

GUIDELINES FOR TEACHERS

MODULE 5 - EU VALUES

This module on EU values consists of **three parts**:

It starts with a **four-of-a-kind game**, with which the players discover the EU's values and some concrete examples of how the EU puts them into practice. After getting to know these values, pupils are asked to reflect critically on them through an **individual exercise**. Finally, they further develop their democratic skills through a **class debate exercise**, with 16 statements to choose from. The game can also be played separately from the other two parts. .

METHODOLOGY	DURATION	MATERIALS
Educational game: EU values	20 mins	<ul style="list-style-type: none">- <u>Set of 32 value cards</u> for each group of players. The cards need to be printed on one side and cut out.- <u>Set of 30 true or false cards</u> for each group of players. The cards need to be printed on one side and cut out.
Individual exercise	10 mins	<ul style="list-style-type: none">- <u>Personal value map</u> for every pupil.
Class debate exercise	10 minutes per statement	<ul style="list-style-type: none">- Computer + projector- <u>Presentation</u> of part 5 with 16 statements- The completed personal value maps of the pupils.

OBJECTIVES AND SKILLS

ATTITUDE

- The pupils are fully aware of the EU's values.

KNOWLEDGE

- The pupils know the European Union's values and some concrete examples of how the EU puts them into practice.

SKILLS

- The pupils develop their own opinion about the European Union's values.
- The pupils train their debating skills.

STEP BY STEP

1. THE GAME

SETTING

For the game, the class is divided into smaller groups, preferably of four pupils each. Groups of three or five pupils are also possible, if necessary. Each group sits around a table. The pupils play against the others in their group. Every group has one set of 32 value cards and one set of 30 true or false question cards.

PROCESS

- The value cards are distributed to the group members. If there are four players, each player receives eight cards. If there are three or five players, some players will have an extra card. The players hold their cards in their hands and don't show them to the other players.
- In the middle of the table there is a stack of 30 true or false question cards, with the blank sides facing upwards.
- The ultimate goal of the game is to collect the most sets of four cards of the same EU value.
- The oldest group member starts. They **ask** another player of choice if they have **a game card of a specific EU value, e.g. solidarity**. This first player must have at least one game card of this EU value himself.
 - If the other player doesn't have the requested card, they say so and the player on the left takes their turn. .
 - If the other player does have the requested card, they take a true or false card from the stack of cards in the middle of the table and ask the question on it.
 - If the first player answers correctly, they receive the requested game card. 'True' or 'false' is sufficient as an answer; the player doesn't have to give any additional information.
 - If the answer is incorrect, there is no exchange of cards and the true or false card is put under the stack of cards on the table.
 - In both cases, the player on the left is the next to take their turn.
- When a player gathers a set of four cards of the same EU value, they shout 'four of a kind!' and put the set on the table. That set of cards cannot be taken away from the player.
- The game is over when all eight sets are complete. The pupil(s) with the most sets wins/win the game.

CONTENT

See the document with the game cards and true or false cards for the content.

- On the 32 value cards, the pupils discover eight EU values and some examples of how the European Union/European Parliament puts these values into practice in the EU and abroad. There are eight sets of four cards.
- The 30 true-or-false cards each contain a true or false question that corresponds to the

information on the value cards. The pupils can use the information on their value cards to respond to the true or false cards.

2. INDIVIDUAL EXERCISE

The goal of this exercise is to reflect on each of the values and form an opinion. This exercise is preparation for the class debate exercise.

SETTING

Each pupil sits at a table and is given a personal value map.

PROCESS

The teacher hands out a personal value map to every student. This is a personal document meant only for the student. On the personal value map, the EU values are already given, along with a basic definition. The teacher gives the following instructions:

1. Indicate whether or not you personally agree with the values

The teacher asks the pupils to reflect individually on each of the values and the basic definition of it.

Ask yourself the question: 'Do I personally endorse these values?' In other words, do you agree (on a personal level) that every man should be free, equal, live in a democracy, live by the rule of law, respect human dignity and human rights, be tolerant and show solidarity? Think about it and put a circle around 'agree' or 'disagree' next to each value, according to your opinion.

2. Rank the values according to their importance

In the 'Priorities for the EU' column on the value map, students rank the values according to how important to the EU they think this value should be (1 = most important, 8 = least important). This is an individual exercise for which the outcome will differ for every student.

