

## Module 2: Knowledge about and attitudes towards the EU – What do you know and think about the EU?

Phase	Content	Class arrangement	Material / Method
<b>Introduction</b>	Cartoon concerning Brexit campaigning Students describe its content and analyse its subject and meaning	Teacher's stimulus	M 02.01 Cartoon
<b>Working Phase I (optional)</b>	Headlines taken from the Brexit campaigns are checked regarding accuracy and truth  Students investigate using information from the internet	Individual work	M 02.02 All Lies? – Brexit Campaigns  <b>Internet research</b>
<b>Memorising Phase I (optional)</b>	Results are discussed in class: in how far did the Brexit campaigns use lies?  Measuring and evaluating the campaigning: strategy → high level of emotionality, half-truths and lies	Teacher-class dialogue	Info M 02.02 Information on statements  <b>Board</b>
<b>Transition</b>	How did the Brits actually vote in the Brexit referendum?	Teacher's stimulus	
<b>Working Phase II</b>	Results of the Brexit referendum: <ul style="list-style-type: none"> <li>• in total</li> <li>• according to age</li> <li>• according to educational achievement</li> <li>• according to political party preference</li> </ul> Who voted for what? Students interpret the diagram's data and investigate tendencies for certain population groups	Partner work	M 02.03 Brexit results  <b>Analysing statistics</b>  <b>Think Pair Share</b>
<b>Memorising Phase II</b>	Students present and discuss the results; Certain population groups were rather in favour of others rather against the Brexit	Teacher-class dialogue	
<b>Consolidation</b>	Text about the campaigning during the Brexit: emotionality and half-truths  Students analyse the campaigning and its impacts by means of the text. Moreover, they discuss the following question: <i>Which role did the knowledge about the EU play / Which role does it play?</i>		M 02.04 Brexit: Goodbye, EU!  <b>Learning speed duo</b>
<b>Expert's Interview</b>	Expert's interview with Prof. Dr. Oliver Treib, Münster University, about the Brexit		Additional material: Expert's interview Treib
<b>Transition</b>	Was that a distinct problem in GB? What are the consequences with regard to the upcoming Elections to the European Parliament? How much do people actually know about the EU and what/who they vote for in the elections? How	Teacher-class dialogue Class discussion	

\*Info = factual information for teachers

\*\*M = teaching material

	can we find out about that? (→ investigation via survey)		
<b>Planning a Survey</b>	Planning the survey Discussing the questionnaire and potentially adapting it	Teacher-class dialogue	M 02.05 Questionnaire <b>GrafStat</b>
<b>Carrying out the Survey and Evaluating the Data</b>	Data collection and evaluation: Possible focus of evaluation: <ul style="list-style-type: none"> <li>• attitudes towards the EU</li> <li>• knowledge about the EU</li> <li>• Correlation: Knowledge about and attitudes towards the EU</li> <li>• Comparison according to age and gender</li> <li>• Possibly comparison of different nations</li> </ul> <p>Each group creates a growing poster</p>	Group work	M 02.06 Working Sheet Hypotheses M 02.07 Analysis Tools M 02.08 Data Analysis  <b>Data evaluation GrafStat</b>  <b>Growing Poster</b>
<b>Memorising Phase III</b>	Results of the data evaluation are presented	Class discussion	<b>Gallery Walk</b>
<b>Transition to Module 3</b>	Conclusion: Knowledge about the EU is rather diffuse. Nescience (see Brexit referendum) is dangerous because one may vote on something without being aware of the consequences  → Students test their very own knowledge about the EU (reference to next module's questions and their results is possible)	Teacher-class dialogue	

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