



**European Education**

**MANUAL**

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**Authors of lesson/activity plans – Team Poland:**

Joanna Grabowska, Małgorzata Kuśmierczyk-Balcerek, Małgorzata Malczyk, Jakub Niewiński, Ewa Rysińska.

**Authors of lesson/activity plans – Team Romania:**

Diana Bobiș, Diana Bere, Corina Pinteă, Andreea Ionașcu, Andreea Farcăș, Andreea Suci, Irina Molnuș.

**Translated into English by:**

Małgorzata Sobczak – Wordlab Solutions

**Editors:** Elżbieta Kielak, Anna Szlęk

**Work with youth:** Maja Selan



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Polish Robert Schuman Foundation  
Aleje Ujazdowskie 37/5, 00-540 Warsaw  
+48 22 621 21 61, +48 22 621 75 55  
poczta@schuman.pl  
www.schuman.pl

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**European Education**

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# INTRODUCTION



Poland has been a member of the European Union (EU) since 2004 – that is for nearly 20 years. During this time, a lot has changed for the better in many areas of our lives. For example, it has become easier to travel, study, and work in EU countries. Nevertheless, school and extracurricular activities tend to focus exclusively on the institutional aspects of the EU, omitting or, at best, only signalling its role and impact on our daily lives.

Interestingly, there are no guidelines on how to teach European Education. Educators and youth workers that recognise the need to include this topic in their classes are faced with the scarcity of synthetic educational material. Recognising that their knowledge and commitment are critical for the development of well-informed and engaged young European citizens who are immune to disinformation, we have decided to prepare a tool that meets this need.

Seeking to identify common challenges and specific problems, **we have convened an international team** represented by the Polish Robert Schuman Foundation (Poland), Pro Vobis – National Resource Center for Volunteering (Romania), and Europahaus Marienberg (Germany). Each organisation asked educators, youth workers and young people to develop small- and large-scale assignments revolving around the role and impact of European heritage and the EU on various fields of knowledge and our daily lives.

As a result, we are presenting to you this publication dedicated to European Education. Optimised and tested in real user conditions, this manual is hoped to become a source of inspiration for interesting school and extracurricular activities. It is our wish – to all of us – that with a better understanding of Europe, young people will become more interested and willing to participate in the democratic and civic life of the European community.



## OUR TEAM OF EXPERTS



**#** Joanna Grabowska  
Citizenship Education,  
IT/Computer Science



**#** Ewa Rysińska  
English



**#** Małgorzata Kuśmierczyk-Balcerek  
History, Citizenship Education,  
Ethics, Family Life Education



**#** Jakub Niewiński  
Ethics, Polish, Polish as a Foreign Language,  
Equality and Human Rights Education,  
Family Life Education



**#** Małgorzata Malczyk  
English

## OUR TEAM OF EXPERTS



**# Andreea Ionașcu**  
Education enthusiast, world changer,  
sea lover



**# Irina Molnuș**  
Youth worker, creative  
problem solver, coach



**# Andreea Farcăș**  
Joyful scout, new skills enthusiast,  
non-formal, education passionate



**# Diana Bobiș**  
Degrowther,  
volunteer at heart



**# Andreea Suci**  
Educator, green thinker,  
with a passion for people

## OUR TEAM OF EXPERTS



**Diana Bere**  
**#** VolunteeringMatters



**Corina Pinte**  
**#** Volunteering matters,  
smile and play,  
always learning



# ON EUROPEAN EDUCATION

## What is European Education?

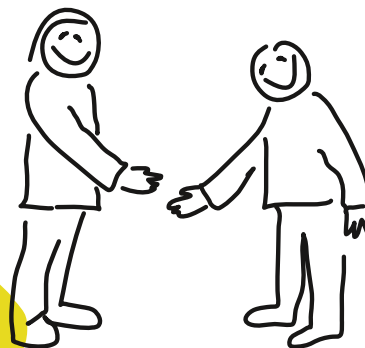
For the purposes of this publication, we worked out our definition of European Education. It is a synthesis of several years of experience put together by the team of the Polish Robert Schuman Foundation, our interactions with young people, lessons, and workshops.

### EUROPEAN EDUCATION

is a comprehensive educational perspective, implemented as part of both curricular and extracurricular classes, to raise awareness of the values behind the process of uniting Europe.



1  
FORMAL  
EDUCATION



2  
NON-FORMAL  
EDUCATION

## What is the status of European Education?

- Most EU Member States have included European Education in their curricula and training programmes for teachers.
- There are still discrepancies between and within EU Member States on where and how to introduce elements of European Education. It is generally taught at different levels of education and as part of different subjects in compulsory education; however, it only accounts for a fraction of the compulsory curriculum.
- The knowledge and skills of teachers and other educators in EU affairs require constant development and updating.



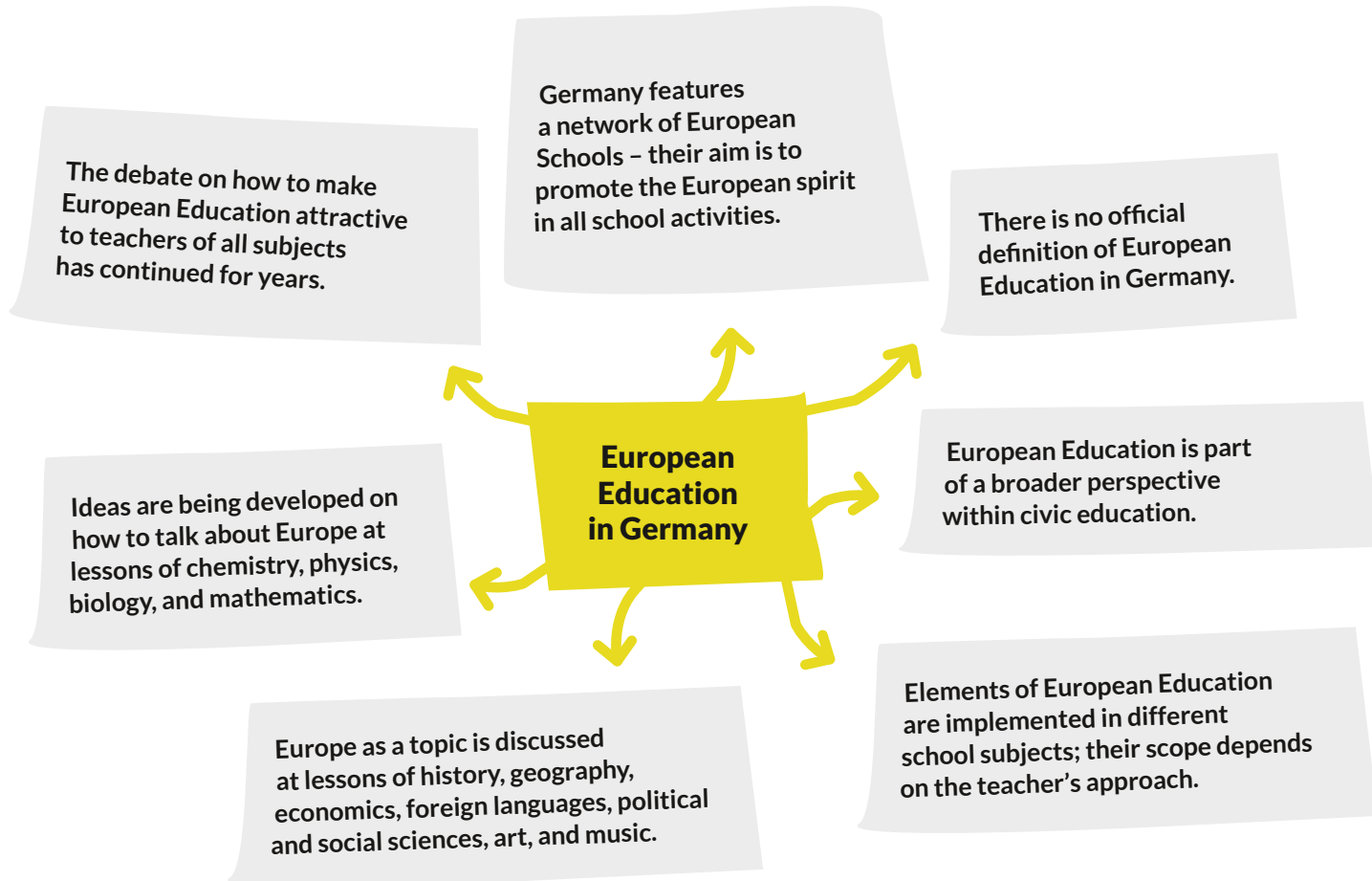
## How do teachers from Poland, Germany and Romania see European Education?



## WHAT IS EUROPEAN EDUCATION?



## European Education in Germany: Good practices



## European Wunderkinder – Unlocking Europe

This tool is designed to explore how the decision-making processes of the EU (the political system/EU institutions) function. The tool is basically a BreakoutEDU/Escape-Game-based European storytelling. Groups of students must cooperate and solve riddles to succeed in their European quest. The methodological setting is quite advanced as material has to be bought and the entire gaming process has to be made ready (maybe also adapted to the individual circumstances of the institution that is involved in the game).

The full version of the game is available in German and English at: [www.unlockingeurope.eu](http://www.unlockingeurope.eu)

The password to get full access is **EWunlockGMEHM51**.

LINK ↗



## 'Suity Hero'

This method is an EDU-Mini-Larp, an educational live action role-playing game, on European history and the process of European integration. Without knowing that Europe is the topic, students are thrown in a setting where they need to rebuild a continent after a devastating war. The crucial thing is that the game can only be 'won' if the groups find out that the way to succeed is through cooperation rather than focusing selfishly on rebuilding one's own country only. The method needs a certain amount of material, but it is not difficult to manage. The entire method is discussed in detail in an MA thesis at the Limerick Institute of Technology available at:

<http://virtualyouthwork.com/wp-content/uploads/2018/10/Games-and-european-exchange.pdf>

(including all gaming material which can be also obtained directly from Europahaus Marienberg).

LINK ↗



## Fake news and myths

It is a great challenge to deal with various fake news and myths about European politics. This can be a very good topic to highlight in terms of European politics. The methodological approach can differ. The most basic version is to prepare 20 real facts and fake news mixed, where students have to identify by guessing/knowing whether a given story is true or not. Fake news, real facts and unusual European decisions must be mixed to present a balanced selection. All examples should be taken from actual newspapers or news available online with screenshots to show in a one-to-one mode. Students are divided into small groups and presented with different facts/fakes. They have to discuss and decide which information/story is true and which is false. This activity can also be organised as a friendly competition where groups get points for correct answers.

## Quizzing Europe

Various forms of quizzes can enrich European education in a playful way. They can be digital – played for example at Kahoot.it – or analogue (e.g. like Jeopardy!). They can include various categories that are important for the trainer/teacher (culture, history, geography, persons, but also fun facts, food, higher/wider/longer, etc.). Quizzes can also take other forms such as a Google Streetview Challenge/quiz, where different European places, monuments or well-known sites are shown as pics and students have to guess where this is.

### **Movie/theatre workshop – EU daily life**

In this method, students work on real EU directives that have an impact on the daily life of ordinary people (e.g. European Health Insurance Card, roaming, food standards, transparent prices for flights, toy safety, etc.). Groups of students are assigned one or two of such directives. Their task is to make a video in which they have to act this directive out, without naming it verbally (like in Taboo). In the next step, the audience of the videos try to guess the directive in question and discuss its beneficial effects on our everyday life. This workshop can also be conducted as theatre (role-play, pantomime) without videos.

### **Digital scavenger hunt – Actionbound**

Taking students out of the class or training room is always a nice idea. You can combine being outside with European Education, for example, by sending your students on a scavenger hunt. The Actionbound application allows you to design digital scavenger hunts that will guide students through the local environment of the school or education centre. The hunt can be designed using the 'drag and drop' function to implement various tasks and elements in the game (answering questions, brief quizzes/competitions, taking a picture, making a video, etc.).

### **Political Simulations Games**

A classical but very powerful method are simulation games where students jump into the role of politicians and take place at the imaginary conference table. A political decision has to be taken and negotiations need to take place as every group of students represent either a European institution or a member state. All roles have their specific profiles, including their very individual priorities, dos and don'ts, etc. The task is to work out an agreement through active participation in a democratic process, which is much more difficult than it sounds!

# EUROPEAN EDUCATION AT SCHOOL

None of the project partner countries features European Education as a separate subject; however, as already mentioned, European content is present at school lessons. This publication proposes several lesson and activity plans on the EU and various aspects of its functioning. In addition, it offers ideas on how to easily include this topic in different school subjects – chemistry, biology, mathematics, music, etc. Some of them are brief, others refer to longer activities. Find what suits you best or get inspired to adapt our ideas to your needs.

## Bank of Lesson Ideas

### POLISH

Winners of the Nobel Prize in Literature across EU countries – mention them during your talks on literature

Etymology of the words 'Europe', 'alliance', 'union', 'solidarity', and other terms related to European affairs. Which language does the word derive from? What does it mean today, and what was its meaning in the past?

Presentations of favourite books written by authors from the EU – an idea for a home assignment.

### CHEMISTRY

Europe's contribution to chemistry: Maria Skłodowska-Curie – polonium and radium, Poland and France; Alexander Fleming – penicillin and bacteria; Louis Pasteur – a vaccine against rabies.

How are EU countries fighting air pollution?



## GEOGRAPHY

Getting to know the map of the EU's overseas territories (colonialism as another topic worth discussing).

Elements of social geography – learning about development indices in EU countries, e.g. GDP, HDI, MPI.

Political geography: The status of the respective candidate countries (Serbia, Turkey, North Macedonia).

Preparation of the EU map outline, where students mark the most interesting – in their opinion – natural and tourist attractions.

The Schengen Area: What is it? When was it established? What is its purpose? Which countries are included in it? What are its benefits?

Travelling on the map, e.g. preparing the Vienna-Przemysł route through the mountains or a kayak route from Split to Gdańsk.

Organising an online tour of a selected EU city.

The European Atlas of Seas: Discussion of and searching for various aspects of maritime economy, environmental protection, and tourism.

Additional material:

LINK ↗



Travel Agency Europe: Working on an itinerary of a dream journey around the EU.

## FOREIGN LANGUAGES

Searching for special words (impossible to translate) in European languages, such as *fika* in Swedish (time to enjoy a coffee and a treat with friends) or *kombinować* in Polish (to live by your wits, to scheme and plot).

Learning how to say hello and goodbye in different EU countries.

Christmas and New Year's wishes in different languages of the EU.

Preparation of a motivation letter to an NGO of your choice to join a volunteering activity .

Drawing a map of different language groups in the EU.

Songs available in many language versions, e.g. *Ode to Joy*, *Silent Night* around Christmas.

Preparation of an advertisement for the EU in a foreign language.

