



PICK& TEACH

LESSON
PLANS ON
THE
EUROPEAN
UNION



ERASMUS PLUS 2020-1-FR01-KA201-080193

PICK&TEACH: LESSON PLANS ON THE EUROPEAN UNION

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FOREWARD

We are glad you decided to learn about the European Union and that you chose the teaching materials created as part of the "Make Europe Great Again" project.

With this publication, we would like to encourage you to work with the pupils on topics related to the European Union and to talk with them about the European Union, what it does, what it means for them and what can be done to improve the Union.

This publication is based on the findings that the project partners identified in the White Paper on teaching about the European Union and responding to the needs expressed by teachers and pupils.

The teaching materials collected in this publication thematically follow the chapters of the publication published by the European Union under the title "EU & ME" with the addition of a special topic on the European Green Deal. Materials presented in this publication are intended for teachers working with students in middle and high school ages 13 to 17.

Each topic is divided into two levels: **basic and advanced**. The basic level provides an introduction and basic information about a particular topic, while the advanced level goes deeper into the topic itself, opens up additional questions and encourages research.

In addition, two implementation options are proposed for each level: **without digital tools and with digital tools**.

We would like to mention that in the publication we also use some marks such as the "►" icon that directs you to the worksheet or the "■" icon that directs you to additional materials. Questions for discussion during class are separated into a distinct paragraph. Worksheets that are an integral part of a certain topic are organized in such a way that they can be duplicated and used both in paper form and digitally.

This publication is available in six languages: English, French, German, Spanish, Portuguese, and Croatian. Publications in those languages are available at the project website: <https://www.learningeurope.eu/>.

Once again, we would like to encourage you to introduce the EU to your pupils as all these activities ultimately have one goal, which is to build future generations of active European citizens.



WHAT IS THE EUROPEAN UNION?

MODULE
01

01

BASIC VERSION

Educational Setting	Classroom (with or without digital tools)
Reference Chapter	Chapter I – WHAT IS THE EUROPEAN UNION (pp. 06-13)
Educational Objective	Provide key facts, reference dates as well as the main guiding principles and aims at which the European Union was founded and built.
Educational Outcomes	<p>After this lesson pupils should be able to:</p> <ul style="list-style-type: none"> • Explain what the EU is and why it was created • Name and locate the EU countries on a map • Identify the EU countries' flags • Identify the EU capitals • Identify the EU official languages • Describe the European flag and its symbolism • Explain the EU's motto • List the EU common values and rights.
Key concepts and terms	Union, Diversity, Harmony, European Citizenship, European values, Treaties, Brexit
Duration	55 minutes
Needed materials	<p>Classroom without Digital Tools: Maps, Flags (small card size), Audio device (Mp3 and speakers), Video device, Flipchart, Images, Adhesive stripes, Whiteboard, Markers, pencils, A4 white sheets.</p> <p>Classroom with Digital Tools: Digital whiteboard applications, Internet, Laptop</p>
Resources	European Commission "EU & ME" publication and MEGA library platform

IMPLEMENTATION STEPS

Note: The icon  indicates options to be used with digital tools.

Introduction - 5 minutes

The teacher shows the pupils the European Union flag and asks the pupils:

Which country is this flag from?



Display the image of the flag.



Worksheet: EU Flag (pdf)

After giving time for the pupils to answer, they introduce the topic of the module:

What is the European Union ?

The meaning of the Flag - 5 minutes

The teacher then asks pupils to describe the flag to lead them to mention specific information: the twelve stars and the blue and golden colours. The teacher uses the pupils' answers to explain the different meanings of each element:

- Flag: European Union/identity of Europe
- Twelve stars: perfection and entirety (no relation with the number of countries)
- Blue colour: sky
- Stars in a circle: unity, harmony, solidarity

The teacher introduces key dates on the flag's history:

- 8 December 1951: First adoption by the Council of Europe
- 1984: Adoption of the flag by the EU (then called the European Economic Community)
- 29 May 1986: First time raised at the building seat of the European Commission
- November 2015: 30th anniversary of the flag

What do you know about the European Union? - 5 minutes

The teacher asks the pupils to tell what comes to their mind when they think about the European Union (brainstorming) and writes all the answers on the board.



Answers are typed and displayed to the class.

Note: Teachers should bear in mind that negative aspects of the EU may be referred to and accept all the answers.

They use the brainstorming inputs (ex: Europe, Euro, single market, alliance, treaties, economic relationships, free movement, Brussels, European Parliament, Erasmus, Brexit, etc.) to present relevant information by answering the following questions:

*What (is the EU)? When (was it born)? Why (was it founded)? How (does it work – overall idea)?
The Eurozone, the Schengen area, etc.*

Which are the Member states of the European Union? - 20 minutes

The teacher pins a map on the whiteboard/wall and asks the pupils which countries are the EU Member States. Correct answers are written on the whiteboard until the 27 countries list is complete.

Then the teacher asks the pupils to form groups and one representative of each group goes to the board and find for one of the countries listed on the board. The pupils are then encouraged to search the capital city (indicated on the map) and write it near the name of the country on the board.

Once the capitals are connected to the corresponding country, the teacher gives one or two (according to the number of pupils) card-sized flags to each pupil and asks them to complete the EU countries list with the flag.



Worksheet: EU countries flags

In the end, pupils will have a visual presentation of countries (previously located on the map, capitals and flags).



Worksheet: Map with Member states, capitals, flags

The European Union official languages - 10 minutes

The teacher explains to the pupils that they are going to listen to the same phrase (Good morning) spoken in different EU languages. The teacher can select another phrase among the presented possibilities (I love you/I don't understand/I'm sorry).



Audio and video (when possible) can both be used.

