

GUIDELINES FOR TEACHERS

MODULE 4 - THE EU IN OUR DAILY LIVES

This lesson is dedicated to showing pupils how they meet the EU in their daily lives. In order to explain in what ways the EU is different from national, regional or local governments, the lesson starts with a game in which some concrete examples of EU legislation feature. In this **elimination game**, for each example, pupils indicate whether they think it is a piece of EU legislation or not.

After the game has been played, the teacher can choose to provide more **information on some of the examples**.

METHODOLOGY	DURATION	MATERIALS
Educational game: the EU in our daily lives.	10 mins	- 1 sheet of questions for the teacher
Presentation	10 mins	- Computer + projector - Presentation of part 4

OBJECTIVES AND SKILLS

ATTITUDE

- The pupils are aware of the impact of the EU on their daily lives.

KNOWLEDGE

- The pupils know that the European Union has legislative power.
- The pupils know some concrete examples of EU legislation.

STEP BY STEP

1. THE GAME

SETTING

The pupils are seated during the short introduction. After the explanation of the game, all pupils stand up. Every pupil plays individually. There are two designated corners (or halves) in the classroom: one corner is called the '**EU corner**', the other is the '**non EU corner**'. This last one includes the national level of government, but also regions, municipalities, etc.

PROCESS

Introduction: before starting the game, it is important to explain that the European Union has the **power to legislate**. The European Union can, however, only take action in areas that its Member States have authorised it to, via the EU treaties. It is also important to know that **EU law has precedence**: if a national law is contrary to an EU provision, Member State authorities must apply the EU provision. The precedence principle applies to all EU acts with a binding force.

Explanation of the game: the game is an elimination contest between the pupils. Each time the teacher gives an example of a legislative measure, law or jurisdiction, the pupils have to indicate whether they think it is EU legislation or not. The pupils can indicate their answer by standing either in the EU or the non-EU corner. After the students have made their choice, the teacher tells them the correct answer. Pupils who chose correctly can stay put for the next example. Pupils who stood in the wrong corner have to sit down.

The teacher keeps going until there are three pupils left (or can continue until there is only one left. If necessary, the teacher can start the game again (e.g. if all the students are out after only three examples, they can all stand up again for some new examples).

SOME TIPS

- If the students are enthusiastic about the game, don't give too much explanation after each example. You can run through the EU examples afterwards in the presentation.

CONTENT

See the 'questions for pupils' document.

2. PRESENTATION: DISCUSSING THE ACQUIRED KNOWLEDGE

SETTING

The pupils are seated so they can easily see the presentation.

PROCESS

The presentation that goes with this game gives more background information on concrete examples of EU legislation.

USEFUL LINKS

- There are many concrete examples of EU legislation on the ['What Europe does for me' website](#).
- A fun online game about how the EU changes our daily lives is the12differences.eu. The goal is to look for 12 differences between two almost identical drawings of a random town, one located in the EU, the other outside. Each difference indicates a concrete example of EU legislation.