Searching for words that sound similar and have the same meaning in different European languages and/or sound the same but mean something completely different, e.g. *jeden* in Polish and German.

Holiday traditions in the EU – Christmas, New Year's, Easter, Ramadan (in EU countries).

A meeting with a person from another EU Member State who lives in your country.

## MATHEMATICS

Calculation of the PLN-EUR exchange rate.

Counting distances between EU capitals in kilometres/miles.

Operations on large datasets (adding country populations), counting distances in Swedish miles, British miles, kilometres, converting inches, feet, yards, and miles to centimetres, metres, and kilometres).

Calculating the mean, median, and mode based on the Eurostat data on salaries across the EU.

Comparing statistical citizens in EU countries.

Learning about outstanding European mathematicians and their achievements (e.g. Stefan Banach, Pythagoras, Tales, Johannes Kepler, Blaise Pascal, Archimedes, Isaac Newton, Euclid, Alan Turing, Albert Einstein).

European contribution to mathematics – Pythagoras.

## PHYSICS

Counting volumes in measures used in different EU countries (e.g. Swedish culinary recipes prefer decilitres [dl], while Polish ones tend to use grams and millilitres [ml]).

Green energy and renewable resources – European programmes for their promotion.

European contribution to physics: Isaac Newton's laws of motion.

Green energy and renewable resources: What are they? Why think about them if we have coal? What are the consequences (financial, climatic, social) of coal-based energy production? What are the renewable energy laws/regulations in your country?

Work with the information available at the website of the European Space Agency (ESA).

LINK →



## BIOLOGY

The flora and fauna of the EU.

Migrations of plants and trees in the EU, e.g. Where do certain types of chestnut tree originally come from?

Europe's contribution to biology: Robert Koch and tuberculosis (TB).

Climate crisis and the European Green Deal.

Water resources in EU countries: Is water scarcity a threat in Europe?

Genetically modified foods - GMO ('genetically modified organism'): Can GMOs be grown and approved for sale in the EU?

Plant Protection Products (PPPs) in Poland: How to implement the EU 'From Farm to Fork' strategy? What for?

How polluted is the air in the EU? - Counting CO2 emissions.

Is carbon footprint a global, regional, or local challenge? Can EU regulations curb CO2 emissions and contribute to achieving 'climate neutrality' in Europe by 2050?, Measuring your carbon footprint:

How to reduce your carbon footprint on a daily basis?

LINK



## RELIGION / ETHICS

Robert Schuman's beatification process.

The Sakharov Prize: Who was Andrei Sakharov? Who is the Prize for and who awards it?

Proposal for a student project: Where and when can we see discrimination in Europe? How to deal with it?

Idea for discussion: The borders of Europe and the EU, humanism, solidarity, welcoming a pilgrim at home – in the context of migration processes.

Deconstructing stereotypes about EU countries.

Idea for discussion: How not to allow for decency to become a synonym of helplessness or xenophobia a synonym of effectiveness in the face of the migration crisis in Europe?

Ideas for a student project on migration:

- Who is a refugee?
- What are the reasons for becoming a refugee?
- What challenges are faced by refugees?
- What challenges are faced by host (receiving) countries and societies?
- What is xenophobia?
- What is migration policy, and what is integration policy?

Assignment:

Name well-known people from your country who lived in another country. Why did they leave? What did they achieve?

Assignment: What can be done to facilitate the integration of refugees?

## MUSIC

The Eurovision Song Contest – history, rules, compiling a list of the best winning songs.

*Ode to Joy* in different versions, e.g. hip hop or rap versions.

Mozart, Beethoven, and Bach as the European – or perhaps universal? – canon of classical music.

The musical history of Europe: From Gregorian chant to French hip-hop.

Overview of metal/jazz/hip-hop bands from EU countries.

Overview of folk dances from EU countries.

Music quiz – music from different parts of the EU.

## HISTORY

Changes in the borders of EU countries throughout history.

History of Europe as a history of human migrations.

Your country's alliances with other European countries over the centuries.

Castles of Europe – the most interesting stories from different countries.

The age of cathedrals in Europe.

History of the Hanseatic League – the EU is not the first union of states in Europe.

The idea of European integration throughout Europe's history.

European identity: What is it? What attitudes does it stand for? How does it relate to patriotism and cosmopolitanism?

## CITIZENSHIP EDUCATION / HISTORY AND THE PRESENT

EU Charades and Pictionary with words such as 'parliament', 'European Commission', etc.

The role of the EU in the United Nations.

The not-so-obvious European institutions that are hardly present in school textbooks, e.g. Eurocontrol, Europol.

What if your country were to follow the UK out of the EU? Discussion about possible causes and consequences.

Analysis of fake news about the EU.

European citizenship: What is it? How do we understand it? What are its benefits?

A series of classes on volunteering:

- Volunteering as a way to develop your skills.
- How to improve on your knowledge and skills? Where, besides school, can you develop your knowledge and skills?
- What is volunteering? What are its benefits (for the community and volunteers)?
- How to become a volunteer? What is the European Solidarity Corps (ESC)?
- Inviting an ESC volunteer to a lesson where they can share their experience with students.

Protection of children's rights in the EU – acts of law, policies of EU Member States.

The history of the EU presented as a timeline prepared by students together as a class.

Eurozone: Conditions, benefits, and challenges.

Benefits and challenges related to the EU membership.

## PHYSICAL EDUCATION

A brief discussion about the development of skiing as part of a winter school/ skiing trip

Sports of the EU nations – a presentation.

European Games – an event for the entire school.

Using the names of outstanding athletes or sports teams from different EU countries to label the teams for the class activities.

## ARTS / ART AND DESIGN

Artistic impressions on a given topic, e.g. 'Europe of my dreams'.

## IT / COMPUTER SCIENCE

Developing a website dedicated to European Days.

## THE EU IN THE SCHOOL SPACE

Classrooms, corridors, and other parts of the school can be named after the EU countries or their capitals, important people in the history of the EU, etc.

Information about the EU can be displayed as stickers on the stairs (e.g. names of the institutions or EU Member States).

Plaques with QR codes can be displayed in different places of the school offering information about the EU, its institutions, fun facts about EU countries, etc.

Quizzes and competitions on topics related to Europe and the EU.

Implementation of eTwinning projects at school.

Celebration of 26 September as the European Day of Languages.

Implementation of Erasmus+ and other EU projects at school.





**European Education**

**LESSON PLANS**

# 1

Title **ALL ROADS LEAD TO... BRUSSELS!**

Author Małgorzata Malczyk

Time **60-90 MINUTES**

<b>Brief description</b>	Teams take part in a race that starts in various places of the European Union (EU) and must reach Brussels as soon as possible following the designated route and completing tasks.
<b>Educational level</b>	Secondary school
<b>Objectives</b>	Students will: <ul style="list-style-type: none"><li>● learn about cities, buildings, dishes and customs of different European countries,</li><li>● learn about the EU institutions and organisations,</li><li>● learn about citizen rights in the EU,</li><li>● explore Europe's diversity and history.</li></ul>
<b>Subject(s)</b>	<ul style="list-style-type: none"><li>● History,</li><li>● Citizenship Education,</li><li>● Geography,</li><li>● Art History,</li><li>● IT/Computer Science,</li><li>● Basic Elements of Entrepreneurship,</li><li>● Modern Foreign Language – English.</li></ul>

<p><b>Methods and forms of work</b></p>	<ul style="list-style-type: none"> <li>● Gamification,</li> <li>● Work in groups,</li> <li>● Creative activities,</li> <li>● Use of various information sources,</li> <li>● Critical analysis of information,</li> <li>● Use of Information and Communication Technology (ICT).</li> </ul>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>● Devices with access to the Internet (e.g. students' smartphones),</li> <li>● Maps of Europe and the world,</li> <li>● Envelopes,</li> <li>● Sheets of paper,</li> <li>● Flipchart,</li> <li>● Pencils/pens/felt-tip pens,</li> <li>● Tables (4),</li> <li>● Chairs,</li> <li>● A room large enough to arrange the tables at such a distance that the teams don't disturb each other,</li> <li>● The 'Brussels' tables, with the symbols of the city, e.g. photos or gadgets,</li> <li>● Prizes – e.g. Brussels delicacies – pralines/chocolate or waffles (optional).</li> </ul>




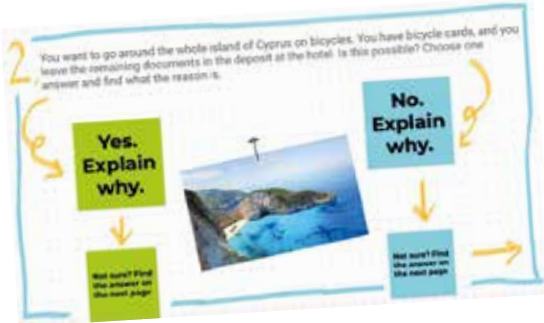


Lesson  
step by step

1  
2  
3

1. **Intro:** In this game players are divided into four teams. They all have devices with access to the Internet and maps of Europe and the world (you can use the maps online). The teams are accompanied by experts (2 experts per team), who give tasks (prepared in envelopes) to players at the subsequent stages of the game and supervise their completion (the correct answers and next moves/tasks can be found in Expert Envelopes). The teams take part in a race across the EU, following designated routes and completing certain tasks on the way. Their objective is to reach Brussels as soon as possible. If a team doesn't know how to complete a task (e.g. how to answer a question) or needs to verify their knowledge, the experts provide them with hints – websites of the corresponding EU institutions – and give them additional tasks (from Expert Envelopes). The questions are numbered and are asked one at a time. Therefore, print them out on separate pieces of paper rather than on a single card.
2. Ask the class to form four groups. Each team consists of both participants in the race and experts (1-2 people).
3. Distribute the envelopes (sets with tasks to do) – separate envelopes for participants in the race and separate for experts.
4. Participants in the race receive tasks from their experts. The latter evaluate the answers given by the former using the information from Expert Envelopes as a reference. If the participants in the race don't know the answer or their answer is incorrect, the experts refer them to the corresponding websites with helpful information, and then assess whether the team has found the necessary information, performed the task correctly and can continue the journey. With each downtime, their journey becomes longer!
5. The team that reaches Brussels the fastest wins the game. At the end of the race, all teams meet in Brussels where they share their new knowledge, information and thoughts on how much they have learned about the EU as participants in the race as well as as experts. At the end, the teams visit the House of European History:



<p><b>Challenges</b></p>	<p>It is important to ensure that players complete the tasks and gain the actual knowledge rather than just guess the answers. If they have to visit many websites and read the information, don't set a strict time limit. It is much more important for them to gain the knowledge rather than complete the task within a specified time.</p>
<p><b>Online version</b></p>	<p>The game looks similar, except that teams play in breakout rooms (separate rooms) on platforms such as Zoom or Microsoft Teams. Sets of materials for the participants are sent separately online or the game can be arranged on Jamboard – see sample screenshots below). The moderator keeps track of time, making sure that everyone has a chance to complete their tasks.</p> <div style="text-align: right;">  </div> <div style="text-align: right; margin-top: 10px;">  </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;">   </div>
<p><b>Additional home assignment</b></p>	<p>Players can prepare a quiz (e.g. Kahoot) based on what they have learned as a team or together as a class.</p>

## ATTACHMENT NO. 1

### GAME: ALL ROADS LEAD TO... BRUSSELS!

#### EXPERT ENVELOPES:

Four teams: Blue, Red, Green, Yellow.

#### BLUE TEAM

1. How well do you know the flags of the EU member states and geography?

Which flag features the outline (the shape) of the country it represents? (ANSWER: Cyprus)

If you have answered correctly, go to the capital of this country. Which city is it? (ANSWER: Nicosia)

If you haven't answered, go to the Learning Corner:



2. You want to cycle around the entire island. You take your cycling licences with you and leave the rest of your documents in a safe at the hotel. Will your licences be enough to see the whole island? (**Answer: No**)

**ANSWER: NO** – Why? Northern Cyprus, i.e. the Turkish Republic of Northern Cyprus, isn't recognised as a state by the international community. As such it isn't part of the EU or the Schengen area. EU citizens need a passport to enter Northern Cyprus.

**ANSWER: YES** – You have been detained by the border guards of the Turkish Republic of Northern Cyprus. Your journey is delayed by 24 hours.

3. Given that Cyprus is among the smallest EU member states, you now want to go to the state with the largest population. Which one is it? (**ANSWER: Germany**).

HINT:



LINK ↗

You land in the city where the European Central Bank has its headquarters. Which city is it? (**ANSWER: Frankfurt am Main**)

HINT:



LINK ↗

4. When in Frankfurt, you find a 1 euro coin in the street.

The reverse of the coin features Vytis, a knight on a horse who holds a sword and a shield.

You decide to visit the country where the coin came from. Which country is it? (ANSWER: Lithuania)

HINT:



LINK ↗

While in Lithuania, you buy a souvenir typical of this country (for which you need more than just 1 euro). What colour is it? (ANSWER: Amber)

If you don't know the answer, you have to make a detour to the Amber Road.

Your journey is delayed, but you get to know this part of Europe:



LINK ↗

5. Lithuania's border is also one of the EU's external borders.

You are interested in how Frontex, the European Border and Coast Guard Agency, operates and want to visit its headquarters. Which city do you go to? (ANSWER: Warsaw, Poland)

HINT:



LINK ↗

You can get there by train

– leaving a smaller carbon footprint than by plane.

What is the cheapest way to do it?



LINK ↗



6. While taking a walk in Warsaw, you see a monument depicting probably the most well-known European astronomer. The Earth observation programme – implemented by the European Commission in cooperation with the European Space Agency (ESA), the European Organisation for the Exploitation of Meteorological Satellites (EUMETSAT) and the European Centre for Medium-Range Weather Forecasts (ECMWF) – is named after this astronomer (Copernicus). Check out what is currently going on with Earth’s climate:



LINK ↗



LINK ↗

7. If everything is OK and travelling is allowed, get on the plane that will take you to the city where the European Commission and NATO have their headquarters. Which city is it? (ANSWER: Brussels)

HINT:



LINK ↗

8. Unfortunately, air traffic controllers went on strike and your flight has been delayed. Do you resign from it in frustration and try to continue your journey by car (which means losing the ticket money, extra car costs and a delay in the race), or do you exercise your passenger rights



LINK ↗

and later use your compensation money to buy the famous sweets once you’ve reached your destination? What sweets are they (chocolate)?



LINK ↗

## RED TEAM

1. How well do you know the flags of the EU member states and geometry?

Which flag features a triangle? (ANSWER: Czech Republic/Czechia)

If you know the name of the country, go to its capital where you can admire the largest coherent castle complex in the world. What is it called? (Hradcany)

HINT:



LINK ↗

If you don't know the name of the country, go to the Learning Corner:



LINK ↗

2. After eating a typical Czech dish, you take the train to Czechia's neighbouring country where people speak a very similar language.

