

ALL ABOUT

The European Union and the European Parliament

ALL ABOUT
The European Union
and the European Parliament

DEMOCRACY

ALL ABOUT
The European Union
and the European Parliament

**THE
ENVIRONMENT**

ALL ABOUT
The European Union
and the European Parliament

**EVERYDAY
LIFE**

ALL ABOUT
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GEOGRAPHY

ALL ABOUT
The European Union
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**RIGHTS,
OBLIGATIONS
& BENEFITS**

ALL ABOUT
The European Union
and the European Parliament

**SHARED
CULTURE**



European Parliament
Liaison Office
in the United Kingdom

Notes

ACKNOWLEDGEMENTS

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WHAT DOES THE EUROPEAN PARLIAMENT LIAISON OFFICE IN THE UK DO?

Common interests require common action and common challenges require common answers. This is the reason the European Parliament and the European Union (EU) have maintained offices in the UK since Brexit. The mission of the European Parliament Liaison Office in the UK is to facilitate relations with all the parliaments of the UK. We are also here to help EU citizens in the UK to continue to be engaged in politics and elections at EU level. Most importantly, we aim to reach out to all parts of UK society to further mutual understanding and cooperation between the European Union and UK citizens.

If you would like to stay connected with the European Union and join the only pan-European network of citizens interested in citizen engagement, events and collaboration, you may wish to join the together.eu community.

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ALL ABOUT The European Union and the European Parliament

FOREWORD

This resource is for those of us who wish to enrich the learning of young people and to provide an opportunity for exploring Europe and the European Union - what it embodies and represents and its relevance to UK citizens in Europe today.

Europeans have come together to form the European Union in order to work for peace and prosperity, while at the same time being enriched by the continent's many different cultures, traditions and languages. Through these lesson plans we want young people to discover that the EU is about emotions, not just politics. We want to offer a taste of what it feels like, not only to be Slovak, German or Greek, but also European; and we want young citizens in all parts of the United Kingdom to explore their identity as UK citizens and Europeans and to discover their connection and relationship with the rest of Europe and with the EU.

This resource provides teachers with the knowledge and methodology to give students an insight into how the EU works and how the decisions it takes affect them as individuals and the UK outside the EU. It aims to encourage informed debate on the EU and the European Parliament, on the basis of knowledge, impartial information and facts. These materials seek to generate interest among students in the role the EU plays as a political, economic and geopolitical actor. Each of the six lesson plans looks at a different key theme. Teachers can select individual lesson plans or can make use of the full resource covering democracy; environment; everyday life; geography; rights, obligations and benefits; and shared culture.

The resource is specifically written for teachers of age 16-18 students, working in all parts of the UK. It is designed to enhance student learning, offering accessible, engaging and imaginative lesson plans with a wide range of curriculum links. We hope the resource may also be of interest to other teachers of students of all ages.

Everyone is welcome to draw on this resource freely, to adapt it and use it for all learners.

Susanne Oberhauser

Director of the European Parliament Liaison Office in the UK

UNITED IN DIVERSITY

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ALL ABOUT

**The European Union
and the European Parliament**

DEMOCRACY

LESSON PLAN No.1



European Parliament
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ALL ABOUT DEMOCRACY

The EU is responsive, adaptive and accountable to the needs and demands of citizens despite diverse histories and cultures – **UNITED IN DIVERSITY**.

KEY QUESTIONS

- What is democracy?
- How does the EU work?
- What can young people do to make their voices heard in the EU? Why is this important?

LEARNING OBJECTIVES

Students will:

1. Understand how the EU functions and feel confident using facts and information
2. Understand how important young people's voices are in a democracy and engage with how it feels to be heard
3. Be able to reflect on why accountability in government/authority is important; and be motivated to discuss political decisions which affect their lives and their own sense of right and wrong in relation to being a citizen

EU FOCUS

- Examples of bodies that represent young people – European Youth Forum, European Parliament Youth Platform
- European Youth Capitals – 'youth friendly policies that could result in more participation of young people in urban life'
- EU 'Have your say' initiative

