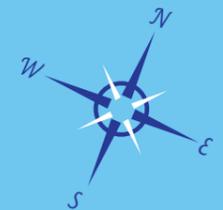
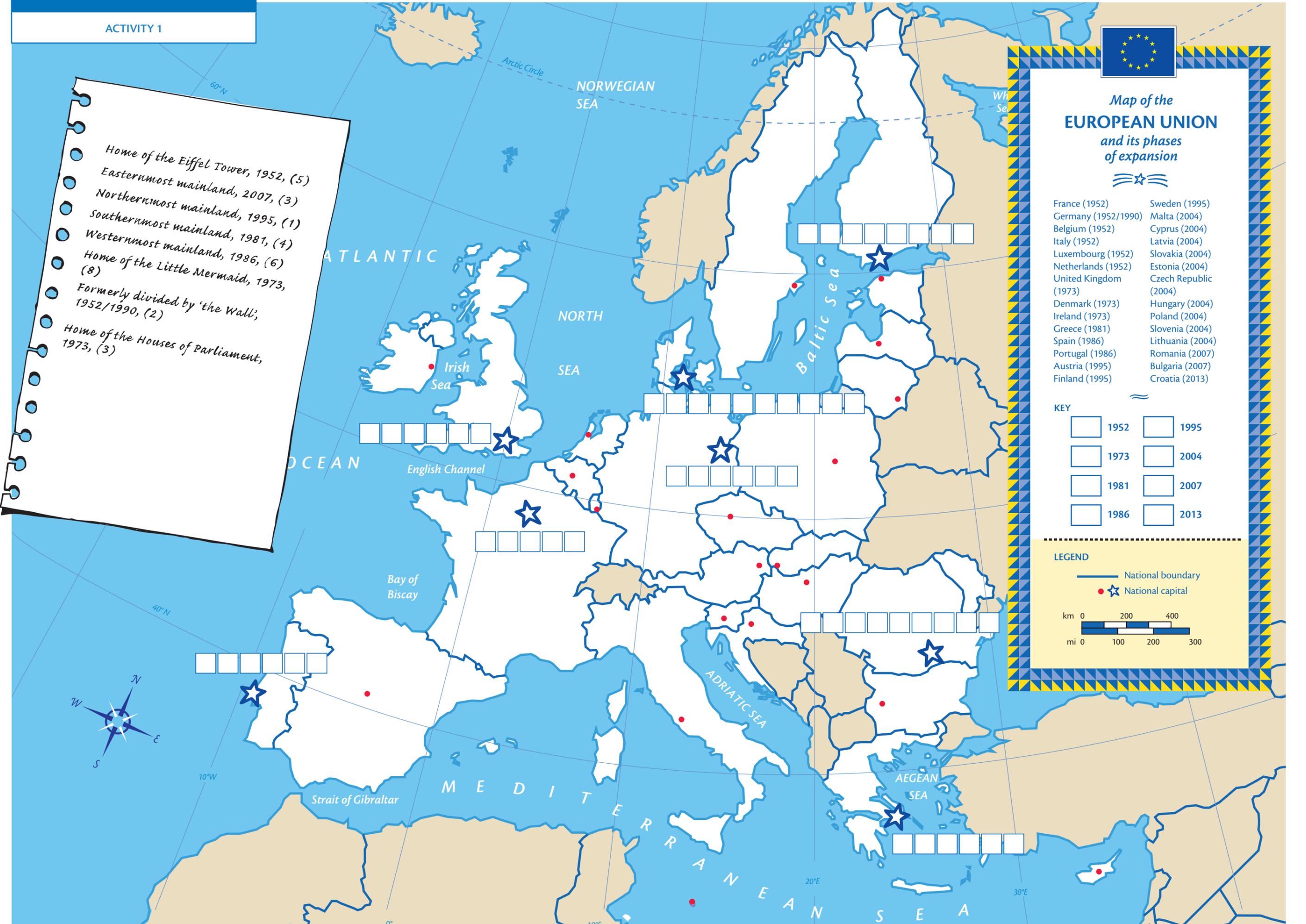
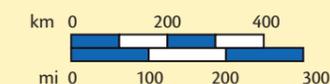
- |                       |                       |
|-----------------------|-----------------------|
| France (1952)         | Sweden (1995)         |
| Germany (1952/1990)   | Malta (2004)          |
| Belgium (1952)        | Cyprus (2004)         |
| Italy (1952)          | Latvia (2004)         |
| Luxembourg (1952)     | Slovakia (2004)       |
| Netherlands (1952)    | Estonia (2004)        |
| United Kingdom (1973) | Czech Republic (2004) |
| Denmark (1973)        | Hungary (2004)        |
| Ireland (1973)        | Poland (2004)         |
| Greece (1981)         | Slovenia (2004)       |
| Spain (1986)          | Lithuania (2004)      |
| Portugal (1986)       | Romania (2007)        |
| Austria (1995)        | Bulgaria (2007)       |
| Finland (1995)        | Croatia (2013)        |

KEY

- |  |      |  |      |
|--|------|--|------|
|  | 1952 |  | 1995 |
|  | 1973 |  | 2004 |
|  | 1981 |  | 2007 |
|  | 1986 |  | 2013 |

LEGEND

- National boundary
- National capital



10°W

40°N

0°

10°E

20°E

30°E

Strait of Gibraltar

MEDITERRANEAN SEA

ADRIATIC SEA

AEGEAN SEA

NORTH SEA

SEA

English Channel

Bay of Biscay

Irish Sea

ATLANTIC OCEAN

NORWEGIAN SEA

Arctic Circle

60°N

White Sea

Baltic Sea

## Activity 1

# Which countries are in the European Union(EU)?



## Learning objective

To find out which countries are members of the EU and place them and their capital cities on a map, as well as to learn about the phases of EU enlargement and what is meant by freedom of movement within the EU.



## Curriculum links ► Geography

- use atlases and maps of a range of scales, including keys;
- recognise how places fit within a wider geographical region and political union;
- recognise how places are interdependent through the movement of goods and people.



## Resources

- story book: Chapters 1, 2 and 3;
- photocopiables: Map of the European Union and its phases of expansion; Solved Puzzles; Detective's Diary.



## Advance preparation

- photocopiables;
- children will need access to suitable atlases (one per pair).



## Start with the story

Read Chapters 1, 2 and 3 of the story book. Make sure the children stop reading at the end of Chapter 3.



## Whole-group work

Discuss the story so far and talk through the purpose of the task set by the characters in the e-mail at the end of Chapter 3. Ask the children to open their atlases and show and tell each other what they know about the European continent. Discuss what the children know about the European Union already. Explain about the basics of the formation and expansion of the EU (see 'Background information'). Show the children the map and list of Member States. Explain that they will colour

in the map in order to show how the EU has expanded over time, using the list of countries, dates and the key. Tell them that they will have to use their atlases to identify the capital cities marked on the map using the clues to help them. If relevant, discuss the personal experiences of any children who have moved to the UK or within the EU under the freedom of movement. Discuss how their experiences compare with those of children from non-EU countries.



## Independent/paired/group work

Children work to colour-code the map key and then colour in the countries according to the date each country became a Member State. They will also need to identify and label a number of capital cities (see 'Puzzle answers', page 31). Using the completed map, children then solve the puzzle mentioned in the e-mail in the story book in order to find the first clue word.



## Solving the puzzle

For each puzzle, you will need to use your judgement as to how to support the range of abilities in your class in order to solve the puzzle and identify the clue word. The main objective of each activity is to learn something about the EU, so give hints and tips at your discretion to ease the process.

The puzzle mentioned in the e-mail is a list referring to the capital cities of eight Member States and the year the Member State joined the EU. Where compass directions are mentioned, they refer to the geographical location of the capital, not the outer borders of the country. Geographical/famous landmark hints are given. The number in brackets refers to the position of the letter in the name of the capital city which forms the clue word, e.g. (5) = fifth letter.

- Home of the Eiffel Tower, 1952, (5): (PARIS, France)
- Easternmost mainland, 2007, (3) (BUCHAREST, Romania)

## WHICH COUNTRIES ARE IN THE EU?

- Northernmost mainland, 1995, (1)  
(**H**ELSINKI, Finland)
- Southernmost mainland, 1981, (4)  
(**A**TH**E**NS, Greece)
- Westernmost mainland, 1986, (6)  
(**L**IS**B**ON, Portugal)
- Home of the Little Mermaid, 1973, (8)  
(**C**OPENHAG**E**N, Denmark)
- Formerly divided by 'the Wall', 1952 (1990), (2)  
(**B**ER**L**IN, Germany)
- Home of the Houses of Parliament, 1973, (3)  
(**L**ON**D**ON, UK)

This spells out the clue word for Activity 1:  
SCHENGEN



Check that the children have correctly identified the clue word. Write the clue word on an enlarged copy of the 'Solved Puzzles' photocopiable and display it (repeat this at the end of each activity). Alternatively, children could have their own copy of the photocopiable. Talk to the children about their experiences of travelling in and out of the UK, Europe and beyond. Discuss what border controls they have experienced between the UK and other European countries, including the different channels at airports. Compare that with travel between countries in the rest of Europe. Many children may be surprised that they are not asked for their passports when travelling between some European countries. Ask why they think that might be. Discuss the agreement that created the Schengen area (see 'Background information'). Using their maps and atlases, challenge the children to work out how far you can travel north to south or east to west without showing your passport.

Finally, distribute the 'Detective's Diary' photocopiables. Ask the children to write a couple of facts that they

have learnt about the EU in the first box. Explain that they will be completing this sheet at the end of each activity and that you will sign it at the bottom once it's fully completed.



The European Union is currently a group of 27 European countries that work together economically and politically. Not all countries in Europe are Member States. There are a number of countries waiting to become members. In 2013, Croatia will become the 28th member of the European Union.

The EU was created soon after the Second World War. In 1952, Belgium, Germany, France, Italy, Luxembourg and the Netherlands founded the European Coal and Steel Community. Individual countries or groups of countries have since joined at regular intervals, further expanding economic and political cooperation. The UK became a member in 1973.

In 1957, the Treaty of Rome created the European Economic Community (EEC) or 'common market'. This means that Member States can trade goods and services freely with each other. So far, 17 Member States have also adopted the euro as a common currency.