Which country is it? (ANSWER: Slovakia)

HINT:



LINK ↗

You reach its capital which once was the capital of Hungary. What is the name of this city? (ANSWER: Bratislava)

Once there, you decide to do some sightseeing:  
(you will share your experiences with  
others when you get to Brussels)



LINK ↗

3. Afterwards, you opt for another ecological means of transport and you take a boat along the EU's longest river.  
What is the name of the river? (ANSWER: Danube) to reach the capital of Slovakia's neighbouring country.

This is where you get to see a  
unique asymmetrical house:



LINK ↗

admire the painting with  
a well-known kiss:



LINK ↗

see beautiful  
white horses:



LINK ↗

and finish the day with a world-famous chocolate cake for dessert.  
(ANSWER: Vienna).

Find the names of the house, the painting, the place where white horses are bred, and the name of the dessert.  
You will share this information with others in Brussels.

4. The most... You want to go to the westernmost point of the EU. Where is it? Is it Portugal? Ireland? No! It is... (ANSWER: Guadeloupe):

HINT:



LINK ↗



LINK ↗

The EU's westernmost country on the European continent is well known for its football celebrities and fado music. It is located on a peninsula on the Atlantic Ocean and it has been part of the EU since 1986. (ANSWER: Portugal)

This country is experiencing ever more frequent forest fires in the summer due to climate change. How is the EU fighting the climate catastrophe, and what can you do?



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5. The most... You go to the EU member state with the largest surface area to visit the city where the European Parliament and the European Court of Human Rights are located (**ANSWER: France, Strasbourg**):

HINT:



LINK ↗

Once you are there, try one of the country's typical dishes:



LINK ↗

6. Go to the country with the largest olive oil production (**ANSWER: Spain, 44% of the global production**). What do you know about olive oil? Share your information and favourite olive oil type with others, and learn more about its production in the EU:



LINK ↗

Perhaps you would like to start your own small olive oil business.  
Think what support you can benefit from to set up a company in the EU.



LINK ↗



LINK ↗

7. Once you have tried the delicious olive oil, go on a trip to a city that belongs to Spain but is located in Africa. Which city is it? (ANSWER: Ceuta and/or Melilla).

Check how you can get there and describe your trip.



LINK ↗

8. Get on the plane to Brussels. From the airport you take the train to the square that bears the name of one of the Founding Fathers of the European Union. Who is it? (ANSWER: Robert Schuman).



LINK ↗

## GREEN TEAM

1. How well do you know the flags of the EU member states and astronomy?

Which flag features three stars and a triple mountain peak? (ANSWER: Slovenia)

If you know the answer,  
go and climb the peak.  
What is its name? (ANSWER: Triglav)



LINK ↗

If you don't know the answer,  
go to the Learning Corner:



LINK ↗

2. From Triglav, go to the state whose name is the same as the name of its capital. (ANSWER: Luxembourg).

HINT:



LINK ↗

Which important EU institution is based in this country and what does it do?  
Visit it and share what you have learned with others in Brussels:



LINK ↗

3. Go to the country with the largest number of lakes in the EU – 188,000! (ANSWER: Finland)

HINT:



LINK ↗

Go to one of its regions to personally deliver your letter to Santa Claus. Where do you need to go? (ANSWER: Rovaniemi).

What if Santa has brought you a gift that is broken? Learn about your consumer rights:



LINK ↗

4. Go to the country where Skype was invented. (ANSWER: Estonia)

HINT:



LINK ↗

You want to talk to your family and friends.  
How much will it cost? A fortune?  
As much as in your country?



LINK ↗

Is everything that is published online true?  
Yes? No? Explain! .



LINK ↗



LINK ↗



# ATTACHMENTS

5. Go to a Hanseatic city that is the capital of a Baltic country. This is also where one of the highest monuments in the EU is located. Which city is it? (ANSWER: Riga, Latvia).

HINT:



LINK ↗

You want to go to a beautiful, wide beach that is not far from you. You can go, for example, to Jurmala, where you can stay for a while to learn how the EU protects its natural beauty.



LINK ↗

6. Go to the country where you can admire the Northern Lights (Aurora Borealis) in the winter and white nights in the summer. This was also Alfred Nobel's country of origin. Which country is it? (ANSWER: Sweden)

How does the EU invest in research and development?



LINK ↗

7. Go to the country whose capital features the Little Mermaid sitting on a rock at a pier, a character from a fairy tale written by a well-known author. This country is also where the action of *Hamlet*, Shakespeare's famous tragedy, takes place with its unforgettable line: 'Something is rotten in the state of...'. Which state is it? (ANSWER: Denmark).

If you feel that 'something is rotten' in the EU, go on and change it. For example, you can write a petition to the European Parliament:



LINK ↗



LINK ↗

You define the objective of your petition and start collecting signatures in the smallest but most densely populated EU country. (ANSWER: Malta)

HINT:



LINK ↗

Which languages can you use to communicate with the local population?  
(ANSWER: Maltese and English)

HINT:



LINK ↗

8. You arrive in Brussels where you visit the Grand Place/Grote Markt.  
The name of the square appears in two languages – what are they? (ANSWER: French, Dutch)

Why is this place worth a visit?



LINK ↗

## YELLOW TEAM

1. How well do you know the flags of the EU member states and the history of the EU enlargement? Go to the country that joined the EU as a result of the most recent enlargement and whose flag features a chequerboard (chessboard). (ANSWER: Croatia)

HINT:



LINK ↗

You visit a city the large portion of which is located on the area covered by the palace of a Roman emperor (ANSWER: Split)



LINK ↗

Mesmerised by the look of the sea, you want to visit an island, so...

- 2.... you go to the Emerald Isle known for a shamrock as its symbol, Celtic traditions and Halloween. (ANSWER: Ireland)

HINT:



LINK ↗

Given that this country is an island, what does the EU do regarding maritime policy? Learn more about the seas around Europe:



LINK ↗

3. Did you know that Bram Stoker, the author of *Dracula*, was from Ireland? Go and visit the homeland of Count Dracula. Which country is it? (ANSWER: Romania)

HINT:



LINK ↗

This story is part of the cultural heritage of entire Europe. Do you know how the EU supports Europe's culture and heritage?



LINK ↗



LINK ↗

4. Do you know that your city can become a European Youth Capital or a European Capital of Culture? Rotterdam was the first to receive the title of the European Youth Capital. Go to the country with this city, large portion of which lies below average sea level. This is also where the EU's lowest point – Zuidplaspolder – is located. Which country is it? (ANSWER: The Netherlands) This country is known for tulip cultivation. In the past, it experienced what came to be known as tulip mania – a form of speculative bubble.

How does the EU prevent such economic phenomena?



LINK ↗



LINK ↗



LINK ↗

5. You are fascinated with plants. What country do you associate rose oil with? (ANSWER: Bulgaria)

HINT:



LINK ↗

# ATTACHMENTS

This oil is a regional product of the EU. Learn more about the EU quality protection certificates. Write down which ones you find the most useful and why.



LINK ↗

6. *In varietate concordia* – this is the motto of the European Union in Latin, the language spoken in ancient Rome. Rome is the capital city of which country? (ANSWER: Italy)

This country has experienced African migration waves for years. People are fleeing from poverty and harsh living conditions. Not everyone will find their place in Europe; however, see what development aid the EU offers to developing countries.



LINK ↗



LINK ↗

7. Greece is the cradle of European civilisation. Who was kidnapped by Zeus in Greek Mythology? (ANSWER: Europe)



LINK ↗

Greece is also where European medicine was born, with Hippocrates considered as the father of medicine. What does the EU do to ensure the healthcare and safety of travelling citizens? What are the EU's objectives in terms of healthcare and safety?



LINK ↗



LINK ↗

What do you do to stay insured while travelling?



LINK ↗



LINK ↗



LINK ↗

8. Finally, you reach Brussels, where you eat waffles with blueberries next to the museum of the creator of small, blue, cartoon creatures.

What are they called? (ANSWER: The Smurfs, and you eat waffles with Smurfberries)



LINK ▶



LINK ▶

Don't forget to take pictures!

## END OF THE GAME

All teams meet at the House of European History, where they exchange their travel/game experiences, present maps and posters they made, and then go on a sightseeing tour:



LINK ▶

## PLAYER ENVELOPES

Four Teams: Blue, Red, Green, Yellow.

### BLUE TEAM

1. How well do you know the flags of the EU member states and geography? Which flag features the outline (the shape) of the country it represents?

If you have answered correctly, go to the capital of this country. Which city is it?

If you haven't answered, go to the Learning Corner.

2. You want to cycle around the entire island. You take your cycling licences with you and leave the rest of your documents in a safe at the hotel. Will your licences be enough to see the whole island?

ANSWER: NO – Why?

ANSWER: YES – Why?

3. Given that Cyprus is among the smallest EU member states, you now want to go to the state with the largest population. Which one is it? You land in the city where the European Central Bank has its headquarters. Which city is it?

4. When in Frankfurt, you find a 1 euro coin in the street.

The reverse of the coin features Vytyis, a knight on a horse who holds a sword and a shield. You decide to visit the country where the coin came from. Which country is it?

While in Lithuania, you buy a souvenir typical of this country (for which you need more than just 1 euro). What colour is it?

If you don't know the answer, you have to make a detour to the Amber Road. Your journey is delayed, but you get to know this part of Europe.

# ATTACHMENTS

5. Lithuania's border is also one of the EU's external borders. You are interested in how Frontex, the European Border and Coast Guard Agency, operates and want to visit its headquarters. Which city do you go to?  
You can get there by train – leaving a smaller carbon footprint than by plane. What is the cheapest way to do it?
6. While taking a walk in Warsaw, you see a monument depicting probably the most well-known European astronomer. The Earth observation programme – implemented by the European Commission in cooperation with the European Space Agency (ESA), the European Organisation for the Exploitation of Meteorological Satellites (EUMETSAT) and the European Centre for Medium-Range Weather Forecasts (ECMWF) – is named after this astronomer. Check out what is currently going on with Earth's climate:



LINK ↗



LINK ↗

7. If everything is ok and travelling is allowed, get on the plane that will take you to the city where the European Commission and NATO have their headquarters. Which city is it?
8. Unfortunately, air traffic controllers went on strike and your flight has been delayed.  
Do you resign from it in frustration and try to continue your journey by car (which means losing the ticket money, extra car costs and a delay in the race), or do you exercise your passenger rights and later use your compensation money to buy the famous sweets once you've reached your destination? What sweets are they?



LINK ↗

## RED TEAM

1. How well do you know the flags of the EU member states and geometry? Which flag features a triangle?

If you know the name of the country, go to its capital where you can admire the largest coherent castle complex in the world. What is it called?

If you don't know the name of the country, go to the Learning Corner.



- 2.** After eating a typical Czech dish, you take the train to Czechia's neighbouring country where people speak a very similar language. Which country is it?  
You reach its capital which once was the capital of Hungary. What is the name of this city?  
Once there, you decide to do some sightseeing (you will share your experiences with others when you get to Brussels).
- 3.** Afterwards, you opt for another ecological means of transport and you take a boat along the EU's longest river to reach the capital of Slovakia's neighbouring country. This is where you get to see a unique asymmetrical house, admire the painting with a well-known kiss, see beautiful white horses, and finish the day with a world-famous chocolate cake for dessert.
- 4.** The most... You want to go to the westernmost point of the EU. Where is it? Is it Portugal? Ireland? No! It is...  
The EU's westernmost country on the European continent is well known for its football celebrities and fado music.  
It is located on a peninsula on the Atlantic Ocean and it has been part of the EU since 1986.  
This country is experiencing ever more frequent forest fires in the summer due to climate change.  
How is the EU fighting the climate catastrophe, and what can you do?
- 5.** The most... You go to the EU member state with the largest surface area to visit the city where the European Parliament and the European Court of Human Rights are located. Once you are there, try one of the country's typical dishes.
- 6.** Go to the country with the largest olive oil production. What do you know about olive oil?  
Perhaps you would like to start your own small olive oil business.  
Think what support you can benefit from to set up a company in the EU.
- 7.** Once you have tried the delicious olive oil, go on a trip to a city that belongs to Spain but is located in Africa. Which city is it?  
Check how you can get there and describe your trip.
- 8.** Get on the plane to Brussels. From the airport, take the train to the square that bears the name of one of the Founding Fathers of the European Union.

## GREEN TEAM

1. How well do you know the flags of the EU member states and astronomy? Which flag features three stars and a triple mountain peak?

If you don't know the answer, go to the Learning Corner.

If you know the answer, go and climb the peak. What is its name?

2. Go to the state whose name is the same as the name of its capital.

Which important EU institution is based in this country and what does it do?

Visit it and share what you have learned with others in Brussels.

3. Go to the country with the largest number of lakes in the EU – 188,000!

Go to one of its regions to personally deliver your letter to Santa Claus. Where do you need to go?

What if Santa has brought you a gift that is broken? Learn about your consumer rights.

4. Go to the country where Skype was invented.

You want to talk to your family and friends. How much will it cost? A fortune? As much as in your country?

Is everything that is published online true? Yes? No? Explain!

5. Go to a Hanseatic city that is the capital of a Baltic country. This is also where one of the highest monuments in the EU is located.

Which city is it?

You want to go to a beautiful, wide beach that is not far from you. You can go, for example, to Jurmala, where you can stay for a while to learn how the EU protects its natural beauty.

6. Go to the country where you can admire the Northern Lights (Aurora Borealis) in the winter and white nights in the summer.

This was also Alfred Nobel's country of origin. Which country is it?

How does the EU invest in research and development?

7. Go to the country whose capital features the Little Mermaid sitting on a rock at a pier, a character from a fairy tale written by a well-known author. This country is also where the action of *Hamlet*, Shakespeare's famous tragedy, takes place with its unforgettable line: 'Something is rotten in the state of...'. Which state is it?

If you feel that 'something is rotten' in the EU, go on and change it. For example, you can write a petition to the European Parliament!

You define the objective of your petition and start collecting signatures in the smallest but most densely populated EU country.

Which languages can you use to communicate with the local population?

8. You arrive in Brussels where you visit the Grand Place/Grote Markt. The name of the square appears in two languages – what are they?  
Why is this place worth a visit?

## YELLOW TEAM

1. How well do you know the flags of the EU member states and the history of the EU enlargement? Go to the country that joined the EU as a result of the most recent enlargement and whose flag features a chequerboard (chessboard).  
  
You visit a city the large portion of which is located on the area covered by the palace of a Roman emperor. Mesmerised by the look of the sea, you want to visit an island, so...
2. ... you go to the Emerald Isle known for a shamrock as its symbol, Celtic traditions and Halloween.  
Given that this country is an island, what does the EU do regarding maritime policy? Learn more about the seas around Europe.
3. Did you know that Bram Stoker, the author of *Dracula*, was from Ireland? Go and visit the homeland of Count Dracula.  
Which country is it?  
This story is part of the cultural heritage of entire Europe. Do you know how the EU supports Europe's culture and heritage?

