



# Suggested Class Delivery Plan

**For the minimum time of 8 classes in an  
8 week cycle with one 40 min class a week**

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This short course plan is discussion led, classroom based, with a minimal amount of writing tasks

Some sections can be revisited with plenty of exercises available as 'fillers' to groups with reduced class numbers if other students are absent on other TY activities and spare classes are available

Optional extras are embedded in every module and at the end of each module. Extensive 'end of programme' assignments are provided in Module 4 which can be used to extend this up to a yearlong plan with inter-curricular engagement across Transition Year subjects

We hope that you find these suggestions useful.

Please contact [Euroguidance@ncge.ie](mailto:Euroguidance@ncge.ie) if you have any recommendations for changes to the class plans

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## Euro-Quest in 8 classes (classroom-based)

*If Euro-Quest is delivered through the computer room, see notes after these 8 classes*

These modules can be delivered in any order through any subject but they are all Guidance led. The Careers Interest Assessment in Module 4 must be done by a Guidance Counsellor. It could be done **before** the course begins to get students interested or at any stage during Euro-Quest.

### METHOD:

This is a fast-paced discussion led approach in the classroom with videos played on tv/projector/screen.

- The students can have printed versions of the workbook to take notes only as they will not have time to write detailed answers in class.
- They have the option to do the written answers for homework. If the students are using the **online workbook**, they can replay videos (as they wish) and type answers for homework at home or in school.

### OR

- They may not write answers at all for homework if the class discussion was adequate, so the homework suggestions are optional! Give students the link to go online.
- Perhaps staff may choose to do one or two of the inter- subject optional projects suggested at intervals throughout the programme working as a cross-curricular team.

The time estimates are for a 40 min class. Sometimes due to various causes, classes can be reduced to 30 mins. At the end of each 40 min class plan is a suggestion of what could be skipped and revisited later with half a class at any stage during the year.

The first number given after a video is the running time (rounded up to the nearest minute, so 2.44 minutes are rounded up to 3 mins) and a suggested discussion time is added on with a plus e.g. +5.

## 1. MODULE ONE- An Overview of Europe (Total video playing time of Module 1 – 35 mins approx.)

### Class 1:

Brainstorm what 'European' means to you (5). Watch introductory slides (7 & discuss +3) Watch slides on Ireland and the EU (5) Watch the History of EU Formation (3 & discuss +5) Watch film on the European Flag (3 & discuss +10) in a short debate as suggested in optional exercises for flag)

If you are running late by 10 mins, skip the flag video and revisit it another time when you can look at some of the exercises.

**Homework?** Review the module again online from 1.1 to 1.2 online and fill out the answers in your workbook (handwritten version or computer version).



## 2.

**Class 2:**

Start with the exercise on naming the countries within the EU (5)  
 Watch slides on Brexit (1) and Schengen (2) Watch video of Schengen Agreement (3 & discuss Thomas's journey +10) Watch slides on European Citizenship (1) and see Kate Ryan's article (7 and discuss +5) Finish with Quiz (1) and round off discussion (5)



If time was lost debating the countries of Europe for an extra +5 or +10 minutes, either skip the Brexit summary and/or Schengen completely or ask students to read Kate Ryan's article for homework. (This article might merit a full class somewhere else e.g. in an English class).

**Homework?** Review the module again online from 1.3 to 1.4 online and fill out the answers in your workbook (handwritten version or computer version).

## 3.

**MODULE 2 – WHY STUDY IN EUROPE?**

(Core video/slide viewing time is approx. 15 mins and Claire and Seán's blogs and videos can take up to 45 mins, depending on how many are watched in class. It is recommended to be selective and let the students watch the remainder for homework)

**Class 1:**

Before starting the online slides and videos, allow (3) mins to brainstorm Why Study in Europe? and look at answers to the 5 questions at the start of the module printed in the workbook 2.1 and reasons why people choose to study in Europe (3). Watch online introductory slides (3) and discuss motivation for study abroad (2). Look at the three information study abroad options in the workbook (4) and play the online slides on Financial supports (3) and Special Needs (3). Click the link from the Erasmus Student Network, show the students that there is a downloadable Student Guidebook as displayed in the slide Task One (2) then click to the Task Two and watch the video on Erasmus+ (2) Discuss (+5). (10 mins to spare).

