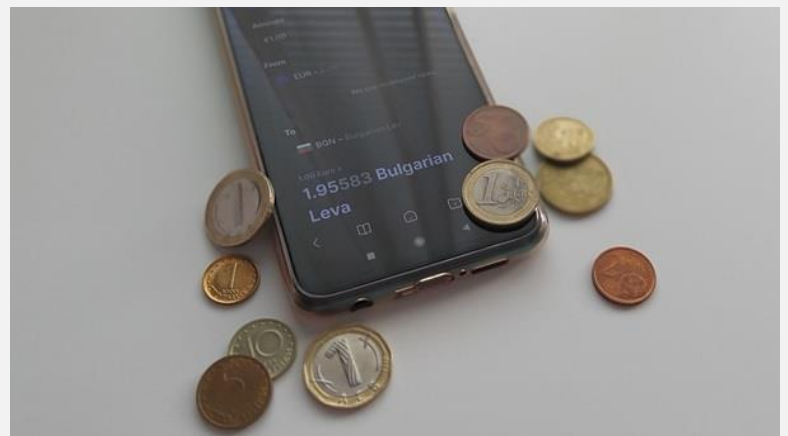# Applying the shifting walls approach in Civics and Languages

Topic: The Euro and the Bulgarian Lev (Toolkit 3 "History Now!")

Photos by Anna Kaloyanova and Kalina Nehrizova, students from 10 d class, 18th Language High School "William Gladstone", Sofia, Bulgaria.

Lesson title: Money talks

Subject(s): Foreign language teaching, Civics, Information technology, Maths (an interdisciplinary / cross-curricular approach)

Student level / grade: 9th / 10th grade **/** Elementary (A1-A2 of the CEFR)

How does this lesson fit in the whole curriculum / syllabus?
Curriculum alignment: 9/10th grade, last chapter (civics) → Greece;
                         9/10th grade (second foreign language; civics aims achieved
                         through language lessons) → Bulgaria

Lesson aims:
For students to
- learn past tenses (Greece) and future tenses and modal verbs expressing possibility/probability (Bulgaria)
- get encouraged students to look at pictures and describe
- talk about their experience / expectations (about the Euro)

- describe events like the referendum, for example - 2015 Greek bailout referendum
  https://en.wikipedia.org/wiki/2015_Greek_bailout_referendum
- analyse and explain ideas (support them by giving reasons and examples)

Expected outcomes
By the end of this lesson students will have
- practised using past and future tenses
- practised expressing opinion / exchanging ideas / debating current issues
- experienced promoting positive attitudes towards the EU

Target skills:
Critical thinking, social and civic competences, innovation, entrepreneurship, innovative thinking, foreign language writing and speaking skill

Target attitudes: critical cultural awareness; positive attitude towards EU

Target knowledge area(s): The Euro; the Single currency; the Single Market; the Euro Zone; national currencies, etc.

Duration of the lesson (in minutes):
In class: 45/40 minutes (1 teaching hour) to lead in and raise awareness of currencies in general and of the Euro in particular; to set the Shifting Walls (research) task
Out of class: one or two weeks depending on curriculum time to do the Shifting Walls (research) tasks
In class: 45/40 minutes to present findings; make a photo exhibition (in an electronic form); conduct a class discussion on the advantages and disadvantages of introducing a single currency and preparing for posting the stories on the Shifting Walls Instagram channel.
Out of class: 30 minutes to upload the photo stories on Instagram

Technological tools to use in this lesson: Wordle, Mindmeister, Prezi, Google forms, Jamboard, Kahoot

Techniques for working with images to use in this lesson:
- Describing pictures, expressing feelings and thoughts about the images; comparing and contrasting the content of the pictures; debating on the messages of images

Other "Shifting Walls" techniques:
- Interviewing eyewitnesses of the times before introducing the Euro (in Greece)
- Interviewing young people and adults about their attitudes to joining the Euro Zone (Bulgaria)
- Collecting photos from personal archives
- Creating own images to accompany the personal stories

Lesson stages

In class

Stage 1 - Warm-up activities: brainstorming around the keywords "currency" and "Euro" either verbally or using mind maps or word clouds.

Stage 2 - Show the photos to students and ask them to comment on that and express their opinion. At this stage students should use their language skills to share their opinion and express their thoughts.

Stage 3 - Role playing game / simulation of exchanging currency.
Students are involved in role play about exchanging currency or having to shop for food / clothes / etc. in another country (they choose which country they come from and where they do the shopping).

Stage 4 - Preparation for independent research
- Set the task to interview relatives that lived with another currency in the past (Greece) or attitudes to joining the Euro Zone (Bulgaria). Schedule the interviews and set the questions (using Google doc and Google forms).
- Divide the class in groups of 3 or 4.
- Make sure the platform (e.g. Zoom, Teams, Skype) that will be used for the interviews in which they will be recorded is known to students and it is permitted to use it. First sample interviewees are the teachers.

Out of class

Stage 5 - Consolidating knowledge about the Single currency
Prepare a Kahoot with the past or current currency in the EU and get the students to do it before they start with the interviews.

Stage 6 - Independent research
- Students work in groups of 3 or 4. They do their interviews online.
- Students ask their interviewees to share a photo connected with the explored topics and ask permission to use these photos in their photostories.
- Students create their photo stories. If they haven't been given permission to use the interviewees' pictures, they make a collage using their own photos, drawings or make a short video using a free tool for making cartoons.

NB: Students ask the interviewees' agreement to be interviewed and then for what they share to be used in the student research (granting the interviewees' anonymity) and permission to use and share with the class and online any photos the interviewees might decide to provide.

Back in class

Back in class, the group present their work.
The class debates on the pros and cons of using a single currency.
The groups prepare for uploading the photostories on Instagram.

Useful links:

History of the Euro:
https://op.europa.eu/en/publication-detail/-/publication/2b788b39-70d1-48dd-a1fe-fe8b363bd7d5?fbclid=IwAR2IkgEDiIj-gmS8Cy6dikncLgAEM8Ys0tURPmGfEtwbFMhq4xQFlEorEl4

Euro benefits us all:
https://op.europa.eu/en/publication-detail/-/publication/f3b6c449-796b-4740-8b22-f8b34766798a/language-en/format-PDF/source-209461014?fbclid=IwAR03wPOxriyXlWdMhVQRruFXV-3y1ON9g75hIEygrilp3F3cuAFzoNwUOQo

Quiz of the European Central Bank:
https://www.ecb.europa.eu/euro/html/quiz.en.html