4. Do you know that your city can become a European Youth Capital or a European Capital of Culture?

Rotterdam was the first to receive the title of the European Youth Capital. Go to the country with this city, large portion of which lies below average sea level. This is also where the EU's lowest point – Zuidplaspolder – is located. Which country is it? This country is known for tulip cultivation. In the past, it experienced what came to be known as tulip mania – a form of speculative bubble.



LINK ↗

How does the EU prevent such economic phenomena?

5. You are fascinated with plants. What country do you associate rose oil with?

This oil is a regional product of the EU. Learn more about the EU quality protection certificates.

Write down which ones you find the most useful and why.

6. *In varietate concordia* – this is the motto of the European Union in Latin, the language spoken in ancient Rome.

Rome is the capital city of which country?

This country has experienced African migration waves for years. People are fleeing from poverty and harsh living conditions.

Not everyone will find their place in Europe; however, see what development aid the EU offers to developing countries.

7. Greece is the cradle of European civilisation. Who was kidnapped by Zeus in Greek Mythology?

Greece is also where European medicine was born, with Hippocrates considered as the father of medicine. What does the EU do to ensure the healthcare and safety of travelling citizens? What are the EU's objectives in terms of healthcare and safety?

What do you do to stay insured while travelling?

8. Finally, you reach Brussels, where you eat waffles with blueberries next to the museum of the creator of small, blue, cartoon creatures. What are they called?

Don't forget to take pictures!

## END OF THE GAME

All teams meet at the House of European History, where they exchange their travel/game experiences, present maps and posters they made, and then go on a sightseeing tour:



LINK ↗

2

Title **WOMEN FOR EUROPE**

Author Małgorzata Kuśmierczyk-Balcerek

Time **90 MINUTES**

<p><b>Brief description</b></p>	<p>The lesson aims to show the position of women throughout the history of Europe and their struggle for a dignified place in society</p>
<p><b>Educational level</b></p>	<p>Secondary school (classes 1–4)</p>
<p><b>Subject</b></p>	<p>History or Citizenship Education</p>
<p><b>Objectives</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● learn to look for and select information,</li> <li>● learn to present information,</li> <li>● learn about women’s position in society in the past and understand the reasons for their situation,</li> <li>● learn to describe the process of awareness-building in women,</li> <li>● learn about women’s fight for their rights,</li> <li>● learn about new concepts related to women’s struggle for their place in society,</li> <li>● develop their own opinion on women’s status throughout history,</li> <li>● learn to engage in a discussion.</li> </ul>

Methods  
and forms  
of work

- Brainstorming,
- Working with source texts,
- Group work,
- Discussion,
- Searching for information,
- Performance/role-play,
- Presentation,
- Exhibition.

Materials

- Books on women's history, e.g.:
  - Maria Bogucka, *Gorsza płęć, kobieta w dziejach Europy od antyku po XXI w.* [The Inferior Gender. Women in the History of Europe from Antiquity to the 21st Century], Trio, Warsaw 2005.
  - Lubelski Rocznik Pedagogiczny XXXIV, No. 1, *Najmocniejsze są kobiety słabe, studia i szkice o kobietach od starożytności po wiek XXI* [Weak Women Are the Strongest. Studies of Women from Antiquity to the 21st Century], UMCS, Lublin 2015.
  - Anna Kowalczyk, *Brakująca połowa dziejów. Krótka historia kobiet na ziemiach polskich* [The Missing Half of History. A Brief History of Women in Polish Territories], WAB, Warsaw 2018.
  - Marta Breen, *Freedom. Equality. Sisterhood. WOMEN IN BATTLE*, Non Stop Comics, Katowice 2018.
- Other reference materials,
- Computer,
- 5 laptops and other audiovisual aids,
- Access to the Internet,
- Paper and coloured pencils or markers.

**Lesson  
step by step****I. Lesson 1:**

1. Introduce the subject of the lesson and discuss the activities with the class.
2. Divide the class into smaller teams and assign tasks: each group focuses on one historical period (Antiquity, Middle Ages, Modern History, Contemporary History). If there are a lot of students in the class, assign a given historical period to two or more teams. **Each group will have the task of presenting two chosen female figures.**
3. Invite students to work in groups (suggest that they should choose a leader to represent the group when discussing the work).
4. Tell students that when searching for information they can use all available materials about the women's achievements and their path. Circulate among groups and help students by suggesting what information they could look for. Answer any questions they may have. It is important that you are available to them.
5. Remind students that each team has to choose two women from Europe and present them. You can establish the criteria for the choice of women together. Make sure that each team chooses different people. If any of the figures is repeated, encourage students to choose a different person or help the groups to negotiate.
6. Invite each group to present their two female characters and elaborate on their choice.
7. Summarise the first part and remind students what they are to do during the break. Their task is to prepare a presentation about the chosen historical period and the achievements of the two women that lived in that time. Explain that each group can choose how to approach their presentation – through role-play, a video, a poster or in any other form.

**II. Intermission (at least a week)**

The teams prepare presentations on their two chosen female characters and the historical period in which they lived.

<p><b>Lesson step by step</b></p>	<p><b>III. Lesson 2:</b></p> <ol style="list-style-type: none"> <li>1. Remind students what the purpose of the lesson is and what they have managed to do so far.</li> <li>2. Invite the teams to present the results of their work.</li> <li>3. After listening to/seeing all the presentations, invite students to discuss what they enjoyed, what particularly caught their attention, and ask them to share their ideas and opinions.</li> <li>4. Summarise the lessons, thank the students for their work and engagement.</li> </ol>
<p><b>Challenges</b></p>	<ol style="list-style-type: none"> <li>1. The teacher must prepare the necessary teaching material for young people (e.g. books, articles about women), check the audiovisual equipment and access to the Internet.</li> <li>2. The second lesson should take place a few days after the first one to allow students some time to prepare.</li> </ol>
<p><b>Options</b></p>	<p>This activity can become the leitmotif of a school event, for example, to celebrate Women’s Day, Women’s Equality Day (26 August) or Europe Day (9 May).</p> <p>You can then assign individual tasks to classes:</p> <ol style="list-style-type: none"> <li>1. Gathering and preparing information about history (herstory) and women.</li> <li>2. Classes prepare performances about the chosen female characters (e.g. A student can play the ghost of Joan of Arc, who tells her story. She should be wearing an outfit from that period, which will make for another attraction of the event: women’s fashion in different eras – a fashion show).</li> <li>3. Before the event, you can organise a plebiscite at school: Top 10 Women of Particular Merit for Europe, and then prepare the exhibition at which these women are presented.</li> </ol>
<p><b>Online version</b></p>	<p>The lesson can be held online. Students can work in smaller groups and then present the information on the position of women in a selected historical period to the rest of the class (using a preferred communication tool such as Microsoft Teams, Zoom, Google Meet, etc., and applications for group work such as Miro, Jamboard, Padlet, etc.). The teacher/moderator should encourage students to participate in the online discussion.</p> <p>Students can also deliver online their previously prepared presentations about women of Europe, women’s fashion in a given era, etc.</p>



**Additional  
home  
assignment**

Students can prepare a presentation of a woman who, in their opinion, has contributed to the development of science, art or other fields in Europe. They can use any form of expression: a presentation, a role-play, a video, a collage, a podcast, a poster, etc.

# 3

Title **HEARING BEFORE THE COURT OF JUSTICE OF THE EUROPEAN UNION. SIMULATION OF THE PROCEEDINGS.**

Author Joanna Grabowska

Time **90 MINUTES**

## Brief description

The lesson consists in holding a hearing before the Court of Justice of the European Union (CJEU), where the parties are heard and a judgment is passed.

The case concerns a legal framework, put in place by Germany in 2015, for the introduction of a charge for the use by passenger vehicles (vehicles weighing under 3.5 tons) of federal roads, including motorways, the 'infrastructure use charge'. The action against the Federal Republic of Germany was submitted to Luxembourg by the Republic of Austria on 12 October 2017.

## Educational level

Secondary school (1-4)

## Subject(s)

● Citizenship Education

## Objectives

Students will:

- broaden their knowledge about the CJEU and its activity,
- strengthen their ability to cooperate, work in a group and reach a compromise,
- learn to analyse information,
- learn to deliver elaborate and convincing arguments and promptly respond to questions,
- learn to compare and weigh arguments,
- learn the principles of a productive and in-depth discussion,
- develop attitudes based on respect for the people who they discuss with.

**Methods  
and forms  
of work**

It is worth using methods of work such as:

- Brainstorming,
- Analysis of source materials,
- Individual work,
- Group work,
- Presentation,
- Interview.

**Materials**

- Appendix No. 1 – The CJEU,
- Appendix No. 2 – Description of the application,
- Appendix No. 3 – Material for the applicant,
- Appendix No. 4 – Material for the defendant,
- Appendix No. 5 – Material for the Advocate General,
- Appendix No. 6 – The judgment (material for the person conducting the classes).



Materials

- Educational video  
'How the Court Works?':



LINK ↗

- Proposal of an online  
tour of the Court:



LINK ↗

- Judgment in Case C-591/17  
Republic of Austria v Federal  
Republic of Germany:



LINK ↗

- Opinion of the  
Advocate General:



LINK ↗

**Lesson  
step by step**

1. Start with a brief presentation of how the CJEU operates and explain its composition (see links to videos listed above and Appendix No. 1).
2. Prepare for the simulation of the proceedings:
  - a. Present the action to students (Appendix No. 2).
  - b. Select representatives of the respective parties to the proceedings:
    - **Applicant:** Republic of Austria  
(represented by: G. Hesse, J. Schmoll and C. Drexel, acting as Agents),
    - **Intervener in support of the applicant:** Kingdom of the Netherlands  
(represented by: J. Langerand, J.M. Hoogveld and M.K. Bulterman, acting as Agents),
    - **Defendant:** Federal Republic of Germany (represented by T. Henze and S. Eisenberg, acting as Agents, and by C. Hillgruber, Rechtsanwalt/Attorney),
    - **Intervener in support of the defendant:** Kingdom of Denmark  
(represented by J. Nyman-Lindegren and M. Wolff, acting as Agents).
  - c. Overview of the roles in the proceedings:
    - **Judges of the Grand Chamber presided over by the President of the Court**  
– these roles are played by students who need to be familiar with the script,
    - **Defendant** – students representing the Federal Republic of Germany,
    - **Representatives of the Kingdom of Denmark** – students who support the defendant,
    - **Applicant** – students representing the Republic of Austria,
    - **Representatives of the Kingdom of the Netherlands** – students who support the applicant.

The main task of the parties is to prepare their line of argumentation.

- **Advocate General** – a student (or a group of students) whose task is to draw up an opinion on the case proceeded before the Court. While this opinion is not binding for the judges of the Court, the conclusions of Advocates General are often taken into account in the Court judgements. The Advocate General sits on the bench and hears the parties. After that they issue their own impartial opinion on the case before the Judges pass their judgement.
- d. Familiarise students with reference materials (Appendices No. 3–5).



**Lesson  
step by step**

3. Conduct the simulation of the proceedings:
  - a. Hearing the parties (each person participating in the project should prepare one argument for or against and present it depending on their role in the proceedings),
  - b. Passing the judgement.
4. Summary of the simulation.

Present the Court judgement that was passed in this case and discuss the exercise with the whole group.

**Examples of summary questions:**

- How do you feel after this simulation of the Court proceedings?
- Which part did you like the most (was it the preparation or the actual proceedings)?
- Do you agree with the judgement?
- What did you find challenging in this simulation?
- What have you learned?
- Do you understand the mechanism and the role of the CJEU?

**Challenges**

Before proceeding with the task, it is important to make sure that students have the necessary knowledge to analyse the simulated proceedings and that they are ready to participate in the learning process with the use of activating methods.

The reference materials provided for the preparation must be discussed. This will engage students in the initial search and help them feel the atmosphere of relations between people involved in the case, characteristic of this specific place and time of events, while providing students with the basic knowledge of applicable terms and concepts.

**Online  
version**

This activity can be conducted online on platforms such as Microsoft Teams, Zoom or Google Meet. Reference materials can be made available, for example, on Miro or Padlet.

**Additional  
home  
assignment**

Check what actions are currently being processed by the CJEU.

# ATTACHMENT NO. 1

## THE COURT OF JUSTICE OF THE EUROPEAN UNION (CJEU): BASIC INFORMATION

The Court of Justice of the European Union (CJEU) ensures a uniform interpretation of EU law in all EU member states and its observance by EU member states and institutions.

What does the CJEU do?

- interpreting the law (preliminary rulings),
- enforcing the law (infringement proceedings),
- annulling EU legal acts (actions for annulment),
- sanctioning EU institutions (actions for damages).

Members of the CJEU: One Judge from each EU member state and 11 Advocates General.

Composition of the CJEU:

- President,
- Chambers – composed of three or five Judges,
- Grand Chamber – composed of 15 Judges presided over by the President of the Court,
- Full Court (Plenum) – the most important decisions are made by the CJEU in full composition,
- Registry headed by the Registrar (the institution's secretary general),
- Advocates General,
- General Court: two judges from each EU member state.

Established in: 1952

Headquarters: Luxembourg

Educational video 'How the Court Works?':



LINK ↗

Proposal of an online tour of the Court:



LINK ↗



### DESCRIPTION OF THE ACTION

An action for failure of a Member State to fulfil obligations (the application against the Federal Republic of Germany was submitted to Luxembourg by the Republic of Austria on 12 October 2017).

The case concerns a legal framework, put in place by Germany in 2015, for the introduction of a charge for the use by passenger vehicles (vehicles weighing under 3.5 tons) of federal roads, including motorways: the 'infrastructure use charge'. For vehicles registered abroad, payment of the charge will be required (of the owner or the driver) for use of the German motorways. In this regard, the following vignettes are available:

- 10-day (from EUR 2.50 to EUR 25),
- 2-month (from EUR 7 to EUR 50),
- annual (maximum EUR 130).

Every owner of a vehicle registered in Germany will have to pay the charge, in the form of an annual vignette, of no more than EUR 130. In parallel, Germany has provided that, from the revenue from the infrastructure use charge, the owners of vehicles registered in Germany will qualify for relief from the motor vehicle tax to an amount that is at least equivalent to the amount of the charge they had to pay.

Austria considers that, on the one hand, the effect of the infrastructure use charge and the relief from motor vehicle tax for vehicles registered in Germany and, on the other hand, the structuring and application of the infrastructure use charge are contrary to EU law, in particular the prohibition of discrimination on the grounds of nationality. Having brought the matter before the Commission for an opinion, which was not delivered within the prescribed period, Austria brought infringement proceedings against Germany before the Court.