3. CLASS DEBATE EXERCISE

The goal of this part is to work together to elaborate on the meaning of (some of) the values. For every value, there are two statements in the presentation. The teacher chooses two to four statements to discuss in the classroom, according to the interests of the students.

Note: the statements are meant to prompt a discussion about the value. They are not opinions on the value.

SETTING

The setting should be appropriate for a class discussion and should also allow the students to see the statements shown on the screen at the front of the classroom.

PROCESS

Discussion process, for each statement:

1. First vote

The teacher shows the class a statement of their choice and gives instructions: 'Look at the statement. Think about it briefly and decide for yourself whether you agree or disagree. There is no "in between"; you have to choose one side.'

Some important remarks:

- There may be some questions about the statement. The teacher clarifies what is meant by the statement (where possible).
- This is just an intuitive vote after which the topic will be discussed in more detail.
- There is no 'right' or 'wrong' answer.
- The statements are only meant to spark a discussion; they are not real opinions.

The teacher counts the votes and writes them down.

2. Plenary discussion

The teacher asks one of the students to explain their point of view. After that, the teacher asks the group who agrees and who disagrees with the person who had the floor to trigger a group discussion. Tip: choosing someone from the 'minority' group of voters to speak first can provoke reactions from the students who voted in the opposite way. This will encourage the pupils to debate.

The teacher moderates the discussion.

3. Second vote (optional)

After the group discussion, the teacher opens a second vote. They count the votes and compare them to the results of the first round. Did some students change their mind?

4. Conclusion

After the second vote, the teacher asks the pupils to check whether their answer is in line with what they indicated on their personal value map: Do they still agree with this value? Would they change the ranking?

SOME TIPS FOR MODERATING THE DISCUSSION

- Start off with pointing out the basic rules of the discussion: listen to each other; wait for your turn to talk; stay polite; stay on topic; don't talk for too long and let others have their say as well. This allows you to refer to these rules during the discussion.
- Do not express your own opinion; be as neutral as possible.
- Try to give the floor to as many different students as possible.
- When there is no immediate reaction, reformulate or play devil's advocate by asking provocative questions.
- If one student dominates the discussion, try to interrupt, politely summarise what he or she said and give the floor to another student, e.g. by asking which students agree or disagree with what has just been said.
- If a student wanders off topic, interrupt and ask them to stick to the main subject. This might seem impolite, but other students might be grateful.

CONTENT

The statements are shown in the presentation for this module. Here, the statements are repeated with some extra information.

DISCLAIMER:

The statements used are meant to prompt a class discussion about European Union values. They are not opinions on the value, nor do they represent the point of view of the European Parliament.

DEMOCRACY

1. 'A referendum is always a good way to make citizens participate.'

The question is whether a referendum is a good thing for a democracy. The limits of a referendum are that people usually have to choose between 'yes' or 'no' and that there is no room for alternatives, e.g., in Switzerland (not an EU Member State) people were asked to vote 'in favour' or 'against' a new tunnel. But there were many more options, like other roads, other places for this tunnel, etc.

2. 'True democracy can only work at the local level!'

This statement asks students whether they believe democracy can work in larger societies, where the politicians are not known on a personal level and cannot easily be approached directly. This is particularly true for the European Union, with 445 million citizens. Can a democracy work on such a large scale?

FREEDOM

1. 'Freedom means not having any responsibilities.'

'Responsibilities' can mean many things: Being responsible in your society, e.g., helping others, helping your family, taking care of your elderly parents or grandparents, taking care of your children... In a broader sense, it means 'citizenship', behaving as a 'good' citizen, not damaging or polluting roads, etc.

If everyone agrees, you can play devil's advocate by asking whether they think that someone who chooses not to do anything for society is entitled to all the benefits of a welfare state like free education, cheap medical care, unemployment allowance, etc., for which others pay.

2. 'Because there is freedom of speech, racist political parties must be allowed in the European Parliament.'

If a political party supports viewpoints that are against the EU values, like being discriminative against races, does this mean they should not be able to express their beliefs and be excluded from power?

SOLIDARITY

1. 'An EU Member State that is struck by a financial crisis should get support from the other EU Member States.'

This statement asks whether the countries within the EU should show solidarity towards other Member States when they are in trouble. Should the EU be that kind of Union, in which countries can count on each other?

