

MAKE EUROPE
GREAT AGAIN



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WHAT DOES THE EU BRING US IN OUR EVERYDAY LIFE?



03

BASIC VERSION

Educational Setting	Classroom (with or without digital tools)
Reference Chapter	Chapter III - HOW IS THE EU RELEVANT TO YOUR DAILY LIFE? (pp. 26-37)
Educational Objective	To show pupils how the EU is relevant in their life's.
Educational Outcomes	<p>After this lesson pupils should be able to:</p> <ul style="list-style-type: none"> • List several areas in which the EU affects their life • Describe how the EU is present in their everyday life • Describe how the EU is part of their region and everyday life.
Key concepts and terms	<p>Common policy, Cohesion, CAP, Rights and privileges of an EU citizen Safe and easy travels – Schengen area, passenger rights Study, train and work anywhere in the EU – Erasmus+, Youth guarantee scheme, Solidarity corps Free movement of goods, services, and capital in the EU Health care and safety throughout the EU EU labels, consumer rights Telecommunication, roaming Common currency in the Euro area EU funding in your region – Cohesion policy</p>
Duration	40 to 50 minutes
Needed materials	PowerPoint presentation, Stories of EU citizens, Stories, (Flags), Flipcharts, Markers and pencils (for the online version one can use digital white board applications, like Mural https://www.mural.co)
Resources	The designed stories of several European citizens that show different areas in which the EU affects their everyday life (EU & ME – Chapter III). Maybe some badges that separate the groups visually, so the mixture in the second step is easier to implement. (Flags)

IMPLEMENTATION STEPS

WITHOUT DIGITAL TOOLS

Introduction - 10 minutes

The teacher introduces the topic “What does the EU bring us in our everyday life” and explains the “jigsaw method”.

“Just as a jigsaw puzzle is a collection of various pieces that come together to create a complete picture, the jigsaw method of teaching is a collection of topics, which will be fully developed by pupils before coming together to make a complete idea. To be more specific, this type of cooperative learning strategy allows individuals or small groups to become responsible for a subcategory of a larger topic. After researching and developing their idea, each individual or small group then has the responsibility to teach it to the rest of the group or class.” (Source: <https://www.teachhub.com/teaching-strategies/2016/10/the-jigsaw-method-teaching-strategy/>)

► [PowerPoint presentation](#)

Main activity - 40 minutes

The pupils will be divided into 4-6 groups, in which they get a different story of an EU citizen. These stories will contain different aspects according to the EU & ME publications that are relevant in the everyday life of EU citizens. As a first step, the pupils will read the stories and work out aspects and areas in which the EU affects their life.

In the second step, the pupils create the jigsaw puzzle. They will now create new groups. The new groups consist of one representative of each story. They will now present their different stories to each other. As a task, they should look at the similarities and differences of the stories and what connects all of them.

► [Stories of EU citizens](#)

Conclusion - 5 minutes

The lesson ends with a round-up of the teacher and the pupils that present their similarities and differences. The aim is to show how the EU is relevant to everyone in his or her everyday life.

► [Result sheet](#)

IMPLEMENTATION STEPS

WITH DIGITAL TOOLS

Note: The lesson can take place in the same way as in the analogue implementation. The only difference is the usage of different, in this case, digital tools to either divide the groups via the Web tool Random Student generator (<https://www.transum.org/software/RandomStudents/>) or present the findings. This can happen through GoogleDocs. But any tool that offers a blank sheet or a way of presenting will do. (Word, OpenOffice, Mural <https://www.mural.co> etc...)



Result-Sheet for Teacher

BRUSSELS, BELGIUM (HELENA, 26)

Summary and description of the character:

Helena is from Thessaloniki, Greece, and since her Erasmus semester in Lille, France. This inspired her to start working for the EU Commission in Brussels, but someday she wants to return to Greece and use her knowledge to help rural areas develop equally, which can be funded by the EU. In general, she believes in EU decisions and sees the benefits of an EU-wide health card or the elimination of roaming costs but hopes for a deeper integration.

Role of EU:

She is working in a DG's Office for Economic and Financial Affairs -> actively supporting member states with unemployment issues during the Covid-19 crisis. Making living abroad within the EU easy: health insurance, roaming. Use funds to further integrate and make opportunities all over the EU equal.

Affect in a person's life:

Erasmus program (living abroad) + assets to make living abroad easier. Agricultural fund to support different rural areas in the EU to create equal opportunities.

Do you make similar experiences or know people who do?

Personal experience

VARAZDIN, CROATIA (DAMIR, 56)

Summary and description of the character:

Damir founded his own NGO which concentrates on sustainability and climate change, offering workshops to students. He is really fond of the European Solidarity Corp, as it gives young people all over Europe the possibility to work together in workshops and find EU wide solutions, such as preventing bees from extinction. Plus, it promotes the experience of being an EU citizen.

