

**CLUBBING**



**THE MANUAL**

**about European Clubs**

*Thanks to the European Club you can see things from a different perspective.*

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School is a place intended to provide the best possible education to young people. It should help them prepare for their future life by showing to them the opportunities the world has to offer and the ways in which they can continue to develop their talents, skills and interests, even after they graduate.

One of the ways to help the younger generation be more open-minded and extend their general knowledge of the world is to start a European Club. Acting as an in-school organisation, it can be used to facilitate the teaching process and provide access to more in-depth and practical information about Europe, the European Union and its respective Member States, as well as about human rights and European values. As a non-formal form of education, European Clubs allow teachers and students to explore and discuss the areas which are either not included in regular curricula or are not covered at school in greater detail.

# European Clubs

## Foreword

Nowadays, with Europe facing serious problems and people questioning its unity and values, as shown for example by Brexit, the role of European Clubs seems to be of particular importance. Working together on European projects, both local and international, gives young people the possibility to confront their opinions, often inspired by the media, with the reality, as well as to discuss their sometimes polarised views and bring more positive energy to schools.

From the very beginning this was the idea behind the 'Clubbing Europe' project. Together with the project partners, we have sought to look into, revise and hopefully give a new life to the concept of European Clubs. It is through these informal and voluntary organisations that we can continue to inspire what is best in young people: their creativity, natural curiosity, open-mindedness and tolerance. These are the very characteristics which in their adult life as European citizens will translate into respect for human rights, freedom, democracy, equality and the rule of law, i.e. the core values represented by the European Union.

# 1. ABOUT THE PROJECT

Title: 'Clubbing Europe - strengthening active European Clubs and creating new ones'

## PROJECT PARTNERS



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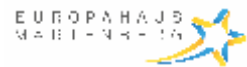
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## PROJECT DURATION

February 2016 - October 2017





The main idea of the project was to improve European education through the enhancement of non-formal learning in schools. With euro-scepticism growing stronger, we saw the need to give young people more space to think about European values, using intercultural exchange to compare opinions and experience. As the project partners we all cooperate with schools. We believe that formal education plays an important role in the overall development of young people, as it provides them not only with the necessary knowledge, but also with the opportunity to form their opinions and attitudes to various issues, as well as to learn how to think and express their views. Introducing non-formal learning methods to or in addition to formal curricula can intensify the educational process. European Clubs, informal clubs for students interested in the EU, European countries and cultures, provide a 'synergy effect' by amplifying and

deepening European education. They have proven to be successful in some EU countries and are therefore the model we have chosen to work on further.

The 'Clubbing Europe' project aimed to enable an exchange of knowledge and experience from different countries, engage the existing European Clubs in international cooperation and present the positive practices of the European Clubs to the countries where this model did not previously exist. More specifically, our objective was to strengthen the already operating European Clubs in Latvia, Poland and Portugal, and to help set up new European Clubs in Germany and France.

In order to do that we developed and organised a series of training sessions, meetings and youth exchanges, thus enabling the participating teachers and students to exchange their

experience on a national and European platform. In order to support the newly established clubs in France and Germany, bilateral partnerships were created with experienced and highly active European Clubs from Portugal, Poland and Latvia.

During the project we collected materials which could be useful to teachers and students interested in establishing a European Club in their school, as well as to the existing European Clubs looking for fresh ideas.

This Manual is a compilation of the materials developed by the partner organisations and European Clubs participating in the project. We hope it will serve teachers, pupils and students all over Europe as an inspiration for their next European discoveries.

## 2. WHAT IS A EUROPEAN CLUB?

European Clubs are non-formal organisations operating within schools. It seems to be a difficult, if not an impossible task to form one comprehensive definition for all of them, as each club might choose to define itself differently, depending on its mission, country, region and town of operation, type of school, teacher responsible for the club and even the current situation in Europe. Nevertheless, generally all the clubs follow the same idea and have one common goal – to spread and support European education, promote active citizenship and teach responsibility for one's actions.

The following definition of the European Club was proposed by the participants of a training session for teachers held in Portugal in July 2016 under the 'Clubbing Europe' project. The teachers came from Latvia, Poland, Germany, France and Portugal. Half of them already had experience in coordinating the European Clubs in their schools for several years. They presented the mission of their clubs, along with their objectives. The other teachers were new to the idea of the European Clubs, so for them the meeting constituted a starting point to introduce the clubs in their school. They shared their own motivation for creating a club and the purpose it would serve.

**European Club** - a semi-formal in-school organisation of young citizens interested in European matters, democratic values and intercultural dialogue. In most cases, the profile and structure of the club depend on the country, region, town and village of its operation. In some of the European countries, clubs are more structured and they are formally established as part of the

school curriculum, in others the structure is less strict and official, with the club resembling an informal group. Nevertheless, even when less structured in terms of its organisation, the club can still prove to be a dynamic and effective body. European Clubs can either work on a regular basis or act occasionally, from one event to another. Typically, clubs are founded by teachers who want to work more on European issues. However, it could also be the students who start the club and ask one of the teachers to be its Coordinator.

By forming the club, students and teachers gain access to non-formal methods and areas of learning which include international communication about European issues (political, economic, cultural, etc.), working on European projects with people from many different countries, staying in touch and sharing opinions with other students, both on the local and international level. European Clubs are voluntary organisations based only on the good-will of the participating teachers and students. In most cases, they function as semi-closed groups, organising activities for themselves. The teacher acts as a Coordinator who can for example prepare quizzes on EU Member States, while students do research on a chosen European country and present it to other club members. Many European Clubs work within the school where they prepare competitions or similar activities for other students and teachers. Some clubs move beyond the school, often with their own projects, ideas, activities and initiatives, thus extending their work to an ever broader context.

They might cooperate with local authorities, regional non-governmental organisations, national educational institutions and even representations of European structures in their country.

European Clubs may not only focus on education about Europe and the European Union, but also on the idea of European citizenship, thinking how to encourage people to be more active citizens. Club members and teachers then take responsibility for the promotion of European issues, disseminating information about their club, its mission and activities, through which they often cooperate with other structures, forming local and international partnerships and networks.

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***I joined our European Club by accident, but I immediately got to like the way it works and develops my skills and interests in Europe, the European Union and foreign languages.***

In their work, European Clubs may prefer to focus on a certain 'main' topic based on current events of interest to the club members. For example, when in the years 1983-2015, the European Commission announced a particular theme for each year, which was then called 'The European Year of/for...', some European Clubs chose to adopt this common topic as a motto for their activities. In principle, clubs may follow one of the themes proposed by their countries and European organisations, or they can opt for a different range of activities entirely, depending on what their members find to be useful, interesting and important.

For every European Club, it is good to be included in a national database of European Clubs, if available, subscribe to newsletters or join any platforms allowing for the mutual exchange of information, experience and best practices. European Clubs can cooperate with NGOs, the European Commission, Ministry of Foreign Affairs, Ministry of Education and Europe Direct network. Such contacts provide the clubs with information and possibilities for joint activities carried out at the regional, national or European level. The activity of some of the clubs also includes international cooperation and

educational projects, making use of the possibilities offered by Erasmus+ Programme. Such clubs can join eTwinning and other forms of international teamwork. To a certain extent, international projects and activities may come as a form of financial support for the club and its activities.

To sum up, European Clubs, with their international and local contacts, universal themes of interest and general principle of teamwork, are one of the best learning opportunities for students all over Europe and beyond.





# Structure

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## 3. STRUCTURE

# OF THE EUROPEAN CLUB

The structure of the European Club is not something set in stone. It depends on the country and its formal educational system, the city/town/village in which it operates, the level and structure of the school (primary, secondary, vocational, etc.), and most importantly, on its members. They are the ones who have the deciding voice when working out their club's structure.

As with every academic year new students join the school while

others graduate from it, membership of the European Clubs will naturally also evolve. With the arrival of new members, the structure and mission of the club, together with its activities and major focus, might also be subject to change.

One thing which all the European Clubs have in common is that they are always formed by students and teachers. In the school system, one cannot function without the other.

**European Clubs promote the autonomy of the students and give them tools to develop a critical and enterprising spirit to contribute to a conscious European citizenship and to promote linguistic capacity.**

## 3.1. Teachers

### Club Coordinators

Every club needs one or more teachers (Coordinators) who are formally responsible for the club, its activities and students' safety. Their role is to represent the club to the headmaster and other teachers. They secure the place for the club's meetings (e.g. a classroom), coordinate all activities and guide the students in their learning process. Teachers-Coordinators supervise the work of the group. They are the knowledge bank and mentors for students. They monitor the performance of tasks and provide their pedagogical and educational insight and overview. In many cases, the teachers who offer their

formal guidance to the clubs are also the ones that come up with ideas for activities and supervise their implementation. Quite often their task is to encourage students to participate more actively and motivate them to come up with their own ideas. In the learning process, they are the educators and facilitators. While students may change every year, the Teachers-Coordinators constitute one constant element in the club's structure, with most of them leading their European Clubs for years.

Some European Clubs are run by two teachers. Sometimes, during

bigger actions or trips, when additional support is required, other teachers join in for a brief period of time. They can be called Associate Teachers of the club.

Interestingly enough, European Clubs are a kind of organisation which may be run by teachers of different subjects. Very often European Clubs are started by teachers of civic education or foreign languages. However, teachers of geography, mathematics and other subjects, and even school librarians, can be found among the Coordinators of the existing European Clubs.

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# European Club


to do:


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- 
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## 3.2. Students


# Club Members


Among students we can distinguish some characteristic roles/functions which can be found in most European Clubs across Europe. Below we present a few examples of the roles that students may take in their club.

 **Leader**, sometimes called the President or Chairperson of the club - possibly the most popular person among the students who is highly devoted to European issues and wants to lead the group of his/her school friends. This person can be appointed by the Teacher-Coordinator, but in most cases he/she is elected from among a few candidates in a club poll. Letting the students organise the elections is in fact one of the ways in which young people may be encouraged to active citizenship. The Leader then becomes the official representative of the club in all its activities, both at school and outside. The role of the Leader is to be the main initiator of the club's activities, as well as to act as a link between the teachers, headmaster and students who do not belong to the club.

 **Vice-Leader(s)** - a person or persons who help(s) the Leader of the club and take(s) up his/her role in case of the Leader's absence. They are either nominated by the Leader or are given their positions automatically, based on the election results.

 **Treasurer** - some clubs need to deal with money which is needed for various actions and activities. The role of this person is to collect the funds and control the club's spending.

 **Secretary** - depending on the country, the size and operations of the club, the club sometimes has to deal with a lot of documents. This person can be in charge of collecting and organising them.

The main people representing the club are typically called the  **Board**, and they are the ones who officially represent the club.

In every club, it is possible to have groups or sections which can be responsible for different activities,

depending on people's skills and preferences. For example, a group of members (**PR Group**) may be appointed to take over the PR tasks, such as contacting the media, preparing press releases or handling social media profiles. Another group can focus on documenting the club's activities (**Documentation Group**), i.e. on taking notes, taking photos, working on presentations or club chronicle, etc.

Naturally, the roles presented above can be named differently across countries and clubs. Also, not every club has to have representatives of all of these functions or have them all acknowledged formally. Some clubs function with less structure and students take on different tasks for different occasions.

The organisation of students' roles and whether or not particular members have permanent roles is of course up to each individual European Club. We hope that the examples presented above can be an inspiration and guidance for new clubs.



# 4. BEFORE YOUR CLUB GETS OPERATIONAL

A number of things need to be secured and sorted out before any group or organisation may become fully operational. The same applies to European Clubs.

## 4.1. Secure your place of operation

The place of the club's work is an important issue, but it primarily depends on how many members the club has and what the school can offer in this respect. The perfect situation is when the club can have a separate room at its disposal. The club members can meet there, discuss ideas, prepare all of the club's activities, collect materials, etc. Such a 'European Club Room' can be decorated with the EU flags, emblems and visual materials, or it may contain the club's Wall of Pride. The club members may also use the room to get together during the school or class breaks, or to organise educational sessions and meetings for other students.