Discover the official EU languages! (europa.eu)

The pupils are expected to identify the language and guess which country(ies) has(have) this language as an official language. Once they have guessed, the teacher completes the list previously built with the official language of each country.



Come back to the map and indicates the national language of each country.

Note: Once the list is concluded, the teacher delivers a copy for the pupils to fill in with the information previously provided (countries, capitals, flags, official language).

► Worksheet: EU Countries Information



The copy can be sent or made available to pupils via online platform.

The teacher then explains the importance of being a citizen in a democratic organisation where communication can be done in each country's official language, without needing to learn a foreign language. The teachers also mentions that a European citizen can write to the EU institutions in any of the 24 official languages and they will receive an answer in this same language.

Then the teacher presents the 24 EU official languages with the dates of their entry.

EU Official Languages and dates (pdf)

The European Union motto and what it entails - 10 minutes

The teacher writes the phrase "United in diversity" on the board and asks the pupils to identify what it is and what it means.



The sentence can be displayed and (to do the transition with the previous section, written in the EU languages). It will be easier for pupils to understand it.

The teacher explains the EU's motto and presents the relevant content/definitions/explanations related to it (sense of European identity, six common values: human dignity, freedom, democracy, equality, rule of law, respect for human rights based on pluralism, tolerance, justice, solidarity and non-discrimination).



Websites: EU motto (europa.eu) or the symbols of the European Union (cvce.eu).

The teacher explains the values of the European Union.



Websites: Aims and values (europa.eu).



Information presented on a slideshow support and/or video.



YouTube Video: What are EU values?

Conclusion

Optional - Pupils are given an assignment as homework:

Each pupil is assigned a country - randomly chosen by the teacher - and is expected to present specific information about this country (official language, inhabitants, typical dishes, the time difference with their country, currency if not the Euro, famous celebrations, etc.) on visual supports (PowerPoint, infographics, etc.)

WORKSHEET : EU FLAG



WORKSHEET : EU COUNTRIES FLAGS



WORKSHEET : EU MAP



WORKSHEET: EU MEMBER STATES INFORMATION

	COUNTRY	CAPITAL	OFFICIAL LANGUAGE
			
			
			
			
			
			
			
			
			
			
			

WORKSHEET: EU MEMBER STATES INFORMATION

	COUNTRY	CAPITAL	OFFICIAL LANGUAGE
			
			
			
			
			
			
			
			
			
			
			

WORKSHEET: EU MEMBER STATES INFORMATION

	COUNTRY	CAPITAL	OFFICIAL LANGUAGE
			
			
			
			
			

01

ADVANCED VERSION

Educational Setting	Classroom (with or without digital tools)
Reference Chapter	Chapter I – WHAT IS THE EUROPEAN UNION (pp. 06-13)
Educational Objective	Reflect and discuss key the role of the European Union in the world, list the principles of the Pillar of Social Rights, List and explain the Fundamental Rights of the EU, by taking the Charter as reference.
Educational Outcomes	<p>After this lesson pupils should be able to:</p> <ul style="list-style-type: none"> • Analyse the place of the EU in the world • Describe the social aspects of the EU • Explain what the Charter consists of • Present the Common Values and Fundamental Rights of the EU.
Key concepts and terms	Role of the EU in the world, Social Rights, Fundamental Rights, Charter
Duration	90 minutes
Needed materials	<p>Classroom without Digital Tools: Flipchart, Images, Whiteboard, Markers, pencils, A4 white sheets.</p> <p>Classroom with Digital Tools: Digital whiteboard applications, Internet, Laptop</p>
Resources	European Commission “EU & ME” publication and MEGA library platform

IMPLEMENTATION STEPS

Note: The icon  indicates options to be used with digital tools.

Introduction - 10 minutes

The teacher shows the pupils the European Union flag and asks the pupils:

Which country is this flag from?



Display the image of the flag.



Worksheet: EU Flag (pdf)

Pupils will mention that it is not the flag of a country but the European Union's flag.

The teacher will then ask the pupils to mention what they know about the European Union by guiding them with questions such as:

What is it? What is it aimed at? What are the main guiding principles and values of the EU?



Answers are typed and displayed to the class.

The role of the European Union in the World - 20 minutes

After listening to all the answers given by pupils and correcting the incorrect ones, the teacher says that all the information provided by them lead to think that the European Union plays an important role in the world and completes the idea by asking:

In each way?

She then writes on one side of the board:

Role of the European Union in the world – pupils' answers.

Pupils form groups and each group's representatives are invited to come to the board and write what they think is the role of the EU in the world.

The teacher accepts all the answers, whether they are correct or not.

Then, the teacher uses the other part of the board to write:

Role of the European Union in the world – teacher's answers.



Answers are typed and displayed to the class on a table format with two columns: pupils' answers and teacher's answers.



YouTube Video: [EU in the World – A stronger Europe in the World](#)

Examples: It helps the world economy keep going. It helps millions of people who live in poorer countries outside the European Union. It tries to make the world a safer place where people are treated fairly and laws are respected.

The pupils are asked to compare their answers and analyse which of their answers match the teacher's answers.

Afterwards, the teacher asks the pupils to explain the teacher's answers by answering a simple question to all her statements:

How? (How does it help the world economy grow, etc...)?

Once the pupils have given their explanations, the teacher explains in detail every statement.



The explanation is presented and then sent or made available to the pupils (online platform).

Social issues in the European Union - 30 minutes

The teacher asks the pupils to think about the EU's social issues they have heard about on TV, social networks, newspapers, using guidelines (delivered by the teacher) to connect social issues with their country. Pupils are expected to identify issues listed in the guidelines that happen in their country and indicate what the EU does to solve these issues.

Guidelines with keywords such as Unemployment, Labour market, Poverty, Social protection, Social inclusion, Migration, Demographic challenges, Health.