If you have the 10 mins to spare which haven't been used in discussions along the way, you could explore more on the Erasmus Student Network link or open the student guidebook and flick through it.

Draw their attention to the information printed in the workbook in 2.3, defining what Erasmus+ is and the categories it funds and valuable links to resource websites. Bring in photocopies if they are not using the printed version of the workbook.

**Homework?** Review module again from 2.1 to 2.4 and fill out the answers in your workbook. (handwritten version or computer version)

## 4.

**Class 2:**

Note that watching ALL of Claire and Seán's blogs and videos in section 2.5 (without time for discussions) can take up to 45 mins. Be selective! Ensure that both students and staff are clear who Claire and Seán are and where they went BEFORE you start the videos – see information in the workbook at 2.5 or read it out to them (1). Then show the students the video diaries.



Start with Claire, either read quickly through her blog (1) or paraphrase it. Click on her videos.

The length of Claire's are: Video 1: 52 secs, Video 2: 4.20, Video 3: 48 secs, Video 4: 4.17 and the 'Where she is now' video is 3.37 mins. (17 mins total)

Then see Seán's:

The length of Seán's videos are: Video 1: 2.19, Video 2: 5:21, Video 3: 2.47, Video 4: 9.30 and the 'Where he is now' final video is 7.32 mins (28 mins total)

The level of classroom discussion will determine how long is spent on watching a selection of the videos from both students. The remainder could be watched for homework.

Either allow 5-7 mins at the end of class for the Take Your Temperature quiz or leave it as optional for homework. Bring in photocopies of those two pages at the end of Module 2 in the workbook (Section 2.6) if the students are not using the printed version of the workbook.

If you are not doing the Take Your Temperature quiz in class, use the remaining time to look at Section 2.7 and let them know about Europass and Eurodesk.

Of all the suggested classes, this is the tightest one for time and ideally a double class here would help as it would allow for more extended discussions. Alternatively, this could be revisited during a spare class due to TY activities altering the timetable.

**Homework?** Go over the module again from 2.5 to 2.7 and fill out the answers in your workbook. (handwritten version or computer version)

## 5.

**MODULE 3 – LIVING IN EUROPE****Class 1:**

View and listen to introductory slides (3). View the Cultural Challenges video (4) and get feedback from the students (+5). View the Cultural Glasses video (3) and discuss (+5). Next watch the video on Cultural Challenges (5) and discuss (+10).



This class will involve a lot of viewing of slides and 3 short videos which will generate good opportunities for discussion.

Depending on the time left, there are three relevant slides following directly after the last video on Cultural Challenges entitled Culture Shock which could be looked at and pause before the Making Friends slide. Otherwise, pause here and start at the Culture Shock slide in the next class.

**Homework?** Go over the module again in 3.1 and fill out the answers in your workbook (handwritten version or computer version).

## 6.

**Class 2:**

Start at 3.2 and show the 3 adjoining slides discussing and giving tips about Culture Shock. (5 & discuss +5). Move on to the slide Making Friends and brainstorm ideas from the assignments on 3.3 in the workbook. (3 & discuss +3).

Language learning is the next slide (2). Watch Blaitin talking about learning languages (4 & discuss +5, making reference to their own language competencies). It is important to deal with one of the biggest barriers students have against studying abroad; fear of not understanding what is being said. Emphasise that most EU transnational courses are offered through English.

Finish off with the last 2 slides on practicalities; checklist of what you need to travel (2 & discuss +3).

With 10 mins left over, look at the further optional exercises and do an oral discussion on advice for students travelling to study abroad or ask students to jot down notes on what they learned here.

**Homework?** Go over the module again from 3.2 to 3.4 and fill out the answers in your workbook (handwritten version or computer version).



## 7.

**MODULE 4 – WHERE WOULD YOU LIKE TO GO?****Class 1:**

The slides and voiceovers in this section are very short. The first 3 are on doing and reflecting on Interest Assessment and the following 9 are outlines and tips on how to research and inviting students to present their findings. Altogether they do not take much more than 6 minutes in total to listen to and can be interspersed as the Guidance Counsellor decides.

If the Interest Assessment has not been done already in advance by the Guidance Counsellor, this activity will take the full 40 mins of class. (Students may not need to do the first exercise of listing their interests). It must be done by a qualified Guidance Counsellor who will guide their reflections and respond to any questions and interpretations.