The Schengen area was created in Schengen, Luxembourg, in 1985. The agreement abolished border controls between Member States, so it is now possible to travel freely within most of the EU. Within the Schengen area, you do not show your passport when crossing country borders. Ireland and the UK, although part of the EU, opted out of the agreement and continue to operate border controls between themselves and Member States. However, Ireland and the UK do have a common travel area between themselves for which a passport is not required. A number of non-EU states are included in the Schengen area, including Iceland and Switzerland.



- ▶ EU enlargement: [http://europa.eu/about-eu/countries/index\\_en.htm](http://europa.eu/about-eu/countries/index_en.htm)
- ▶ Map quizzes: <http://www.toporopa.eu/en/index.html>
- ▶ Map of the main EU areas in Brussels: [http://ec.europa.eu/information\\_society/activities/eten/docs/workshop\\_02\\_10/main\\_eu\\_area.pdf](http://ec.europa.eu/information_society/activities/eten/docs/workshop_02_10/main_eu_area.pdf)
- ▶ Euro animation: <http://www.ecb.int/euro/intro/html/map.en.html>
- ▶ Schengen countries: [http://ec.europa.eu/home-affairs/policies/borders/borders\\_schengen\\_en.htm](http://ec.europa.eu/home-affairs/policies/borders/borders_schengen_en.htm)

## Activity 2

# What are the symbols of the EU?



## Learning objective

To recognise some of the symbols of the EU.



## Curriculum links ► Maths

- visualise and predict the position of a shape following a reflection or translation;
- recognise and use reflective symmetry;
- use mathematical reasoning to explain features of shape and space;
- choose and use suitable measuring instruments;
- solve spatial problems flexibly;
- measure and draw angles to the nearest degree.



## Resources

- story book: Chapter 4;
- photocopiables: EU flag fragment; EU flag cipher;
- protractors, rulers, mirrors for reflection work, A4 tracing paper.



## Advance preparation

- photocopiables;
- children will need maths equipment (see 'Resources').



## Start with the story

Read Chapter 4 of the story book. Make sure the children stop reading at the end of Chapter 4.



## Whole-group work

Discuss the story so far and who the mysterious stranger with the golden hand might be. Discuss what a symbol or emblem is (something that is used as a conventional representation of an object or idea) and what the children know about the symbolism of flags (their purpose, colours and design). Distribute the 'EU flag fragment' photocopiables and ask the children to discuss what they might do to complete the flag.

Encourage the children to visualise and predict the position of the stars and to explain their reasoning. Ask them what they will measure and which mathematical tools they might require. If necessary, tell the children that there are eight missing stars in the circle.



## Independent/paired/group work

Using tracing paper on top of the flag sheet, children complete the flag using mathematical tools as appropriate to measure angles and distances and using reflective symmetry. In order to solve the puzzle, they must be precise enough to plot the centre point of each of the missing stars (see 'Puzzle answers', page 31). Encourage the children to draw the stars as accurately as possible.



## Solving the puzzle

Discuss how the children might use their completed tracing paper to solve the puzzle. Children should lay their tracing paper over the cipher, pinpointing the required eight letters for the clue word. Discuss the order in which letters should go to make any recognisable words (letters should be read clockwise, starting from 12 o'clock). If you wish, hint that they are looking for the name of a British prime minister.

This spells out the clue word for Activity 2:  
TED HEATH.



## Plenary

Check that the children have correctly identified the clue word and record it. Ask if any of the children have heard of Edward 'Ted' Heath (see 'Background information'). Explain that he was the British prime minister who took the UK into the EU in 1973. Explain also that in the 40 years since the UK joined, there has been much discussion about the pros and cons of membership for the UK.

## WHAT ARE THE SYMBOLS OF THE EU?

Discuss the possible symbolism of the children's completed flags, especially the ring of stars. Explain the flag's symbolism (see 'Background information'). Ask the children to think of other national symbols of the UK countries (e.g. anthems, mottos, patron saints, animals, flowers). Explain that the EU has both an anthem (Beethoven's music to Schiller's 'Ode to Joy') and a motto ('United in diversity'). Discuss the meaning of the motto. If possible, play the anthem (see 'Web links') and discuss why there are no words (see 'Background information').

Children should complete the next section of their 'Detective's Diary' photocopiable.



## Background information

Edward Heath was a British conservative politician who was prime minister from 1970 to 1974. In 1973, he took the UK into the European Economic Community (EEC). He was defeated by Margaret Thatcher for the leadership of the Conservative Party in 1975. He died in 2005.

The European flag consists of 12 golden stars in a circle on a blue background. The stars symbolise the ideals of solidarity and harmony among the peoples of Europe. The number of stars has nothing to do with the

number of Member States. There are 12 stars because the number 12 is traditionally the symbol of perfection and completeness. The circle is a symbol of unity. The number of stars remains unchanged regardless of how many EU Member States there are. The design dates back to 1955 and it was adopted by all EU leaders as the official emblem of the EU in 1985. It is also the symbol of the Council of Europe, which is an organisation independent of the European Union. It has a much wider membership, with 47 countries from Russia in the east to Iceland in the west.

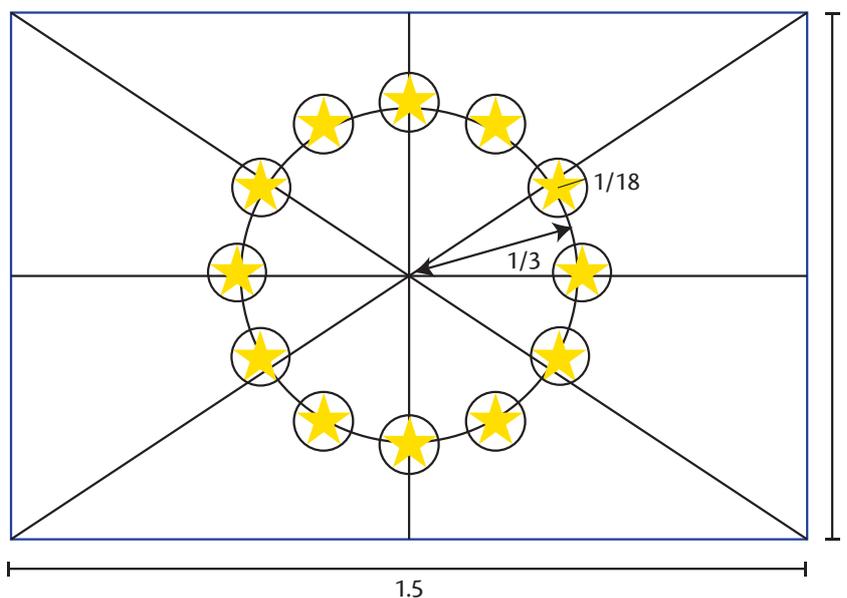
'United in diversity' is the motto of the European Union. The motto symbolises the ideal that Europeans, with many different cultures, traditions and languages, are united in working together for peace and prosperity.

The melody for the European anthem — known as 'Ode to Joy' — comes from the final movement of the Ninth Symphony composed in 1823 by Ludwig Van Beethoven. It is performed without words, using the universal language of music to express the EU's core values of freedom, peace and solidarity in Europe. Also, in a Union with currently 23 official languages (Croatian will become the 24th), choosing the words and language would be difficult. In 1985, it was adopted as the official anthem of the European Union. It does not replace the national anthems of the Member States, but is intended to celebrate the values they all share.



## Web links

- ▶ The symbols of the EU:  
[http://europa.eu/about-eu/basic-information/symbols/index\\_en.htm](http://europa.eu/about-eu/basic-information/symbols/index_en.htm)
- ▶ The European anthem:  
[http://europa.eu/about-eu/basic-information/symbols/anthem/index\\_en.htm](http://europa.eu/about-eu/basic-information/symbols/anthem/index_en.htm)



## Activity 3

# How did the EU begin?



## Learning objective

To develop an understanding of the events, politics and people involved at the beginning of the creation of the EU and the UK's involvement.



## Curriculum links ► History

- develop an understanding of some of the political and social changes at the end of the Second World War;
- develop an understanding of the role of international and European institutions in resolving conflict and developing cooperation;
- place events and changes in the correct periods of time;
- find out about events from historical evidence;
- identify and describe reasons for, and results of, historical events.



## Resources

- story book: Chapter 5;
- photocopyables: Cologne 1945; Diary extract;
- sugar paper and pens.



## Advance preparation

- photocopyables;
- organise children into pairs.



## Start with the story

Read Chapter 5 of the story book. Make sure the children stop reading at the end of Chapter 5.



## Whole-group work

Discuss the story, including what the children think of the two clues so far and the possible identity of the woman following the characters. Split the children into pairs and distribute the 'Cologne 1945' photocopyables.



## Independent/paired/group work

Tell the children to study the picture carefully and discuss their first impressions. Ask the children to complete the three boxes around the photo, starting with the inner box (What I can see) and working outwards to the outer box (Questions I would like to ask). Next, ask each pair to team up into a group of four. Tell the children to pool their ideas and make a note of them on their sugar paper. Ask each group to choose one conclusion from the middle box and one question from the outer box and present it to the rest of the class. Draw out the post-war historical background to the Schuman declaration. It proposed the creation of a European Coal and Steel Community, whose members would pool coal and steel production. (see 'Background information').

Ask the children to return to their original pairs. Distribute the 'Diary extract' photocopyables and ask them to study the two photos and read the diary text. Ask them to discuss the meaning of the text and how it fits in with the war photo discussion. Please note that the diary entry is fictional, although it is based on Robert Schuman's writings at the time.



## Solving the puzzle

Tell the children to try to identify the 'right-hand man' circled in the photo. Discuss how the children might search the text for any names and how they might link this with the two photos (see 'Puzzle Answers', page 32). Ask them to identify the man standing in front of the chair in the centre of the photo (Robert Schuman) and the man by his side signing the Treaty of Paris (Jean Monnet), revealed by the phrases 'Monnet', 'Jean' and 'J.M. by my side' in the diary extract text. Explain that they have identified the 'right-hand man' and discovered the clue word.

This spells out the clue word for Activity 3:  
JEAN MONNET.