Role of EU:

European Green Deal improves the promotion of the topic beyond borders. European Solidarity Corps.

Affect in a person's life:

Pupils are able to take part in workshops, get to know different people and cultures and implement strategies in their hometowns

CORK, IRELAND (EDWARD, 75)

Summary and description of the character:

Edward ran a small business in Ireland, which now expanded to Europe, selling his products not only in local shops, but all over Europe. He also appreciates that his grandchild was able to participate in a European volunteer programme and meet new people and is able to move to Latvia.

Role of EU:

Thanks to the Schengen Agreement, the free movement of goods and people is possible, so Edward's company can export its goods without paying extra taxes and his grandchild Rian can easily live in another city in Europe.

Affect in a person's life:

Rian is able to take part in a volunteer program as well as extending his stay in Latvia as the EU enables to easily live abroad

Result-Sheet for Teacher

BOLOGNA, ITALY (GIULIA, 18)

Summary and description of the character:

Giulia wants to become a chef and has already gained experience with Erasmus students in her parents' restaurant. Therefore, she is very interested in participating in an Erasmus programme and doing an internship in Portugal. She wants to create a diverse European menu that combines different cultures in Europe which funded by the EU. She really emphasized her love for the open borders within the EU.

Role of EU:

ERDF fund to support projects like Giulia's idea. Erasmus+ program which enables internships abroad.

Affect in a person's life:

Exchange program and connecting with young people. Possibility to support project ideas such as the one of Giulia.

WROCLAW, POLAND (KRZYSZTOF, 35)

Summary and description of the character:

Krzysztof works for the polish government dealing with European funds, focusing on interregional cooperation. He positively reviews the ease of traveling when being a member of the EU despite the obstacle of exchanging into Euros. On the other hand, he fears the rising EU-criticism of the polish government and its undemocratic measures and hopes for the EU to intervene. He also criticizes the EU migration policies especially looking at Belarus.

Role of EU:

EU to intervene when governments do not respect its laws and values. The EU's role in migration policy by creating frameworks, rules and support for Member States facing border problems, while respecting human rights.

Affect in a person's life:

Able to travel and work in Poland and Germany. Created his jobs.

MALMO, SWEDEN (FREYA, 18)

Summary and description of the character:

Freya just finished high school and is figuring out what she wants to do in her future. While she is doing Interrail in Europe, she met many students who inspired her and gave her reassurance. She is especially interested in the EU Youth Guarantee Scheme.

Role of EU:

Interrail is a travel programme that promotes networking among young people within Europe, as this is possible without travel restrictions.

Affect in a person's life:

Meeting young people all over Europe and getting input and advice.

03

ADVANCED VERSION

Educational Setting	Classroom (with or without digital tools)
Reference Chapter	Chapter III - HOW IS THE EU RELEVANT TO YOUR DAILY LIFE? (pp. 26-37)
Educational Objective	To show pupils how the EU is relevant in their life's.
Educational Outcomes	<p>After this lesson pupils should be able to:</p> <ul style="list-style-type: none"> • List several areas in which the EU affects their life • Can describe how the EU is present in their everyday life • Describe how the EU is part of their region and everyday life • Critically engage with different policy areas in which the EU is relevant to their everyday life • Take a more abstract look at the EU and its relevance
Key concepts and terms	Common policy, Cohesion, CAP, Rights and privileges of an EU citizen, Foreign policy, Asylum policy.
Duration	40 to 50 minutes
Needed materials	PowerPoint presentation, Result sheet, Factsheets EU policies, (Policy icons), Flipcharts, Markers and pencils (for the online version one can use digital whiteboard applications, like Mural https://www.mural.co)
Resources	The designed factsheets of several European policy areas that show different ways in which the EU affects their everyday life (EU & ME – Chapter III). Maybe some badges that separate the groups visually, so the mixture in the second step is easier to implement. (Policy icons).

IMPLEMENTATION STEPS

WITHOUT DIGITAL TOOLS

Introduction - 10 minutes

The teacher introduces the topic “What does the EU bring us in our everyday life” and explains the “jigsaw method”.

“Just as a jigsaw puzzle is a collection of various pieces that come together to create a complete picture, the jigsaw method of teaching is a collection of topics, which will be fully developed by pupils before coming together to make a complete idea. To be more specific, this type of cooperative learning strategy allows individuals or small groups to become responsible for a subcategory of a larger topic. After researching and developing their idea, each individual or small group then has the responsibility to teach it to the rest of the group or class.”

► [PowerPoint presentation](#)

Main activity - 40 minutes

The pupils will be divided into 4-6 groups, in which they get a different EU policy (Common policies and not common policies). These factsheets will contain information about a certain policy field and the ways in which the EU deals with them. As a first step, the pupils will read the factsheets and work out key facts and areas in which the EU affects their life in their policy field. (20 min)

In the second step, the pupils create the jigsaw puzzle. They will now create new groups in which every factsheet is represented. They will now present their insights to each other. As a task, they should look at the similarities and differences of the policy areas and what connects all of them. (20 min).