She uses the brainstorming inputs to introduce the next question:

How can the European Union become socially strong, fair, inclusive and full of opportunity?

After listening to the pupils' answers, the teacher draws a table on the whiteboard with three columns:


Equal opportunities and access to the labour market	Fair working conditions	Social protection and inclusion

Pupils are divided into four groups and each group receives a strip with five different topics. Then, she asks groups' representatives to go to the board (one at a time) and to place the topic in the correct column of the table.



Worksheet: Stripes with Topics

Once the task is completed and corrected, the teacher explains to the pupils that they are looking at the 20 principles of the European Pillar of Social Rights. She then explains each one in detail.

 Website [The European Pillar of Social Rights in 20 principles, European Commission \(europa.eu\)](https://european-council.europa.eu/media/12674/PDF/Statement%20on%20the%20European%20Pillar%20of%20Social%20Rights%20in%2020%20principles.pdf).

Charter of Fundamental Rights of the European Union - 30 minutes

The teacher asks the pupils if they know the name of the document where all their rights as European citizens are gathered and clearly defined.

If the pupils do not know the name of the document, she introduces it: the **Charter of Fundamental Rights of the European Union** (also known as the Charter).

Each pupil receives a copy of the Charter on which they can only read six main titles:

- Dignity,
- Freedom,
- Equality,
- Solidarity,
- Citizens' Rights,
- Justice.

No information is provided under each title.

 [Worksheet: Charter of Fundamental Rights](#)

Pupils are asked to form six groups composed of two or three elements according to the number of pupils. Each group represents one of the topics previously presented.

Some time is given to the groups to fill in the blank sections with the rights they consider are listed in this section of the Charter.

Once the task is concluded, the teacher asks each group to present its results to the class.

 Interactive drag and drop exercise.

 Bing Video: [The Charter of Fundamental Rights of the European Union - Easy to read](#)

Conclusion

Optional: Pupils are given an assignment as homework.

Pupils are expected to present in an infographic format all the information they got from this course.

WORKSHEET : EU FLAG



WORKSHEET : SOCIAL ISSUES

Equal opportunities and access to the labour market	Fair working conditions	Social protection and inclusion

Education. Training and Life-Long Learning. Gender Equality. Equal Opportunities. Active Support to Employment. Secure and Adaptable Employment. Wages. Information about Employment Conditions and Protection In Case Of Dismissals. Social Dialogue and Involvement of Workers. Work-Life Balance. Healthy. Safe and Well-Adapted Work Environment and Data Protection. Childcare and Support to Children. Social Protection. Unemployment Benefits. Minimum Income. Old Age Income and Pensions. Health Care. Inclusion of People with Disabilities. Long-Term Care. Housing and Assistance for the Homeless. Access to Essential Services.

WORKSHEET : CHARTER OF FUNDAMENTAL RIGHTS

In your opinion, which rights are listed in each section of the Charter?

CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION ` (2012/C 326/02)

TITLE I. DIGNITY

TITLE II. FREEDOMS

TITLE III. EQUALITY

TITLE IV. SOLIDARITY

TITLE V. CITIZENS' RIGHTS

TITLE VI. JUSTICE



HOW DOES THE EUROPEAN UNION WORK?

MODULE
02

02

BASIC VERSION

Educational Setting	Classroom (with or without digital tools)
Reference Chapter	Chapter II - HOW DOES THE EUROPEAN UNION WORK? (pp. 14-25)
Educational Objective	To show pupils how the EU functions.
Educational Outcomes	<p>After this lesson, pupils should be able to:</p> <ul style="list-style-type: none"> • Name and differentiate European institutions • Understand the interaction between the European institutions among each other and with national institutions and can explain it in their own words to others.
Key concepts and terms	European Institutions: Commission, Parliament, European Council, Council of the European Union, Court of Justice
Duration	30-40 minutes
Needed materials	Flipcharts, Markers and pencils (for the online version one can use digital white board applications)
Resources	The infographics and text summaries that explain the different institutions of the European Union (EU & ME – Chapter II, pg. 14-25)

IMPLEMENTATION STEPS

WITHOUT DIGITAL TOOLS

Introduction of the topic, lesson objectives and structure - 5 minutes

Activity - 20 minutes

After introducing the lesson topic, the teacher splits the group into five groups, which each cover one of the following topics:

- European Commission
- European Parliament
- European Council
- Council of the European Union
- European Court of Justice

Each group is given access to the relevant part in the EU & ME publication Chapter II as well as the MEGA worksheets, to read up the relevant parts and discuss them among each other. The groups are then tasked with designing a presentation to be held for the others.

Relevant questions for these presentations should be:

What are the key competences of this institution? How is this institution being appointed? How does it interact with the other institutions? What are similar national institutions that have comparable functions and how does the EU version differ?

The groups have about 15 minutes to work on their presentations before they are tasked with presenting them to the others. For this presentation, they can make use of tools like a flipchart or the blackboard, depending on what is available.

Conclusion - 5-10 minutes

After the presentations are over, people are free to ask questions or comment on the content that was presented. Additionally, if not raised by the pupils, the question can be raised as to why there are differences in objectives, interests, activities and opinions between the national and European institutions.

WORKSHEET : EUROPEAN COMMISSION

LOCATED IN BRUSSELS, BELGIUM. WEBSITE: <https://ec.europa.eu/info/>

What is the European Commission?

The European Commission forms something like the “government” of the European Union. It is made up of the President of the Commission and one Commissioner per member state. Every Commissioner has a specific agenda for which they are responsible like national ministers. The Commission is responsible for overseeing the executive bureaucracy of the Union and initiating the legislative process.

The European Commission also is responsible for overseeing that the member states properly implement EU law and keep to the treaties. As the guardian of the treaties, it is the duty of the Commission to warn member states who are violating the treaties, and sue them before the Court of Justice of the European Union if they stay in violation.