### Plenary

Ask if any of the children have heard of Europe Day. Tell them that Europe Day is held on 9 May each year to mark the very start of the European integration process. Discuss who Robert Schuman and Jean Monnet were and the significance of the Schuman declaration and the Treaty of Paris (see 'Background information'). Ask the children to think of any other days that mark important historical events. Discuss why it might be a good idea to recognise such events.

Children should complete the next section of their 'Detective's Diary' photocopiable.



### Background information

The photo provides some historical evidence of the situation in Europe at the end of the Second World War. Germany had been defeated, Berlin had been liberated by the Soviet army supported by allied bombing, Hitler was dead and cities such as Cologne were in ruins. However, the end of hostilities did not bring lasting peace.

Between 1945 and 1950, the growing threat of a third world war engulfed Europe. Both Soviet and allied forces were present in central Europe at the end of the war and now tension was mounting between them. Former allies against Nazi Germany were now enemies on opposite sides of an ideological divide. Events such as the Prague coup (communists seized power in post-war Czechoslovakia in 1948) and the testing of the first Soviet atomic bomb (1949) and the division of Germany (1949) convinced the west that the Soviet Union, an ally against the Nazis, was an immediate threat, spreading a climate of tension and fear which came to be known as the Cold War.

The status of the Federal Republic of Germany became the focus of east–west tensions. Some in the west wanted the defeated country to be rearmed and aided economically. Others, such as France, did not wish to see Germany rearmed and re-emerge as a threat. Robert Schuman, the French foreign affairs minister, was entrusted to propose a way to bring Germany into the western fold.

Robert Schuman and Jean Monnet, a French economist and diplomat, felt that fostering unity and cooperation in Europe would reduce the threat of war. On 9 May 1950, at the French foreign ministry on the Quai d'Orsay in Paris, Schuman read out to international journalists a declaration calling on Germany, France and other European countries to pool together their coal and steel production. He proposed the creation of a supranational institution (a High Authority, the precursor to the European Commission) charged with the management of both industries, which were at that time the basis of all military power. The decisions of the High Authority would bind the member countries together. In the words of Jean Monnet, this would 'make war not only unthinkable but materially impossible.'

The outcome of the declaration was that in 1951, Germany, France, Italy and the Benelux countries entered into an agreement (Treaty of Paris) resulting in the creation of the European Coal and Steel Community — the very first European community, which would develop into the European Union of today which is continuing to grow. In 1985, at the Milan summit of all prime ministers and presidents of the EU Member States (including the UK), it was decided to celebrate 9 May as Europe Day to recall the significance of the Schuman declaration in the birth of a unified, peaceful Europe.



### Web links

- ▶ History of Europe: <http://europa.eu/europago/explore/pdf/flip-book/lets-explore-europe-en/index.html>
- ▶ History of the European Union: [http://europa.eu/about-eu/eu-history/index\\_en.htm](http://europa.eu/about-eu/eu-history/index_en.htm)
- ▶ Schuman declaration: [http://europa.eu/about-eu/basic-information/symbols/europe-day/schuman-declaration/index\\_en.htm](http://europa.eu/about-eu/basic-information/symbols/europe-day/schuman-declaration/index_en.htm)

## Activity 4

# How are decisions made in the EU?



## Learning objective

To develop an understanding of some of the key institutions of the EU and their roles in creating, debating and maintaining laws.



## Curriculum links ► English

- take part in a cross-curricular debate;
- take up and sustain different roles, adapting them to suit the situation, including chair, scribe and rapporteur;
- contribute to a discussion and take turns;
- identify and evaluate the key points in a discussion;
- ask relevant questions to clarify, extend and follow up ideas;
- qualify or justify thoughts after listening to others' questions or accounts;
- speak audibly and clearly.



## Resources

- story book: Chapter 6;
- photocopiables: Age-restricted books debate;
- sugar paper and pens



## Advance preparation

- photocopiables;
- organise children into six groups (approximately five in each group).



## Start with the story

Read Chapter 6 of the story book. Make sure the children stop reading at the end of Chapter 6.



## Whole-group work

Discuss the story and the e-mail at the end of the chapter. Briefly discuss what the children know about the parliamentary system in the UK and how people vote for their local representatives (see 'Background information'). Explain that EU citizens vote to choose

their representatives, called MEPs, in the European Parliament. Explain how the Parliament debates new laws (see 'Background information'). To get a better idea of how the law-making process works, explain to the children that they will be holding a debate on a new law. They will be working in groups representing different opinions. Make it clear that the proposed new law they will be debating is not real.



## Independent/paired/group work

Split the children into their six groups and distribute the 'Age-related books debate' photocopiables. Before introducing the debate, discuss the debate roles and ask the children to decide who will take on which responsibility.

Introduce the subject of the debate. Explain that each group will be taking on the role of one of the characters, who is either for or against the idea. Assign a character to each group and ask the children to discuss the reasons why their character is for or against the new law. Encourage them to think of lots of persuasive reasons (at least six). Remind the children about the role of the chair and the scribe in this process.

Once the children have discussed and recorded their thoughts, ask each group in turn to present its list of reasons. Explain that the room is now a debating chamber, called the plenum, and that this is where MEPs sit together to debate new laws. Each pupil should speak. Other groups should listen and consider these reasons without interruption. Next, open the debate up for questions. Give the groups several minutes to compile their questions for the other groups, then ask the spokesperson from each group to ask and answer questions.

At the end of the debate, tell the children that they will be voting for or against the new law depending on what they have heard and how they personally have been convinced (they don't have to agree with their character's point of view at this point). Take a vote by show of hands (the European Parliament uses open voting like this).

## HOW ARE THE DECISIONS MADE IN THE EU?

**Solving the puzzle**

Remind the children of the question in the e-mail at the end of Chapter 6 in the story book. Ask the children if they can recall the name of the room in the European Parliament where debates take place.

This spells out the clue word for Activity 4: PLENUM.

Children should complete the next section of their 'Detective's Diary' photocopiable.

**Plenary**

Explain that the plenum (also known as the plenary chamber or the hemicycle) is the large semicircular room where all the MEPs come to debate and vote. Explain that the MEPs sit in groups with people who more or less share their opinions, just as the children have done.

**Background information**

In a general election in the UK, every area in the country (constituency) votes for a member of parliament (MP) to represent them in the House of Commons. When parliament is sitting, MPs generally spend their time working in the House of Commons. This can include raising issues affecting their constituents, attending debates and voting on new laws. MPs also work in the constituency that elected them and for their political party.

Elections for the European Parliament take place every five years. In the 2009 elections, 72 Members of the European Parliament (MEPs) were chosen to represent the UK. As a result of the Lisbon Treaty, the UK now has 73 MEPs. The UK is divided into 12 regions, and each region has between 3 and 10 MEPs. There are no individual constituencies like in the UK, but MEPs are connected to a particular area of the country. MEPs are grouped in the European Parliament by political affiliation, not just by nationality.

The European Parliament has three main roles: debating and passing laws; debating and passing the EU's budget; and scrutinising other EU institutions to make sure that they are working democratically. The European Parliament has three places of work: Brussels (Belgium), Luxembourg and Strasbourg (France).

**Web links**

- ▶ European Parliament:  
<http://www.europarl.europa.eu/portal/en>
- ▶ How a European Parliament debate works:  
<http://www.europarl.europa.eu/aboutparliament/en/00623fe732/How-plenary-works.html>
- ▶ European Parliament visitors' centre:  
<http://www.europarl.europa.eu/visiting/en/parlamentarium.html>

## Activity 5

# How is the EU relevant to you? (WATER QUALITY)



## Learning objective

To develop an understanding of how the European Union impacts on the everyday lives of people across the EU.



## Curriculum links ▶ Science

- ▶ separate insoluble solids from liquids using a filter;
- ▶ use simple equipment and materials appropriately and safely;
- ▶ use scientific knowledge and understanding to make predictions, explain observations and draw conclusions;
- ▶ make comparisons and identify simple patterns and associations from observations;
- ▶ learn that microbes are living organisms that are often too small to be seen and that they may be harmful.



## Resources

- ▶ story book: Chapter 7;
- ▶ photocopiables: Filter bed (pages 1 and 2); Word filter;
- ▶ for the filter beds: large plastic tumblers (500 ml); small plastic tumblers (250 ml); stones, gravel, sand; coffee filter papers; scissors; bucket of muddy water.



## Advance preparation

- ▶ photocopy the two Filter bed photocopiables (recto/verso);
- ▶ make up a mixture of muddy water using some organic matter (soil, twigs and leaves);
- ▶ organise children into 10 groups (around three in each group).



## Start with the story

Read Chapter 7 of the story book. Make sure the children stop reading at the end of Chapter 7.



## Whole-group work

Discuss the story and the e-mail at the end of the chapter. Ask the children whether they think the EU is relevant to them, based on what they have learnt so far and, if so, how. Ask the children where they think their drinking water comes from. Ask them what they think happens to it to make it safe to drink. Explain the following: many children around the world do not have access to safe drinking water (see 'Background information'). In the past, it was recommended that you didn't drink water from the tap. The EU acts in areas that its Member States agree can be better managed together rather than separately and the environment, including drinking water quality, is one of those areas. The EU regularly checks whether Member States are following set rules about the quality of the water they provide to their citizens (see 'Background information').



## Independent/paired/group work

Tell the children that they will be carrying out an investigation to see how clean they can make some muddy water. Explain that they will be separating insoluble solids from the liquid using a filter bed. Demonstrate how to build a filter bed (see 'Filter bed' photocopiable), including how to safely make holes in the bottom of the large tumbler. Ask the children to predict what will happen when you pour some of the dirty water into the filter bed. Ask the children to predict what would happen if you poured the same filtered water through again.

Tell the children to build their own filter beds and use these to filter some muddy water. Explain that they can choose the amounts of the stones, gravel and sand they will use (including none of one type if they wish). Explain that they will be discussing how well their filter beds worked compared with those of other groups. Tell the children to complete the first side of the photocopiable.

The children should filter the same water three times. Ask the children to compare their observations and results with other groups and then complete the second side of the photocopyable. At the end, discuss what the children observed and how it tallied with their predictions. Ask them which filter beds seemed to perform better than others. Ask them to explain how they think the filter bed works (see 'Background information').