Such an arrangement is unfortunately quite rare due to spatial limits in schools. Clubs cope nonetheless - their members meet in different classrooms every time or they are given access to the classroom assigned to the Teacher-Coordinator (if possible). Some clubs even meet in school corridors or school yard. Usually, European Clubs display the results of their activities in school corridors, in a classroom corner, in the teachers' lounge or in the cabinet of the Teacher-Coordinator of the European Club.

***Thanks to our European Club I have more friends and I've gained some new experience.***

## 4.2. Do your paperwork

In general, the number of documents and their specification depends greatly on the school and its regulations. While in some schools hardly any documents will be required (because the club functions as a completely informal organisation), others might be more demanding in terms of paperwork.

The most important document of the club is its **Statute or Constitution**. This is a document that contains all the regulations regarding the club's operation and scope of activities. It specifies the roles of all the members of the club, together with their functions, and it lays down the club's aims and objectives. It also contains the **Rules and Regulations**, i.e. a set of principles that apply to every member of the Club.

The Statute should be drawn up at the very beginning, when the club is formed. The best idea is to let the students write this - of course with some guidelines from the Teacher-Coordinator responsible for the club. As with any document, it is advisable to revise it from time to time, as new goals appear or a need arises for some things to be specified more clearly. It is really crucial to keep it up-to-date, so it reflects the members' aspirations. If possible, a short summary of the Statute (for example, in the form of the club's mission) can be displayed in the club's meeting space to remind all the members what is important for them.

In the following section you will find template forms for the most important documents (the Statute, Rules and Regulations and Declaration of Membership). Additionally, we provide some explanations, practical information and tips. Newly formed clubs or clubs which would like to formalise their operation may use our examples and/or follow our guidelines, adapting them according to their profile and needs.

*For me the Club is the chance to do something outside the lessons with other motivated people from my school or from other Clubs.*

*All the knowledge I get from the club is really helpful in everyday life. It has also given me a lot of self-esteem. In the European Clubs, young people work on their language skills and they also work on tolerance and responsibility issues. My work in the club has helped me overcome my stress in public situations and I hope it will help me find a good job and be successful in life.*

# 4.3. Documents

## - templates

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The instructions and additional explanations have been provided in *italics*.

The form of the statute presented below has been based on the Statute of the "Europa Ojczyzn" European Club from Sobków, Poland).

*Write the name of your European Club*

*Write the name and address of your school*

### STATUTE OF THE EUROPEAN CLUB

#### 1. General information:

- The European Club, hereinafter referred to as the 'European Club' or 'Club', is called \_\_\_\_\_.
- The Club was founded on \_\_\_\_\_ (*add the exact date*) - for a non-specified period of time.
- The activities of the Club will be performed nationwide and in European countries.
- The seat of the Club is in ..... (*add the name and address of the school*).
- The operation of the Club is based on the collective work of its members.
- The Club may cooperate with other organisations, or belong to other national or international organisations which share the same aims as the Club.
- The Club may use its own logo and the logo of the school according to the School Rules and Regulations.
- The following teachers have been appointed as the Guiding Teachers of the European Club, i.e. persons from the school personnel formally responsible for the Club's operation and for the supervision of its activities: \_\_\_\_\_ (*add the names of the teachers*).

#### 2. Aims and objectives of the club:

The European club shall have the following aims and objectives:

- To gain knowledge on European countries, their geography, history, traditions, cultures and mutual relations.
- To promote the idea of European integration at school and outside, and to facilitate pro-European activities in the local community.
- To help in reconciliation of European nations – to break stereotypes.
- To prepare students and people from the local community to live in an open and united Europe.
- To promote the knowledge and learning of foreign languages and their practical usage.
- To participate in various (also international) projects.
- To understand the notions of freedom, democracy, justice.
- To counteract violence, terrorism and discrimination.

#### 3. The club's operation and activities:

In order to achieve its aims and objectives, the European Club shall run a variety of operations and implement a number of activities, including but not limiting to the following:

- Collecting and disseminating information on the international situation and integration processes in Europe and worldwide.
- Presenting culture and life of European countries, promoting the culture of \_\_\_\_\_ (*add the name of your country*) culture.
- Organising and participating in meetings, lectures, competitions, contests, festivals, debates, events, field trips, seminars, educational projects on the issues related to united Europe and cooperation among young people.
- Preparing and distributing the information about the activities of the Club and related issues - brochures, leaflets, local and regional magazines, radio broadcasts, social media, websites, etc.
- Participating in events related to the Club's aims and objectives organised by other schools, educational centres or any other organisation.
- Cooperating with pro-European organisations in \_\_\_\_\_ (*add the name of your country*) and abroad.
- Cooperating with other European Clubs or organisations similar to them in \_\_\_\_\_ (*add the name of your country*) and abroad.
- (here you can add more activities which correspond to the profile of your Club).

#### 4. Membership in The European Club:

- Every student of \_\_\_\_\_ (add the name of the school) can become a member of the Club after reading and understanding the Statute of the European Club, and signing the Declaration of Membership.
- The membership ceases upon voluntary resignation, exclusion by the Board of the Club or upon graduation from \_\_\_\_\_ (add the name of the school).
- Every member of the Club can have an impact on its operation and activities.
- Every member of the Club is required to comply with the statutory duties which include as follows: regular participation in the Club's meetings, complying with the Club's Rules and Regulations, active participation in the Club's activities, promoting the idea of the Club, its mission and values.

#### 5. The Board of The Club:

- The Board of the European Club is the highest authority of the Club and it is selected by the Club members at the beginning of each school year (here you can add the description of the election procedure).
- The Board consists of the following people: the Leader, Vice-Leader(s), Secretary, ... (you can add more people here).
- The Leader of the Club should be the person who has been the Club member for more than six months, and is active and committed to the Club's activities. The Leader is elected for one year in a ballot among the Club members.
- The competences of the Board include as follows: representing the Club, documenting its activities, coordinating all the operations of the Club and organising the meetings of the Club.

#### 6. Final provisions:

- The Club's activities are organised during the school year.
- The Club has its place of operation and logo. Additionally, it is allowed to use the school logo.
- The Club has its chronicle which is regularly updated by students and the Guiding Teacher.
- For any decision of the Club, the highest authority lies with the headmaster of the school.



Write the name of your European Club  
Write the name and address of your school

## RULES AND REGULATIONS OF THE EUROPEAN CLUB

- The memberships is voluntary and free of charge.
- The members of the Club are the students of \_\_\_\_\_ (add the name of your school).
- Every member of the Club is equal.
- All the decisions regarding the Club's operation and activities are taken collectively, with all the members having equal rights in expressing their views and having their opinions heard.
- The Club shall not tolerate any misbehaviour or any acts of disrespecting other people, European values or the school.
- The Club members are obliged to perform their duties conscientiously and are responsible for their tasks and surroundings.
- The initiative and creativity of the Club members are highly appreciated.
- The Club members are the representation of the school. Therefore, they should always be mindful of other people and behave properly in every situation and towards every person.
- Every member of the European Club is obliged to read these Rules and Regulations and sign them.

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KNOW THE  
RULES



In some countries and some schools, in order to become a member of any organisation, including the European Club, a Declaration of Membership is needed. For minors, the Declaration has to be signed by the student's parents or legal guardians.

-----  
Place, date

Name of the Club member: -----

Parents / legal guardians: -----

Address: -----

Date of birth: -----

e-mail: -----

### DECLARATION OF MEMBERSHIP

I, ----- (*add the student's name*), declare that I have read and understood the Rules and Regulations of the European Club "-----" (*add the name of the Club*) in ----- (*add the name of the school*).

Having read these, I wish to become a member of the aforementioned European Club. I also declare that I will abide by the Rules and Regulations of the European Club, and that I will actively participate in the Club's activities.

*Signature of the applicant / legal guardian*

----- (*add the student's name*) is registered as a member of the European Club "-----" (*add the name of the club*).

*Signature of the Guiding Teacher / Club Leader or Headmaster, school stamp (and/or Club logo).*

Some clubs additionally require a **consent** for the publication of photo and video materials including the images or personal details of the club members, and to keep a record of the club's activities. In some schools such forms of consent are common practice and apply to all the activities taken by the students during the school year. In such case, no additional consent is required for the European Club.

The club may choose to prepare special European Club **Membership Cards**, i.e. semi-formal or formal badges with the member's name and surname, expiry date of the card, club's name, logo, etc.

Some European Clubs also keep a **chronicle** in which all its activities are documented. In the past, clubs used to keep a big book, a sort of a big album with photographs, descriptions of activities and inscriptions of guests. Nowadays, more and more clubs opt for storing their documents and all the related materials in the electronic form, presenting their achievements online. They use social networks, mainly Facebook, to mark the timeline of their activities.

## 4.4. Motto, logo and other attributes

Every club can create a set of characteristic emblems, taglines and graphic materials in order to distinguish itself from other organisations and be more visible to the public, both at school and externally. One of such attributes is a **motto** - it can be a quotation taken from a person who is or was active in the European field, either from abroad or the club's country. A quote of the school patron or a person connected with the region may be used, as long as it somehow refers to the values of the European Club.

Many European Clubs have a **logo** which constitutes a visual representation of the club. It is a good idea to hold a logo competition at the very beginning of the club. This way you can not only collect a few different designs, but also attract other students' attention and perhaps even win new members in the process. Another idea is to use the skills of the club's Documentation

or PR Group, perhaps in cooperation with the arts teacher.

A club can also create different **promotional items** related to Europe, the given country or school. Clubs design and prepare everything, from stickers, rulers, pens, calendars to T-shirts or mascots. The usual problem with these items is money. Financing depends on the financial status of the school, its organisation and internal rules. Some clubs look for sponsors or apply for funding for their activities in public tenders or various competitions. Any funds obtained in this way can later be used to create or order the necessary advertising materials. Other clubs produce small promotional items by themselves. Using their imagination and

manual skills, they can draw, glue or tag the club's logo onto small objects which have been donated to them for use or as a recycling material.

While working on its marketing and/or PR materials, the club may prepare a **brochure**. Taking the form of a leaflet or a small booklet, such a brochure briefly presents the club's activities, listing its most impressive achievements and future plans. Preparing a brochure is a complex task which involves choosing the material and writing the texts to be included in the brochure, designing the layout and consulting the artwork, organising for the brochure to be printed out in the respective number of copies and then distributed (in hard copies and/or online), etc.