**Homework?** Look at the result of your Interest Assessment and continue your reflections in 4.1 to 4.3 and fill out the answers in your workbook (handwritten version or computer version).



## 8.

**Class 2:**

This is a research class which needs to be done on computer. (The class needs access to the computer room for this class or may research on their own devices or school laptops in a classroom, depending on the school policy). The Guidance Counsellor may set this research for homework or as a longer term project and revisit the material in a few weeks' time when the students have gathered material. Depending on the method used by the Guidance Counsellor, this class can either be a discussion class or a research class, following the links as suggested in the workbook.

The Guidance Counsellor may show the remaining 6 of the 9 slides to inspire the students to start researching or leave them for the students to watch for homework.

The Guidance Counsellor may do an adapted version of the suggested activities in the workbook as appropriate to the group.

**Homework?** Go over the module again from 4.4 to 4.6 and fill out the answers in your workbook (handwritten version or computer version).



## Euro-Quest in 8 classes (computer room-based)

Following the classes above as guidelines, the same number of activities per class should occur.

The videos can be played on the individual computers or from a large screen alternated or varied at the staff member's discretion.

The students can start filling out their answers in their workbooks and finish them in their own time.

The three online quizzes/tests in the course appear in:

### **Module 1 – An Overview of Europe**

- Midway through at 1.3, The Map of Europe exercise should take about 3 mins +10 for discussion.
- At the end of the module, there is a short quiz with 5 questions which should take about 1 minute.

### **Module 2 – Why Study in Europe?**

- The Take Your Temperature quiz at 2.6 should take about 5 mins +2 for discussion.

Euro-Quest can be delivered in a variety of ways in the classroom and computer room, depending on the time allocated to the programme and possible extra classes which may come available during the year.

It can be delivered through many subjects linked to Guidance.

## Some tips which you might find helpful

### Support staff:

Use European language assistants in your school to assist in delivering Euro-Quest – they can be a rich source of information on a country's culture and can describe its education system. For example, participation and assignments can differ significantly across countries.

### Background research:

Look in the Euroguidance Euro-Quest resources section for a list of useful links relating to studying in Europe for Irish and European reports on educational mobility in Europe

Look at dual masters - note the growth of dual masters (courses run between in two countries, and some have three: two European countries and one outside Europe). These postgraduate options may be helpful to mention to students. Sometimes there are scholarships provided for dual master's courses.

### Some important points to reinforce when delivering Euro-Quest:

Remind students that through Higher Education Erasmus+ programmes, students cannot simply choose a country where they would like to study – It needs to be a partnered university with their chosen Irish university. They need to see which partner universities are linked to the universities where they wish to go.

For Further Education students, it would be advantageous if the staff in the school are aware of any study trips which are held in their local PLC college e.g. every year a group of Level 5 Healthcare Support go on an Erasmus+ 10 day study exchange in France, for example.

### Useful to note:

**Euro-Quest has not listed private companies in the students' resource list which charge a fee.**

When they are researching, they will come across websites such as Bachelors Portal which offers information on courses worldwide which offers free interest tests online. NCGE / Euroguidance Ireland recommends that Guidance Counsellors use Qualifax, CareersPortal or similar fully recognised interest tests in Ireland.

Eunicas is a private company which charges a fee for assistance in applying to a number of colleges in Europe to do full degrees, for example.

## Points to note with students:

### Inform the students of the difference between:

**Erasmus+** is a EU funded programme which offers educational mobility courses and exchanges at post-primary, further education and higher education in Ireland. This is organized through Leárgas for post-primary students and education trips are organized, and funding accessed for further and higher education students through the institutions which they attend.

**Europass:** The new Europass portal will allow citizens to be more informed about learning and labour market opportunities in Europe. It will also allow students to identify, showcase and self-assess their skills, talents and strengths. The addition of the **Europass Digital Credentials** Infrastructure (EDCI) – a set of tools to support the issuance of authentic, tamper-proof **digital credentials** (such as qualifications and other learning achievements) across Europe, will make it easier to have all learning recognised.

This wonderful resource is worth highlighting to students throughout. They can build a profile as part of their Euro-Quest activities.

**The credit transfer system:** Remind students that they get credits from studying abroad. The European Credit Transfer and Accumulation System (ECTS) is designed to make it easier for student to move between different countries.



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