### Solving the puzzle

Organise the children into pairs. Distribute the 'Word filter' photocopyables. Explain that the children need to 'filter out' some four-letter words from each sentence. Explain clearly that each four-letter word is hidden at the end of one word and the beginning of the next. They should not use words hidden within a single word. One letter from each word is identified for them and can be used to help find the hidden word. Give support and hints as required.

e.g. THE REstaurant closed early.

This spells out the clue word for Activity 5:  
LIPSIUS.



### Plenary

Ask the children whether they think their filtered water is safe to drink. Discuss what they have managed to filter out of their dirty water (insoluble solids) and what they have not filtered out of their water (dissolved minerals salts/chemicals and microscopic organisms) and how these might affect their health. Ask the children what else they might do to the water to make it safe to drink. Explain that water companies remove or destroy the contaminants (chemicals and microorganisms) and that the EU sets quality standards for this. Explain that these standards are the same in all EU countries.

Explain that the clue word refers to another major EU building in Brussels, the Justus Lipsius building. It is opposite the European Commission's headquarters

(Berlaymont building) and houses the Council of the European Union (the representatives of EU Member States who decide on EU laws, often referred to as the Council of Ministers). Explain who Justus Lipsius was (see 'Background information').

Children should complete the next section of their 'Detective's Diary' photocopyable.



### Background information

Over 780 million people still use unsafe drinking water sources. Inadequate access to safe drinking water and sanitation kills or makes sick thousands of children every day.

The objective of the EU drinking water directive is to protect the health of consumers in the European Union and to make sure the water is wholesome, tasty and clean. It sets quality standards for drinking water from the tap. It obliges Member States to regularly monitor drinking water quality and to provide consumers with adequate and up-to-date information. Drinking water quality is reported to the European Commission in three-year cycles.

Filter beds are used to clean water that has solid substances in it such as soil, organic matter and solids held in suspension. Filter beds are made up of layers of stones, gravel and sand, which work by separating different sizes of materials one at a time.

The stones have the largest gaps between them. Larger pieces of materials are trapped in this layer. The next layer is gravel. These smaller pieces of rock have smaller gaps between them. As the mixture passes through the gravel, smaller materials are trapped. Finally, the sand layer has very small gaps between its particles, trapping even smaller solid materials. When the water comes out of the bottom of the filter bed, it is much cleaner. Repeating the filtration generally traps more material, cleaning the water further. Water treatment plants use filter beds to clean water like this on an industrial scale.

The building is named after Justus Lipsius, a Flemish humanist and scholar (1547–1606).



### Web links

- ▶ European Environment Agency: <http://www.eea.europa.eu/themes/water>
- ▶ EU environmental actions: <http://www.the-eu-and-me.org.uk/whats-in-it-for-me/food-environment>
- ▶ Environmental adventures with Tom and Lila: [http://europa.eu/teachers-corner/0\\_9/index\\_en.htm](http://europa.eu/teachers-corner/0_9/index_en.htm)
- ▶ 'Zoe makes a splash!' interactive digital story book including teaching notes: [http://ec.europa.eu/environment/pubs/children/zoe/index\\_en.htm](http://ec.europa.eu/environment/pubs/children/zoe/index_en.htm)

## Activity 6

# How is the EU relevant to you? (TOY SAFETY)



## Learning objective

To develop a basic understanding of how the single market works in practice.



## Curriculum links ▶ Design and Technology

- ▶ investigate and evaluate familiar products by disassembling;
- ▶ select and use appropriate tools and materials safely;
- ▶ consider how the working characteristics of materials affect the ways they are used;
- ▶ recognise that the quality and safety of a product depends on how well it is constructed and how well it meets its intended purpose.



## Resources

- ▶ story book: Chapter 8;
- ▶ photocopyables: Soft toy disassembly board; Can you CE the missing letters?;
- ▶ a selection of small stuffed toys (CE marks should be visible);
- ▶ for the disassembly board: large black card (A3); white paper (A6); craft knives; scissors; cutting boards; PVA glue; sticky labels; digital camera (optional).



## Advance preparation

- ▶ ask the children to bring in any small stuffed toys that they are willing to permanently take apart, otherwise purchase one per pair;
- ▶ organise children into pairs;
- ▶ photocopyables;
- ▶ make an example disassembly board to show the children (optional).



## Start with the story

Read Chapter 8 of the story book. Make sure the children stop reading at the end of Chapter 8.



## Whole-group work

Discuss the story and the e-mail at the end of the chapter. Discuss who cuddly toys are made for and what age-related safety precautions manufacturers might have to consider. Make a list of potential safety hazards (e.g. flammability, choking hazards, etc). Explain that accidents involving toys are quite common (see 'Background information') and that it is important that manufacturers make them as safe as possible to play with.

Explain that the children will be taking the stuffed toys apart to investigate and evaluate the materials they are made from. Distribute the 'Disassembly board' photocopyables and explain that the children will be creating a board with labelled samples of the different materials from the stuffed toy. Demonstrate how to safely cut and take samples using craft knives and scissors. Show the children how to stick samples and labels on to the board. The labels should identify the material (e.g. felt), its use (e.g. fur for feet), its characteristics (e.g. smooth, soft, flexible) and potential safety hazards (e.g. flammability). At this point, do not draw attention to the CE mark. Show your pre-prepared example disassembly board if you have made one. If you do not feel it appropriate to disassemble the toys, you could display them and let the children handle them instead.



## Independent/paired/group work

Children start by drawing a quick sketch of their toy on a piece of A6 paper which they stick in the middle of their disassembly board. Alternatively, you may wish to photograph their toys and print the pictures.

Tell the children to take their soft toy apart, taking all necessary safety precautions with tools and materials. Encourage the children to find all the different materials within the toy, including thread and multilayered materials. Ensure that the children remove and present the CE mark as a sample material. Children should then

make their own boards, using the photocopiable (or your example) as a guide.

Discuss what the children think about the CE mark and its purpose (see 'Background information').

Explain that one of the EU's main goals is to ensure that manufacturers can sell to the single market of 500 million people as simply as possible, while at the same time making sure that the products sold are safe. Rather than every country setting its own rules about what is allowed to be sold, one set of rules is set at EU level. These rules are then put into law in each Member State. Ask the children to think about the pros and cons of setting rules at national versus EU level. Ask the children to think about what a single market needs (rule setting, a system for information about dangerous products, a referee such as the European Commission or the European Court of Justice). Ask the children if they can think of any products in the news which have been recalled. Explain how dangerous toys (and other items) can be recalled immediately using the EU's rapid alert system (see 'Background information' and 'Web links').



### Solving the puzzle

Distribute the 'Can you CE the missing letters?' photocopiables. Explain that the children need to find the letter that ends the first word and starts the second word. Explain that they should list each pair of letters from the vertical box in order at the bottom to reveal the clue word.

This spells out the clue word for Activity 6:  
BERLAYMONT.

Children should complete the final section of their 'Detective's Diary' photocopiable and hand them in to be signed.



### Plenary

Explain that the clue word refers to the headquarters of the European Commission, called the Berlaymont. The children will have come across it earlier in the story book when the characters looked at the flags outside

the building. Explain that the European Commission proposes rules which it thinks are needed to make the European Union work better. These rules are then finalised by the Council of the European Union (i.e. representatives of EU Member States) and the European Parliament, which can make changes. The European Commission then makes sure that all Member States abide by these rules.



### Background information

There are around 80 million children under the age of 14 in the EU. The toy industry directly employs nearly 100 000 people in the EU in production, research and development, marketing, sales, distribution and many other services. The leading toy category in 2010 was infant/preschool toys with almost 20 % market share.

Accidents involving toys are quite common. The most recent data revealed that about 40 000 such accidents happen each year in the UK, or 1 % of annual accidents. Choking is the primary cause of accidents.

The EU internal market allows toy manufacturers to produce their toys according to one set of standards, rather than having to comply with different standards for each Member State. This means that exports to other EU countries should be easier. Because importers have to comply with the same standards, it means that safer toys are produced all around the world, benefiting both producers and the children that play with the toys. Toys must meet the criteria set by the European toy safety directive in order for them to carry the CE mark. The legislation applies to toys imported from third countries and toys produced within the EU. All Member States have transposed this directive into national law, such as the UK's toy (safety) regulations (1995).

If a toy is found to be unsafe, then the producer is held to be guilty of an offence and may face prosecution, fines and possible imprisonment. Standards officers in the UK have the power to demand the immediate withdrawal of a toy from sale on safety grounds and the unsafe toy is withdrawn from the EU market, with all Member States being notified by means of the RAPEX alert system.



### Web links

- ▶ European Commission European toy safety campaign:  
[http://ec.europa.eu/enterprise/sectors/toys/safety/index\\_en.htm](http://ec.europa.eu/enterprise/sectors/toys/safety/index_en.htm)
- ▶ EU rapid alert system: [http://ec.europa.eu/consumers/safety/rapex/index\\_en.htm](http://ec.europa.eu/consumers/safety/rapex/index_en.htm)
- ▶ General consumer safety information:  
<http://www.the-eu-and-me.org.uk/whats-in-it-for-me/a-fair-deal-for-consumers/protecting-consumer-safety>

## Activity 7

## Solving the charade and ending

**Resources**

- ▶ story book: Chapters 9 and 10; Internet access, including Google maps and street view;
- ▶ photocopiable: Charade.

**Advance preparation**

- ▶ photocopyables;
- ▶ organise the children into pairs.

**Start with the story**

Read Chapter 9 of the story book. Make sure the children stop reading at the end of Chapter 9.

**Whole-group work**

Discuss the story and the e-mail at the end of the chapter. Distribute the 'Charade' photocopiables to each pair. Discuss how the children could use the clue words collected on the class' 'Solved Puzzles' photocopiable to complete the charade.

**Independent/paired/group work**

Children complete the clue words in the charade as appropriate. Ask the children to agree on the final clue word (SCHUMAN) which is revealed vertically on the charade. Tell the children that they must now consider what the possible location of the crown and/or Maddy's dad might be by looking at the completed charade. Tell them that it is a real place in Brussels.