In these proceedings, Austria is supported by the Netherlands whereas Germany is supported by Denmark.



An action for failure to fulfill obligations directed against a Member State which has failed to comply with its obligations under European Union law may be brought by the Commission or by another Member State. If the Court of Justice finds that there has been a failure to fulfil obligations, the Member State concerned must comply with the Court's judgment without delay. Where the Commission considers that the Member State has not complied with the judgment, it may bring a further action seeking financial penalties. However, if measures transposing a directive have not been notified to the Commission, the Court of Justice can, on a proposal from the Commission, impose penalties at the stage of the initial judgment.

### MATERIAL FOR THE APPLICANT

- Indirect discrimination on grounds of nationality through the compensation of the infrastructure charges by means of tax relief for owners of cars registered in Germany

The Law on infrastructure charges (in German: *Infrastrukturabgabengesetz*) requires all users of the German motorway network to pay an infrastructure charge graded according to the emissions class of the vehicle. However, road users residing in Germany are reimbursed at least an equal amount through tax relief enshrined in the Law on motor vehicle tax. The connection in timing and content between the infrastructure charge and motor vehicle tax relief in (at least) an equal amount means that, in effect, only foreign road users are subject to the infrastructure charge.

- The Republic of Austria takes the view that those two measures, due to their inseparability in timing and content, must be judged together under EU law. The legislation gives rise to indirect discrimination on grounds of nationality which, under Article 18 TFEU, requires justification. In the Republic of Austria's view, there is no such justification for discrimination against foreign road users. The legislation therefore infringes Article 18 of the Treaty on the Functioning of the European Union (TFEU).
- Indirect discrimination on grounds of nationality through the design of the infrastructure charge

A difference in treatment of national and foreign road users also lies in the fact that monitoring of the obligation to pay and sanctions on account of unpaid or incorrectly paid infrastructure charges apply predominantly to foreign drivers, because German drivers are automatically invoiced the infrastructure charge.

- Infringement of Articles 34 and 56 of the Treaty on the Functioning of the European Union (TFEU)

In the Republic of Austria's view, there is, moreover, an infringement of the free movement of goods and the freedom to provide services, in so far as the legislation affects the cross-border supply of goods with small motor vehicles below 3.5 t weight that are subject to the infrastructure charge and the provision of services by non-residents or the provision of services to non-residents. It must therefore – in addition to the discrimination already indicated – also be classified as an inadmissible restriction on those fundamental freedoms which cannot be justified

- Infringement of Article 92 of the Treaty on the Functioning of the European Union (TFEU)

Lastly, the legislation infringes Article 92 TFEU on the prohibition of applying less favorable conditions for foreign carriers, in so far as it extends to commercial bus transportation or the transportation of goods with motor vehicles below 3.5 t. Article 92 TFEU does not provide for a possibility of justification, with the result that the very existence of discrimination under Article 92 TFEU renders the legislation incompatible with EU law.

- The total length of motorways in Germany is 13,191 km.
- Article 7 of the Eurovignette Directive stipulates:

‘1. Without prejudice to Article 9 paragraph 1a, Member States may maintain or introduce tolls and/or user charges on the trans-European road network or on certain sections of that network, and on any other additional sections of their network of motorways which are not part of the trans-European road network under the conditions laid down in paragraphs 2, 3, 4 and 5 of this Article and in Articles 7a to 7k. This shall be without prejudice to the right of Member States, in compliance with the Treaty on the Functioning of the European Union, to apply tolls and/or user charges on other roads, provided that the imposition of tolls and/or user charges on such other roads does not discriminate against international traffic and does not result in the distortion of competition between operators.’

### MATERIAL FOR THE DEFENDANT

- The cost of the motorway network, until now borne mainly by its taxpayers, had to be equally shared among all users, including drivers of foreign vehicles.
- The German infrastructure charge is in line with two widely accepted dogmas of the EU transport policy: costs relating to the use of transport infrastructures should be based on the 'user pay' and the 'polluter-pay' principles.
- Digging into the wallets of foreigners using German motorways was one of the flagship demands made by the right-wing Christian Social Union (CSU) in an attempt to score extra points with its conservative voters.
- The planned system would result in only small benefits for the German budget, because the costs of its introduction and operation would consume a large part of the profit. The Ministry of Infrastructure assumed that the infrastructure use charge would generate as much as 500 million euros per year. However, many experts had doubts about these estimates. ADAC, Europe's largest automobile club, estimated that the costs of the system implementation could exceed its profits.
- The legal framework, prepared years ago by the conservative Christian Social Union (CSU), a party in Bavaria, would be a financial burden only for drivers from abroad who use German roads. In practice, German citizens would be exempt from the charge.
- The Federal Republic of Germany observes, first, that, while the introduction of the infrastructure use charge alters the status quo to the disadvantage of owners and drivers of vehicles registered abroad, it does not entail treatment that is to the disadvantage of or that penalises those owners and drivers in comparison with owners of vehicles registered in Germany. On the contrary, the owners and drivers of vehicles registered in Member States other than Germany are placed, with respect to the contribution to the financing of the federal transport infrastructure, in a situation that is more favourable than that of owners of vehicles registered in Germany. The former must pay the infrastructure use charge only when they use the German motorways, whereas the latter are, in any event, subject to that charge. In addition, they must bear the motor vehicle tax, even if the latter tax may be reduced. Further, the burden on



the owners and drivers of vehicles registered in Member States other than Germany, with respect to the infrastructure use charge, corresponds at its maximum to the burden which falls in that respect, in any event, on the owners of vehicles registered in Germany.

- The Federal Republic of Germany refers, as grounds justifying any indirect discrimination that may result from the combination of the national measures at issue, to considerations linked to the protection of the environment, the distribution of the burden between the national and foreign users of the infrastructure and to the change in the system of financing the federal transport infrastructure.
- The total length of motorways in Germany is 13,191 km.
- Article 7 of the Eurovignette Directive stipulates:
  - ‘1. Without prejudice to Article 9 paragraph 1a, Member States may maintain or introduce tolls and/or user charges on the trans-European road network or on certain sections of that network, and on any other additional sections of their network of motorways which are not part of the trans-European road network under the conditions laid down in paragraphs 2, 3, 4 and 5 of this Article and in Articles 7a to 7k. This shall be without prejudice to the right of Member States, in compliance with the Treaty on the Functioning of the European Union, to apply tolls and/or user charges on other roads, provided that the imposition of tolls and/or user charges on such other roads does not discriminate against international traffic and does not result in the distortion of competition between operators.’

## ATTACHMENT NO. 5

### MATERIAL FOR STUDENTS PLAYING THE ROLE OF THE ADVOCATE GENERAL

Opinion of the Advocate General:



LINK ↗

## ATTACHMENT NO. 6

### MATERIAL FOR THE PERSON IN CHARGE OF THE ACTIVITY: THE JUDGEMENT

Judgment of the Court (Grand Chamber) of 18 June 2019 – Republic of Austria v Federal Republic of Germany

The German vignette for the use by passenger vehicles of federal roads is contrary to EU law.

The charge is discriminatory because the economic burden of that charge falls, de facto, solely on the owners and drivers of vehicles registered in other Member States.

The Court finds that the infrastructure use charge, in combination with the relief from motor vehicle tax enjoyed by the owners of vehicles registered in Germany, constitutes indirect discrimination on grounds of nationality and is in breach of the principles of the free movement of goods and the freedom to provide services.



# ATTACHMENTS

As regards the prohibition of discrimination on grounds of nationality, the Court finds that the effect of the relief from motor vehicle tax enjoyed by the owners of vehicles registered in Germany is to offset entirely the infrastructure use charge paid by those persons, with the result that the economic burden of that charge falls, de facto, solely on the owners and drivers of vehicles registered in other Member States.

As regards the free movement of goods, the Court finds that the measures at issue are liable to restrict the access to the German market of goods from other Member States. The infrastructure use charge to which, in reality, only vehicles that carry those goods are subject is liable to increase the costs of transport and, as a consequence, the price of those goods, thereby affecting their competitiveness.

As regards the freedom to provide services, the Court finds that the national measures at issue are liable to restrict the access to the German market of service providers and service recipients from another Member State. The infrastructure use charge is liable, because of the relief from motor vehicle tax, either to increase the cost of services supplied in Germany by those service providers or to increase the cost for those service recipients inherent in travelling into Germany in order to be supplied with a service there.



LINK ↗



LINK ↗



# 4

Title **EUROPE FOR MY CITY (TOWN)**

Author Małgorzata Kuśmierczyk-Balcerek

Time **45 MINUTES**

<b>Brief description</b>	This activity consists in preparing a photo exhibition for Europe Day (9 May). It will present students' photos of sites in their city (town) whose renovation or construction was funded by the European Union (EU). The exhibition will include information about the sites and their importance for the students' city or town.
<b>Educational level</b>	Secondary school (1-4)
<b>Subject(s)</b>	<ul style="list-style-type: none"><li>● Citizenship Education,</li><li>● Computer Science,</li><li>● Arts,</li><li>● Geography.</li></ul>
<b>Objectives</b>	Students will: <ul style="list-style-type: none"><li>● learn what the European funds are and who can use them,</li><li>● comprehend the importance of the EU funds for individual regions as well as the entire state,</li><li>● learn about good examples of entrepreneurship inspired and facilitated by European funds,</li><li>● develop skills necessary to plan work and work in a group,</li><li>● develop skills necessary to search for information online,</li><li>● be able to prepare an exhibition.</li></ul>

<p><b>Methods and forms of work</b></p>	<ul style="list-style-type: none"> <li>● Project work,</li> <li>● Brainstorming,</li> <li>● Pyramid of priorities,</li> <li>● Group work,</li> <li>● Work with maps,</li> <li>● Exhibition.</li> </ul>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>● Laptop/PC,</li> <li>● Camera,</li> <li>● Paperboards,</li> <li>● Easels,</li> <li>● Source materials about the photographed sites,</li> <li>● City (town) map.</li> </ul>
<p><b>Lesson step by step</b></p>	<ol style="list-style-type: none"> <li>1. Meet with students interested in the project and present the project idea.</li> <li>2. Encourage a group discussion on how to approach the project, which aspects require particular attention and what challenges the group may face, etc.</li> <li>3. Divide (together with the team) the tasks, set the priorities, meeting dates, deadlines for the collection and submission of materials, etc.</li> <li>4. Organise a meeting with a representative of the local City/Town/Municipality Office to learn which sites have been built or renovated with the EU funding.</li> <li>5. Take a walk around your city/town to identify the sites whose renovation or construction was funded by the EU.</li> <li>6. Take photos of selected sites.</li> <li>7. Look for old photos showing what these places used to look like.</li> <li>8. Meet to discuss what you have managed to establish so far.</li> <li>9. Start a brainstorming session on how to prepare the exhibition (venue, photo selection, photo descriptions, etc.).</li> </ol>

<p><b>Lesson step by step</b></p> <p>1 2 3</p>	<p>10. Prepare the exhibition and the invitations. Don't forget to give young people enough space to develop their ideas even if it takes more time or looks slightly chaotic. It is important that they know this is their activity and their task.</p> <p>11. Open the exhibition for the entire school.</p> <p>12. Summarise the exhibition and your work as a team.</p> <p><b>Option 1:</b> Prepare a retrospective exhibition where old photos of what a given place used to look like are confronted with the new ones presenting its current state. The photos should include the EU display panels and plaques with information about the funding.</p> <p><b>Option 2:</b> Make your project international. Young people from other EU member states organise their exhibition in their country and then present it at a joint meeting online.</p>
<p><b>Challenges</b></p>	<p>Please note that some sites may be a private property, in which case it is necessary to approach the owner and ask for their permission to take photos. All actions must comply with the GDPR provisions. Students may need support in arranging a meeting with a representative of the local City/Town/Municipality Office. Searching for old photos of sites can also pose a challenge. The necessary equipment and the funding for the purchase of materials for the exhibition and photo development can be obtained from the Board of Parents.</p>
<p><b>Online version</b></p>	<p>The opening of the exhibition and its presentation can be recorded and broadcast online.</p>
<p><b>Additional home assignment</b></p>	<p>How has the EU contributed to your local environment? Make a video, a podcast, a poster, a presentation, etc.</p>

# 5

Title **EUROPEANS AND NATURAL ENVIRONMENT**

Author Małgorzata Kuśmierczyk-Balcerek

Time **90 MIN. + TIME TO PREPARE THE FAIR**

## Brief description

Introduction of the topic of ecology in the form of tasks implemented by students during the lessons of:

- Citizenship Education – what each of us can do for the natural environment,
- Lessons of mother language – a competition for slogans promoting environment protection,
- Computer Science – searching for information online,
- Geography – preparing a map of endangered areas in the local commune (municipality) or district,
- Music – learning the sounds of nature,
- Arts – development of green advertising.

## Educational level

Primary school (6–8),  
secondary school (1–4)

## Subject(s)

- Lessons of mother language,
- Citizenship Education,
- Computer Science,
- Geography,
- Music,
- Arts.

<p><b>Objectives</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● study the concepts of environmental protection,</li> <li>● understand the relationship between the state of natural environment and human health,</li> <li>● learn to use natural resources in an informed manner,</li> <li>● learn about Europe's natural environment,</li> <li>● gain knowledge about the state of natural environment in Europe and in the world,</li> <li>● as Europeans, will be able to promote respect for nature,</li> <li>● understand how important it is for Europeans to participate in nature conservation efforts,</li> <li>● learn to observe the life of nature.</li> </ul>	
<p><b>Methods and forms of work</b></p>	<ul style="list-style-type: none"> <li>● Individual work,</li> <li>● Group work,</li> <li>● Narration/story-telling,</li> <li>● Brainstorming,</li> <li>● Educational games,</li> <li>● Exhibition/display,</li> <li>● Competition,</li> </ul>	<ul style="list-style-type: none"> <li>● Performance,</li> <li>● Observation of nature,</li> <li>● Work with the computer,</li> <li>● Field activities,</li> <li>● Green fair,</li> <li>● Multimedia presentation.</li> </ul>



**Materials**

- Computer/laptop,
- Visual aids for teaching chemistry,
- Timesheets,
- Records with the sounds of nature,
- Folders, maps,
- Dictionaries to check definitions of new terms,
- Textbooks,
- Books, magazines, journals on ecology,
- Various materials for lessons of Arts.