***I've learned how to promote the Club outside the school, how to work on European values and issues, and how to be more tolerant.***

# EUROPEAN CLUBS

## 5. HOW DID IT ALL BEGIN?

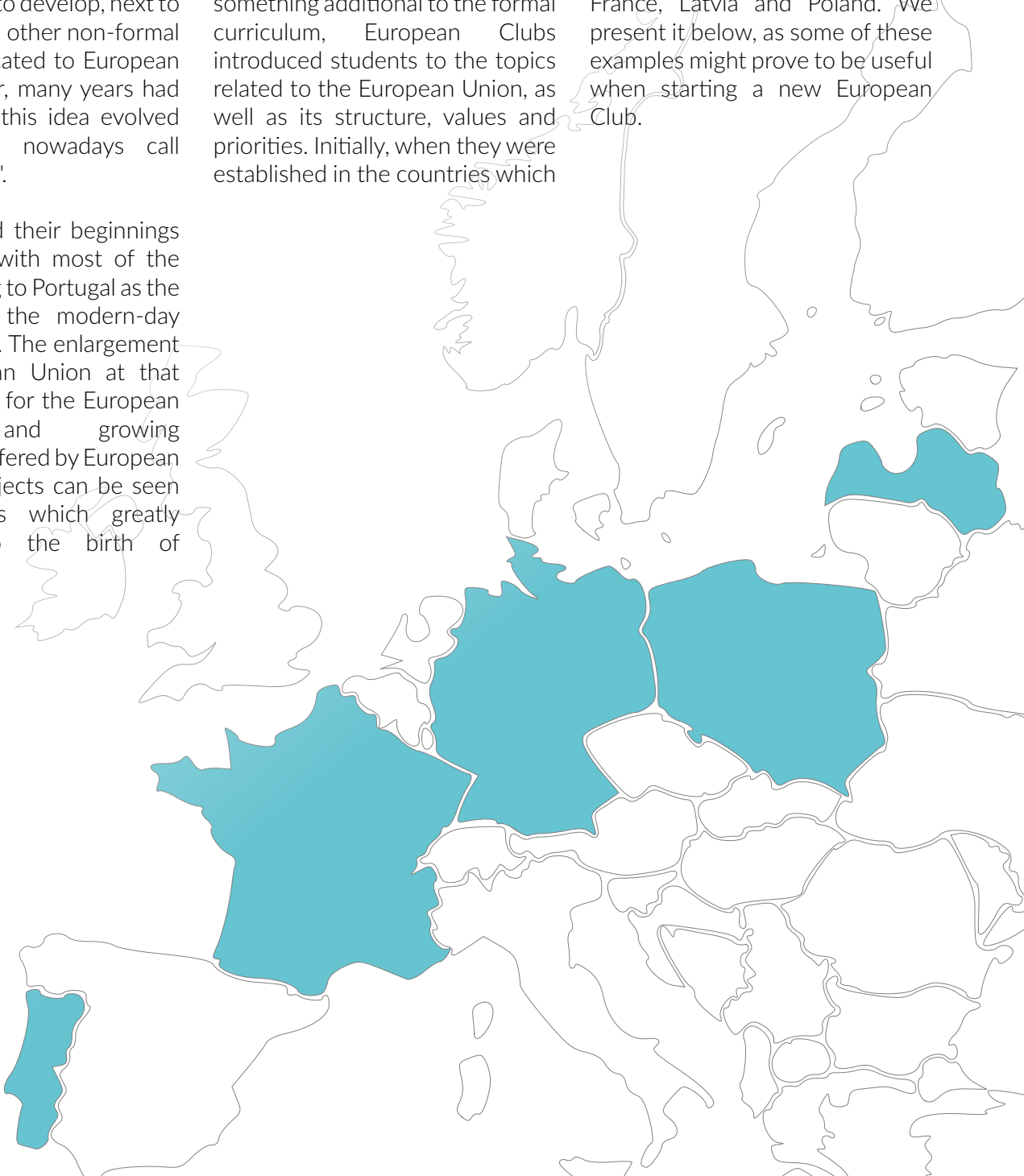
It is difficult, if not impossible, to pinpoint the exact time when the first European Clubs were founded in Europe. However, the idea may well have its origins in the UNESCO clubs. Started in the 1940s, they grew in number throughout the 1960s across many countries around the world. Grassroots initiatives, taken up locally at that time, possibly inspired people to develop, next to the formal ones, other non-formal structures dedicated to European issues. However, many years had to pass before this idea evolved into what we nowadays call 'European Clubs'.

We have traced their beginnings to the 1980s, with most of the sources pointing to Portugal as the motherland of the modern-day European Clubs. The enlargement of the European Union at that time, new ideas for the European integration and growing opportunities offered by European educational projects can be seen as the factors which greatly contributed to the birth of European Clubs.

In every country, the idea appeared at a different time and was developed under different circumstances and for different reasons, as the teachers participating in our project have rightly pointed out. In most of the EU Member States, European Clubs were typically perceived as a chance to enhance European education in schools. Promoted as something additional to the formal curriculum, European Clubs introduced students to the topics related to the European Union, as well as its structure, values and priorities. Initially, when they were established in the countries which

planned to apply or had already applied for EU membership, European Clubs served as information centres about the European Union and the integration process.

During the 'Clubbing Europe' project we collected more detailed information about the beginnings of the European Clubs in Portugal, France, Latvia and Poland. We present it below, as some of these examples might prove to be useful when starting a new European Club.



## 5.1. Portugal

The initiative was launched in 1986, based on Portugal's experience as a member of the Council of Europe and European Community.

The person who is most often mentioned as the founder of the European Clubs movement in Portugal was Margarita Belard. She was a national coordinator of the 'European Dimension in Education' programme which helped introduce European issues to schools and promote European awareness.

The initiative inspired a lot of interest in Portugal. Soon other European countries followed suit, which eventually led to the establishment of the International Network of European Clubs, with Portugal acting as its coordinator until 2007.

Unfortunately, the International Network is not active anymore. However, the National Network of European Clubs in Portugal still exists and thrives under the coordination of the Directorate-General for Education (Direção-Geral da Educação) of the Portuguese Ministry of Education and Science.

There are currently 271 European Clubs in Portugal (information from 2017).

## 5.3. Latvia

The 'European Clubs in Schools' project was launched in 2002, as a result of which 14 European Clubs were established. Initially, the project was coordinated by the European Integration Bureau, a body responsible for the EU accession process in Latvia. In 2003, a youth organisation called Club 'The House' - Youth for United Europe was asked to take over the coordination of the project. After two years, the European Union Information Agency was put in charge of the project and coordinated it until 2008, after which, in 2009, the State Chancellery took it over for the period of one year. Finally, Club 'The House' - Youth for United Europe was once again appointed as the coordinator of what has now become a national network of 22 active European Clubs.

In Latvia (like in Poland), European Clubs are called European School Clubs. This name stresses the fact that these informal groups are created and function within schools. Composed of school students and teachers, they operate in the given school, constituting part of its extracurricular programme.

## 5.2. France

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In most French schools, education on European issues is part of the formal curriculum.

Occasionally, it is additionally facilitated by civil society organisations or individual people passionate about the EU. That is why the need for extracurricular structures like European Clubs was thus far much smaller in French schools than in other European countries.

Calvados, a department in the Normandy region in the north-west of France, is an exception. European Clubs started appearing in secondary schools in Calvados as early as in 2001. Their aim was to raise students' awareness on European issues, promote youth exchanges and European meetings.

Currently, it is estimated that there are around 30 active European Clubs in France.

## 5.4. Poland

The idea of European Clubs came to Poland in the 1990s as a result of political, social and economic changes during the country's transformation. Some prominent statesmen and national educational structures introduced European Clubs to teachers as a way to open the door to Europe for Polish students. There was a need to educate children and youth about other European countries and thus gradually introduce them to the European Union. Some teachers took up the idea and set up European Clubs in their schools. A database was established where each new club could register. Initially, it was managed by the Office of the Committee for European Integration, in cooperation with some non-governmental organisations, including the Polish Robert Schuman Foundation.

After Poland became a Member State of the EU, information about the European Union was introduced to the formal school curriculum, so the clubs took on the role of knowledge facilitators, supporting students in memorising information about the EU and gaining a better understanding of the concept. In addition, the clubs continued to encourage students to look for and avail themselves of the opportunities offered by the EU. Students would seek information about studies or work in other EU Member States, youth exchanges and interesting European contests to take part in. Eventually, active participation and active citizenship came into focus.

Therefore, nowadays teachers use the clubs to offer guidance to their students in order to help them develop and recognise their leadership and entrepreneurial skills gained during their involvement in European Club activities.

Currently, no national database of European Clubs exists in Poland, but the Polish Robert Schuman Foundation maintains its own list of 371 European Clubs that are subscribed to its weekly newsletter.

## 6. HOW TO CREATE A EUROPEAN CLUB?

There is no one ideal procedure to start a European Club in your school. This would be impossible, as we have different school systems in different countries and each school might also have different internal rules. Moreover, each teacher has a different approach and many things depend on the people involved in the process, their ideas, work and character. It is not sensible to try and suggest one universal procedure.

Nevertheless, we do see some similarities in the beginnings of all European Clubs. In this chapter, we will present some of the possible steps you might want to take when starting a European Club. You can apply all of them or simply skip the ones which you think are unnecessary. You can even add some of your own. We hope that the examples from Latvia, Poland and Portugal will give you some ideas and tips which you will be able to adapt to your own country, school and your

personal character. The descriptions provided below were prepared based on a workshop held during the 'Clubbing Europe' project meeting in 2016 in Sobków, Poland.

### **Latvia:**

Since the idea of European Clubs reached Latvia in 2002, the process of forming the Clubs at school has remained basically the same. Typically, everything starts with the idea - it can come from teachers or students, or from both of these groups together. However, the teachers or students need to get the idea from somewhere - they might hear about the Clubs from other teachers, attend some national conferences on EU topics or find the information online as a result of their cooperation with various European bodies, NGOs or with other schools.

Once the idea has taken root, the next step is to find a group of

people willing to work together as a club. When the European team is ready, they register their club at the Club 'The House' in Riga ([www.klubsmaja.lv](http://www.klubsmaja.lv)). After that the club officially becomes part of the national network of European Clubs in Latvia. From this moment on, many practical things happen. The club needs to prepare its statute, rules and regulations, logo and work space (if available). In the meantime, the members of the club work on the basic elements of the club such as its structure, division of responsibilities and the development of an action plan for one or more years.

### **Poland:**

Here too, everything starts with the idea. In most cases, teachers are the initiators of the clubs but they need to find students willing to join them. In every Polish school, the club has to be accepted by the headmaster and it needs to be officially listed as one of the school organisations

offering extracurricular activities. When the idea of the club gets the green light, its founding members can move on with the procedure of coming up with the name, preparing the statute, rules and regulations, declarations of membership, the logo, etc.

In Poland, it is very important to plan the schedule of the club's activities for the forthcoming school year. It has to be approved by the headmaster in September as part of the extracurricular activities. In many Polish schools, European Clubs are assigned a (class)room in the school where the club has its base. Everything has to be documented in the club chronicle and communicated outside of the club circle, for example through putting up a notice board on one of the school's corridors or by the means of social media (Facebook page or group, club's Twitter account, Snapchat, Instagram, etc.). This way the club members and Teacher-Coordinator(s) promote their idea and talk with other people at school or during different events in the local community. It is a good plan to inform other teachers about a new club at school, so they can then present it to their students. It is possible to make posters about

the club, use the school radio station to talk about it, as well as other local radio and TV stations outside the school. The more people you talk to, the more ideas you might have for your future activities.

### **Portugal:**

In Portugal, any school interested in starting a club needs to contact the coordinator of the National Network of European Clubs in the Ministry of Education (Magdalena Guedes:

clubeseuropeus@dge.mec.pt), who will provide them with all the information, procedures and requirements. It is also a good idea to contact other schools in the area, check if there are any European Clubs in your region and ask them for more practical advice. In fact, in Portugal the coordinator of the national network periodically sends emails to all the schools to check if they would like to start a European Club. This way all the schools in Portugal know about the idea, even if they are not interested in European issues.

When the information on the necessary procedures is collected, the Club's Teacher-Coordinator and/or its members start looking for financial support for the club.

The club needs funding to arrange materials for its activities (e.g. paper, foil, markers to prepare decorations for Europe Day, etc.), to prepare promotional items in order to present the club outside the school, to invite guests or go on trips (e.g. to visit the EU institutions in Portugal or abroad). Many European Clubs can count on some funding from the National Network of European Clubs. Each year the Network publishes a tender which requires the clubs to present their activities for the upcoming school year based on the calendar of the European agenda. All the activities have to be completed by the end of June and they need to be reported to the National Network Coordinator in detail. The club is also evaluated by its Teacher-Coordinator.

After some financial support is arranged, the school officially becomes a part of the European Clubs initiative. The Clubs' activities are addressed not only to students, teachers and headmasters but also to the entire school staff, parents, families and local community. If possible, the clubs try to involve the mayor, city/town hall, local institutions, firefighters, police - in fact, everyone that the club members feel can bring something valuable to the club. To achieve this, the club members use the '3S Strategy': they Spread, Show & Share, so that the information about what is going on at school and in the club can reach as many people as possible. The Teacher-Coordinator(s) and club members use Facebook, local/school newspapers, leaflets, school exhibitions and the club quarters at school to present their activities.



SMILE  
AND THE  
WORLD SMILES  
WITH YOU

# 7. HOW TO KEEP

# YOUR CLUB ACTIVE?



Be creative

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If you already are part of a European Club, then you might be looking for some new ideas for its activities.