What are the key competences of the European Commission?

How is this institution appointed?

How does it interact with other institutions?

WORKSHEET : EUROPEAN COUNCIL

LOCATED IN BRUSSELS, BELGIUM. WEBSITE: <https://www.consilium.europa.eu/>

What is the European Council?

The European Council represents the different member states of the European Union and gathers at least twice every six months.

The Council acts as somewhat of a collective presidency to the EU and is responsible for several functions similar to national heads of state, such as nominating the commission. Their main purpose however lies in guiding the direction of EU policy especially in areas where the member states have very strong interests such as foreign and security policy.

To this end, the European Council has no ability to propose laws, but if it finds the necessity for a law, it can request the Commission to look into and draft a law. The European Council also is responsible to negotiate on behalf of their member states on any new treaties or amendments to existing ones.

What are the key competences of the European Council ?

How is this institution appointed?

How does it interact with other institutions?

What is the difference between the European Council and the Council of the European Union?

WORKSHEET : COUNCIL OF THE EUROPEAN UNION

LOCATED IN BRUSSELS, BELGIUM. WEBSITE: <https://www.consilium.europa.eu/>

What is the Council of the European Union?

The Council of the European Union (or informally Council of Ministers) typically convenes to discuss common policy in an area among the member states. The Council has 10 different configurations, depending on the area.

The Council of Ministers together with the European Parliament is required to approve of bills proposed by the European Commission for them to enter law. Thus, the Council can act as a veto player in this regard.

During votes, the Council typically votes in qualified majority, meaning that for a vote to pass, not just does it need 55% of countries on its side, but also these countries need to represent at least 65% of the population. This is a check on the fact that countries in the Council are represented by one seat, regardless of size.

What are the key competences of the the Council of the European Union ?

How is this institution appointed?

How does it interact with other institutions?

What is the difference between the European Council and the Council of the European Union?

WORKSHEET : EUROPEAN COURT OF JUSTICE

LOCATED IN LUXEMBOURG CITY, LUXEMBOURG, WEBSITE: <https://curia.europa.eu>

What is the European Court of Justice?

The Court of Justice of the European Union, as it is known, is basically the supreme court of the European Union, responsible for ruling on the treaties and cases related to EU law. Typically, cases typically are related to violations of the treaties or failure to comply with EU legislature. In case of an indictment, the Court can order member states to pay fines.

European law has been ruled to be above national law. However, this is implemented typically by national laws adapting to accommodate EU laws. There have been several instances where there were clashes between national and European law despite this, causing conflict between a member state and the European Union.

What are the key competences of the European Court of Justice ?

How is this institution appointed?

How does it interact with other institutions?

WORKSHEET : EUROPEAN PARLIAMENT

LOCATED IN STRASBOURG, FRANCE & BRUSSELS, BELGIUM, WEBSITE:
<https://europarl.europa.eu>

What is the European Parliament?

The European Parliament has been created historically as an institution to represent the European citizens. The Parliament has evolved over time from its original form in 1952 as the Common Assembly of being just consultative MPs of national parliaments to a much stronger institution, which today has its own elected members and much farther-reaching powers.

The Parliament, unlike national parliaments is not provided with legal initiative, meaning it is not able to initiate a bill, a right that solely rests with the Commission. The European Parliament however has means to request a bill from the Commission and also is still involved in the regular legislative process as one of the two institutions required to approve a bill for it to enter into law (the other being the Council of the European Union). The European Parliament also has to approve of candidates for the European Commission nominated by the European Council.

The Parliament has quite broad powers compared to its historical predecessor. However, in contrast to national parliaments, the European Parliament still has far less power compared to the European executive, which has led to debates on democratic legitimacy and how to improve it, but also is to a good part due to the special nature of the EU as a supranational organisation, not a federal state.

What are the key competences of the European Parliament ?

How is this institution appointed?

How does it interact with other institutions?

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. For the digital implementation the teacher can use: Zoom and its Breakout rooms, for the online research they can refer to Google Search or go directly to the European Union Learning Corner. Zoom allows for presentation mode, therefore, the participants can implement their presentations via PowerPoint.

Introduction of the topic, lesson objectives and structure - 5 minutes

Activity - 20 minutes

After introducing the lesson topic, the teacher splits the group into five groups, which each cover one of the following topics:

- European Commission
- European Parliament
- European Council
- Council of the European Union
- European Court of Justice

Each group is given access to the relevant part in the EU & ME publication Chapter II as well as the MEGA worksheets, to read up the relevant parts and discuss them among each other. The groups are then tasked with designing a presentation to be held for the others.

Relevant questions for these presentations should be:

What are the key competences of this institution? How is this institution being appointed? How does it interact with the other institutions? What are similar national institutions that have comparable functions and how does the EU version differ?

The groups have about 15 minutes to work on their presentations before they are tasked with presenting them to the others. For this presentation, they can make use of tools like a flipchart or the blackboard, depending on what is available.

Conclusion - 5-10 minutes

After the presentations are over, people are free to ask questions or comment on the content that was presented. Additionally, if not raised by the pupils, the question can be raised as to why there are differences in objectives, interests, activities and opinions between the national and European institutions.