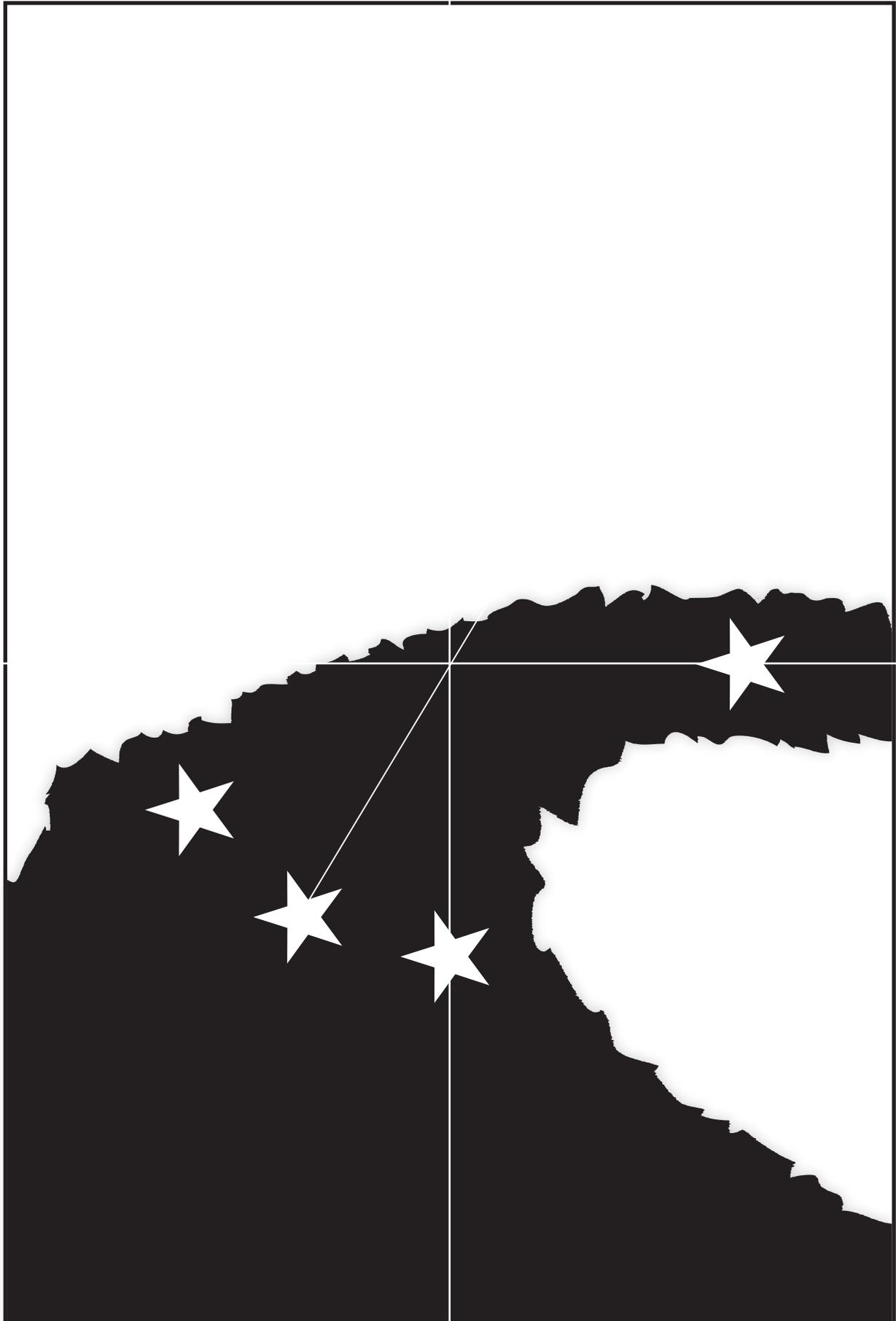
**Solving the puzzle**

The charade reveals the name Schuman and the background image represents a roundabout as seen from above. The location is the Schuman roundabout (rond-point Schuman) in Brussels, which lies next to both the Berlaymont and Justus Lipsius buildings at the centre of the EU quarter in Brussels.

**Plenary**

Discuss where the children believe the location to be. As a class (on screen) or in pairs (on computers), use the Internet to search for the Schuman roundabout in Brussels. View it as a map, as a satellite image or from street level. Tell the children that they have solved all the puzzles and it is time to see what happens to the characters in the story.

Read Chapter 10 to finish the story book.

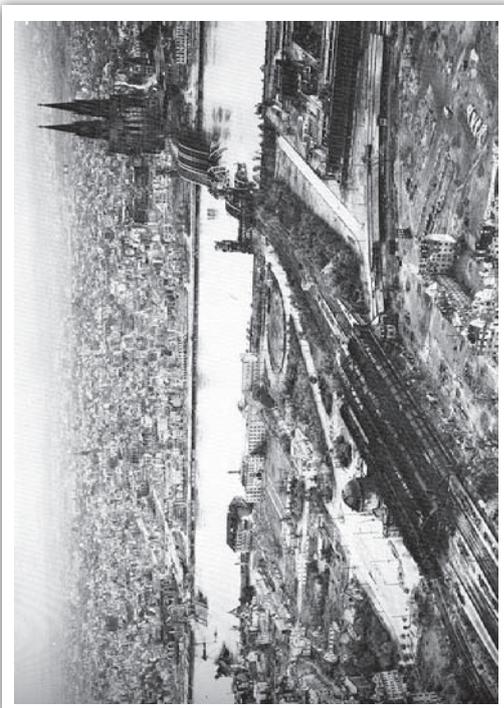


GERITREDCVITYUBCSASXZETYPIOLYGEFGYTREI  
HJTOVIRFEDSTGRFYAHTREKEOQWDALWIOWMC  
JEBLKRJASTWEPULSQWEIFIELLSZCPQOWZAPZ  
XASWEEFEDGRTONRGHJIOQUILMASETTRGGEW  
HTFRDIWSDFGASXCXVHITREDRVFRHJKLMNBCT  
GETSEDVFRKILPLRESWDEFHJDLCERFSWATR  
FRTYHIUOWEFTEDCVGTBKLPLYEFTYUBMNASXI  
ASWEDCVFTREIONMFRESCGLPMHTEYDACDIO  
ERDSCVXZAGTHPIUTGUYHEIUFGFDSXC VWHNYD  
GREDEWSL CVGBDLSAXIUYTHEERIHDVDRFSEF  
HIEFDECGTIABDCAETDEWFYTYRECD SABNGRGB  
POTYHRFWE DRFEOACDERTYUIOPNMVCQWEDFI  
HERTWDR ECAXCZVIOLUBEBRE DWOLP SDTG VIM  
TRUYQUERGYHRASFWRWCADEBZEAWPOLVIMAS  
DEFRITHIYSAZLUVQWPOUYRFBNAZXB NYODPI  
GERITREDCVITYUBCSASXZETYPIOLYGEFGYTRE  
HIEFDECGTLABDLTETDEWFTARIECD SABNGR GIB  
GERITREDCVITYUBCSASXZETYPIOLYGEFGYTRED

Questions I would like to ask

What I can conclude

What I can see



*Cologne, Germany 1945*



© European Union

Signing of the Treaty establishing the European Coal and Steel Community, Paris 1951

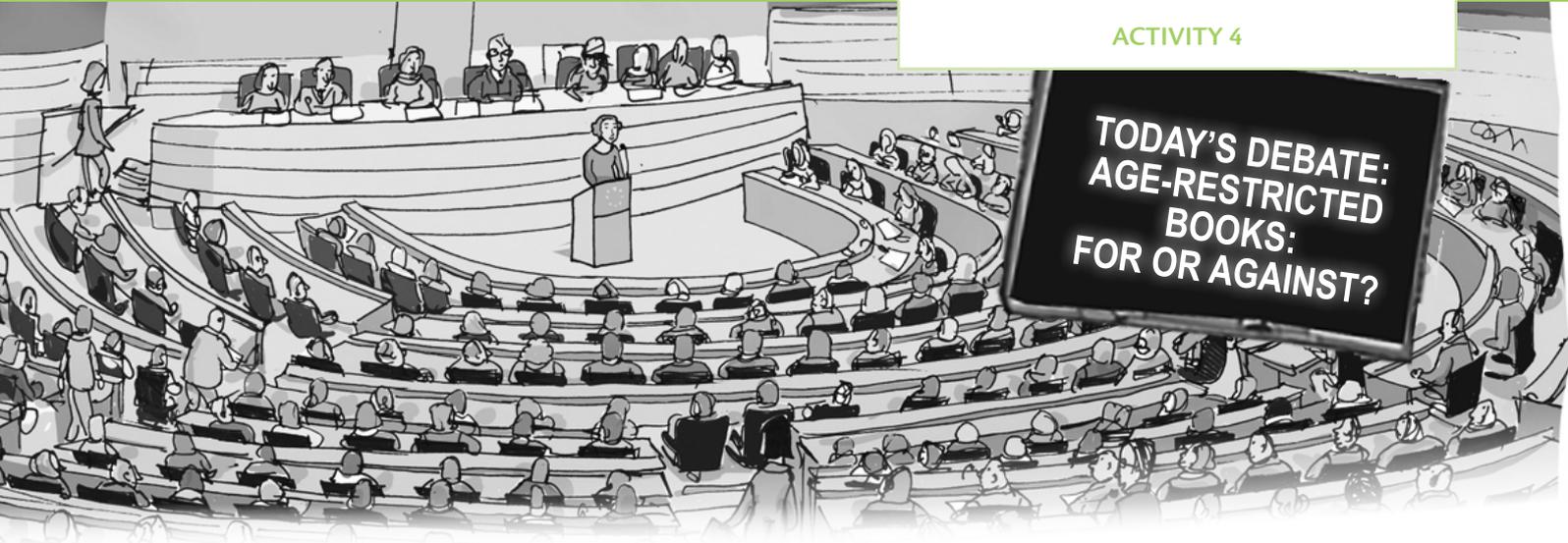


© European Union

Extract from the private diary of Robert Schuman, French foreign minister, 8 May 1950, the day before the Schuman declaration

... I freely admit to being very anxious about tomorrow. We have all worked so hard to write this proposal. It has taken nine edits to reach the final version and yet I am still worried that we might fail. The chance of peace in France, Europe, indeed the entire world, rests in these few words. We cannot fall back into war. So many millions of lives have already been lost. Monnet and I are convinced that Germany will agree. As Jean has said, we must not punish Germany further but reach out in partnership and unite the countries of Europe. For peace to have a chance, there must first be a Europe. The coming together of the nations of Europe requires the elimination of the age old opposition of France and Germany. We must not re-arm our countries and fall into conflict once more. Our proposal is simple: combine our steel and coal industries and make it impossible to build weapons without permission. This new organisation will be open to the other countries of Europe to join. I will announce this to hundreds of journalists from around the world at the Quai d'Orsay tomorrow. I am nervous, but I will be glad to have the admirable J.M. by my side to witness the birth of a new, peaceful Europe ...