**Lesson  
step by step**

1. Teachers of a given subject discuss the topic of environmental protection at their lesson including the state of natural environment in the local area and in Europe.
2. Propose to organise a Green Fair at school.
3. Assign tasks to different classes (e.g. at random – through a lottery) and propose a brainstorming session on what can be done within a given subject.
4. Ask classes to collect materials for their task (secure enough time for this, e.g. a week) and prepare for their presentation at the Green Fair. Ideas for tasks:
  - Lessons of IT/Computer Science: Search for information about environmental protection to be presented as a story and a multimedia presentation at the Green Fair;
  - Lessons of mother languages: Development of a competition for a slogan promoting environmental protection;
  - Lessons of Geography: Preparation of a map displaying endangered areas in the local area (city, town, municipality, etc.) or in Europe;
  - Lessons of Citizenship Education: Development of an educational game on what to do to protect the natural environment (recycling, saving water, energy, etc.);
  - Lessons of Music: Collection and presentation of various sounds of nature;
  - Lessons of Arts: Preparation of green advertising;
  - A performance about environmental protection.

<p><b>Lesson step by step</b></p>	<p>You can also come up with other tasks for other lessons, e.g. Physics, Chemistry, etc.</p> <p>5. Invite each class present its work at the Green Fair (you can also invite classes from primary schools to join you).</p>
<p><b>Challenges</b></p>	<p>Given that the Green Fair is organised for the entire school, efficient coordination of all activities, engagement of teachers and young people are crucial. It is worth preparing for possible technical problems and test the necessary equipment in advance. If the activity is implemented in primary school, parents' help may be needed.</p>
<p><b>Online version</b></p>	<p>Classes record their tasks and make a video that is presented at the Online Green Fair. Available digital tools can be used for competitions and other tasks.</p>
<p><b>Additional home assignment</b></p>	<p>Development of tasks for other subjects. Classes can be divided into selected EU member states, with each preparing information on the state of natural environment in one country, e.g. Poland, Germany, Romania.</p>

# 6







Title **KINDNESS**

Author Jakub Niewiński

Time **180 MIN. (3 HOURS OF 60 MINUTES EACH OR 4 LESSON UNITS OF 45 MINUTES EACH)**

<b>Brief description</b>	A series of four lessons/workshops/meetings, collectively entitled KINDNESS, which can be held on one day or at intervals (e.g. four in a period of one week – they shouldn't be extended over a period of one month as this would have a negative impact on the activity dynamics). All parts make for a complementary and coherent activity whose participants are guided from theory (definitions of key concepts) to reflection on axiological problems of contemporary Europe (challenges) to proposals of specific actions and visions of a better world based on mutual kindness (activities).
<b>Educational levels</b>	Primary school (4–8), secondary school (1–4), vocational and technical secondary school (1–5)
<b>Subjects</b>	Ethics (classes 6,7 and secondary school) and weekly class meetings/homeroom (perhaps also History and the Present, a new subject in Polish secondary schools starting from September 2022, covering the events between 1945 and 2015).
<b>Objectives</b>	Students will: <ul style="list-style-type: none"><li>● explore the ethnical and religious diversity of Europe,</li><li>● strengthen their openness and kindness towards THE OTHER,</li><li>● develop an attitude of respect for every human being,</li><li>● understand the specificity of multiculturalism and attitude based on dialogue,</li><li>● learn about the history of Bosnian Jews and Muslims in Sarajevo.</li></ul>



<p>Methods and forms of work</p>	<ul style="list-style-type: none"> <li>● Brainstorming,</li> <li>● Discussion,</li> <li>● Storyline,</li> <li>● Reflection Circle,</li> <li>● Walking Dialogue (offline),</li> <li>● 'Fit for Diversity' cards,</li> <li>● IAT,</li> <li>● MENTIMETER.</li> </ul>		
<p>Materials</p>	<ul style="list-style-type: none"> <li>● 5 sets of the 'Fit for Diversity' cards (or their printouts:), German-Polish Youth Office, 2020,</li>   <li>● Implicit Association Test (IAT) 2011:</li> </ul>		
			

## Materials

- Short film *Kippah* directed by Lukas Nathrath, Hamburg Media School, 2019



LINK ↗

(25 min.)



LINK ↗

trailer

- Film *Survival in Sarajevo*, Centropa, 2011 (12 minutes),



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AR

- Items/props/symbols brought by the participants,
- Wax foundation/honeycomb base or plasticine/modelling clay and rootstocks/cardboard (the number of plates depends on the size of the wax foundation/honeycomb and the number of the workshop participants).

**Lesson  
step by step**

**Lesson 1 – 45 min**

1. Say 'hello' to the class, explain what you will be doing.
2. Encourage the class to brainstorm on the concept of 'Kindness', the topic of your lesson/workshop series. Ask students to list their associations with this word. Write them down them on a flipchart/ whiteboard or use MENTIMETER.
3. Try to group the listed terms into larger sets and discuss the different meanings of the word with the class.
4. Invite the class to work in small groups with the 'Fit for Diversity' cards. Depending on the number of participants in the workshops/lessons, divide the class, for example, into 5 groups of 5 people each. To this end, print out 5 copies of each card with the caption: 'Identity', 'Equality', 'Interculturality', 'Acculturation', and 'Interreligious dialogue'. If you work with a larger class and you have more groups, you can add more concepts: 'Multiculturalism', 'Transculturalism', 'Human rights', 'Inclusion'.
5. Mix the printed 25 (or more) cards and ask each person to choose one (it's important that the participants can't see each other's cards). Ask students to use only non-verbal communication to present the concepts on their cards. This is how individual players can identify others within the same group. The newly formed groups receive a new card each, this time from among the following captions: 'Stereotypes', 'Prejudice', 'Discrimination', 'Islamophobia', and 'Anti-Semitism'. The task of each group is to prepare a transformational triptych (by writing, drawing or role-playing) based on three concepts: two from the cards and one that is the topic of the workshop, e.g. STEROTYPES – MULTICULTURALISM (the name of one of the groups) – KINDNESS (the topic of the lesson). The purpose of this exercise is to find an idea for the constructive reinforcement of each person regardless of who they are and what they are like. After completing this exercise, the groups present the effects of their work.



**Lesson  
step by step**

6. Thank the class for their participation and ask them to do their home assignment as an introduction to the second part of the workshop:
  - Ask students to do the Implicit Association Test (IAT) prepared by researchers from the University of Warsaw and Harvard (it is a test of hidden attitudes and beliefs that people don't want to or can't disclose).
  - From among 14 categories, ask students to select the Arab-Muslim ('Arab Muslim – Other People' IAT) category:
  - Stress that there is no need to share the test results with the rest of the class/group. The most important objective of this exercise is self-reflection and considering one's own attitudes and beliefs.



**Lesson 2 (2 x 45 minutes)**

1. Invite students to sit in a circle and ask those who volunteer to share their emotions related to the Implicit Association Test (you can also ask students to reflect on the test in pairs).
2. Ask students to sit in the same small groups like in the previous lesson and explain that you will now together watch the film *Kippah*. Add that you have divided the film into six sections (see the proposal below; you can also propose your own division) and during the screening you will pause it to ask short questions. At the end, you will ask the key question to summarise the entire film (storyline). Ask the short questions after each section to all students, allowing those who volunteer to answer. After watching the film, ask the final question and ask students to prepare their answers in groups (allow 5 minutes for a discussion in groups).

Lesson  
step by step

Questions:

**The new school (from the beginning to 6:30)**

- a. Who are Oskar, Eren and Mustafa?
- b. What are Oskar and Eren interested in?
- c. At what lesson do Mustafa and Oskar reveal their ethnical and religious identity?
- d. What happens during the Physical Education (PE) lesson?
- e. What is Oskar asked on the bus on his way home? (*Are you Jewish? And you think it's cool what you're doing with the Palestinians?*)

**3. In the toilet (from 6:30 to 10:30)**

- a. What happens in the toilet?
- b. What is Mustafa talking about? (*The thing is, I just don't like Jews. Like Germans don't like Turks (...) Our brothers in Gaza are starving (...) Why are you doing this? (...) But you are a Jew, right? Aren't you ashamed of what the Jews are doing in Israel?*)
- c. How does Eren behave? (*Jews are murderers and money-grubbing!*)
- d. How does Oskar react and what does he say? (*Am I a murderer?*)

**4. At home with the family (from 10:32 to 12:15)**

- a. What happens during the meal?
- b. What message does Oskar receive at night?

**5. Peers, parents, teachers (from 12:15 to 17:00)**

- a. What do Oskar's peers draw on a piece of paper?
- b. How does Oskar react? What does he say? (*You dirty bloody Muslim!*)
- c. What do Oskar's parents talk to him about? What do they discover? How does he react? (*It's because of you! Because of your crappy religion!*)
- d. How does the teacher react to Oskar's mom's visit at school? (*My son is tortured because he is Jewish, But we are a cosmopolitan school (...), And we're doing a lot regarding this topic. A trip to the Neuengamme concentration camp*)
- e. Who calls Oskar in the evening and what message does he receive?



Lesson  
step by step

6. The match (from 17:00 to 19:35)

- a. What happens during the match?
- b. What gestures and words are used? (*Does the smoke ring any bells? Child murderer, Israel!*)
- c. What props/objects are used?
- d. What does Eren do?

7. Kippah/yarmulka (from 19:35 to 22:15)

- a. What does Oskar do after the flag of Israel and kippah are set on fire?
- b. What does the teacher do? (Kant, human rights)
- c. What happens in the classroom? What do Mustafa and Eren do?
- d. How does the story end?

**Key question:**

How do the cards you were handed in before relate to the situations depicted in the film?

3. Summarise the lesson. After listening to the answers from each group, try to put all ideas together, emphasising that the film depicts what is called a chain of discrimination (you can use the corresponding card) and highlights how stereotypes can lead to prejudice and discrimination, not only verbal but also physical – hate speech, pyramid of hate (see the corresponding cards). You can also spend some time discussing the attitudes of individual people, especially Eren – a silent witness, a conformist and a bystander turned into an aggressor who finally emerges as a nonconformist and an upstander.
4. Home assignment: Ask students to bring for the next class an object/prop/symbol that is important to them, through which they try to define themselves and their identity.

Lesson  
step by step

Lesson 3 (45 minutes)

1. Ask a few volunteers to share what they brought with the rest of the class (for online lessons, use the webcam). In classes of fewer students, you can encourage them to reflect on what they brought in pairs. This exercise refers directly to the film *Kippa'* that students watched at the previous lesson.
2. Ask students how they feel when they show what defines them and is important to them to the outside world (and sometimes to strangers)? What emotions do they feel? What is the hardest part? How to relate to the symbols presented by others if we don't understand them or find them strange and difficult? What do we need? What can we do?
3. After this brief discussion, invite students to watch *Survival in Sarajevo* (available in many language versions, including Polish, German, Romanian), a short film produced by CENTROPA, a Jewish organisation based in Vienna. List the questions that you will discuss after the film (encourage young people to take notes).
  - Who lived in Sarajevo?
  - What happened there between 1992 and 1995?
  - What organisation operated at the synagogue?
  - Who were the members of this organisation? What did they do?
  - Who were Zeyneba Hardaga and Denis Karalic?
4. After the screening, invite students to talk about the film. During the discussion it is important to get to the name of the Jewish organisation La Benevolencija, which operated at the synagogue during the war and helped all people regardless of origin or religion (Orthodox Serbs, Catholics, Croats, Jews, Muslims). Ask students to again form small groups (they can be the same as in the previous activities).



**Lesson  
step by step**

5. Tell students that this exercise is called 'Contemporary Europeans'. It is to summarise and check what students have learned about their identity as young Europeans based on the conclusions from the films *Survival in Sarajevo* and *Kippah*, and the 'Fit for Diversity' cards. In groups of several people, students use the wax plates (or plasticine/modelling clay) to create their own vision of a contemporary citizen who is guided by values important to Europeans such as kindness, acceptance and respect.
6. After completing the task, ask students to prepare an exhibition of 'Contemporary Europeans'. Each group stands next to their work and briefly presents it to others. While doing so, they must answer the following questions (list the questions before students start working on their models):
  - What are the most characteristic elements that best describe a 'modern European' (in terms of character and physical appearance)?
  - What values are important for people living in the 21st-century Europe?

Please note: The list of questions remains open. Together with students you can come up with other questions or elaborate on the ones proposed here.

**Summary of the series**

Summary can be made in two ways depending on the form of the class (offline or online) and the group of end-users:

- A. Reflection Circle: This exercise carries a double function – it is intended to summarise the classes and to reinforce the paraphrase tool that facilitates good communication. In the Reflection Circle the key question will be asked: How to strengthen mutual acceptance and respect for each person? Before sharing their own ideas, each person in the circle summarises what was said by the person who spoke before. The person whose words are being paraphrased can clarify or repeat the parts they feel that haven't been entirely understood. An additional element of this exercise is to reinforce each person's need to be heard.



**Lesson  
step by step**

B. Dynamic/Walking Dialogue: (offline lessons/workshops) Ask the same question (or a different one depending on your observations during the meeting, points of significance, aspects important to the participants).

- Form a circle. Tell students that you will now collect feedback on what you have done together. Ask the group about their final thoughts and reflections. What do they feel now that these lessons/workshops are about to end? Don't ask what the participants have learned today. Anyone can start the discussion by taking a step forward (thus breaking out of the circle) and sharing their opinion/thesis in response to the question asked by the moderator. Other people show that they agree with this statement by moving closer to the speaker or that they disagree by moving away.
- As more and more people break out of the circle to express their opinions (Please note: They don't necessarily have to refer to what has been said and can still address the original question), the rest of the group keeps changing their positions, joining those with whom they agree.
- If someone doesn't agree with any of the opinions shared, they can move away from the group at any time, find a free space and express their own view. In this case, other people can show their support by joining this person.
- Inform the participants that an advantage, if not a requirement, of this method is that you can always change your mind. You can express your opinion and stand on one side, and then change your mind, say something opposite and place yourself on the other side.
- ENCOURAGE the participants to move freely among groups.

## Challenges

**Psychogeography of the place:** Use a circle made of chairs for offline classes, and a virtual circle (e.g. available at: <https://wheeldecide.com/>) for online classes. This arrangement of space conveys a clear message that we are equal in terms of status and we pay attention to interpersonal relationships which can be further strengthened for example through eye contact. The traditional arrangement of student desks in classrooms is not conducive to learning or developing creativity. During online lessons, ask students to turn their webcams on (at least when they introduce themselves and speak during the workshops).

LINK 

**Forms of work:** Offline and/or online depending on the epidemiological situation and the needs of a given team, group and individual work, exercises in small groups/rooms.

# 7

Title **THE RICHNESS AND THE LINGUISTIC AND CULTURAL DIVERSITY OF EUROPE**

Author Ewa Rysińska

Time **45 MINUTES**

<b>Brief description</b>	This activity can be conducted to celebrate the European Day of Languages.
<b>Educational level</b>	Primary school (class 8)
<b>Objectives</b>	To increase students' knowledge about European countries, their culture, and languages. Students will: <ul style="list-style-type: none"><li>● learn when we celebrate the European Day of Languages,</li><li>● learn about languages – interesting information, fun facts, etc,</li><li>● will become aware of Europe's linguistic and cultural diversity.</li></ul>
<b>Subject(s)</b>	<ul style="list-style-type: none"><li>● History,</li><li>● Citizenship Education,</li><li>● Geography,</li><li>● Polish,</li><li>● IT/Computer Science,</li><li>● Foreign Languages.</li></ul>

## Methods and forms of work

- ICT tools (smartphones),
- Work with text,
- Learning by doing,
- Discussion,
- Observation.