LEARNING OBJECTIVES	ACTIVITY	TIME	RESOURCES
L02 L03	Starter activity option 1 Discussion: 'what is democracy?' <ul style="list-style-type: none"> Line up: class has two minutes to line up in order of who is the most and least powerful in the room (everyone takes part including teachers). It may be that a line up is not agreed. This is fine. Discuss what was challenging. Use the process of this line up to discuss 'what is democracy?' Students identify how they decided where to position themselves and others. 	10 mins	Timer
L01 L02 L03	Starter activity option 2 'Washing line': stages of the legislative process <ul style="list-style-type: none"> Hang a washing line across the classroom and give groups stages of EU legislative process and clothes pegs. Quickest group to hang stages of legislative process up in the correct order 'wins'. Discuss what is important about each stage. How does this process demonstrate 'democracy'? 	10 mins	Washing line and clothes pegs EU institutions and the legislative process – See Resources page 5 & 6
L01	Starter activity option 3 Which branch is which? <ul style="list-style-type: none"> Using their existing knowledge about the executive, legislative and judicial branches of the UK Government (or the devolved administrations, or the USA, depending on curriculum subject), students identify which EU institution is which by interpreting key information (e.g. the Commission proposes ideas for laws). 	10 mins	Key Clues resource – See Resources page 7
L01 L02 L03	Main activity part 1 Preparing a proposal <ul style="list-style-type: none"> Go through the key steps of the legislative process. Introduce the EU Youth Forum and the campaign for 'Vote at 16' across all Member States. Identify countries where the voting age is already 16. Students in groups allocated the following categories: <ul style="list-style-type: none"> Voting age Driving age Drinking age Age of consent Research the age across a range of countries and write a brief proposal for a new piece of legislation. 'Balloon debate': which issue is most important to you? Quick fire debate to eliminate issues and decide on one for next activity. 	30 mins	Summary of EU legislative process: https://www.europarl.europa.eu/infographic/legislative-procedure/index_en.html https://europa.eu/european-union/law/decision-making/procedures_en https://www.youthforum.org/vote-16 https://ec.europa.eu/health/sites/health/files/alcohol/docs/eyes_on_ages_report_en.pdf

LEARNING OBJECTIVES	ACTIVITY	TIME	RESOURCES
L01 L02 L03	Main activity part 2 Legislative process role play <ul style="list-style-type: none"> Whole class acts as the EU Commission working in small groups (of 4-5 students). Each group develops a proposal around one of the issues, then nominates a spokesperson to present and recommend to the European Parliament. 	10 mins	
L01 L02 L03	Plenary Was that democratic? <ul style="list-style-type: none"> Legislative role play: Whole class as European Parliament votes on the recommendation. Final discussion: was that democratic? Students could 'score' the democratic process through a 'vote with their feet' moving to different areas of the room for 'yes', 'no', 'undecided'. 	10 mins	

TOP TIP




Teachers of A level Law (AQA, OCR, WJEC): how about using this lesson to develop students' understanding of the impact of EU law making on law making in England and Wales?

Teachers of BTEC Level 3 in Creative Media Production (Pearson): how about using this lesson as part of students' 'Special Subject Investigation' unit? Those pursuing a career in Journalism could investigate voting rights for their peers across EU Member States.

