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WHAT IS ON THE EU'S AGENDA?

04

BASIC VERSION

Educational Setting	Classroom (with or without digital tools)
Reference Chapter	Chapter IV – What’s on the EU’s agenda? (pp 38-53)
Educational Objective	To introduce pupils with topics currently on the EU’s agenda.
Educational Outcomes	<p>After this lesson, a pupils should be able to</p> <ul style="list-style-type: none"> • List several key topics on the EU’s agenda • Describe the relevance of this topic for the EU • Identify topics missing but relevant to them • Work in a group • Competently use relevant digital tools and Internet sources.
Key concepts and terms	Policy, Policy Discussion, Long-term planning.
Duration	45 minutes
Needed materials	Flip chart and markers or Internet access, access to relevant infographic tools.
Resources	Copy of the “EU & ME” publication.

IMPLEMENTATION STEPS

WITHOUT DIGITAL TOOLS

Introduction - 10 minutes

Teacher should split pupils into nine groups or pairs and give each group or pair a task to read one of the passages from the “EU & ME” publication:

- Jobs, growth, and investment
- Digital single market
- Energy union and climate
- Internal market
- Economic and monetary union
- Free trade
- Justice and fundamental rights
- Migration
- EU in the world

Main activity - 30 minutes

Then the teacher should present the pupils with the following task.

Pupils should read the passage, mark words they may not understand, and prepare a presentation for other pupils about the passage.

The presentation can be in any form (poster, visuals, mind map etc.) that pupils think would be best containing an overview of the passage and the list of unintelligible words they detected in the text. During the preparation of the presentation, pupils should discuss what they think is missing or has been left out in particular topics.

Each group or pair should present their passage.

When presenting words, they did not understand, the teacher should open the possibility for other pupils to offer their explanations or definition. Also, the teacher should open up the possibility to other pupils to add to the list of topics missing for a particular theme.

Conclusion - 5 minutes

End this lesson by asking pupils to state if some other topics relevant to their life should be mentioned in this publication.

IMPLEMENTATION STEPS

WITH DIGITAL TOOLS

Introduction - 10 minutes

Teacher should split pupils into nine groups or pairs and give each group or pair a task to read one of the passages from the “EU & ME” publication:

- Jobs, growth, and investment
- Digital single market
- Energy union and climate
- Internal market
- Economic and monetary union
- Free trade
- Justice and fundamental rights
- Migration
- EU in the world

Main activity - 30 minutes

Then the teacher should present the pupils with the following task.

Pupils should read the passage, mark words they may not understand, and prepare a presentation for other pupils about the passage.

Pupils can make presentations or infographics in any digital tool (e.g., [Canva](#), [Adobe Spark](#) etc.) in which they are proficient. Pupils' presentations should contain an overview of the passage and the list of unintelligible words they detected in the text. During the preparation of the presentation, pupils should

- Discuss what they think is missing or has been left out in particular topics, and
- Find a definition of unintelligible words in relevant Internet sources.

Each group or pair should present their passage.

When presenting their presentation or infographic pupils should be able to add to the list of topics missing for a particular theme.

Conclusion - 5 minutes

End this lesson by asking pupils to state if some other topics relevant to their life should be mentioned in this publication.

04

ADVANCED VERSION

Educational Setting	Classroom (with or without digital tools)
Reference Chapter	Chapter IV – What's on the EU's agenda? (pp. 38-53).
Educational Objective	To involve pupils in discussion on the EU level.
Educational Outcomes	<p>After this lesson a pupils should be able to:</p> <ul style="list-style-type: none"> • List key topics on the EU's agenda • Understand the relevance of this topic for the EU and its impact on everyday life • Identify topics missing but relevant to them • Work in a group • Competently use relevant digital tools and Internet sources • Articulate their opinion by using concrete arguments • To question critically EU policy issues.
Key concepts and terms	Policy, Policy Discussion, Long-term planning.
Duration	90 min (without digital tools), 135 min (with digital tools)
Needed materials	Worksheets <i>and</i> Internet access, access to relevant infographic tools, cell phones or other appropriate equipment.
Resources	Copy of the “EU & ME” publication.

IMPLEMENTATION STEPS

WITHOUT DIGITAL TOOLS

Introduction - 15 minutes

Teacher should divide the pupils into nine groups or pairs and give each group or pair a task to read one of the passages from the “EU & ME” publication:

- Jobs, growth, and investment
- Digital single market
- Energy union and climate
- Internal market
- Economic and monetary union
- Free trade
- Justice and fundamental rights
- Migration
- EU in the world.

Main activity - 65 minutes

Then the teacher should present the pupils with the following task.

Pupils should read the passage mark words they may not understand and discuss the questions on the worksheet.

When pupils finish their discussion, they should present the main points of their discussion.

Pupils can make a poster about their key message.

Conclusion - 10 minutes

In the end, pupils can vote on the best message presentation.

IMPLEMENTATION STEPS

WITH DIGITAL TOOLS

Introduction - 15 minutes

Teacher should divide the pupils into nine groups or pairs and give each group or pair a task to read one of the passages from the “EU & ME” publication:

- Jobs, growth, and investment
- Digital single market
- Energy union and climate
- Internal market
- Economic and monetary union
- Free trade
- Justice and fundamental rights
- Migration
- EU in the world.

Main activity - 110 minutes

Then the teacher should present the pupils with the following task.

Pupils should read the passage and discuss the questions on the

► Worksheet

When pupils finish their discussion, they should present a conclusion of their discussion in one of the following ways:

- Using their cell phone, record a news report about the discussion,
- Using their cell phone, record a promotional video advocating for their key message,
- Using digital tools for animation (e.g., Toonly, Animaker, Doodly, GoAnimate, etc.), prepare a promotional video advocating for their key message,
- Using an audio recorder, prepare a 3-minute podcast about their discussion,
- Create a challenge that can be initiated on social media (e.g. TikTok etc.)

This part should be open for other pupils' proposals.

Conclusion - 10 minutes

In the end, pupils can vote on the best message presentation.

WORKSHEET

Title of your topic: _____

List Key Policy Areas Mentioned In the Text:

List Topics That You Think Are Missing but Are Relevant To You:

Why Are These Topics Relevant To You:

What Should The EU Do To Address These Topics?

To Whom Should You Address To Raise These Issues?

What Would Be Your Key Message?



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ERASMUS PLUS 2020-1-FR01-KA201-080193

PICK&TEACH: LESSON PLANS ON THE EUROPEAN UNION

The document was created within the Erasmus + project MEGA: Make Europe Great Again (2020-1-FR01-KA201-080193). This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.