► [Factsheets EU policies](#)

Conclusion - 5 minutes

The lesson ends with a roundup of the teacher and the pupils that presented their similarities and differences. The aim is to show how the EU is relevant to everyone in his or her everyday life, with the help of several policy fields.

► [Result sheet](#)

IMPLEMENTATION STEPS

WITH DIGITAL TOOLS

The lesson can take place in the same way as in the analogue implementation. The only difference is the usage of different, in this case, digital tools to either divide the groups via the Web tool Random Student generator (<https://www.transum.org/software/RandomStudents/>) or present the findings. This can happen through GoogleDocs. But any tool that offers a blank sheet or a way of presenting will do. (Word, OpenOffice, Mural <https://www.mural.co> etc.).

Result-Sheet for Teacher

COHESION POLICY

Summarize the policy and describe its main aims and objectives:

It address territorial, social and economic disparities between the different regions of the EU. It helps to promote job creation, business competitiveness, economic growth and sustainable development, and to improve citizens' quality of life. 36.5% of the total EU budget, has been allocated to Cohesion Policy for the period 2021-2027

How does the policy affect your daily life?

If projects succeed in your region, they improve the living standard. In general, cohesion policy underpins European solidarity.

Do you know further examples of this policy area, and how it affects your life?

EU projects in the region can be named and discussed https://ec.europa.eu/regional_policy/en/projects/.

COMMON AGRICULTURAL POLICY

Summarize the policy and describe its main aims and objectives:

The main aims of the CAP are to improve the competitiveness within the EU agricultural sector, maintain food security and attempt to achieve the goals of the European Green Deal. Meaning the sector has to become more climate friendly.

How does the policy affect your daily life?

Providing healthy, high-quality food and contributing to environmental protection. Finding sustainable ways of farming, which could have an impact on worldwide agricultural industry. Less long, travel ways of importing goods.

Do you know further examples of this policy area, and how it affects your life?

DEFENCE POLICY

Summarize the policy and describe its main aims and objectives:

Establish cooperation and coordination between member states in the field of defence and crisis management defined in the Lisbon Treaty. EU global strategy achieving to fulfil aims amongst deepening cooperation with NATO to facilitate military mobility within and across the EU, and revision of the financing of its civilian and military missions and operations to make them more effective.

How does the policy affect your daily life?

Cooperation with NATO -> 2% of GDP for defence: increases expenses for domestic military ("Sondervermögen in Germany"). Effects of political demands and issues discussed in the media, especially since Russia's attack on Ukraine.

Do you know further examples of this policy area, and how it affects your life?

Result-Sheet for Teacher

FOREIGN POLICY

Summarize the policy and describe its main aims and objectives:

Aims to take a leading role in peacekeeping operations, conflict prevention and strengthening of international security and ensure security while upholding human rights, democracy and the fight against poverty. Main objects are the CFSP and CSDP, important focus on humanitarian aid, migration and development policies parallel to peace talks. EU global gateway a part of foreign policy in order to provide more interconnectivity between policy fields and improves financing.

How does the policy affect your daily life?

Represents Europe's external image, especially with regard to upholding human rights and positioning itself clearly with European values in international politics. Defending these positions led to sanctions against Russia after the attack on Ukraine and the resulting loss of energy supply and rising prices (everyone can relate to).

Do you know further examples of this policy area, and how it affects your life?

Migration policies: FRONTEX and cooperation with Libyan Coastguards

SOCIAL POLICY

Summarize the policy and describe its main aims and objectives:

Generally, responsibility lays with the member states BUT demand for an increased EU action on health and social security. EU health policy aims to foster good health, protect citizens from health threats, improve medicinal products and support dynamic health systems. The social policy area is mainly defined and funded through the Social Fund Plus (ESF+).

How does the policy affect your daily life?

EU wide health card. During COVID patients were brought to hospitals in other EU states -> call for a more aligned policy field.

Do you know further examples of this policy area, and how it affects your life?

ECONOMY AND TRADE

Summarize the policy and describe its main aims and objectives:

The aim to promote free trade and economic integration. Main goals of EU economic policy are to foster competitiveness and employment contribute to the sustainability of public finances and reinforce financial stability. Measures are their citizens, including import tariffs, import quotas, voluntary export restrictions, export taxes, export subsidies etc. A new strategy focuses on economic recovery by supporting the green and digital transformations.

How does the policy affect your daily life?

Buying French or Italian products in the German supermarket without paying additional taxes -> Barilla Pasta or French wine.

Do you know further examples of this policy area, and how it affects your life?

Sanctions on countries which violate International Law -> Discussion about China (how should and can the EU deal with Chinese violations of human rights (Uyghurs)).



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PICK&TEACH: LESSON PLANS ON THE EUROPEAN UNION

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