02

ADVANCED VERSION

Educational Setting	Classroom (with or without digital tools)
Reference Chapter	Chapter II - HOW DOES THE EUROPEAN UNION WORK? (pp. 14-25)
Educational Objective	To present pupils how the EU functions.
Educational Outcomes	<p>After this lesson pupils should be able to:</p> <ul style="list-style-type: none"> • Name and differentiate European institutions and treaties • Understand the interaction between the European institutions among each other and with national institutions and can explain it in their own words to others • List and understand the basics of European legislation • Discuss the advantages and disadvantages of the Single Market • Debate about the future development of the European Union • Understand the functioning of elections to the European Parliament and participate in them.
Key concepts and terms	European Institutions: Commission, Parliament, European Council, Council of the European Union, Court of Justice, European Central Bank, European law, EU budget, European elections
Duration	60 minutes
Needed materials	Flipcharts, Markers and pencils (for the online version one can use digital white board applications)
Resources	The infographics and text summaries that explain the different institutions of the European Union (EU & ME – Chapter II)

IMPLEMENTATION STEPS

WITHOUT DIGITAL TOOLS

Introduction of the topic, lesson objectives and structure - 5 minutes

Activity - 30-40 minutes

After introducing the lesson topic, the teacher splits the group into four groups, which each cover one of the following topics:

- European Main Institutions (European Commission, European Parliament, European Council, Council of the European Union, Court of Justice)
- How is European Law made? Who decides on laws? Who makes the final decision?
- European Elections, how can you participate in elections in your own country?
- European budget and European Central Bank, how is the European budget decided? What are budget priorities?

Each group is given access to the relevant part in the EU & ME publication Chapter II, to read up the relevant parts and discuss them with each other. The groups are then tasked with designing a presentation to be held for the others. Groups can look at how their area compares to national processes of similar kind and try to highlight differences. If they cannot find too many, this question can also be discussed in the plenum.

The groups have about 30 minutes to work on their presentations before they are tasked with presenting them to the others. For this presentation, they can make use of tools like a flipchart or the blackboard, depending on what is available.

Conclusion - 5-10 minutes

After the presentations are over, people are free to ask questions or comment on the content that was presented.

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. For the digital implementation the teacher can use: Zoom and its Breakout rooms, for the online research they can refer to Google Search or go directly to the European Union Learning Corner. Zoom allows for presentation mode, therefore, the participants can implement their presentations via PowerPoint.

Introduction of the topic, lesson objectives and structure - 5 minutes

Activity - 30-40 minutes

After introducing the lesson topic, the teacher splits the group into four groups, which each cover one of the following topics:

- European Main Institutions (European Commission, European Parliament, European Council, Council of the European Union, Court of Justice)
- How is European Law made? Who decides on laws? Who makes the final decision?
- European Elections, how can you participate in elections in your own country?
- European budget and European Central Bank, how is the European budget decided? What are budget priorities?

Each group is given access to the relevant part in the EU & ME publication Chapter II, to read up the relevant parts and discuss them with each other. The groups are then tasked with designing a presentation to be held for the others. Groups can look at how their area compares to national processes of similar kind and try to highlight differences. If they cannot find too many, this question can also be discussed in the plenum.

The groups have about 30 minutes to work on their presentations before they are tasked with presenting them to the others. For this presentation, they can make use of tools like a flipchart or the blackboard, depending on what is available.

Conclusion - 5-10 minutes

After the presentations are over, people are free to ask questions or comment on the content that was presented.



WHAT DOES THE EU BRING US IN OUR EVERYDAY LIFE?

MODULE
03

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)).



WHAT IS ON THE EU'S AGENDA?

MODULE
04

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?



GREEN DEAL FOR EUROPE

MODULE
05

05

BASIC VERSION

Educational Setting	Classroom (with or without digital tools)
Reference Chapter	No reference or specific chapter on the Green Deal in the EU & ME publication, but the climate issue is mentioned in chapter 4 - the priorities of the European agenda. For more information on the Green Deal, please visit the website of the European Commission.
Educational Objective	This course aims to: <ul style="list-style-type: none"> • Let pupils understand what the EU does for the environment and for fighting against climate change • Introduce the Green deal to pupils • Let pupils understand that the Green deal works in several areas • Ask pupils about their expectations, fears and hopes for the future.
Educational Outcomes	After this lesson, pupils should be able to: <ul style="list-style-type: none"> • Present the main elements of the Green Deal: main objectives and areas of action • Exchange views with their peers on what they expect for the environment.
Key concepts and terms	Climate change, climate neutrality, environment, 2050, Green Deal, European Union, sustainability.
Duration	55 minutes (duration of a course in France)
Resources	<ul style="list-style-type: none"> • E-learning MEGA - Module No. 5 • Official resources of the European institutions.

IMPLEMENTATION STEPS

WITHOUT DIGITAL TOOLS

Needed materials

Post-it notes in two different colours, four visuals to show pupils, four visuals (on the same themes) with explanations for teacher, Pictures of action areas and sentences describing actions.

Climate change - Hope and fears ! - 10 minutes

Material: post-it notes in two different colors

The very first activity aims to introduce the theme of the lesson and to ask pupils about their environmental awareness.

The teacher asks the pupils what they know about climate change. The teacher then gives each pupil two post-it notes of two different colours and asks them to write on one their expectations and their other fears regarding the environment and climate change.

Once the post-its have been collected, the teacher can stick them on the board (expectations on one side and fears on the other), read them and comment.

Did you know about the Green Deal? - 15 minutes

Material: four visuals to show pupils, four visuals (on the same themes) with explanations for teacher

The teacher asks if pupils have heard of the Green Deal and the fact that the EU is working to combat climate change.

Using visuals, the teacher presents the EU's ambition to be climate neutral by 2050.

Once the presentation is over, the teacher clarifies any doubts the pupils may have.

Note: To make the explanation more interactive, the teacher can show the visuals to the pupils and ask them to interpret, try to understand the symbols and images shown on each visual.



Visuals for pupils (image format).



Visuals for teacher (image format).

Green deal - different domains of action - 20 minutes

Material : pictures of action areas and sentences describing actions

The aim of the exercise is to make it clear that in the Green Deal, all actors and areas will have to be taken into account.