## Materials

- Additional Material No. 1 – Question Sheets (available in English and in Polish),
- Additional Material No. 2 – QR Codes (available in English and in Polish),
- Smartphones or tablets to read the QR codes,
- Projector and laptop,
- Mentimeter.

### Resources available online:

1. *Seven Brothers*, the first Finnish novel, methods of teaching how to read and write, 7 VELJESTÄ LUKKARIN KOULUSSA - Aleksis Kiven romaaniin perustuva kotimainen ITK 2001 lyhytelokuva



LINK ↗

2. *A School for Boys and Girls*, c. 1670; painting by Jan Steen, a Dutch Golden Age painter:



LINK ↗

3. *Funny Translator* - Fluent in 7 languages.



LINK ↗

**Lesson  
step by step**

The lesson can be conducted in Polish or in a different language.

One class or group participates in the activity.

1. Before the lesson, place the print-outs with the QR codes in different, previously agreed places at school (e.g. on the windows on the first floor, on the classroom doors, underneath the chairs in the classroom, etc.).
2. Start with a game of associations. Using the Mentimeter application, students list their associations with the word 'Europe'. The teacher presents the resulting cloud of words on the screen. After that, students list their associations with the word: 'to learn'.
3. Watch the video on YT presenting a learning situation from the past. Are today's educational methods the same? What are their effects?
4. Present the painting A School for Boys and Girls to the students. Is today's educational situation different now?
5. In groups, students wonder why we learn foreign languages and what methods work best – a discussion in teams.
6. The teacher asks the students to search for and scan, individually or in small groups, the QR codes previously placed around the school.
7. After reading the information provided in the codes (information and fun facts about languages, information about major constructions in different countries, etc.), the students do the quiz and complete the answer sheets. They receive one point for each correct answer.
8. End of the lesson – announce the quiz results, present students with small gifts, and watch together the *Funny Translator* video on YT.

<p><b>Challenges</b></p>	<p>When students work individually, make sure they don't see their friends' answer sheets. When students work in groups, invite them to confront their answers and ideas with other team members.</p>
<p><b>Online version</b></p>	<p>Use the same materials. Instead of placing the QR codes in the school building, upload them in a different application, e.g. Miro, Padlet, Jamboard, etc. The teams can work in breakout rooms.</p>
<p><b>Additional home assignment</b></p>	<p>Prepare your own quiz (e.g. Kahoot) based on the information you have learned during the lesson.</p>

# ATTACHMENT NO. 1

## QR QUIZ QUESTION SHEET WITH ANSWERS

1. A whistled language is a school subject in schools:

1. On some Caribbean islands, e.g. Jamaica.
2. In the Canary Islands – in La Gomera.
3. In schools for astronauts as part of the NASA training programme.
4. There is no such subject at school.



LINK ↗

Correct answer: 2

2. How do the Dutch pronounce the surname of the renowned Dutch painter Vincent van Gogh?

1. [van gog]
2. [van goh]
3. [van hoh]
4. [ven gog]



LINK ↗

Correct answer: 3

3. The phrase 'čerstvý chlieb' in Slovak means:

1. 'Stale bread'.
2. 'Fresh bread'.
3. There is no such phrase.
4. 'Good bread'.



LINK ↗

Correct answer: 2

**4. According to the savoir-vivre guide, when you eat different types of cheese you should:**

1. Use a knife and fork.
2. Use only a knife. Don't use a fork – just cut the cheese and put it on the bread.
3. Use your hands – just take a piece of cheese and put it in your mouth.
4. Use two knives.



LINK ↗

Correct answer: 2

**5. The capital of Burundi is:**

1. Bujumbura.
2. Kigali.
3. Burundi is not a state but a city.
4. Burundi.



LINK ↗

Correct answer: 1

**6. Etymology. The word 'idiot':**

1. Comes from Latin (*idiōta*) and means a person who paints graffiti on public buildings.
2. Comes from Greek (*idiōtes*) and means a person who doesn't participate in public life, e.g. one who doesn't vote.
3. Comes from Chinese and refers to a situation when someone forgot to say 'good morning'.
4. The origin of the word is unknown.



LINK ↗

Correct answer: 2



**7.** Andorra is a constitutional monarchy where the function of the head of state is currently held by:

1. The President, elected every five years in general elections.
2. Jointly by the President of France and a Catholic Bishop.
3. The King of Spain.
4. A prince from the oldest family in Andorra.



LINK ↗

Correct answer: 2

**8.** The following painting is entitled:



1. *Everyday Life in the Middle Ages*, and was painted in the 15th century.
2. *A School for Boys and Girls*, and was painted in the 17th century.
3. *The School: The Past, the Present and the Future – Nothing Has Changed*.
4. *My School*, and is an example of contemporary realism.

Correct answer: 2



LINK ↗

**9.** International Mother Language Day is celebrated:

1. Every year – on 21 February.
2. Every year – on a different day.
3. Every year – in September as part of the European Day of Languages.
4. There is no such day.



LINK ↗

Correct answer: 1

10. Thanksgiving Day in the United States is celebrated annually:

1. On the last Sunday in November.
2. On the fourth Thursday in November.
3. On 29 November.
4. It depends, every year the date is set by the American Congress.



LINK ↗

Correct answer: 2

11. What language are they singing in?



LINK ↗

1. In Hebrew.
2. In Arabic.
3. In Swahili.
4. In Esperanto.

Correct answer: 1

12. Messidor, Thermidor, Fructidor are the names of the months in the French Republican calendar:

1. In summer.
2. In autumn.
3. In winter.
4. In spring.



LINK ↗

Correct answer: 1

## QR QUIZ QUESTION SHEET FOR STUDENTS

(WRITE YOUR ANSWERS IN THE ANSWER SHEET)

- 1.** A whistled language is a school subject in schools:
  1. On some Caribbean islands, e.g. Jamaica.
  2. In the Canary Islands – in La Gomera.
  3. In schools for astronauts as part of the NASA training programme.
  4. There is no such subject at school.
  
- 2.** How do the Dutch pronounce the surname of the renowned Dutch painter Vincent van Gogh?
  1. [van gog]
  2. [van goh]
  3. [van hoh]
  4. [ven gog]
  
- 3.** The phrase 'čerstvý chlieb' in Slovak means:
  1. 'Stale bread'.
  2. 'Fresh bread'.
  3. There is no such phrase.
  4. 'Good bread'.

**4. According to the savoir-vivre guide, when you eat different types of cheese you should:**

1. Use a knife and fork.
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3. Comes from Chinese and refers to a situation when someone forgot to say 'good morning'.
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3. The King of Spain.
4. A prince from the oldest family in Andorra.

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3. Is entitled: *The School: The Past, the Present and the Future – Nothing Has Changed*.
4. Is entitled: *My School*, and is an example of contemporary realism.



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**11. What language are they singing in?**

LINK ↗

1. In Hebrew.
2. In Arabic.
3. In Swahili.
4. In Esperanto.

**12. Messidor, Thermidor, Fructidor are the names of the months in the French Republican calendar:**

1. In summer.
2. In autumn.
3. In winter.
4. In spring.

# ATTACHMENT NO. 3

## QR QUIZ – ANSWER SHEET

Write your answer next to the number of the question you are answering.  
Complete the sheet and hand it in to the trainer/teacher.

Name and surname: .....

Question No	Your answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

# EUROPEAN EDUCATION IN EXTRACURRICULAR ACTIVITIES

European Education is not only the domain of schools and school curricula. It can also be implemented as part of non-formal education – organised extracurricular activities held in different places. Below you will find activity proposals developed by youth workers from Romanian state institutions and NGOs. Check them out – you will surely find something interesting for yourself. Please note that all these activities can also be used at school lessons.



1

Title **EMOTIONAL CONNECTION**

Author Andreea Ionașcu

Time **45-60 MIN. DEPENDING ON THE SIZE OF THE GROUP**

<b>Brief description</b>	In the context of common European values, such as mutual help, tolerance, solidarity and unity, human connection has an important role in understanding and appreciating these values. Feeling more connected to the people around increases the sense of belonging, which contributes to being more preoccupied with the wellbeing of others and thus being a more empathetic and active citizen.
<b>Objectives</b>	Participants will: <ul style="list-style-type: none"><li>● understand the power of emotions in human relations,</li><li>● understand the role of deep contact between people,</li><li>● understand and appreciate European values of mutual help, tolerance, solidarity and unity.</li></ul>
<b>Methods and forms of work</b>	<ul style="list-style-type: none"><li>● Individual work,</li><li>● Work in pairs,</li><li>● Discussion,</li><li>● Reflection.</li></ul>
<b>Materials</b>	Not needed



## Activity step by step

1  
2  
3

- Explain the purpose of this exercise, which is to help participants understand how powerful emotions can be in human relations, but also how prolonged eye contact can stimulate a better relationship. Some studies have shown that the longer a person looks at somebody's face, the more they become attracted to that person (this can also increase positive feelings towards that person).

One of the studies can be accessed here:



LINK ↗

To make an introduction you can show a short video:



LINK ↗

- Explain that in order to increase empathy among participants, but also help them overcome language barriers or cultural differences, they will work in pairs in a short but very intense exercise of emotional connection.
- Ask participants to choose someone from the group and sit in front of each other in a comfortable position and space.
- When pairs are formed, ask partners to look each other in the eyes for 1 minute, in silence. At first, it is normal for everybody to start laughing or feel uncomfortable, but you may encourage them to keep trying, be aware of the partners' presence and emotions.
- When the exercise is finished, invite participants to reflect on it.

**Debrief.** Reflecting on the activity is one of the most important parts in this case, because it will help participants to become aware of the experience and make it meaningful.

- Ask pairs to reflect for 5 minutes on how they felt during the exercise. They can either talk about it or express themselves through emoji cards (see the method 'The Emoji Moderator'). If emoji cards are not available, participants can just show an emoji on their phone.

## ACTIVITY PLANS

### Activity step by step

- Create groups of 3–4 (depending on the number of the participants).  
Ask them to try to answer the questions:
  - Did this exercise change the way you perceive the person you worked with? If it did, then in what way?
  - Did this exercise help you think of common ground you might have with your partner?
  - Do you feel that you have a stronger connection with your partner now? How?
  - Do you think this kind of exercise is very personal or intimate at an emotional level? Why?
  - What European values do you think this exercise addresses?

### Challenges

- It is worth remembering that Europe is a very multicultural continent and not every European citizen shares a common cultural background. In some cultures eye contact, especially between two genders, may prove to be a challenge. As a result, this exercise may not be appropriate in every group.
- Remember that keeping eye contact for 1 minute may be challenging for lots of people.  
Make sure participants feel safe and comfortable.
  - This exercise should be done in a group in which participants know each other and had a chance to work together for some time.

### Online version

We do not recommend doing this exercise online. Physical contact is needed here.

# 2

Title **EUROPE CONCEPT CARDS**

Authors Diana Bobiș, Diana Bere, Corina Pinte

Time **90 MINUTES**

## Brief description

Charades about Europe and the European Union (EU) played by teams with various methods.

## Objectives

Participants will:

- expand their knowledge about different European concepts;
- learn about Europe in a fun way.

## Methods of work

- Group work,
- Miming,
- Drawing,
- Reflection.

## Materials

Not needed

Activity  
step by step

1  
2  
3

1. Intro: The game challenges players to explain certain terms connected with Europe and the EU through various methods, from the easiest to the hardest one. It is played in 4 rounds + 1 bonus round:
  - round 1 – verbal description
  - round 2 – miming
  - round 3 – drawing
  - round 4 – one word
  - bonus round – one sound.

Each player is timed and has around 60 seconds or 90 seconds maximum to explain his/her term. It is a very speedy game!

The bonus round with one sound is optional, and it is played with eyes closed.

2. The players are divided into teams of 5–6.
3. Place the cards bottoms down or in any container where they are not visible.
4. One member from each team takes one random card. S/he has 1 minute to explain the term to other team members. Players take turns to explain the terms from their cards until all cards are used. If the player doesn't know a term, they can put the card back in and pick another one without revealing what it was. The game goes on until all terms have been extracted. Round 1 (verbal description) is followed by round 2 in which players show the terms, then round 3 in which the terms are drawn, and so on.



## Activity step by step

The proposed terms are listed below. Explanation of some terms should be given to the group when needed, on separate sheets of paper (explanation = sentences in square brackets).

- European Parliament [together with the Council of the European Union, it adopts European legislation]
- Erasmus+ [the EU programme to support education, training, youth and sport in Europe]
- Freedom of movement [free movement people, capital, goods and services in the EU as a single market]
- Jean Monnet [one of the founding fathers of the European Union]
- Robert Schuman [one of the founding fathers of the European Union]
- Green Deal [a set of policy initiatives by the European Commission with the overarching aim of making the European Union climate neutral in 2050]
- European Solidarity Corps [the EU programme for youth volunteering]
- Court of Justice of the European Union
- European Commission
- Schengen
- Euro [currency]
- Democracy
- 2030 Agenda (Paris Agreement)
- Maastricht Treaty
- DiscoverEU
- Human rights
- European citizenship
- YouthPass
- Brussels
- European Youth Capital
- Sovereignty
- Unity in diversity
- Cultural identity

## Activity step by step

1  
2  
3

- Inclusion
- Sofia Corradi
- Eurovision Song Contest
- UEFA Champions League
- Ode to Joy
- 9th of May

### Rules

- In the **speaking round** (verbal description), players can say anything except the words on the card or words that are really close in the lexical family. It is also forbidden to spell or hint to letters contained.
- In the **miming round** it is not permitted to speak. If a player speaks, either the card is discarded if it has been revealed accidentally, or it is put back in. It is also not permitted to mime letters contained.
- In the **drawing round** all is allowed except writing words.
- In the **One Word round** players can say only one word related to the term. If it is not guessed, it can be put back in without revealing the solution.
- In the **sound round**, words are not permitted, any other sound is alright. Also, players cannot see the person that makes the sound because they might tend to also mime and give away more clues.
- A separate piece of paper can be offered with minimal explanations on the terms, to help players understand them better. These explanations don't appear on the card.
- Some cards are left empty so that new terms can be added.

The catch of the game is that each round is played with the same deck of cards, so after the first round, naturally, some patterns start to occur, some funny associations with words, movements, sounds or objects. As the rounds get harder, all terms start to have a story of their own, expressed in unexpected ways, and it is different each time with every group.

# ACTIVITY PLANS

## Activity step by step

### Reflection

- Which term was the most difficult to show/explain and why?
- Which round was the most fun?
- What did you learn?
- What was the most interesting thing you learned?
- What would you like to know more about?