Here are some tips for Teachers-Coordiators of European Clubs offered by the participants of the 11th and 12th International Meeting of European Clubs (October 2016 in Sobków and May 2017 in Warsaw, Poland), followed by our list of useful websites and programmes.

## 7.1. Useful tips

**1** First of all, the club should **reflect the possibilities of the students, teacher(s) and school**. It is not so important whether your European Club meets once per week or once per month, and whether the meetings last for 20 minutes or two hours. How you use the time is much more important.

**2** Taking the **interests and knowledge of the students AND teachers** into account is crucial. Teachers-Coordiators are often the ones to initiate activities related more to the field they know well. For example, geography teachers will probably prepare quizzes for the students about the European countries and their capital cities. English teachers might be more focused on motivating the students to

organise an exchange with a European Club from another country, which will provide an opportunity to practice English. On the other hand, the students need to feel motivated and actively engaged in the club, which can only be achieved by taking their interests into account. Teachers-Coordiators should ask the students what topics they would like to discuss, what they would like to learn and do. Preparing activities together and focusing on what is interesting to the students will keep the club active, visible and also popular.

**3** Of course it is good to plan your activities in advance but **do not get too attached to your plans**. Some clubs prepare a plan for the whole year, some decide on a topic or activity for each

meeting. Regardless which solution you adopt, our advice is not to get too preoccupied with a lot of planning. Treat your plans rather as guidelines to organise your work. Unexpected things may happen, new opportunities may arise, or a 'hot' topic might suddenly appear. You do not want to overlook it by being too focused on your original ideas.

**4** Try not to tackle the same topics, use the same games or repeat certain workshops too often. Naturally, things that 'are working' are worth repeating, so if the whole club likes a certain game, do use it as often as you wish. For example, a short warm-up quiz with a series of questions about the EU institutions or current events at the beginning of each meeting can really motivate the students and be challenging for the teachers. Nevertheless, **one cannot repeat the same quiz, the same set of questions all the time**. Some clubs prefer to follow one field of European issues, devoting most of their activities to a particular topic. For example, some of them are very much focused on the European Parliament. Club members learn about its structure, elections, parliamentary committees, following sessions, etc. On the one hand, this is a great way for the students to acquire in-depth knowledge in this particular area. On the other hand, what about all the other issues which may be of the same importance? Most students say that they are more interested in tackling a variety of topics and participating in different activities. After some time even the most interesting topics and the best tools are not that attractive anymore. Changing methods and introducing new topics will bring diversity to your club's meetings and will motivate both the students and teachers.

**5** If the club wants to organise a bigger event that would include other students in school or people from outside of the school, it is important to take into account the **needs and interests of all the students** (including the non-members) and the possibilities offered by the school and local community. If for example the club wants to organise something special for Europe Day, its members can check what is being planned for the occasion by the local authorities or organisations to see whether they can somehow cooperate and thus achieve better visibility. If the club would like to prepare an event dedicated to one of the EU countries, it can organise a school poll to let all the students choose the country of their interest.

**6** The club is not about achieving grades and each member should have a chance to contribute to activities within their own capabilities. The European Club should be a place where students

not only acquire new knowledge but also have a chance to show their skills and develop them further. The role of the Teacher-Coordinator is to guide the students, recognise their achievements, offer advice and give constructive feedback. Remember that **each student has some potential** and all of them should leave the club with new knowledge and skills. Teacher-Coordinators should try to recognise what students have in them and empower them.

**7 The European Club is not an island.** Even if it is led by strong personalities and offers the most interesting activities, it always pays to look around and try to see things from a different perspective. This will help you exchange experience with others, present your club's achievements, compare your work with other clubs and look for new inspiration. Contacts with other European Clubs in your town, region, country or abroad can give you such an opportunity. You can organise a meeting with them or propose joint activities. Cooperating with other teachers, also from other schools, can be a good source of new ideas.

It will help you develop your club, seek new directions and sometimes maybe even start student exchanges between clubs. You can also join the network of European Clubs in your country, if this is available. If it does not exist yet, you could think about initiating action to establish one. Find out if there are any organisations or institutions in your country which are in charge of European education or which might be interested in working with European Clubs, and contact them.

**8** While most of the club's regular activities can be done just by dedicating some time, organising something more interesting may require some financial resources. In such cases club members typically pitch in (e.g. by bringing food for special celebrations), and most of the time schools can contribute some materials like paper or access to a Xerox machine. Unfortunately, most schools in Europe cannot afford to support their extracurricular clubs in any additional way. In order to raise finances some clubs decide to introduce a membership fee. However, this may discourage students from joining in. In Portugal, European Clubs can apply for additional funding from the Portuguese Network of European Clubs. To this end, they have to plan their activities in advance, taking into account the topics marked as priority by the Ministry of Education and Science. Nevertheless, **even without such an organised financial scheme dedicated only to European Clubs, it is also possible to obtain additional funding**. It requires more work from the teacher(s) and other club members, as they need to



do research and look for opportunities which may vary from country to country. Things like writing concept notes, preparing applications, planning budgets, developing programmes and finding partners (especially for actions on the European level) take time and require quite a lot of commitment. Most often clubs opt for raising funds locally. Asking local businesses or even individual people (parents and other family members) for support might seem awkward at first, but it does teach the students how to present their ideas effectively.

**9** The students and partly the teachers involved in the clubs' activities need to look further and see the benefits their work can bring to them. Taking part in workshops, school or European Club exchanges, study visits and inviting interesting people to your school all offer new experiences, information and fresh perspectives, thus improving the club members' lifelong skills. Part of the role of the teacher as the Coordinator of the club is to **make sure that all its actions are perceived in a long-term perspective**. Even if no short-term results are observed immediately, in a few years a new skill gained through the European Club may prove to be useful in other areas of life. Students need to be made aware of the benefits the European Club can bring to them. Teacher-Coordinators can make sure of that by evaluating the activities and students' engagement in them, and sometimes explicitly pointing out the benefits from the club membership or newly acquired competences. Validating the students' learning process can also help advertise the club. To get interested in joining it, the students need to know what they can gain both directly, i.e. in terms of improvement in their school performance, and indirectly, i.e. in terms of their further education or employment.

**10** For inspiration **check out Chapter 8**, where some of the clubs participating in the 'Clubbing Europe' project share their favourite activities. Ready-made activities are there for you to use and we hope you will try them out.

**11** Last, but not least... **being in a club should be fun!** But not all the time, of course. Discussing serious issues or talking about tragic events cannot be fun. However, varied topics and activities, a relaxed atmosphere and positive attitude are necessary to create a good learning environment. Since a club is a group enterprise, it is important to work on integration, especially amongst the students. Team-building exercises help the students to get to know each other and feel good in each other's company. When people feel good, they are more creative and more motivated. Also, there is

the most obvious argument: any kind of extracurricular club works only if students WANT to attend the meetings and participate in its activities!

At the local, regional and national level, opportunities may vary and it is impossible for us to list them all. We advise you to check your local educational board and civil society organisations. Partner organisations involved in the 'Clubbing Europe' project can be a source of information in France, Germany, Latvia, Poland and Portugal.

You can also turn to us when searching for funding opportunities on the European level. There are several European programmes dedicated to youth that provide grants for youth exchanges and international cooperation (see the list below). These programmes require a grant application which might take quite some time. European programmes have their specified deadlines and you often need to wait from one to several months to learn whether your idea has been accepted or not. Plenty of students are discouraged by such a lengthy procedure. Since the student groups change every year, it is also difficult to plan a specific action that would last longer than just one school year. Some clubs solve the financial problem by joining projects proposed by civil society organisations or by taking part in competitions offering financial awards.



## 7.2. Useful

# websites

When looking for interesting materials and information, you can always make use of the resources provided by the EU institutions. All of them have websites on which they post up-to-date information in all official EU languages. For example, you can use the following websites and platforms:

1

Europa.eu, **the official website of the European Union** - here you will find presentations illustrating various aspects of the European Union.



[goo.gl/GiX4Sr](https://goo.gl/GiX4Sr)

There is also a special site with publications which can be downloaded for free.



[goo.gl/srgLWJ](https://goo.gl/srgLWJ)

2

If you need more specific information on the EU, you can reach out to your **local contact points** in your language.



[goo.gl/zRfAHv](https://goo.gl/zRfAHv)

In each Member State, there are Europe Direct information centres and European documentation centres. They can answer your questions regarding EU rights, funding, policies and regulations, or provide access to official EU documents and publications.

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W<sub>4</sub>

E<sub>1</sub>

B<sub>3</sub>

S<sub>1</sub>

There is a special site providing resources for teachers, where you can find concrete information and material on European history, citizenship, values, etc. tailored to different age groups of students.



[goo.gl/TgTAYk](https://goo.gl/TgTAYk)

For younger club members, it is advisable to go to:



[goo.gl/bczBq4](https://goo.gl/bczBq4)

where you can find many games and activities about the European Union.

You can also find EU expert speakers (lawyers, consultants, academics) and invite them to visit your club.

3

**The European Youth Portal** offers information about European and local issues, as well as opportunities which may be of interest to young people living in Europe. The information is grouped in eight main categories, such as education and training, creativity and culture, health and well-being, etc. The portal covers 34 countries and offers information in 28 languages about studying, volunteering and working.



[goo.gl/pyqvJn](https://goo.gl/pyqvJn)

4

This much information can be overwhelming. So if you need some specific information which you cannot find yourself, you can always turn to **Eurodesk**. It is an international non-profit association created as a support organisation to the Erasmus+ programme. Organised on the European level, it operates slightly differently in 34 European countries, offering information about international learning mobility opportunities. Whenever you have a question about it, you can contact your local/regional Eurodesk information point. In some countries, national networks have newsletters you can subscribe to in order to get your weekly information package.



[goo.gl/S8LmW4](https://goo.gl/S8LmW4)

*I started working with the **European Club** because I like new challenges and experiences. European Clubs have or can have a key role within their schools in creating a common European spirit/identity through the knowledge of the process of building the European Union, as well as the knowledge of Europe, its countries and nations. I have learned that what unites us is bigger and more important than what divides us.*



5

**The European Union Council of Europe (EU-CoE) youth partnership website**



[goo.gl/qaA5At](https://goo.gl/qaA5At)

holds a collection of useful publications, such as easy-to-use thematic handbooks called T-Kits. Currently, there are 12 T-Kits available. They cover topics such as intercultural learning, citizenship, social inclusion, financial and organisational management. T-Kits are prepared in English, with some of them also available in French or German.



[goo.gl/iBTVGp](https://goo.gl/iBTVGp)

6

Try to look for some **locally based websites**, such as European Consumer Centres, where you can find information which directly relates to how the EU regulations affect the lives of citizens in your country.




[goo.gl/RwwJnd](https://goo.gl/RwwJnd)

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## 7.3. Useful

# programmes



*We would recommend  
two European programmes  
that provide financial support  
and which have been successfully  
used by the European Clubs:*

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**Euroscola** is a project set up by the European Parliament, which enables students aged 16 to 18 from all 28 European Union Member States to spend a day in Strasbourg. Students participate in a simulation of the European Parliament's working day, taking up the role of MEPs. On that day they engage in the EU decision-making processes through debates in the hemicycle, negotiations with their colleagues, voting and adopting resolutions on topical European issues. Participation in such simulations is awarded to classes, schools or groups active within a school, like European Clubs, which have won national competitions organised by the European Parliament Information Office in each Member State. Successful candidates get significant subsidy towards the cost of their journey to Strasbourg.



[goo.gl/xKArB7](https://goo.gl/xKArB7)

**The Erasmus+ Programme**, through which European Clubs can finance a meeting of two or more European Clubs from different countries. Under Key Action 1, the Youth Sector, clubs can apply for a grant for the 'Youth Exchange', i.e. a 5- to 21-day meeting where young people (aged 13 or older) from different countries meet, live together and work on European topics. During the exchange clubs can discuss their activities, methods of operation, topics of interest, etc.



[goo.gl/xQC5gT](https://goo.gl/xQC5gT)

# 8. ACTIVITIES

## EXAMPLES

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This chapter presents a collection of interesting ideas for activities carried out by European Clubs in different European countries during the 'Clubbing Europe' project, and a couple of websites where you can find more useful tools. Please remember that tools alone have little effect. It is your task to adapt them to the profile and needs of **your European Club**.