2. 'Solidarity means using tax money to make sure everyone has a decent home, food and education.'

This statement provokes a discussion on the issue of showing solidarity in a society with people we do not know. Do we want to help the poor by giving them money in a structured way?

Some students might think that poverty is something a person is individually responsible for and that society should not pay for it. Other issues could be that benefits should only be granted to those who really need them. As devil's advocate, the teacher can ask what the students would prefer: A very strict system which risks people in need falling out of society, or a less strict system which risks people taking advantage of the system.

EQUALITY / NON-DISCRIMINATION

1. 'To pursue equality, positive discrimination is necessary.'

Positive discrimination = the practice of giving special benefits to people from a group that is sometimes being treated in an unfair way or are not well-represented in the labour market, in higher positions, etc. For example, in many European countries, employers who hire a disabled person are rewarded financially as an incentive for hiring them.

2. 'Everyone is equal, no matter how rich they are.'

The teacher can point out the difference between the desired situation and the real situation. Is everyone equal, and should they be treated equally? For example, a poor-looking person enters

a luxury goods shop, as well as a wealthy-looking person – will they be treated equally?

The underlying issue here is whether we still live in a society with different social classes. We are all equal before the law, but is this 'equality' true in reality?

THE RULE OF LAW / JUSTICE

1. 'For some crimes, it should be possible to choose between paying a large fine or going to prison.'

This statement asks whether pupils would find it 'just' if richer people could 'buy' their punishment. It is in fact a combination of the values 'equality' and 'rule of law'.

2. 'Terrorists have the right to a fair trial, with a proper defence.'

The picture in the presentation shows the well-known European case of Anders Breivik, a Norwegian far-right terrorist who committed the 2011 Norway attacks. On 22 July 2011 he killed eight people in Oslo, then shot dead 69 young people on a summer camp on the island of Utøya. In August 2012 he was convicted of mass murder and terrorism.

This statement is to provoke a discussion on whether people like him – who were obviously involved in mass killings - retain their right not only to a fair trial, but also to be defended.

RESPECT FOR HUMAN RIGHTS

1. 'A journalist should be punished when he or she writes a fake news story.'

This statement is about the freedom of press. Nowadays only dictatorships have laws that state that the press can be prosecuted for what they write. This can ultimately lead to censorship or the media not reporting on certain items for fear of prosecution.

2. 'The EU should not do business with regimes that violate human rights, even if the deal would be good for the EU.'

Can the EU make trade or other deals with regimes that reportedly violate human rights? For example, the EU makes deals with African countries who repeatedly violate human rights, to stop migrants from coming to the EU. Additionally, some deals are necessary to obtain certain raw materials we don't have in Europe, e.g. cobalt, which we use in cell phones.

TOLERANCE / PLURALISM

1. 'Wearing religious symbols, like a cross or a veil, should be allowed at school and at work.'

The issue at stake here is whether students think that practicing your religion at work school should be allowed.

2. 'It is okay to express hate speech online, if done in closed/secret groups.'

Have students seen this before? Have they maybe done this? Do they think this can harm certain groups? Or do they rely on their freedom of speech?

RESPECT FOR HUMAN DIGNITY

1. 'It is the moral duty of every EU country to help refugees.'

Refugee = 'A person who, from fear of persecution for reasons of race, religion, social group, or political opinion, has crossed an international frontier into another country.'

Note: This is not the same as economic immigrants (people migrating due to economic reasons).

The underlying issue here is: Do we respect the human dignity of non-Europeans? This statement usually brings up issues such as good integration, choosing between helping your own people and foreigners, good intentions of foreigners, etc.

Note: There is free movement of people within the EU, meaning that EU citizens are never 'refugees'. If this is brought up by students, the teacher should correct this.

2. 'Torture should be allowed in order to get information to prevent possible new terrorist attacks.'

Torture is forbidden in the EU, no matter what the goal might be. Do students agree with this? Do they think it might be legitimate in some cases?

USEFUL LINKS

- Democracy and human rights in the European Parliament: www.europarl.europa.eu/about-parliament/en/democracy-and-human-rights
- Read more about the [EU Charter of Fundamental Rights](#).
- Read more about the Sakharov Prize on www.europarl.europa.eu/sakharovprize