## Challenges

Chaos and loud environment might be a challenge here. Find a good space for this activity, where groups won't disturb each other.

Introduce the activity as a fun game rather than a big competition. People tend to compete strongly. And this should be a learning experience through fun.

## Online version

The game can be played online, for example, through the [www.wordwall.net](http://www.wordwall.net) application.



LINK 



# 3

Title **EUROPEAN GREEN DEAL:  
STRIVING TO BE THE FIRST CLIMATE-NEUTRAL CONTINENT**

Author Andrea Suciu

Time **120 MINUTES**

<b>Brief description</b>	This activity is about climate change and environmental degradation, which are existential threats to Europe and the world.
<b>Objectives</b>	Participants will: <ul style="list-style-type: none"><li>● be able to recognise different types of pollution,</li><li>● be able to read and pick up specific info from a text/summarise the main idea,</li><li>● be able to improve their vocabulary related to pollution in general and plastic pollution in particular,</li><li>● be able to produce oral messages on the topic and have a voice,</li><li>● become aware of their plastic usage habits and possibly take action against them.</li></ul>
<b>Methods of work</b>	<ul style="list-style-type: none"><li>● Art work,</li><li>● Discussion,</li><li>● Brainstorming,</li><li>● Individual work,</li><li>● Movie screening.</li></ul>

# ACTIVITY PLANS

## Materials

- worksheet “Interview with David Attenborough”,
- whiteboard and marker,
- pen and paper,
- online calculator on plastic footprint:



LINK ↗

- class survey:



LINK ↗

## Activity step by step

1  
2  
3

### 1. Introduction

Tell participants about the main theme of the exercise. Explain that climate change and environmental degradation are existential threats to Europe and the world. In order to achieve EU decarbonisation objectives, emissions must be reduced in all sectors, from industry and energy, to transport and farming. Climate change is a global threat and can only be addressed by a global response. That is why the EU actively engages and supports its international partners on climate action, in particular through the UN Framework Convention of Climate Change (UNFCCC) and its Paris Agreement. In parallel to mitigation actions, the EU is taking action on climate adaptation, to face the unavoidable impacts of climate change. The European Commission adopted a set of proposals to make the EU’s climate, energy, transport and taxation policies fit for reducing net greenhouse gas emissions by at least 55% by 2030, compared to the 1990 levels (source):



LINK ↗

## Activity step by step

### 2. Warm up

Ask young people (YP) to name some types of pollution. Then, ask them to look into their handbags and count the objects according to the materials that were used to fabricate them (e.g. 3 objects made of wood, 2 objects made of paper, 5 objects made of plastic etc). Ask the question: which type of household pollution do you think is the worst nowadays? (PLASTIC POLLUTION)

### 3. Making an online QUIZ on PLASTIC FOOTPRINT

Ask question: How much do you know about plastic pollution? It's perhaps the greatest threat to people, animals, the oceans and the environment—a global emergency on the level of climate change. Do you know what is YOUR contribution to it?



LINK ↗

or



LINK ↗

YP report back/give feedback on their results.

### 4. Listening/Watching to understand

What are the consequences of plastic pollution?  
Show this video from the 'Blue Planet=' series:



LINK ↗

YP write down 3 pieces of information that stuck in their minds after watching it and read some of them out loud.



## ACTIVITY PLANS

### Activity step by step

#### 5. Reading for specific information

Invite YP to complete a class survey about Plastic Pollution (PP): during which they need to fill in this table:



LINK ↗

Things I knew about PP before today

Things I have just found out about PP

Things I could do to change my habits

YP choose individually while you check their answers with the whole group. Using the quiz results, YP need to write their CORRECT answers in the 1st column and their INCORRECT answers in the 2nd column.

To complete the 3rd column, they should find inspiration around them.

#### Extra aids:

Worksheet: Interview with David Attenborough

Video on how to replace plastic items:



LINK ↗

#### 6. Follow-up

YP together with you plant a 'EU Tree' and have a round-up session in which they proclaim their hopes for the future of the EU.

### Challenges

Some participants may have doubts about climate crisis and may question their influence on the systemic change that is required.

**Online  
version**

The whole activity may be adapted to the online version.

# 4

Title **MY EUROPEAN IDENTITY: A GALLERY**

Author Andreea Fărcaș

Time **90 MIN.**

<b>Brief description</b>	Participants will create a gallery with their own works of art showing the European part of their identity.
<b>Age</b>	15+
<b>Objectives</b>	Participants will: <ul style="list-style-type: none"><li>● have an opportunity to present themselves to others in an original and unique way,</li><li>● be more aware of their European identity,</li><li>● be encouraged to step out of their comfort zone, interact with others and provide feedback.</li></ul>
<b>Methods of work</b>	<ul style="list-style-type: none"><li>● Individual work,</li><li>● Arts,</li><li>● Presentation,</li><li>● Self-analysis,</li><li>● Discussion.</li></ul>

## Materials

- Crayons / coloured pencils / markers (1 set / participant or more sets placed on a common table to which everyone has access),
- Various recycled fashion magazines / social media / scientific articles / sheets / pieces of recycled coloured sheets / pieces of material, etc. (which can be easily found in shops / everyone's house),
- Scissors (a few per group),
- Double adhesive scotch / glue tubes,
- White / colored sheets a4 (1 / participant),
- Post-it sets of different shapes.

## Activity step by step

### Preparation:

- Before starting the session, make sure that the above materials are in a place accessible to participants.
- Make sure they have enough space in which to sit to create their artwork: on the floor, in benches, tables, chairs, depending on the space they have available.
- You will need a fairly large space (inside / outside) where participants can exhibit their artwork! The gallery will be called 'My European Identity'.

1  
2  
3



## Activity step by step

1  
2  
3

### Facilitation:

- Each participant should receive an A4 sheet (white or coloured) with the mission to make a work of art that best represents the European identity of him or her. As each work of art is unique, so will be theirs. Therefore, they will be able to use any material they consider necessary for their work of art (magazine clippings, colours, recycled sheets and any other original material they find at hand).
- To make the task easier, you may write somewhere questions that can guide participants.  
For example:
  - When was the first moment you felt European?
  - What Europe means to you?
  - How do you understand your European citizenship?
- Participants will have 40 minutes to complete their work of art.
- As soon as the time has expired, participants will be asked to exhibit their own work of art (either by sticking the sheets on a wall, or if we are outside, we can use the exterior walls of a building, tree trunks, or simply a string that can be caught with a few pliers), forming a gallery of their works.
- Once their works of art are fixed, the participants are asked to take some post-its and something to write and then they are invited to walk in the gallery to admire the works of others. When they are impressed by a certain work, they can leave a review on the edge of the painting with their positive feedback. The gallery will only be opened for 25 minutes.
- Once the gallery is closed, participants are invited to take home their artworks (along with the reviews of the others).



# ACTIVITY PLANS

<b>Activity step by step</b>	<b>Refleksion</b> <ul style="list-style-type: none"><li>● Participants are asked to sit in a circle and invited to share with the group their reflection about the experience. Possible questions:<ul style="list-style-type: none"><li>• How was this experience for you?</li><li>• What European part of your identity occurred to be most important for you?</li><li>• What new things about the European side of you have you discovered?</li><li>• What surprised you in the works of other people?</li><li>• What did you learn about other participants?</li><li>• What do you have in common as a group when it comes to European identity?</li></ul></li></ul> <p>Trick: we can also use a ball or another light circular object to pass the word from one person to another in the group!</p>
<b>Challenges</b>	Participants may feel underskilled in drawing or creation, so tell them that the quality of their work won't be assessed and encourage them to use collage rather than drawing.
<b>Online version</b>	The exercise may be done online. You may use different platforms to communicate and cooperate, e.g. Zoom, Microsoft Teams or Google Meet. Participants may do their works of art in Jamboard and Miro, or prepare them at home and present a photo on a gallery in Padlet..

# 5

Title **THE EMOJI MODERATOR**

Author Andreea Ionaşcu

Time **45–60 MINUTES, DEPENDING ON THE SIZE OF THE GROUP**

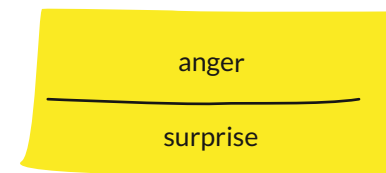
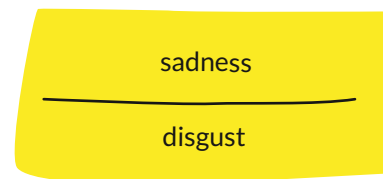
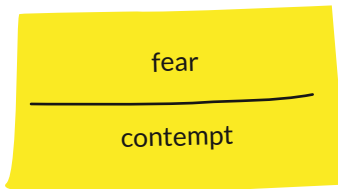
<b>Brief description</b>	This activity can help at the initial stage of a training to communicate and name emotions.
<b>Objectives</b>	Participants will: <ul style="list-style-type: none"><li>● learn how to communicate without a spoken language,</li><li>● find similarities and differences in expressing emotions in Europe,</li><li>● understand how emotions influence interactions among Europeans.</li></ul>
<b>Methods of work</b>	<ul style="list-style-type: none"><li>● Group work,</li><li>● Drawing,</li><li>● Discussion,</li><li>● Reflection.</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>● White or colour paper A4 (to write down emotions) – 1 per group,</li><li>● Pens and markers – a few per group,</li><li>● Cardboard/thick paper cut into smaller pieces – a few per group.</li></ul>
<b>Activity step by step</b>	<ul style="list-style-type: none"><li>● Introduce the exercise to participants.</li><li>● Start a conversation with the participants regarding what emotions are, how they are expressed in different European countries and how (facial) mimicry can tell us what emotion a person has.</li></ul>

## ACTIVITY PLANS

### Activity step by step

1  
2  
3

- After this short talk, create smaller groups. The task of each group is to identify the most common emotions people encounter in their daily life and write them down on pieces of paper. In case participants find it difficult, suggest 1–2 emotions from the list below. Groups can have 15 minutes for the task.



- Ask each group to tell which emotions they identified and then let the whole group choose the final list.
- The next task for the groups is to transform chosen emotions into emoji cards. Participants are given small cardboard/thick paper and they are to draw a given emotion (one emotion per group) in as many versions of emoji cards as possible.
- All emoji cards are put on a string (or each participant may have one card on a string and wear it as a necklace).

## ACTIVITY PLANS

### Activity step by step

- The aim of the emoji cards is to serve as a 'mediator' during the training and help participants to express themselves easier. Especially if there are language barriers, this can be particularly useful, either in reflection or evaluation of an activity, or just to interact with other participants and make them aware of a specific emotion the person feels. This way, the trainer can help in reducing shyness or fear in a fun way, but also offering the common language participants need.

#### Recommendation:

Do this activity at the beginning of the training.

#### Reflection:

- After all the emoji cards are ready, participants are invited to reflect upon the activity by answering the following questions:
  - What do you think the emoji cards will change in your interaction with the other participants?
  - How do you feel about expressing yourself through emoji cards?
  - Are emotions a common language?
  - If yes – in what way?
  - If not – what kind of differences can you see and how can they influence interactions and communication among Europeans?

### Challenges

- Participants may have difficulties with defining and understanding the term 'emotions' or what emotions are and how they are different to feelings. Let them talk about feelings as well.
- For some participants it may be challenging to draw – give them freedom, one person can draw or they can use the Internet to find inspiration.

### Online version

Activity may be done in the online version – instead of drawing emojis participants may find pictures in the Internet.

# 6

Title **WHY IS MY COUNTRY  
IMPORTANT TO THE EU?**

Author Andreea Fărcaș

Time **1.5 – 2.5 HOURS**

<b>Brief description</b>	Getting to know and appreciating the richness and diversity of EU countries through a short presentation of each of them by all participants.
<b>Objectives</b>	Participants will: <ul style="list-style-type: none"><li>● have the opportunity to learn new things about EU member states,</li><li>● have the chance to practice their skills of public speaking and abilities of presenting new information,</li><li>● discover and appreciate the cultural, economic and social importance of each EU member state,</li></ul>
<b>Methods and forms of work</b>	<ul style="list-style-type: none"><li>● Individual work,</li><li>● Public speaking,</li><li>● Presentation.</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>● Mobile phones/tablets and access to internet,</li><li>● A bowl/hat for the notes with the names of countries,</li><li>● Some flipchart papers, markers, A4 sheets, pens, etc.,</li><li>● 10 to 27 A4 sheets +pens (1 for each participant),</li><li>● Paper tape,</li><li>● Preamble 'Chartef of Fundamental Rights of the European Union', Source:</li></ul>



**LINK** ↗

## Activity step by step

1  
2  
3

- As a preparation, write names of each EU member country on smaller pieces of paper and place them in a bowl/container/hat, etc.
- Show the preamble (link in the list of materials) to the participants. Explain the fact that the EU aims to celebrate each member country for its diversity and for the richness it brings to the European community. But to talk about diversity, it is very important to be aware of the cultural, social, and economic importance of the European community we all create.
- Ask each participant to choose a ticket from the bowl/hat etc. and to prepare an interactive presentation of maximum 2 minutes about the country they chose, focusing on its importance for the European community (traditions, history, industry, development, personalities, etc.). Each person has 15 minutes for the preparation of the speech and 2 minutes for its presentation.  
**Note:** Participants can use visual materials: a flipchart paper, markers, A4 sheets or wardrobe pieces etc.
- Presentation of each country: in an order established by the facilitator, each participant will speak and present their chosen country (2 min. x speaker + 1 min. to change). While each participant presents their speech, the others follow the presentation.
- Encourage participants to give applause at the end of each presentation.

### Evaluation of the activity :

- Give A4 sheet and 1 pen to each participant. The A4 sheet will be placed on the back of each participant with a paper tape.
- Invite the participants to move freely in a room and write on the back sheet of other people something that they appreciated during their presentation. This procedure should be repeated until everyone had a chance to write something on at least 5 sheets on the back of other participants.  
**Note:** You can put some music in the background (something smooth and refreshing just to encourage participants to offer as many compliments as possible).
- Invite everyone to take off the sheet on their back and enjoy the compliments received from their friends!

## ACTIVITY PLANS

### Challenges

For some participants it may be a challenge to prepare a presentation for just 2 minutes. Make sure they all understand that they should concentrate on 2–3 most important elements, instead of preparing long speeches and trying to cover many themes and matters.

For some participants it may be a challenge to have a public speech, especially if this is something new to them or they are shy. Encourage them to try out and to use visual materials (e.g. a poster), which will help them to focus and follow concrete points.

Presentation of 27 EU countries may be difficult for some people to follow. It is recommended then to split the activity into 2 parts.

### Online version

The activity can be easily transferred to online version with the use of Padlet, Miro or Jamboard.

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