The teacher asks the pupils which sectors pollute the most. After discussion with the pupils, he/she gives them images indicating several areas of action of the Green Deal (energy, agriculture, nature and oceans, mobility and transport, research and innovation) and texts indicating concrete actions. It is up to the pupils to match the actions with the action areas.

The teacher corrects the pupils, giving them additional information on each area/action.

Note: This activity can be done in sub-groups of 4-5 pupils each.



Presentation of action areas and sentences describing actions

Conclusion - 10 minutes

Before leaving the classroom, the teacher asks the pupils whether, in view of what they have discussed and analysed, their perception of expectations and fears has changed?

The teacher can ask the pupils about the role each citizen will have in the Green Deal. The following questions may be useful for discussion:

In the light of what we have seen with the course activities, do you feel reassured about your expectations and fears regarding the environment and climate change?

Can you see and/or imagine the changes that the Green Deal could bring to your daily life?

IMPLEMENTATION STEPS

WITH DIGITAL TOOLS

Needed materials

Photos with explanations for the teacher, Video presenting Green Deal and EU ambitions in terms of climate change, Pictures of action areas and sentences describing actions (PPT format).

Note: The course with digital tools has been imagined in the context of the classroom. The pupils do not necessarily have access to a computer for each of them, but the teacher has a video projector and a sound system.

Climate change - Hope and fears ! - 10/15 minutes

Material: photos with explanations for the teacher (PPT format)

Note: If each pupils had a computer (as the course is distance learning), this activity could be done with Padlet or similar digital tools. Here is an example of how the Padlet could be structured: <https://padlet.com/europedirectppa/cxq108a33wd8ed5n>. Pupils, interacting with the Padlet, can add their answers and comments to the teacher's questions.

■ Photos with explanations for the teacher (PPT format)

The aim of this first activity is to question the environmental awareness of the pupils.

The teacher shows images of environmental activists and/or climate change deniers and asks the pupils if they know or not the people/movements which are shown (possible questions are suggested directly in the power point).

Did you know about the Green Deal? - 10 minutes

Material: video presenting Green Deal and EU ambitions in terms of climate change

■ Video presenting Green Deal and EU ambitions in terms of climate change

The teacher asks if pupils have heard of the Green Deal and the fact that the EU is working to combat climate change. Using the video, the teacher presents the EU's ambition to be climate neutral by 2050.

Once the presentation is over, the teacher clarifies any doubts the pupils may have.

Green deal - different domains of action - 20 minutes

Material : pictures of action areas and sentences describing actions (PPT format)



Pictures of action areas and sentences describing actions (PPT format).

The aim of the exercise is to make it clear that in the Green Deal, all actors and areas will have to be taken into account.

The teacher asks the pupils which sectors pollute the most. After discussion with the pupils, he/she gives them images indicating several areas of action of the Green Deal (energy, agriculture, nature and oceans, mobility and transport, research and innovation) and texts indicating concrete actions. It is up to the pupils to match the actions with the action areas.

The teacher corrects the pupils, giving them additional information on each area/action.

Conclusion - 10 minutes

Before leaving the classroom, the teacher asks the pupils which are their expectations and hopes regarding the environment and climate change.

The teacher can also ask about the role each citizen will have in the future.

The following questions may be useful for discussion:

In the light of what we have seen with the course activities, do you feel reassured about your expectations and fears regarding the environment and climate change?

Can you see and/or imagine the changes that the Green Deal could bring to your daily life?

VISUALS FOR PUPILS

To download the images in image format, click here: [Visuals for pupils \(image format\)](#).

WHAT THE EUROPEAN UNION HAS ALREADY DONE FOR THE ENVIRONMENT?



The European institutions are working together with the Member States to reduce pollution, GHG emissions, improve air quality, protect nature, promote the use of renewable energy :



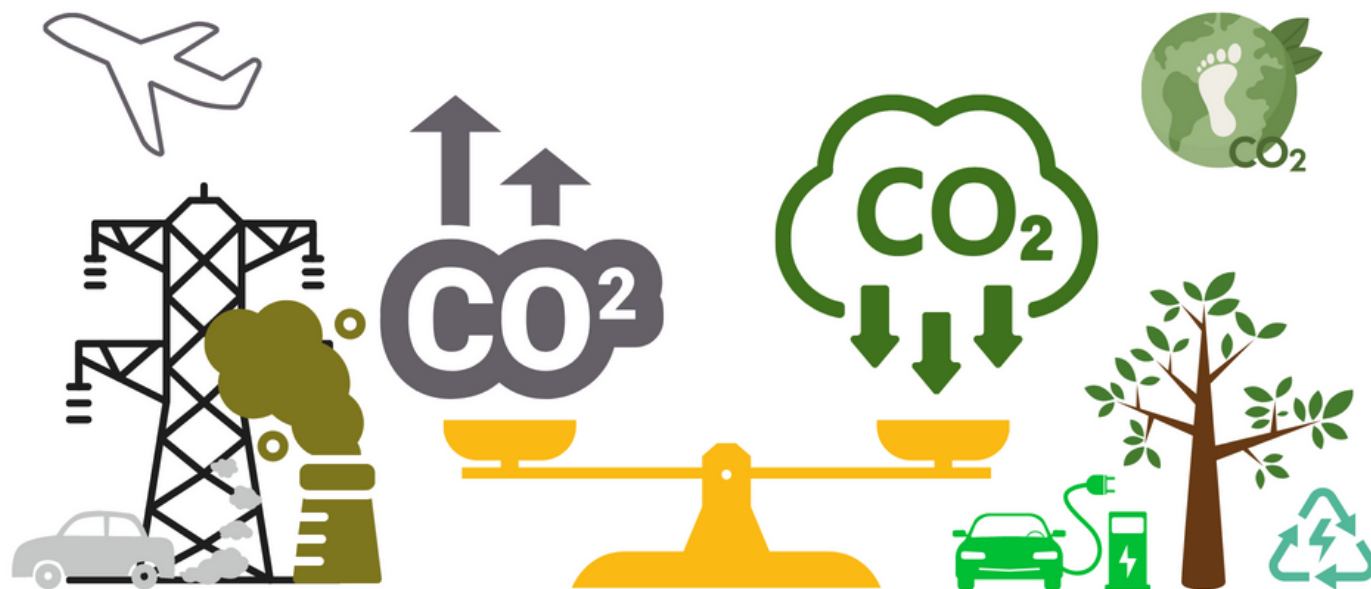
For the Pupils

THE GREEN DEAL: A NEW DEAL BETWEEN HUMANS AND NATURE?