We have asked the clubs to share the activities which they have used successfully on a number of occasions. Below you will find **13 descriptions of the best practices** from different European Clubs and organisations, including some games and workshops that were implemented during international meetings of European Clubs.

We are sure you also have plenty of ideas for interesting activities which could be added to the online version of this Manual. Anyone willing to share their suggestions is welcome to contact other European Clubs and the Polish Robert Schuman Foundation (schuman.warsaw@schuman.pl).

Many interesting activities can also be found online, with most of them available for free and easily adaptable to a European Club's specific needs. If you are interested in more information, please check out the following sources:

**SALTO-YOUTH** - a network of eight Resource Centres working on European priority areas within the youth field. SALTO has created a Toolbox for training.



[goo.gl/4yRmFf](https://goo.gl/4yRmFf)

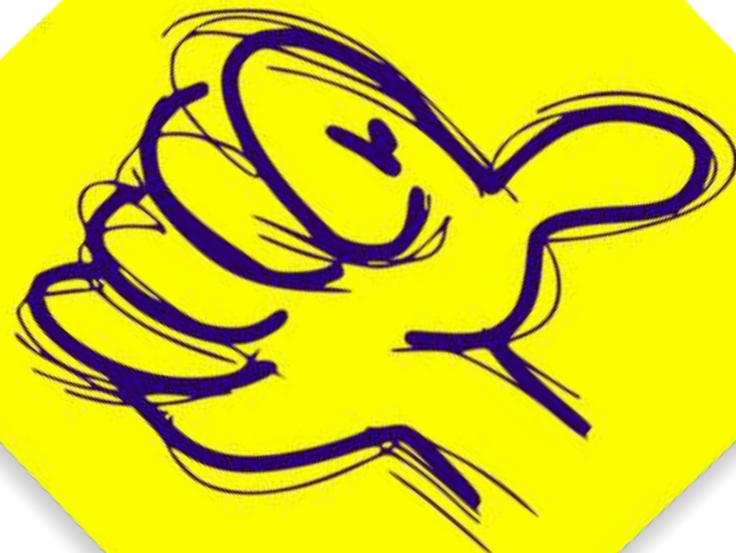
It is an online catalogue where you can browse through hundreds of useful tools for learning.

**Tools for Educators** - a website with free ready-made and easy-to-use tools like printable worksheets and online worksheet templates with images.



[goo.gl/5oYKrR](https://goo.gl/5oYKrR)

The most interesting activities used by the European Clubs taking part in the 'Clubbing Europe' project:



# CHILDREN'S STORIES

Lúcia Ludovino / AEVID / European Club 'United Colours of Europe'

**Aim(s):**

To promote human values among students of different grades.

**Materials:**

Books of stories, paper, paints and brushes or pencils or crayons.

**Participants' age:**

A mixed group of pre-school students and 7- and 8-year-old primary school students (2nd and 3rd grade in Portugal).

**Description:**

The teacher reads a selected story to the students. After hearing the story, the 2nd and 3rd grade students work together with the pre-school students to illustrate the story they have just heard. You can divide the students to work in pairs or groups of three or four. Display the illustrations on panels, for example on the walls or using the same tables students were painting/drawing on. Look at the paintings/drawings together as a group. The facilitator (teacher) can point out the differences and similarities between the drawings. Ask why some students stressed some of the events in the story more, and others less, and discuss the moral of the story. Connect the moral to human values and their role in the contemporary world.

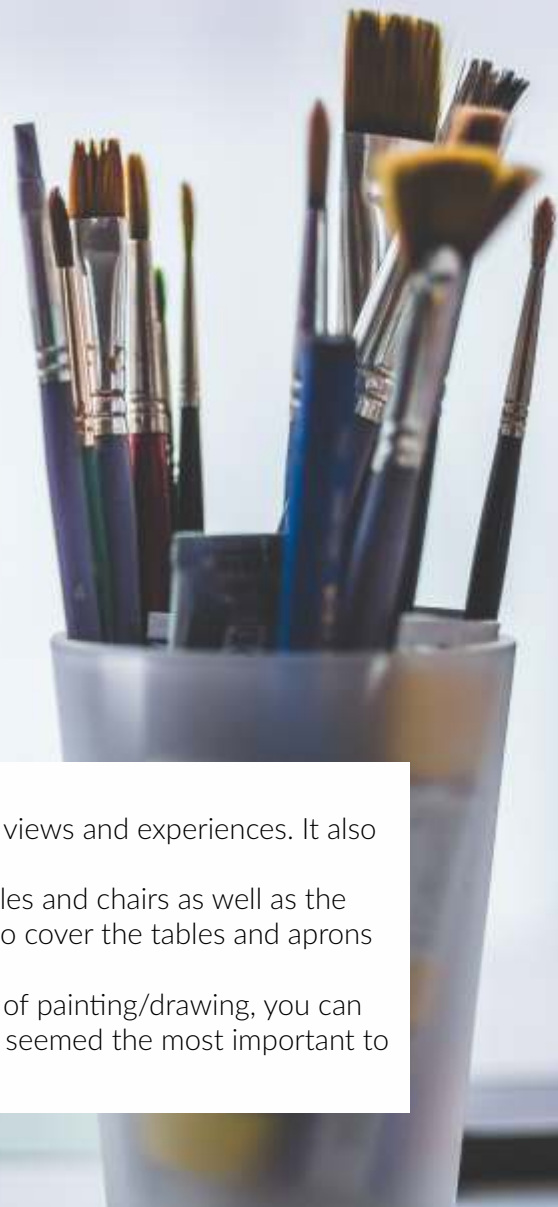
28

**Comments:**

This activity allows students of different ages to exchange views and experiences. It also lets them show their feelings and emotions.

If you use paints and brushes, then make sure that the tables and chairs as well as the students' clothes are protected. You can use newspapers to cover the tables and aprons for the students.

The activity can also be adapted to older children. Instead of painting/drawing, you can instruct them to act out the whole story or the part which seemed the most important to them.



# EUROPE 4 YOU

Carla Maria Figueira Aleixo / AEVID / European Club 'United Colours of Europe'

## Aim(s):

To foster the knowledge on migration in your country or in Europe.

## Participants' age:

Secondary school students (aged 13-18).

## Materials:

Paper, cardboard, computers with access to the Internet, markers, pins, box, dice and board game pieces, map of Europe.

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## Description:

The objective is to create a board game to present the migration flows in Europe.

We propose the following steps:

- 1) Divide students into smaller research groups, each responsible for a certain region.
- 2) Create a plan of research, set the timeline of further meetings and deadlines together.
- 3) When each group presents its findings to other groups - the Teacher-Coordinator makes notes of the findings.

Use a big map of Europe to mark important places (e.g. departure areas/arrival areas, routes by land, ports/sea routes, airports/air routes) and facts (e.g. figures, nationalities, dates, etc.).

- 4) Once all the groups present their findings, take a look at the map together and decide which information you want to include in the game.
- 5) Divide the students into smaller groups again - this time each group prepares a set of tasks, such as questions to answer, miming or illustrating particular facts.
- 6) Get together, go through all the tasks prepared by the groups and choose the best ones.
- 7) Divide into groups with specific tasks - one responsible for creating the layout of the game, one for preparing the props needed (e.g. playing cards on which questions/tasks are described, dice, game pieces, etc.), one for including additional elements like hurdles or short-cuts to the game.
- 8) Once the game is ready, get together and try it out to see if everything works as you intended. When finished, the club can offer the game to other students in the school, e.g. display it in the corridors during breaks.

## Comments:

This is a way to escape the cyber world. People are in direct contact while creating and playing the game.

Preparing a game is a long-term activity. Depending on what kind of period you choose and how much time the members of the European Club have after lessons, it might take from a month to six months to prepare.

This activity is also suitable for shorter periods of time when students work on it intensively, for example during a European Club trip or Youth Exchange.

You can make the activity more simple or more complicated by narrowing the space (e.g. from Europe to migration and immigration in your country only), or more demanding by adding the element of travelling through time (e.g. after the Second World War or focusing on different decades of the 20th century).

You can introduce an element of intergenerational dialogue as well if you encourage students to create a game of migration flows in recent history, for example after the Second World War or in the 1990s. Their research can include interviews with people that remember those times, e.g. with their parents or grandparents.

You can also add a linguistic element if the students prepare the game in English or another language.

During a Youth Exchange you could set the board-game as the final result of your exchange. Mixed groups of students can be responsible for different aspects of the game - you could organise the groups according to specific periods in history or specific tasks like research, graphic design, props, questions and other tasks.



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A B C



# SCHOOL IN EUROPE

Carla Maria Figueira Aleixo / AEVID /

European Club 'United Colours of Europe'

## **Aim(s):**

To show how involvement in European projects, such as Comenius/Erasmus+ projects, enables students and teachers to discover Europe in person.

## **Participants' age:**

Suitable for students of various ages.



## **Materials:**

Panel or board on the wall, paper, glue, photos, pens.

## **Description:**

Each group involved in a European project that included an element of mobility (i.e. a trip to another country) prepares and presents images (photos or drawings) and descriptions of the places they visited. They need to present the project, specifying its name, main activities and participants (schools or European clubs). Groups should present the places they visited and how they see them - what they remember the most, what they liked about them or what surprised them.

## **Comments:**

It is very easy to do this activity - the final result is very pleasing and really memorable! It can work very well as a decoration at school (in the main hall or corridor) or in the classroom.

# SOLIDARITY CAMPAIGN

## Aim(s):

To encourage the spirit of cooperation, help and solidarity among people.

## Materials:

Paper, computer, markers, boxes, tags.

Carla Maria Figueira Aleixo / AEVID /

European Club 'United Colours of Europe'

## Participants' age:

Suitable for students of various ages. The level of students' responsibilities in the activity can be adapted easily.

## Description:

The European Club prepares a solidarity campaign. You need to get in contact with local charity organisations or social welfare centres, and ask whether there is a need for any items like toys, children's books, food, clothes, hygiene products, school supplies, etc. which the European Club members could collect. If so, the club organises a collection - involving their families, friends, all students and staff in the school.

In order to invite people to donate the necessary items students can prepare posters, send short information about the action to local media, organise a campaign on social media or through the information channels of local authorities. While preparing these advertisements you can invite the students to discuss the importance of such actions, to define reasons that motivate people to donate, what solidarity means and how it is manifested, etc.

A collection point can be organised in school (a storage room or an empty classroom). The club members organise the delivery of the collected goods to the local social welfare centre or charity organisation.

## Comments:

This is an activity that involves the whole community and inspires students to think about solidarity and different ways of helping people in need.

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# A TRIP AROUND THE EU

Przemysław Ziółkowski / Kluczbork / European Club 'My w Europie'

## Aims(s):

To learn more about different European countries.  
To promote team-work and creativity.  
To look for specific information about countries.

## Participants' age:

Secondary school students (aged 13-18).

## Materials:

Paper, scissors, sticky tape, markers, possibly also computer(s), speakers, sports items or food.

## Description:

First you need to form a few groups. The number of the groups depends on the number of students participating in the activity or how many countries you want to present. Each group is given a different European country to present. Their task is to find interesting facts and information about this country in order to prepare a visual presentation of this country.

No power point presentations are allowed - the students should be creative and prepare a display. They can use songs, dances, gestures, etc. The students can also prepare food, use different props, organise a show - just let their imagination run wild!

Encourage the students to work as a team. When the groups are ready, they present their country to other students.

## Comments:

This activity is very easy to adapt to groups of different sizes - you can organise it in the European Club or engage the whole school. At the very beginning some countries may seem less interesting than others. Encourage the students to find out as many things about the country as possible, and choose the most interesting ones.

The end of the activity can be organised in the form of a small festival where the groups present their ideas to the whole club.

The activity works very well as a celebration of Europe Day. For example, all final year classes in the school can choose a country to present. They can decorate their classrooms and prepare activities to involve the students of lower years.