ACTIVITY 4



**Debate roles and responsibilities**

Everyone will take part. Every member of the group will speak, but there are three main responsibilities.

- ▶ **Chair:** your job is to lead and control the group discussion.
- ▶ **Scribe:** your job is to record in notes the key points of your discussion.
- ▶ **Rapporteur:** your job is to answer questions on behalf of your group. You will need to be able to think on your feet and argue persuasively.



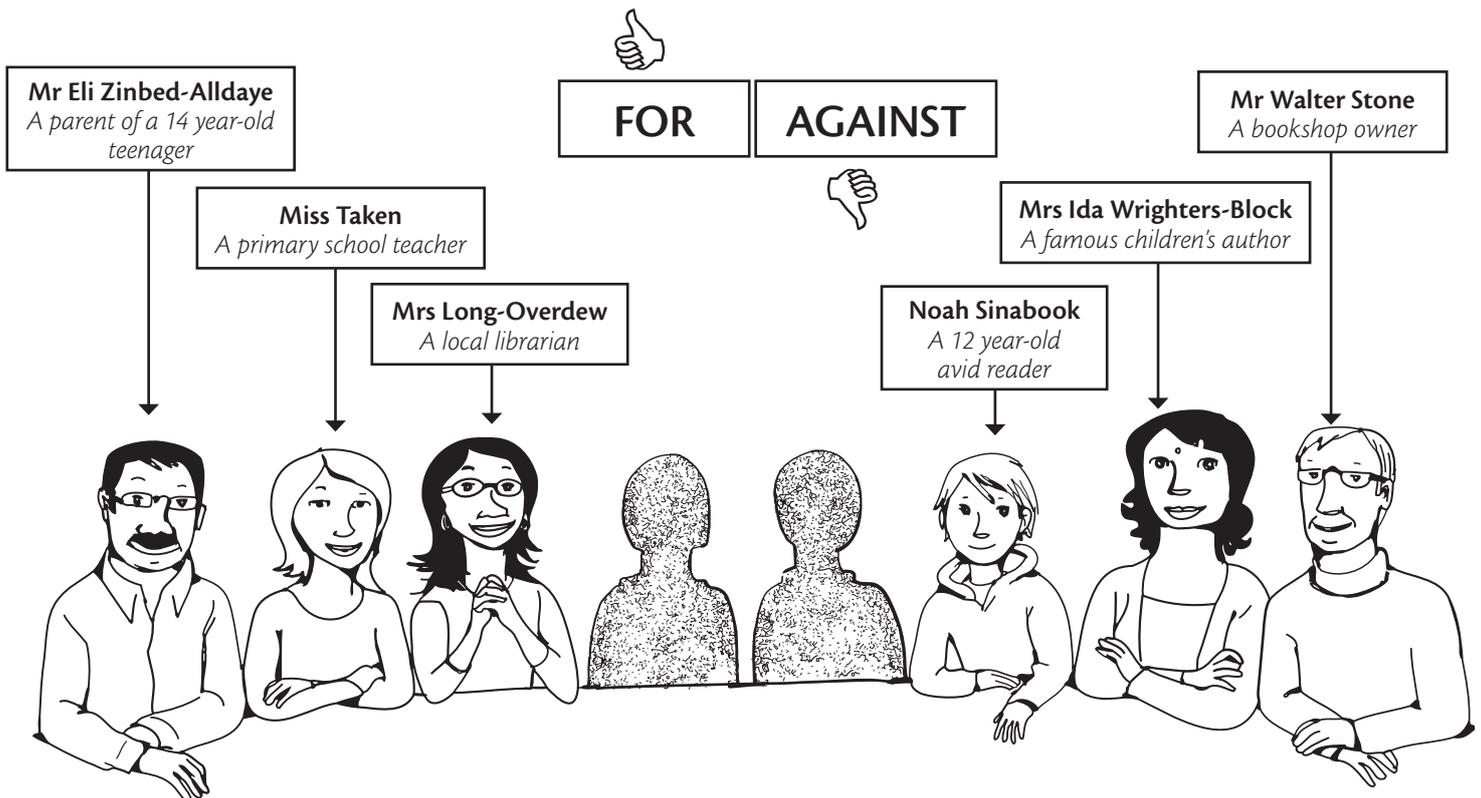
**The debate**

The European Commission has put forward a new law for debate in the European Parliament and the Council of the European Union. The idea is that all children's books will be given age restrictions, like the ones found on video games and DVDs. The law proposes that it would be illegal for children to buy or read any books that they are too young to read. It would also be illegal to sell or lend books to under-age children. It has been suggested that any child or adult who ignores the restrictions should be fined.

The proposed age restrictions are:

0-6	7-9	10-12	13-15	16-18
-----	-----	-------	-------	-------

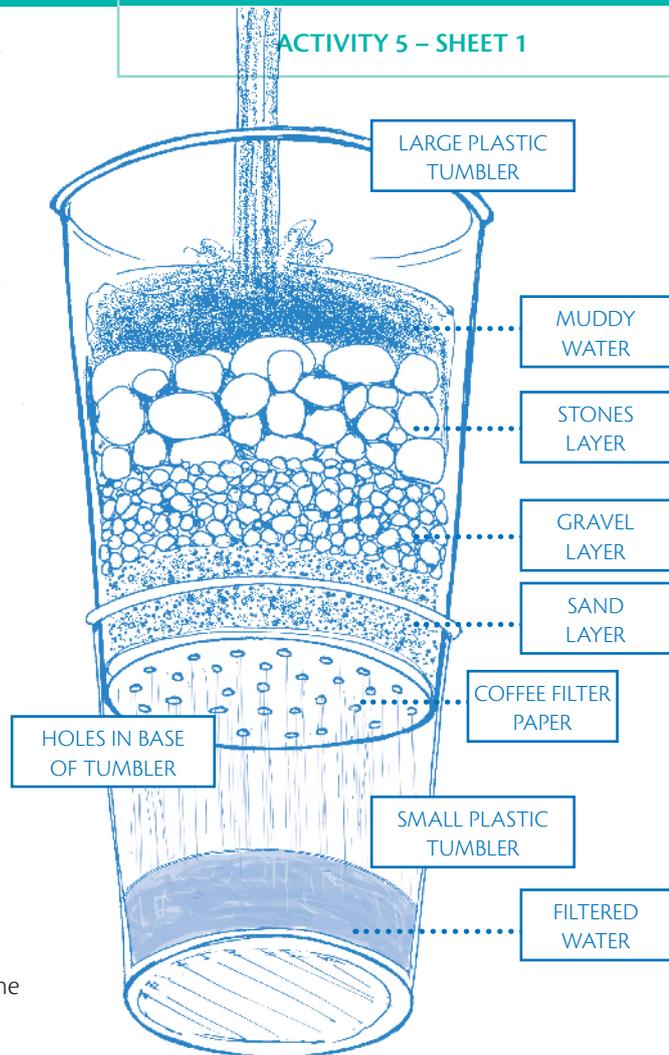
Members of the European Parliament will represent the views of different constituents who strongly favour or oppose the idea. Those people are:



ACTIVITY 5 – SHEET 1

**FILTER BED / 1**

- 1 Make several small holes in the base of the large tumbler;
- 2 Cut a circle of coffee filter paper to cover the base and the holes;
- 3 Place a layer of sand on top of the filter paper;
- 4 Place a layer of pebbles on top of the sand layer;
- 5 Place a layer of stones on top of the gravel layer to complete the filter bed;
- 6 Place the filter bed in the top of the small tumbler;
- 7 Pour some muddy water through the filter bed;
- 8 Let the muddy water filter through the layers and drip into the small tumbler;
- 9 Pour the filtered water through the filter bed again. Repeat.



 The **variable** (i.e. what you will change) is the amount of sand, gravel and stones you use.

Circle the relative amounts of the materials in YOUR filter bed:

<b>STONES</b>	LOTS	SOME	LITTLE	NONE
<b>GRAVEL</b>	LOTS	SOME	LITTLE	NONE
<b>SAND</b>	LOTS	SOME	LITTLE	NONE

 What do you predict will happen when you filter some muddy water the first time? Explain your reasons.

---



---

 What do you predict will happen when you filter the same water a second time?

---



---

 What do you predict will happen when you filter the same water a third time?

---



---

### FILTER BED / 2



What did you observe when you filtered the muddy water the first time?  
Was your prediction correct?

---

---

---

---

---



Other groups used different amounts of sand, gravel and stones in their layers.  
Compare your observations and results with some other groups. What did you discover?  
Which filter bed worked best and why?

---

---

---

---

---

---

---



Explain how you think a filter bed works.

---

---

---

---

---



Why is it important to clean water before drinking it?

---

---

---

---

---



Why do you think there is an EU law about drinking water quality instead of just one for the UK?

---

---

---

---

---

WORD FILTER

Filter out the four-letter words at the beginning and end of other words!

Example:

The restaurant closed early.



We know that all EU countries are represented in the European Commission.



The EU is like a club of independent countries.



People may easily travel through open borders.



It is important to make sure EU economies are stable.



What the EU does is based on Jean Monnet's ideas.



EU funding helps us educate both children and adults.



Usually both the Council of Ministers and the European Parliament have to agree on new EU laws.