For the Pupils

WHAT IS CLIMATE NEUTRALITY?



For the Pupils



For the Pupils

VISUALS FOR TEACHERS

To download the images in image format, click here: [Visuals for teacher \(image format\)](#).

WHAT THE EUROPEAN UNION HAS ALREADY DONE FOR THE ENVIRONMENT?



If the global and international community has realized the climate emergency that our planet Earth is experiencing, the EUROPEAN UNION has also realized this.
That is why EU has been working on environment since the 1970s.



The European institutions are working together with the Member States to reduce pollution, GHG emissions, improve air quality, protect nature, promote the use of renewable energy ... and much more :



creation of Natura 2000 network - a EU network of natural or semi-natural sites with a high heritage value, due to the exceptional fauna and flora they contain;



ban on certain single-use plastic products (cotton buds, straw, etc.)- especially those for which a sustainable alternative has been found;



management of the quantities of greenhouse gas emissions produced by European companies...and many other activities and action plans.



For the Teacher

THE GREEN DEAL: A NEW DEAL BETWEEN HUMANS AND NATURE?



Faced with an alarming environmental outlook-global warming, sea and air pollution, loss of biodiversity-the European Union, in the person of Ursula von der Leyen, President of the European Commission, has proposed, in December 2019, a GREEN DEAL for Europe.

The Green Deal for Europe is a set of policy guidelines and legislative proposals for the coming years with one specific objective : to make Europe the first continent able to remove as much CO2 emissions as it produces by 2050.

With the Green Deal, the European Union has never been so ambitious since the objective of ecological and energy transition will have to involve all the actors of our society, while producing important impacts in all sectors:

- Decarbonization of the energy sector-with the aim of using more clean energy rather than energy derived from fossil fuels;
- Renovation of our homes and buildings to optimize our energy consumption;
- Support the innovation of different industries by helping them to produce clean technologies and adapt to green revolution;
- Development of new clearer and less polluting ways of transport;
- Protection of biodiversity;
- More sustainable products that can be repaired, recycled and reused;
- Environmentally friendly farming that will produce healthy and affordable food;
- Sustainable jobs and training in the skills needed for transition

And much more !

This will be achieved through the European Climate Act, which anchors climate neutrality in the EU's governing legislation.

For the Teacher

WHAT IS CLIMATE NEUTRALITY?

To limit global warming to 1.5 degrees (a threshold that the Intergovernmental Panel on Climate Change considers safe), achieving carbon neutrality by the middle of the 21st century is essential.

This objective is also defined in the Paris Agreement signed by 195 countries, including the European Union.

But what does “climate neutrality” mean?

Carbon neutrality does not mean the elimination of greenhouse gas emissions.

Carbon neutrality implies a balance between carbon emissions and the absorption of carbon from the atmosphere by carbon sinks: to achieve zero net emissions, all greenhouse gas emissions worldwide will have to be offset by carbon sequestration.

A carbon sink is any system that absorbs more carbon than it emits.

The main natural carbon sinks are soil, forests, and oceans. Natural sinks are estimated to remove between 9.5 and 11 gigatonnes of CO₂ per year.

Annual global CO₂ emissions reached 38.0 Gt in 2019.

Therefore reducing carbon emissions is essential to achieving climate neutrality.

For the Teacher

BEFORE REACHING 2050, AN INTERMEDIATE STEP IN 2030!

To achieve carbon neutrality by 2050, the European Commission proposed European Union should meet an intermediate target : -55% of greenhouse gas emissions compared to 1990 by 2030.

To reach such a target by 2030, the European Commission has proposed a legislative package with several measures to reduce the dependence of the European industrial sector on fossil fuels.

As soon as they are voted on and adopted, these measures could have concrete impacts on our daily lives and/or ways of living:

- from 2035 onwards, for example, new cars must not emit any CO₂;
- ensure that foreign industrial competitors are subject to the same costs as those paid by European industry for reducing gas emissions;
- a significant increase in the % of biofuels in the maritime and aviation sectors will be required;
- planting at least three billion additional trees by 2030 and adopting more rigorous and transparent governance rules for forestry.

The European Union has made proposals to stop deforestation, innovate in sustainable waste management and clean up the soil for people, nature, and the climate.

The EU claims to be virtuous in the fight against climate change and intends to show the way to the rest of the world.

Yet it emitted only 7.9% of the world's CO₂ in 2020, compared with 30.7% for China and 13.8% for the United States (BP Statistical Review of World Energy, 2021).

It has set itself very ambitious targets in the hope that the other major greenhouse gas emitting countries will not behave as 'stowaways'.