# BINGO MEETING

Przemysław Ziótkowski / Kluczbork / European Club 'My w Europie'

## Aims(s):

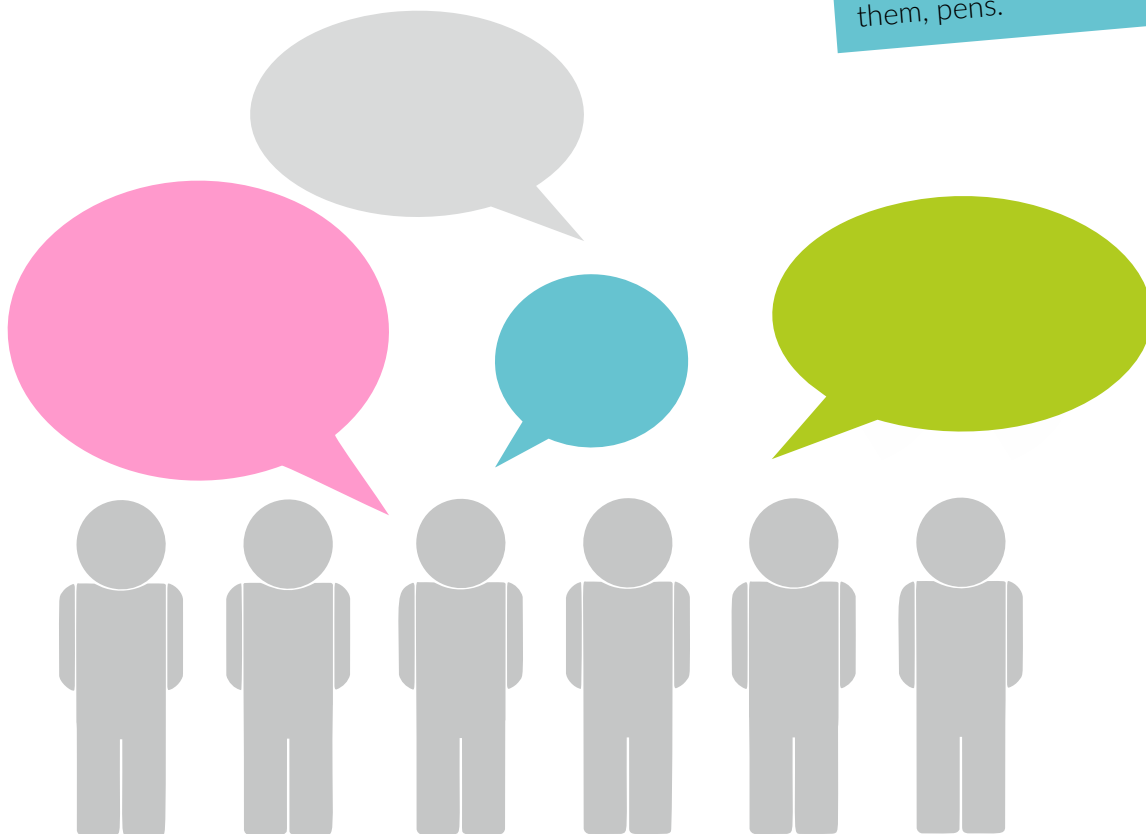
Integration game helping people to get to know each other better.

## Participants' age:

Suitable for students of various ages.

## Materials:

Paper with a series of statements printed on them, pens.



## Description:

The activity is based on the Bingo game, only that instead of numbers there are statements which are not read out loud by one person. You need to prepare a series of statements or simple phrases which describe different characteristics. For example, 'plays the guitar' or 'has two or more siblings' or 'does not like chocolate'. These statements need to be printed out in the form of a 3x3, 4x4, 5x5 (and so on) table, with their number depending on the size of the group you are preparing the game for. Each player gets the same piece of paper with the statements. Their task is to talk to other people in the group and find one person for whom the selected characteristic is true. Once the participant finds such person, they need to collect his or her signature (the identified person signs in the player's European Bingo table next to his or her characteristic). Once a participant collects signatures in a straight line (vertical or horizontal), they shout BINGO.

## Comments:

Make sure you have a room/space big enough for people to mingle. It is important that the whole group starts mingling at the same time. The game works best if the person who will facilitate it collects some interesting, funny and unusual facts about the members of the group in advance and prepares the Bingo table based on these statements. It will make the task more difficult, really interesting and it will encourage the participants to talk to each other, during and after the game.

Among all of the people in our group find someone WHO...

GOOD LUCK! :o)

Remember that one person can sign only in 3 fields

doesn't like chocolate	likes to bake cakes	has a driving licence	has tried bungee jumping	likes winter
uses e-mail	drinks coffee only with milk	has a cat	likes grapefruits	plays the guitar
practices sport	doesn't like to smoke cigarettes	likes Valentine's Day	listens to classical music	doesn't like to get up early in the morning
has a microwave at home	likes to walk in the mountains	likes to go to the dentist	has a dog	has sailed on a big ship/ferry/sail boat
likes to watch horror movies	can play cards	doesn't like to send SMS	likes to dance	has no brothers or sisters

# EUROPEAN 'BURNING' BINGO

Piotr Zimoch. Activity organised during the 11th International Meeting of European Clubs in Sobków, Poland in October 2016

## Aim(s):

To integrate the group of people who barely know each other.  
To promote team-work and creativity.  
To learn more about the members of the group.  
To have some fun after difficult and tough workshops.

## Materials:

For each group: sheets of paper with charts filled with numbers from 1 to 40, placed in different order. For the task leader: small pieces of paper, each with numbers from 1 to 40; some tasks are marked with a symbol of fire to indicate that they are special tasks; a hat or a box for the numbers to be taken out of; a set of 'burning tasks' for each group.

## Comments:

Be creative and funny with 'burning tasks'. Before the game, look for some interesting facts about the participants. Remember that 'Bingo' is not a game which should be hurried. Make pauses before selecting each number - it gives people time to talk to each other. Try to prepare some prizes for the winners; however, remember that even applause from other groups may be rewarding enough!

## Participants' age:

Students aged 13 or older.

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### Description:

The game resembles a typical game of 'Bingo'. In order to become a winner of the game each group needs to cross out a set of numbers on their charts - horizontally, diagonally or vertically. Each of the groups works on a chart with a different order of numbers. To make the game even more difficult some of the numbers are special - they are called 'burning numbers'. To cross out a 'burning number' the group needs to perform a certain task which is given by the leader of the game.

Ideas for 'burning tasks' (to be carried out by the whole group):

- Ask all the people in your group where they spent their holidays last summer and where they would like to go in the future? Learn about their dream places.
- Give the names of the countries in Europe in which these cities/towns are located (e. g. Rotterdam, Nuremberg, Valletta, Lviv, Seville, Porto, Milan).
- Guess where these traditional meals and food products come from (e.g. Currywurst, Fondue, Goulash, Shepherd's Pie, Shamrock Salad, Calzone, Paella; tips: Hungary, the UK, Spain, Ireland, Italy, Switzerland, Germany).
- Create a short poem about your group/the project and the meeting. It should include words in Polish, Latvian and Portuguese (or in other languages spoken by or known to the participants). Try to be creative and funny!
- Write the names of 10 people who are not in your group - you can also provide some details about them, like the name of the country they come from.

After the group has performed their 'burning task', they can cross out the respective number.

The team which manages to cross out the whole set of numbers (horizontally, diagonally or vertically) is the winner of the game.



# HUMAN RIGHTS GALLERY

Piotr Zimoch. Activity organised during the 11th International Meeting of European Clubs in Sobków, Poland in October 2016

## Aim(s):

To learn about Human Rights.  
To promote team-work and creativity.

## Participants' age:

Students aged 13 or older.

## Materials:

Paper in different colours, scissors, sticky tape, markers, old magazines and/or newspapers, and/or brochures/leaflets, glue, flipchart paper, flipchart stands or easels and boards on which flipchart paper can be pinned.

## Description:

Start with a short lecture or discussion on the history and definition of Human Rights. Not too long, just enough to make sure that all the students are familiar with the term.

Divide the students into six groups - as there are 30 basic Human Rights included in the Universal Declaration of Human Rights:



[goo.gl/enHrjT](https://goo.gl/enHrjT)

each group gets five of them (it is good to select the Human Rights in order).

Each group gets a stack of materials (magazines, scissors, paper, sticky notes, markers, glue, etc.) which it can use to illustrate the set of the Human Rights they were given.

The form, idea and method of work are up to the students. They will need about 45 minutes to prepare their presentation. Make it clear that at the end, all the presentations will be put together to form a gallery. You can use easels to display the presentations which are ready.

When all the groups are finished, open the exhibition.

You can give it a name and officially cut the ribbon. Let the students and any other possible visitors explore the presentations on their own. After the gallery is visited, you can have a feedback session to discuss human rights nowadays.

## Comments:

The students will need some support and advice while they prepare their galleries. Take time to visit each group and discuss the human rights they are to present.

If you have more time you can ask the students to present their exhibits. You can take the lead and take all participants around the gallery, each group presenting their exhibit one by one.

This activity is simple to start the discussion on human rights, but it can also be turned into a longer project for European Club members stretched over a few meetings.

You can also refer to the European Convention on Human Rights.



[goo.gl/MTnnqR](https://goo.gl/MTnnqR)



# MY PROFILE

Piotr Zimoch / Sobków / European Club 'Europa Ojczyzna'

**Aim(s):**

To get to know each other.  
To improve social skills and learn to initiate contact with a person you do not know.

**Participants' age:**

Suitable for students of various ages.

**Materials:**

Paper, markers.

**Description:**

First ask each person to write their name on a piece of paper and then to draw/write something that represents them best.  
When the students are ready, collect all the pieces of paper and give them out to other students (one piece per student).  
The students' task is to find this person, talk to them and then add something new to their profile.  
The activity can be repeated a few times.  
After that all the profiles form a gallery of the participants in the meeting.

**Comments:**

Tell the students that they do not need to have perfect drawing skills. They can also write. It is the idea that counts!

# TAKE A STEP FORWARD!

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Piotr Zimoch / Sobków / European Club 'Europa Ojczyzna'

## Aim(s):

To raise awareness regarding differences among people, their roles and problems in society.

To show how our lives can be influenced by our origins, backgrounds, personalities, etc.

To foster the understanding of how a certain role, either chosen or imposed, may have personal consequences.

To promote empathy towards people who are different.

To raise awareness regarding the inequality of opportunities in society.

To challenge stereotypes and prejudices about other people and minorities.

To raise self-awareness about the limits of tolerance.

To confront different values and stereotypes of the participants.

To point to the problem of poverty, social exclusion and other social problems.

## Participants' age:

The questions presented below can be used for students in older classes in secondary school. However, they can be adapted to students of different ages.

## Materials:

Role play cards, instructions.

## Description:

The activity 'Take a Step Forward!' is a role play game during which students try to get into the role of a person appointed to them and see life from this person's perspective. It shows that we are all faced with different problems and opportunities in our societies, and that even though we are all equal, some are more equal than others.

Ask the students to take one role card out of a hat or bag. They cannot choose which role they want, they have to take a random piece of paper on which the roles are described. Invite them to take a seat and read carefully what is written on their role card. They are not to show or discuss their roles with each other.

After a minute ask them to begin to get into their role. You can read out some supporting questions to help them reflect and build up a picture of themselves and their characters' lives.

Ask the students to remain absolutely silent, as they line up beside each other (like on a start line).

Tell them that you are going to read out a list of situations or events. Every time that they can answer 'yes' to the statement you read, they should take a step forward. If their answer is negative, they should stay where they are and not move.

Read out the situations, one at a time. Pause for a while between each statement to allow people time to think, take a step forward or stay in place, and to look around.

At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of the role before debriefing in a plenary session.

## Comments:

Debriefing is important, as only sharing the feelings and thoughts the students had during the game can provide a connection to the basic (human) rights. Start a discussion about stereotypes and prejudice or try to think together about possible actions to address them.

You should think of adapting the characters to the specific profiles of your club members and/or specific problems in your country/region. The students need to be able to relate to the characters they are to portray.