CLUE WORD:



**SOFT TOY DISASSEMBLY BOARD**

Stick a neat sample of material here

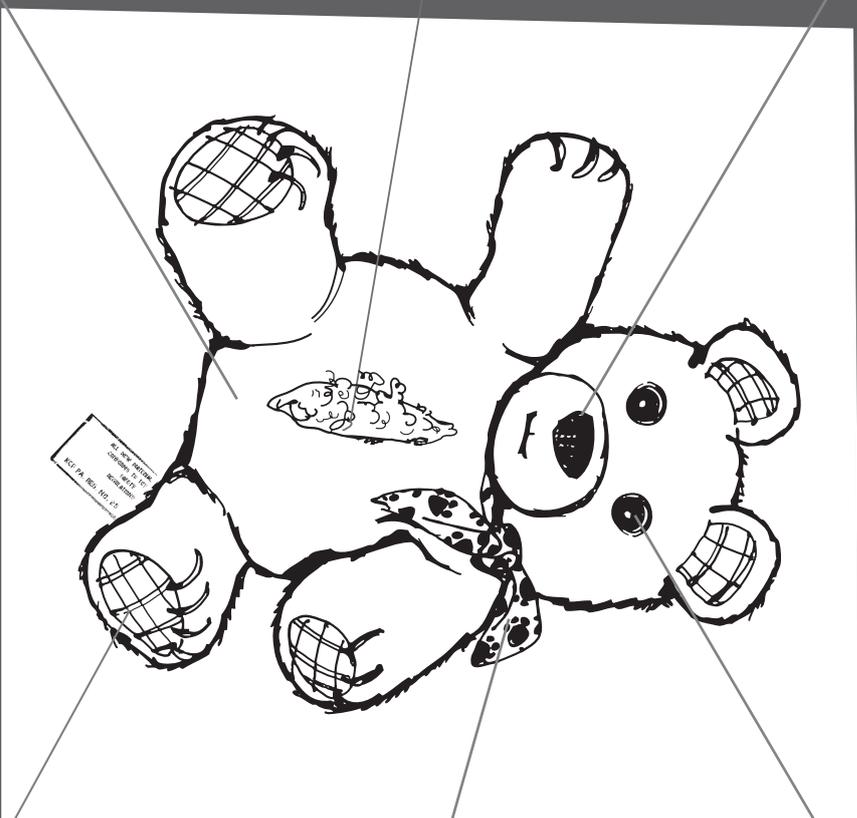
**LABEL** (material, use, characteristics and safety hazards)

Stick a neat sample of material here

**LABEL** (material, use, characteristics and safety hazards)

Stick a neat sample of material here

**LABEL** (material, use, characteristics and safety hazards)



Stick a neat sample of material here

**LABEL** (material, use, characteristics and safety hazards)

Stick a neat sample of material here

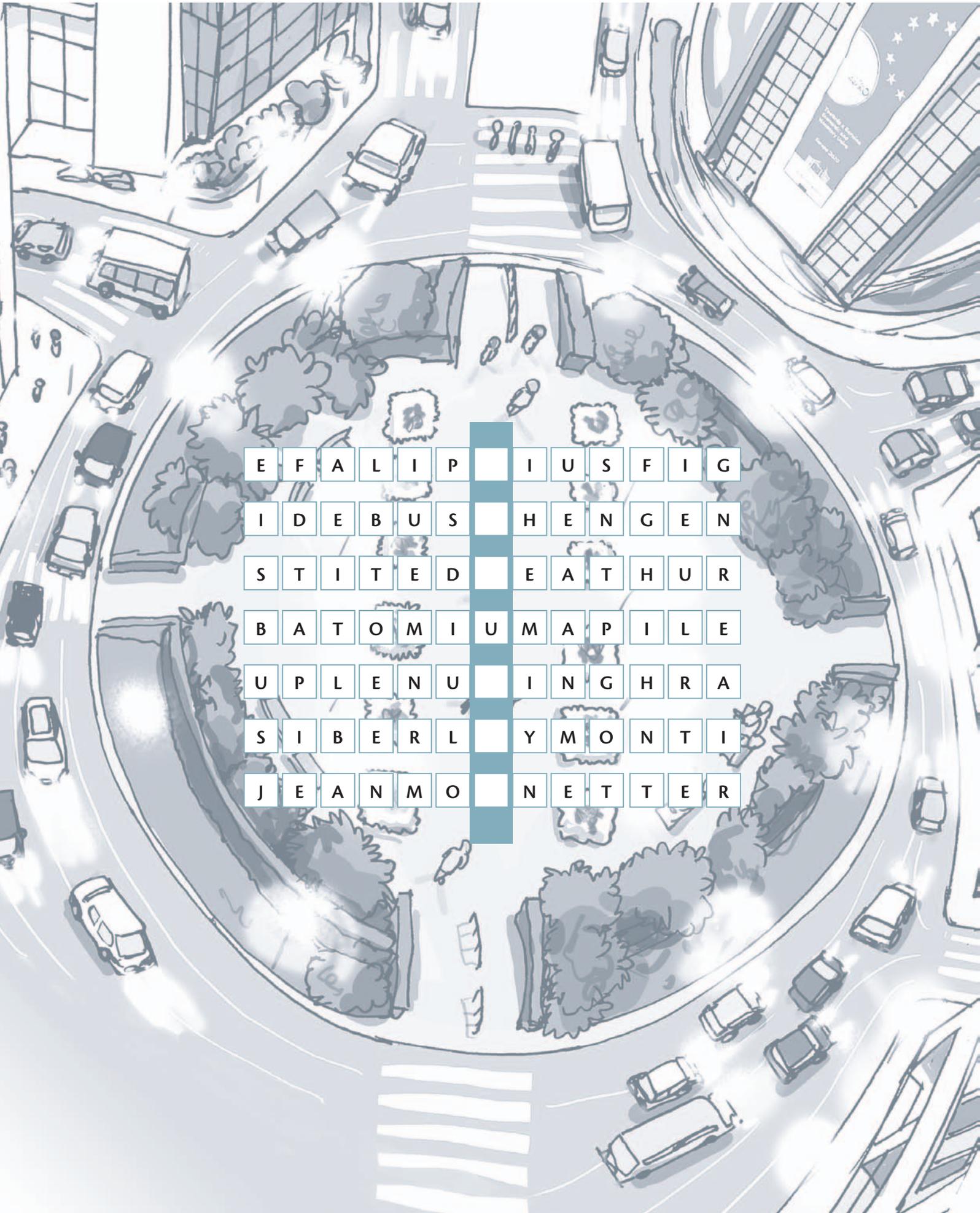
**LABEL** (material, use, characteristics and safety hazards)

Stick a neat sample of material here

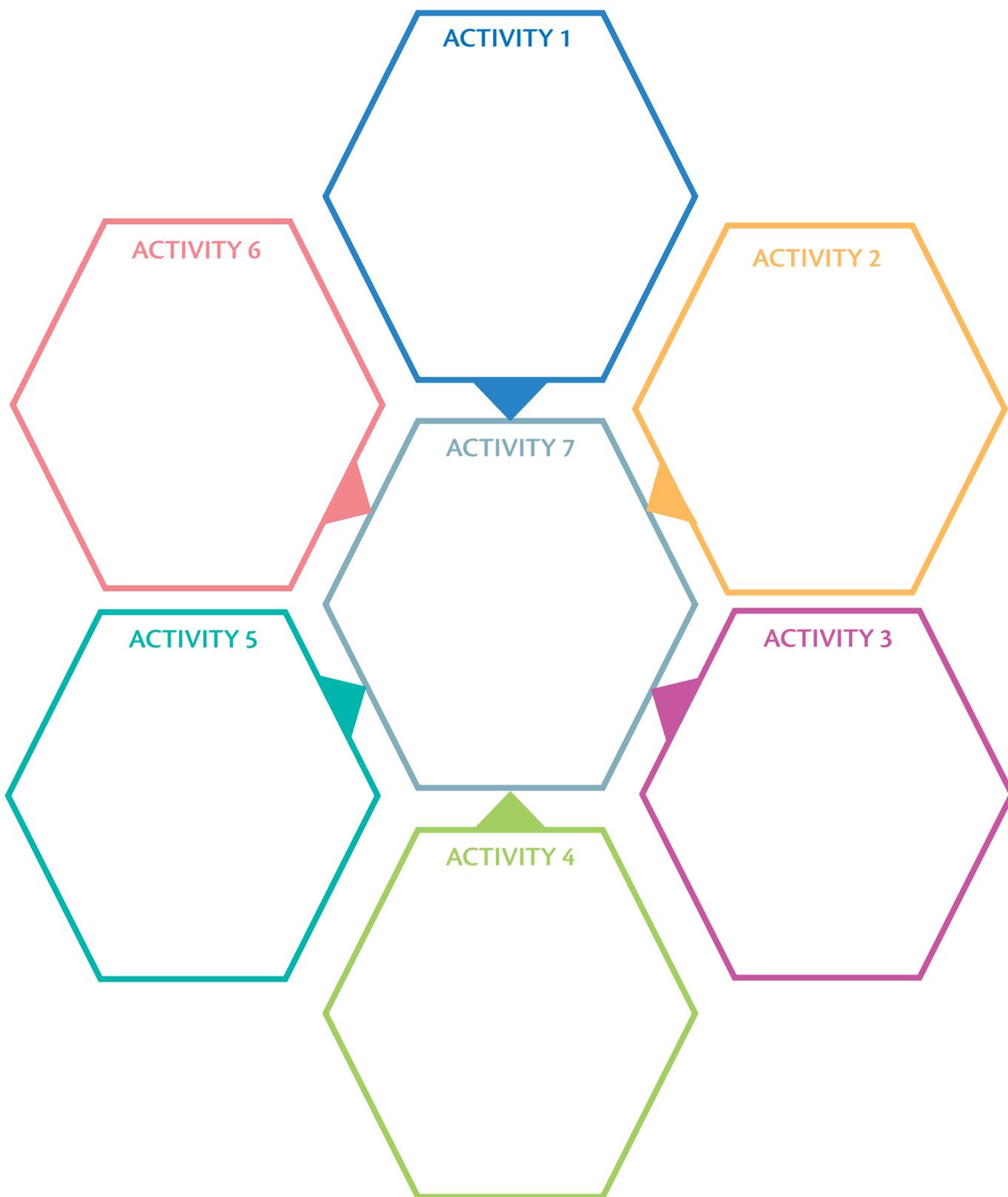
**LABEL** (material, use, characteristics and safety hazards)



# CHARADE



E	F	A	L	I	P		I	U	S	F	I	G
I	D	E	B	U	S		H	E	N	G	E	N
S	T	I	T	E	D		E	A	T	H	U	R
B	A	T	O	M	I	U	M	A	P	I	L	E
U	P	L	E	N	U		I	N	G	H	R	A
S	I	B	E	R	L		Y	M	O	N	T	I
J	E	A	N	M	O		N	E	T	T	E	R



Use this sheet to record what you've learnt about the European Union after each activity.