It must both succeed in its gamble and convince its competitors that this is the right strategy

For the Teacher

05

ADVANCED VERSION

Educational Setting	Classroom (with or without digital tools)
Reference Chapter	No reference or specific chapter on the Green Deal in the EU & ME publication, but the climate issue is mentioned in chapter 4 - the priorities of the European agenda. For more information on the Green Deal, please visit the website of the European Commission.
Educational Objective	This course aims to make pupils <ul style="list-style-type: none"> • Understand the need for the EU to develop an environmental strategy • Discover the Green Deal and its main mechanisms and functioning • Understand the multi-sectoral approach of European policy • Reflect on the extent to which the Green Deal can trigger a multi-scale change in citizens' everyday life.
Educational Outcomes	After this lesson, pupils should be able to: <ul style="list-style-type: none"> • Define the Green Deal and explain EU climate ambitions • Name and explain Green Deal domains of action • Discuss on the ongoing debates on the climate issue.
Key concepts and terms	Green Deal, European Union, environmental policy, 2050, climate neutrality, Fit for 55 package, sustainability.
Duration	55 minutes (duration of a course in France)
Resources	<ul style="list-style-type: none"> • E-learning MEGA - Module No. 5 • Official resources of the European institutions.

IMPLEMENTATION STEPS

WITHOUT DIGITAL TOOLS

Needed material

Post-it notes, box, Infographics, documentation, fact-sheets for activity 3.

Climate change - What can and should politicians do about it? - 10 minutes

Post-it notes, box.

The teacher asks the young people how they think politicians should solve the problem of climate change. Do they already know what is implemented on a local, European or international scale? Are there any new measures that pupils would like to suggest?

Each pupil writes his/her idea on a post-it note. All the proposals are collected in a box.

The teacher can take some of them (2-3 proposals) and read them to the class. Pupils can say whether they agree or disagree.

Did you know about the Green Deal? - 10 minutes

The teacher checks with the pupils if they are aware of any EU actions on the environment and climate change.

The teacher asks if pupils have heard of the Green Deal for Europe.

The teacher explains in a few words what the Green Deal is: a very specific roadmap to make Europe the first climate neutral continent by 2050.

Due to the primacy of European law over the national one, the EU legislates in the field (mainly through regulations and directives) by providing the legislative framework within which each State can act.

To achieve climate neutrality:

- The EU has set an intermediate target of reducing CO₂ emissions by 55% below 1990 levels by 2030,
- The EU wants to involve all sectors and actors on which our daily lives depend.

After clarifying any doubts, the pupils may have, the teacher moves on to the next activity, which will clarify some of the areas of action of the Green Deal.

Green deal - different domains of action - 30 minutes

Infographics, fact-sheets, documentation (see Annexes).

Note: The teacher can ask the pupils to present the results of their analysis in the form of a drawing.



Materials for Activity 3

The following documentation is among the official resources of the European Commission. The proposed areas are energy, agriculture, transport, biodiversity.

The teacher divides the pupils into four groups and assigns each group one of the Green Deal work areas. For instance: (1) energy, (2) transports, (3) nature, and (4) agriculture. [Of course, the Green Deal is also working in other areas. The areas proposed are perhaps those that could have the most impactful changes and modifications for the daily lives of young pupils].

For each group, the teacher provides an infographic, fact-sheets, specific documentation on the area in question, etc. Each group should identify key information, collect it and present it to the rest of the class.

To facilitate this analysis, the teacher can ask two questions to be answered by each group:

- What are the specific goals of the work area?
- Two examples of actions that have been or will be proposed by the EU in this area?

Each time a group presents a domain of work, the teacher can provide additional information.

Conclusion - 5 minutes

The lesson can end with a reflection on the area where the pupils think it would be easier to achieve the stated objectives.

IMPLEMENTATION STEPS

WITH DIGITAL TOOLS

Needed material

Images of environmental activists and deniers for activity 1, Video to introduce the Green Deal, Websites that allow pupils to research each of the Green Deal action areas.

Climate change - What can and should politicians do about it? - 10 minutes

Note: If each pupil had a computer (as the course is distance learning), this activity could be done with Padlet or similar digital tools. Here is an example of how the Padlet could be structured: <https://padlet.com/europedirectppa/ppuj6k17d8omlr9i> Pupils, interacting with the Padlet, can add their answers and comments to the teacher's questions.



Photos with explanations for the teacher (PPT format)

The aim of this first activity is to raise the environmental awareness of young people. The teacher could show images of environmental activists (Greta Thunberg, Fridays for future, etc.) and/or climate change deniers (Bolsonaro, Trump, etc).

The teacher asks the young people how they think politicians should solve the problem of climate change. Are there any new measures that should be suggested, in addition to those already in place and known to them?

Did you know about the Green Deal? - 5 minutes



Video on Youtube

The teacher checks with the pupils if they are aware of any EU actions on the environment and climate change and if they have heard of the Green Deal for Europe.

The teacher then shows the European Commission's video presenting the main lines and objectives of the Green Deal for Europe.

Opportunity to clarify any doubts before moving on to the next activity.

Green deal - different domains of action - 35 minutes

Note: It would be good if the teacher used a digital platform used for video-conferencing and if it allowed for division into sub-groups.

The teacher divides the pupils into 4 groups and assigns each group one of the Green Deal work areas. For instance: (1) energy/buildings, (2) transports, (3) forest and nature, (4) agriculture. [Of course, the Green Deal is also working in other areas, the areas proposed are perhaps those that could have the most impactful changes and modifications for the daily lives of young pupils].

Each group should conduct internet research to identify key information that will then be passed on and presented to the class.

The teacher tells the pupils where to look for the information; they can go to A European Green Deal, European Commission website and look for information on the different actions.

Each action is described in the “ACTIONS” section: pupils might check the different strategies that each action is implementing.

To facilitate this analysis, the teacher can ask two questions to be answered by each group:

What are the specific goals of the work area?

Two examples of actions that have been or will be proposed by the EU in this area?

Each time a group presents a domain of work, the teacher can provide additional information.

Conclusion - 5 minutes

The lesson can end with a reflection on the area where the pupils think it would be easier to achieve the stated objectives.

Explore the project's website and find additional materials
in six languages and an e-learning platform on the
European Union.

<https://www.learningeurope.eu/>





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