It is important to create a safe, relaxed atmosphere. Also, if somebody does not feel comfortable with their role, never force them to play it. They can be offered a different role or skip this activity altogether. The question as to why a specific role was difficult to take on remains something to be explored later.

If you know the group is comfortable with each other, you can enhance the element of surprise by asking the students to close their eyes while in line. After you read all of the statements they can open their eyes and take a look where they stand compared to other players.

You will need an open space (a corridor, a large classroom or outdoors), where all participants can stand in line and move forward freely.

This activity has been prepared on the basis of its full description which may be found in 'Compass. A manual for human rights education with young people' (and version for children) available at:



[goo.gl/hvAxJg](https://goo.gl/hvAxJg)



[goo.gl/7ySyk5](https://goo.gl/7ySyk5)

## Situations and events

Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other.

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone line and television.
- You feel your language, religion and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters, and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competence is appreciated and respected in the society where you live.
- You can use and benefit from the Internet.

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**Supporting questions** to help students get into their role:

- What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
- What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
- What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What do you do in your holidays?
- What excites you and what are you afraid of?

Read out the questions, pausing after each one, to give the students time to reflect and imagine their lives.

You can change or add more questions so they fit your club better.

## Debriefing questions

You can start by asking the students about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt. You can let people reveal their roles during the discussion.

- How did students feel stepping forward - or not?
- For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- Can students guess each other's roles?
- How easy or difficult was it to play the different roles?
- Does the exercise mirror society in some way? How?
- Which rights are at stake for each of the roles? Could anyone say that their rights were not being respected or that they did not have access to them?
- What first steps could be taken to address the inequalities in society?

Source of templates: *Compass. Manual for human rights education for young people*, pp. 220-221.



**GO, ...** *(add the name of the venue or group)!*

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## or CHASING EUROPE

Piotr Zimoch. Activity organised during the Polish Meeting of European Clubs in Sobków, Poland in October 2016 and three Youth Exchanges of European Clubs (in Poland, Latvia and Portugal)

**Participants' age:**

The template was prepared for students aged 15 and older. Teachers have also participated and competed as a separate team.

**Aim(s):**

To expand the knowledge on European countries and the EU.

To strengthen team-work skills and learn cooperation with others. To encourage movement and physical activity.

**Materials:**

Cards with tasks, envelopes, two packs of spaghetti, sticky tape, piece of rope.



**Description:**

This is an outdoor activity which can be organised as a competition of two or more teams. The competition speeds up the game and makes it more exciting for the participants. Its form is similar to a treasure hunt.

1) You need to prepare a set of tasks connected to different European countries, monuments or cultural symbols, European Union and its history, institutions or important persons. Here are some ideas:

- Learn the first verse of 'Ode to Joy', the official European Union anthem, by heart and sing it. All members of the group must sing or take part in the performance. If you have an international group you can ask the students to sing in all of the participants' languages.

- Prepare some photos of famous people (politicians, athletes, actors)/famous places/well-known dishes from different European countries and ask the participants to match them to the country of their origin.

- Make a list of the European Union Member States and ask the participants to put them in the chronological order based on the date of their EU accession.

- Take one word, for example 'love', 'freedom', etc. and translate it into a few different European languages. The participants' task is to match the written word to the language in which it is written.

- Find a legend about one country or about the beginnings of Europe as a continent, and ask the participants to prepare a short performance.

- Ask the participants to build a copy of a well-known object or construction, e.g. the Eiffel Tower. To this end, the participants can use only the materials provided by the organisers, such as spaghetti, sticky tape, marshmallows. The less typical materials you provide, the better.

- Find some difficult and funny tongue twisters in English or another language spoken by at least one of the participants, and ask the students to read them out loud.

- Choose the lesser known flags or capital cities from a few of the EU Member States and ask the participants to match them to the countries.

- Name a few countries and ask participants to mark the ones that are a monarchy.

2) Print out the tasks in as many sets as you have groups. Each group has the same tasks. Put the cards with the tasks printed on them in envelopes. Make sure you have the correct number of envelopes (as many as you have tasks) for each group.

3) Scout the outdoor area and divide it into as many sections as you will have groups. The sections need to be more or less the same, so each team has similar chances. Assign each section to a different group and hide the ten envelopes in the respective parts. The teams will have to perform the tasks. Appoint one or two people (teachers/examiners) per group who will supervise the group's work and check its answers. The examiners cannot be placed too close to each other, so that the teams do not have the feeling of 'cheating' or copying from each other. Agree on a specific place, a 'base' for examiners.

4) Divide participants in two or more groups.

5) Ask each team to give itself a name. Explain the rules of the game - that each team has a designated area in which it can move and in which it will find ten envelopes with tasks which they have to perform. The group can only perform the task once all the team members are present. The tasks are performed in the 'base', in front of the examiners, who check the answers and make a note of the group's performance.

6) Stress that the team will be more successful if they work together. They can come up with a system to search their designated area and they have to agree how they will all gather in the base.

7) The team that finds the envelopes first and fulfils all the tasks is the winner by time. The team that gets the most points (correct answers) is the winner by points.

**Comments:**

Prepare as many tasks as you need, adapting the level of difficulty to the group. Sky is the limit.

This activity is meant to be an outdoor one. You can hide envelopes with tasks in a wide area and make participants walk, run, climb...

The activity works best if you adapt it to the place where it is performed, and if at least one of the tasks is designed especially for this place. You can use a local legend or include a task which requires the teams to talk to local people and inquire about an important local event or other local characteristics.

You can record the performances and watch them later.

This game is a competition, but it is important to prepare some rewards for all the teams and to acknowledge their collective effort at the end.

# MY INTERESTS!

Anna Gajdka / ZSOiT in Wojkowice

European Club 'Klub Integracji Europejskiej'

**Participants' age:**  
Students aged 16 or older.

**Aim(s):**  
To present the interests and hobbies of your European Club members.  
To practice English and public speaking.

**Materials:**  
Difficult to predict, as presentations can take different forms. The club can agree that each person is in charge of bringing all the materials needed for the presentation or that they need to inform the Teacher-Coordinator in advance what materials will be needed.

**Description:**  
Each of the club members is given the task to present their hobbies. The presentations can take any form (using the computer or paper, a video or a presentation, photos or drawings, acting or a quiz, etc.). There are only three rules:  
1) The presentation should last 10 to 15 minutes.  
2) Other club members need to be somehow involved in each presentation.  
3) Presentations should be delivered in English.

**Comments:**  
All the presentations should be done in English, which is an additional challenge for the students. They need to think over what they want to present and how to make it interesting and engaging for other members. This way they learn how to motivate other students to participate in the activity they prepare.

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I like...  
I enjoy...



# WHAT IS YOUR ID?

Evens Foundation. Activity organised during the 11th International Meeting of European Clubs in Sobków, Poland in October 2016 and 12th International Meeting of European Clubs in Warsaw, Poland in May 2017

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## Aim(s):

'What is your ID?' is a series of workshops and multigenerational debates that explore European identity by discovering common values and beliefs. The core idea is to face difficult questions: What does it mean to be a European? What values do we share and how do they manifest in our daily life? What is your ID? This activity takes participants on a journey of exploration and discovery of the meaning of values that drive us, and it shows how they influence our decisions. Since 2014 the Evens Foundation has reached out to over 7000 European citizens of various age, religion, social, cultural and political background. The workshops create a platform that enables people to meet and explain their personal beliefs to each other.

## Participants' age:

People aged 16 or older.

## Materials:

A workshop-related manual, the film 'I am Europe', materials prepared with the use of the Prezi presentation software, screen and projector (to watch the film), Wi-Fi.



## Description:

Do we have a set of values in Europe which everyone shares?

If so, do we all have the same interpretation of these values?

Is the European Union a union based on values?

In the first part of the workshop, the participants will examine their own ideas concerning values. Which values do they think are important for a livable society?

The second part starts with a short film 'I am Europe', after which the participants compare their opinions with those of the characters portrayed in the film and with each other.

The third part takes a closer look at the European context:

How does the EU translate these values into concrete measures? Are these measures good enough? The participants will discuss real life examples of how the EU interprets these values and - where needed - prepare recommendations. The participants will then split up into smaller groups to discuss one specific aspect. Finally, the values will be placed in a universal context.

The workshop does not hold the answers to the questions posed. It allows participants to reflect on European values based on specific examples, real-life situations and on their own experiences.

## Comments:

The tool consists of the film, manual for facilitators and presentations used as supporting material. It is offered free of charge to all groups wanting to reflect on 'European values'. The Evens Foundation and Ryckvelde vzw hold all copyrights.

The workshop is available in four languages: English, French, Polish and Flemish. You can download the whole package here:

[www.evensfoundation.be/programs/european-citizenship/whats-your-id/](http://www.evensfoundation.be/programs/european-citizenship/whats-your-id/)

For further information please contact the Evens Foundation office: Magdalena Braksator, Project Manager - email: [magda@evensfoundation.be](mailto:magda@evensfoundation.be)

# 9. WHY DO IT?

## Is it worth the effort?

'To start or not to start' a European Club? That is a question that many students and teachers might now be asking themselves.

These days we do not talk much about the European Union during regular lessons. Schools might offer lessons about the beginnings, history and structure of the EU, but little space is left for a discussion about how the EU functions on daily basis, its procedures, the functions of its institutions, particularly in light of current events. As a result, students often lack basic knowledge about the EU. They formulate their opinions based only on what they hear in the mass media or on the opinions of others.

This is where European Clubs can step in and fill the gap. With their non-formal character, voluntary participation and learner-oriented approach, European Clubs can offer the opportunity to find links between theory and real life. They help encourage students to think about how the things they learn about the EU during lessons may affect them or how topics of importance to them are dealt with at the EU level. Consequently, students will have a chance to compare what is said in the media with the facts. European Clubs may also serve as a safe space to discuss difficult, often controversial and emotional topics. Finally, they allow students

to learn and practice how to discuss things that matter to them with respect, while sticking to the point and using arguments based on actual knowledge.

Teachers and students from the European Clubs participating in the 'Clubbing Europe' project shared their experience and opinions with us. Below you will find a list of the most important positive effects that their participation in the European Club activities had on them. We also include some of their personal comments and observations in which they explain what their European Club means to them.

We encourage you to read the quotations below and try to answer the questions asked in this chapter for yourself.

### **What can you achieve by being a member of the European Club?**

(Please note that the arguments below refer to both teachers and students.)