# DETECTIVE'S DIARY



1 Which countries are in the European Union?

---

---

2 What are the symbols of the EU?

---

---

3 How did the EU begin?

---

---

4 How are decisions made in the EU?

---

---

5 How is the EU relevant to you? (Water quality)

---

---

6 How is the EU relevant to you? (Toy safety)

---

---



**Congratulations!**

You've helped solve the mystery and learnt lots about the European Union. You really are a Golden Star!

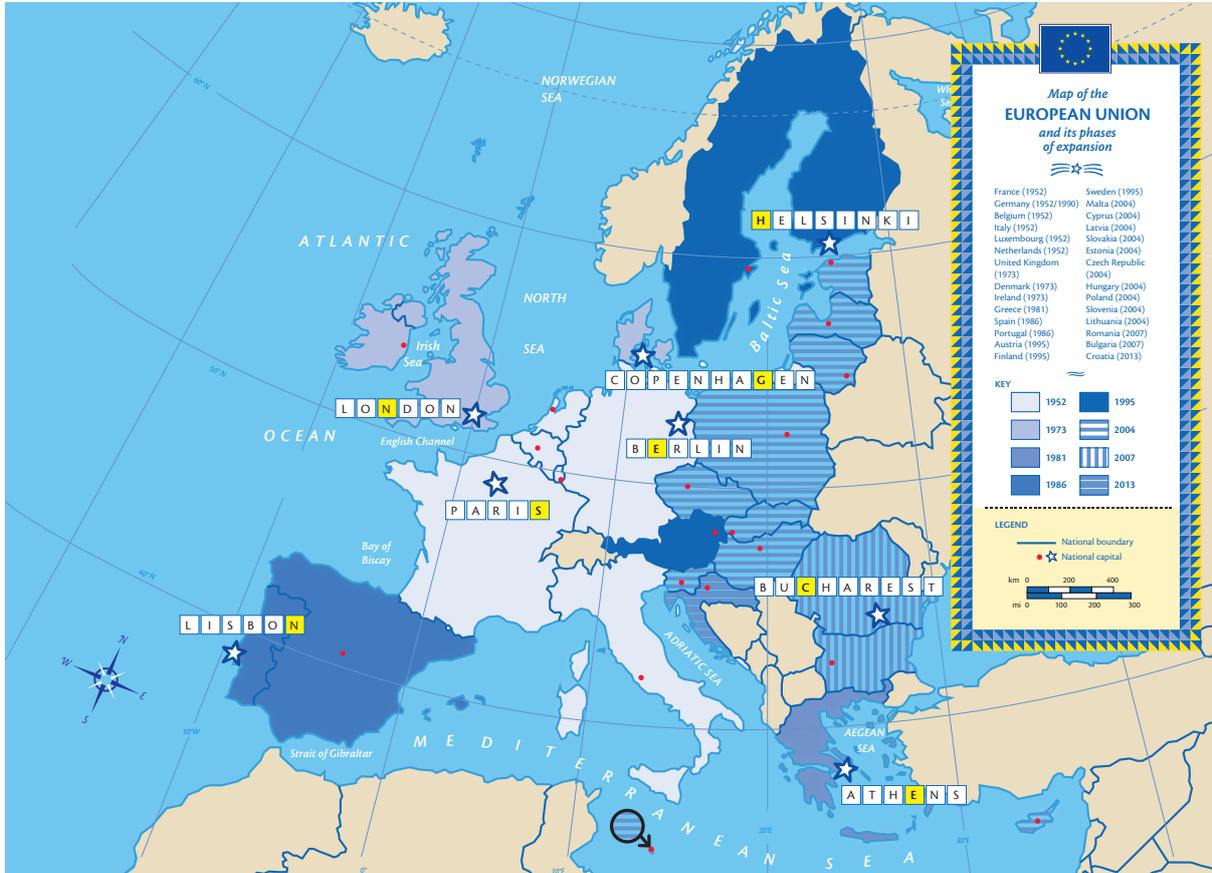


SIGNED (YOUR TEACHER)

**Activity 1**

**Which countries are in the European Union (EU)?**

**Clue word** ▶ SCHENGEN

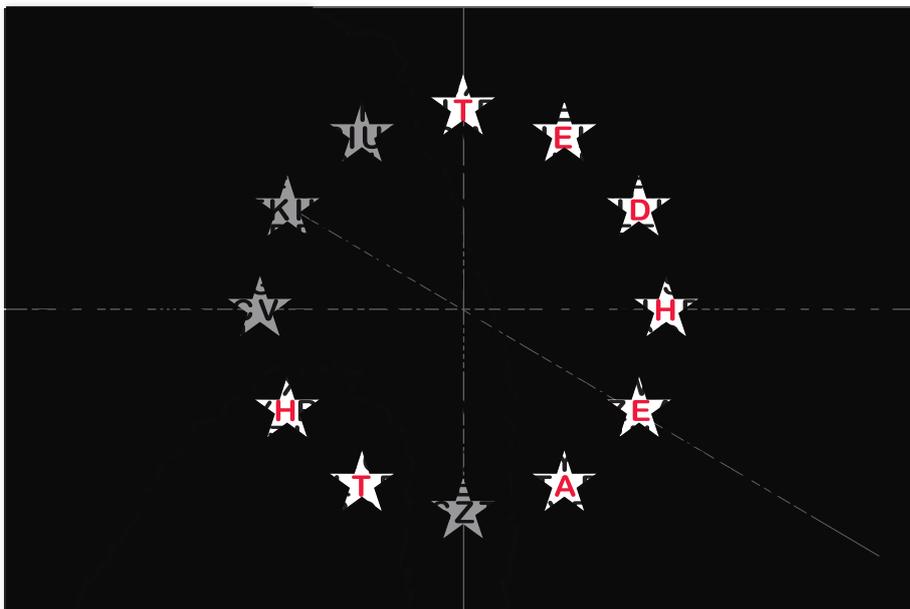


(\*) Malta joined in 2004

**Activity 2**

**Answer: What are the symbols of the EU?**

**Clue word** ▶ TED HEATH (The letters should be visible within the stars reading clockwise)



### Activity 3

#### How did the EU begin?

Clue word ▶ JEAN MONNET

... **Monnet** and I are convinced that Germany will agree. As **Jean** has said, we must not punish Germany further but reach out in partnership and unite the countries of Europe. For peace to have a chance, there must first be a Europe. The coming together of the nations of Europe requires the elimination of the age-old opposition of France and Germany. We must not re-arm our countries and fall into conflict once more. Our proposal is simple: combine our steel and coal industries and make it impossible to build weapons without permission. This new organisation will be open to the other countries of Europe to join. I will announce this to hundreds of journalists from around the world at the Quai d'Orsay tomorrow. I am nervous, but I will be glad to have the admirable **J.M. by my side** to witness the birth of a new, peaceful Europe ...

### Activity 4

#### How are decisions made in the EU?

Clue word ▶ PLENUM

### Activity 5

#### How is the EU relevant to you? (Water Quality)

WORD FILTER

Clue word ▶ LIPSIOUS

We know that ALL EU countries are represented in the European Commission.

T A L L

The EU is like a club of INdependent countries.

F I N D

People may easily travel through OPEN borders.

H O P E

It is important to make sure EU economies are STable.

R E S T

What the EU does is based on Jean Monnet's IDEas.

S I D E

EU funding helps US EDucate both children and adults.

U S E D

Usually both the Council of MinisterS AND the European Parliament have to agree on new EU laws.

S A N D

**Activity 6**

**How is the EU relevant to you? (Toy safety)**

Can you CE the missing letters?

Clue word ▶ BERLAYMONT



**Activity 7**

**Charade**

Clue word ▶ SCHUMAN



# Other resources

These activities can be supplemented by a wide range of other free resources produced by the European Commission's Representation in the UK, including:

- ▶ **Let's explore Europe!**  
[http://ec.europa.eu/unitedkingdom/information/publications/lets\\_explore\\_europe\\_en.htm](http://ec.europa.eu/unitedkingdom/information/publications/lets_explore_europe_en.htm)
- ▶ **Passport to the European Union**  
[http://ec.europa.eu/unitedkingdom/information/publications/passport/passport\\_en.htm](http://ec.europa.eu/unitedkingdom/information/publications/passport/passport_en.htm)
- ▶ **Languages take you further**  
[http://ec.europa.eu/unitedkingdom/information/publications/mini\\_language\\_guide\\_en.htm](http://ec.europa.eu/unitedkingdom/information/publications/mini_language_guide_en.htm)
- ▶ **Wall map of Europe**  
[http://ec.europa.eu/unitedkingdom/information/publications/maps/map\\_en.htm](http://ec.europa.eu/unitedkingdom/information/publications/maps/map_en.htm)
- ▶ A wide range of additional resources from various EU institutions are available online from Teachers' Corner  
[http://europa.eu/teachers-corner/index\\_en.htm](http://europa.eu/teachers-corner/index_en.htm)





If you need more than one paper copy of this or another free brochure, please contact your nearest Europe Direct Centre

[http://europa.eu/europedirect/meet\\_us/directory/index\\_en.htm](http://europa.eu/europedirect/meet_us/directory/index_en.htm)

or Representation of the European Commission in London, Belfast, Cardiff or Edinburgh and ask them to order them for you.

<http://ec.europa.eu/unitedkingdom>

## **bookshop.europa.eu**

### **About the EU Bookshop**

The EU Bookshop is an online service giving access to a wide range of EU publications. It enables users to search for publications, order them, and where possible, download copies.

European Commission

### **The Mystery of the Golden Stars Activity guide**

Luxembourg: Publications Office of the European Union

2013 — 21 × 29.7 cm — 36 pp

ISBN 978-92-79-26204-3

doi: 10.2775/88736