- Gain in-depth knowledge of European issues and important topics for young, open-minded people.
- Expand and organise your knowledge about your own country, its culture, traditions and heritage (both from the national and European perspective), as well as about other European countries.
- Boost your self-confidence and

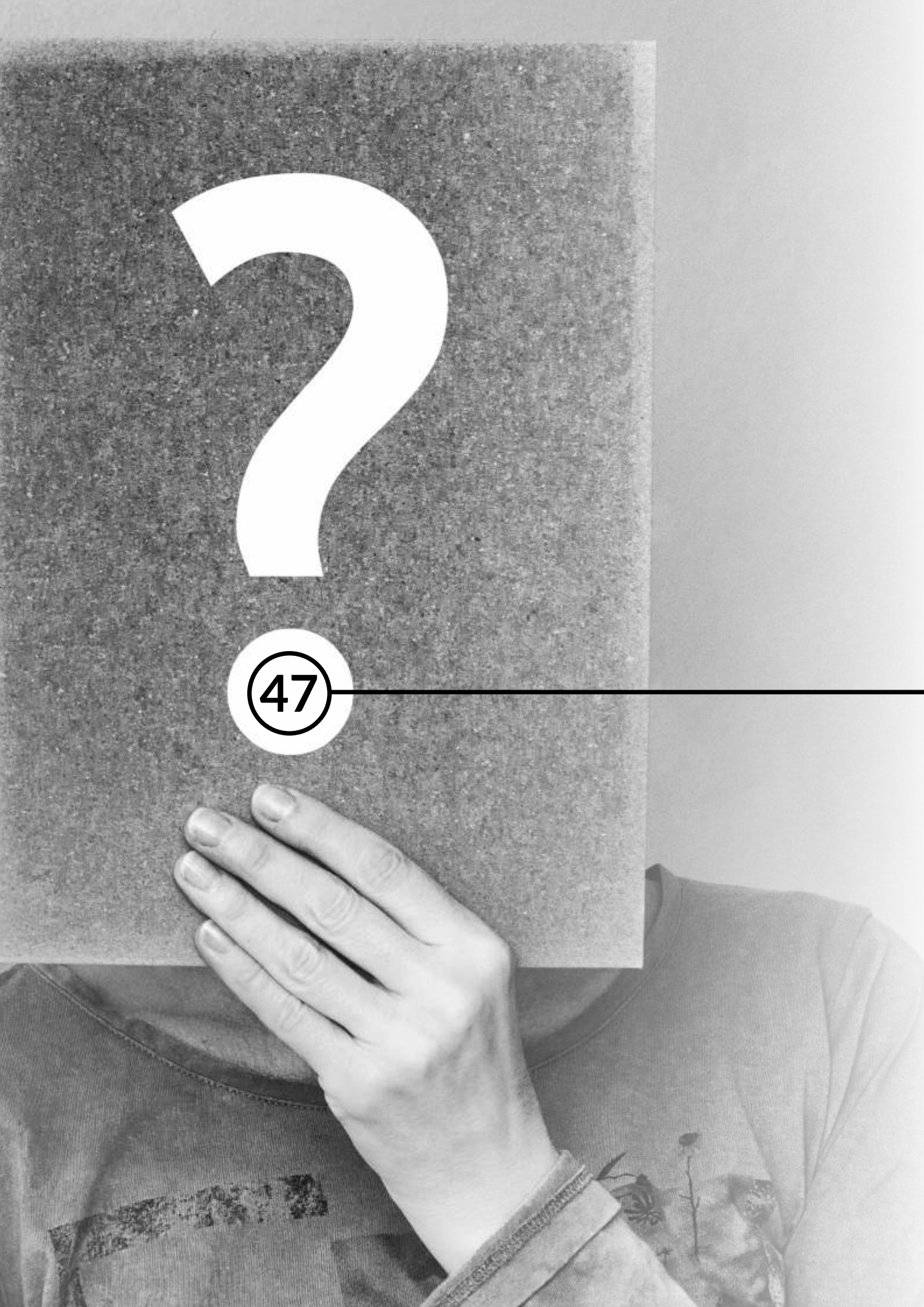
independence in preparing and performing different activities, such as:

- ☞ Delivering presentations.
- ☞ Speaking in public.
- ☞ Preparing exhibitions.
- ☞ Organising and co-organising events.
- ☞ Developing partnerships with other clubs and/or organisations.
- ☞ Participating in debates.
- Practise your leadership skills and develop your other talents.
- Learn how to work in a group and be a team player, but without losing your individuality.
- Contact and visit other European Clubs in other countries through teacher /student exchanges and international meetings.
- Get to know interesting people from all over Europe, brush up on your English in practice and learn other foreign languages.
- Develop your IT skills.
- Unleash your imagination and creativity.
- Use your free time actively and effectively.
- European Clubs are dedicated to you - use them to do things which are interesting to you and during which you will have fun!



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- In the European Clubs, young people work on their language skills and they also work on tolerance and responsibility issues. My work in the club has helped me overcome my stress in public situations and I hope it will help me find a good job and be successful in life.
- I've learned a lot about group work and it will help me when I study at university and in my future job.

### **The European Club 'United Colours Of Europe' from Vidigueira, Portugal**

(Ana Filipa Bonito Gamurça, Guilherme Alvorado Fialho, Maria Bárbara Maldonado, Carla Maria Figueira Aleixo, Jorge Manuel Rato Piteita, Paula Barata):

- In the future, I will know more about different countries and I will learn foreign languages, not only English.
- I've learned a new way of seeing the world.
- Thanks to the European Clubs we can travel to different places and get to know more about different countries. Also, it is an interesting experience to host people from other countries in our houses and show them our culture.
- These activities usually have a selfless spirit and they are based on themes such as European citizenship, solidarity, the environment and human values. European Clubs promote the autonomy of the students and give them tools to develop a critical and enterprising spirit to contribute to a conscious European citizenship and to promote linguistic capacity.
- I've been learning and teaching at the same time.

- European Clubs promote the autonomy of the students and give them tools to develop a critical and enterprising spirit to contribute to a conscious European citizenship and to promote linguistic capacity.
- I've been learning and teaching at the same time.
- I started working with the European Club because I like new challenges and experiences. European Clubs have or can have a key role within their schools in creating a common European spirit/identity through the knowledge of the process of building the European Union, as well as the knowledge of Europe, its countries and nations. I have learned that what unites us is bigger and more important than what divides us.
- I think European Clubs have a very important role in schools because they allow for an even more interesting and stimulating learning process.

### **The European Club 'My w Europie' from Kluczbork, Poland**

(Natalia Wujcik, Kamila Lisiecka, Klaudia Rajch, Maciej Abram, Anna Polaszczyk, Monika Wodara):

- Thanks to our Club I know how to organise different events, I am more open to people now and all the experience I have gained will be useful at school and work in the future.
- For me the Club is all about participating in foreign exchanges, meeting new people and volunteering.
- The Club for me is a good source of knowledge on the European Union and its institutions.

- I've learned a lot about group work and it will help me when I study at university and in my future job.

### **The European Club 'Europa Ojczyzn' from Sobków, Poland**

(Jakub Urbański, Martyna Pokrzepa, Weronika Kaczmarczyk, Marcelina Kołodziej):

- When I started this school, I really liked the meeting with the volunteers and this helped me with the decision to join the Club. Now, as a Club member, I can participate in different debates, meetings with volunteers and many other activities.
- Thanks to the Club I've become more open to new and unusual experiences. I am also more open to new people, new ideas and I will know what to do in many difficult situations.
- In the Club I can work on my passions and interests. I also meet many interesting people.
- In the Club we learn how to respect others and their opinions.
- I've learned a lot about organising events step by step and how to cooperate with people.
- For me the Club is the chance to do something outside the lessons with other motivated people from my school or from other Clubs.
- Working in the Club I've learned new things about the European Union and Europe. I've also improved my language skills and my social abilities.

# CLUBBING



# EUROPE

# 10. CONCLUSION

Nowadays, with so many sources of information and entertainment available with just one 'click', it is not easy to offer something new to students - something that they would truly enjoy, were eager to join and found attractive enough to invest their time and effort in it. Teachers who start or run European Clubs in their schools have a really challenging task, especially now when European issues are complicated and discussed in many places on different levels.

Nevertheless, the 'Clubbing Europe' project, with its aim to set up new European Clubs in France and Germany, and to keep the well-established clubs in Latvia, Poland and Portugal active, clearly shows that there still is a lot of demand for more knowledge on Europe and the European Union in many schools. Within the two years of the project we shared a lot of information and experience, learning from each other all the time. Thanks to the fact that the project partners came from five different countries, our perspective of European education was enriched and participants in all project activities had a chance to get a glimpse at many different points of view, also regarding the functioning and the role of the European Clubs.

'Clubbing Europe. The Manual about European Clubs' is a collection of experiences and ideas proposed by the project participants. We do hope it will help other people start their own European Clubs in their schools or other organisations. This Manual is only the starting point.

Our intention was to have the Manual as a sort of an inspiration for those who still are not sure if it is worthy to take this effort to start or to run the Club. Through the examples of good practices and some ideas from different countries we tried to present the aim of the European Club as something that greatly enriches the lives of the students and is motivating also for teachers. We want to get this idea to spread across Europe and see even more European Clubs appearing at schools in different countries.

Moreover, we see the Manual as an open book that can be constantly improved and supplemented with new ideas, activities, and possibly with descriptions from other countries. In order to be able to constantly add new information we are publishing this Manual not only as a whole publication, a booklet, but also in its electronic form on a website where interested teachers or students can see its chapters separately.

The Clubbing Europe website:



[www.clubbingeurope.schuman.pl](http://www.clubbingeurope.schuman.pl) can be edited and accordingly supplemented with best practice examples and stories about the functioning of new European Clubs in other countries.





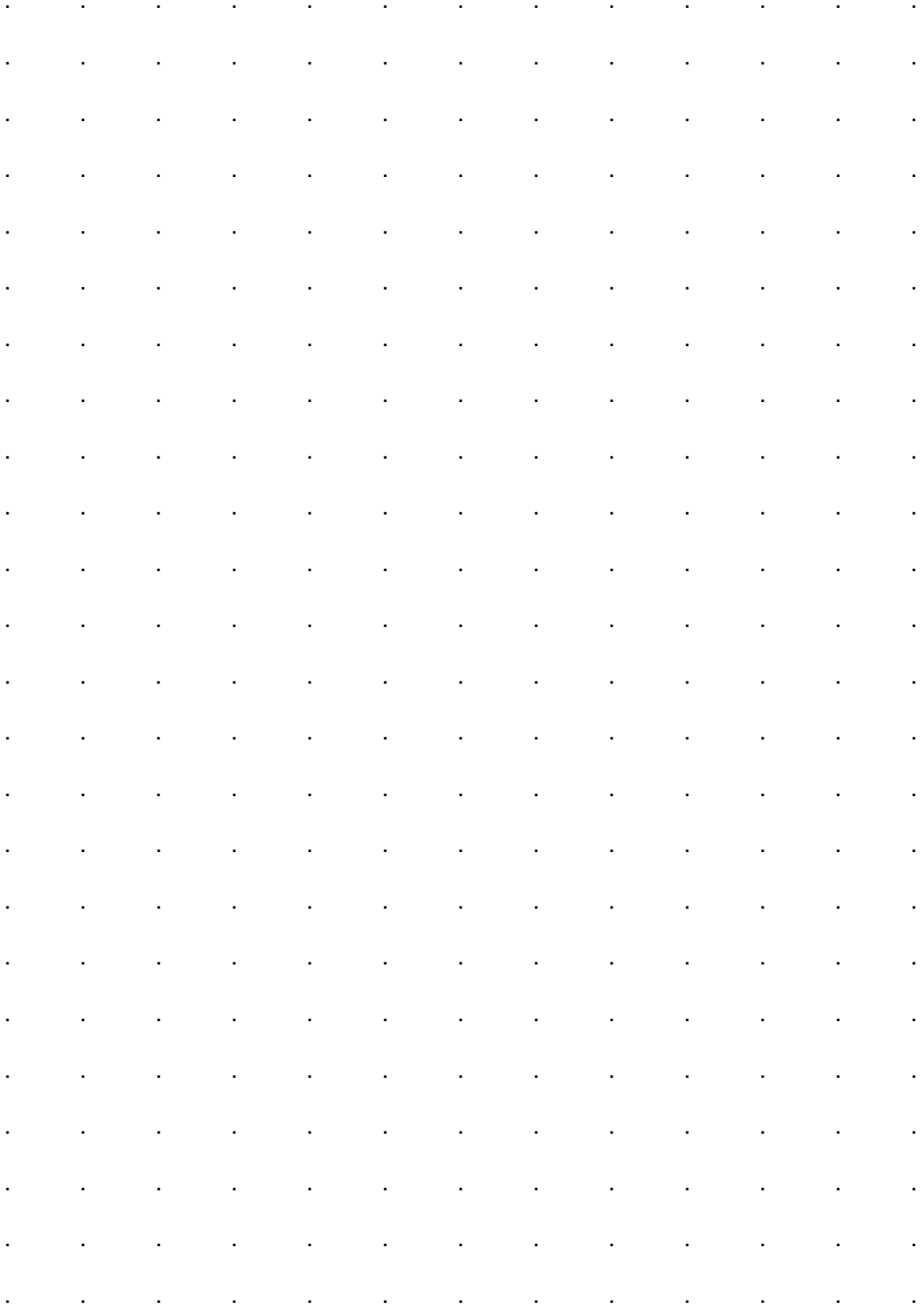








# Notes







Thanks to our European Club  
I have more friends.

Thanks to the Club  
I have experienced many new things  
- for example, volunteering.

I've learned a lot about organising  
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