ALL ABOUT DEMOCRACY RESOURCES

EU Institutions and the legislative process

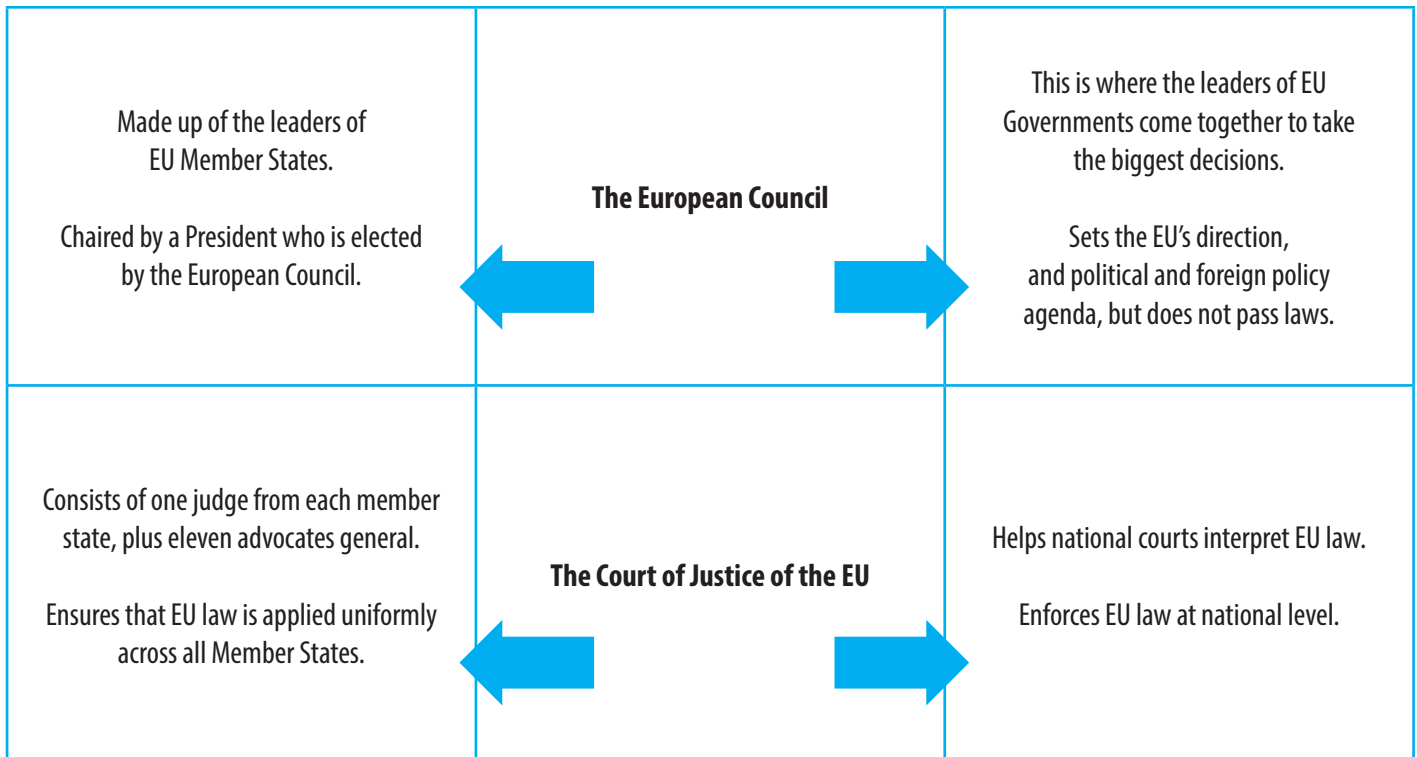
Institutions of the EU that make laws:

<p>Consists of Commissioners, one from each member state.</p> <p>The Head of the Commission is called a President who is appointed by national leaders and elected by the European Parliament.</p>	<p>The European Commission</p> 	<p>Proposes new laws for the Parliament and Council to approve, amend or reject.</p> <p>Protects the interests of EU citizens.</p>
<p>Membership consists of ministers from the governments of member states.</p> <p>There is no fixed membership – if, for example, the issue is the environment, then environment ministers will attend.</p>	<p>The Council of the European Union (often called The Council of Ministers)</p> 	<p>Is the main decision-making body and works with the European Parliament to approve, amend or reject laws.</p> <p>Ensures coordination in policy-making across EU member states.</p>
<p>Made up of MEPs elected by citizens in all Member States.</p> <p>Elections are held every five years.</p>	<p>The European Parliament</p> 	<p>Has joint role with the Council of the European Union to approve, amend or reject EU law.</p> <p>Also has a role in scrutinising all EU institutions.</p>

ALL ABOUT DEMOCRACY RESOURCES

EU Institutions and the legislative process

Other key institutions of the EU:



ALL ABOUT DEMOCRACY **RESOURCES**

Key Clues

This is the principal decision-making body of the EU and is made up of ministers from each Member State government.

This institution proposes laws and is responsible for the administration of the EU.

This is the EU institution whose members are elected by citizens.

This institution ensures that EU law is applied uniformly in all Member States.

This brings together top EU leaders to set the EU's political agenda.

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ALL ABOUT

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THE ENVIRONMENT

LESSON PLAN No.2



European Parliament
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ALL ABOUT THE ENVIRONMENT

The EU acts as an example of collaboration regarding environmental legislation. Standardised regulations result in better standards for all, despite differing environmental concerns across EU Member States. Member States always remain free to set even higher standards – **UNITED IN DIVERSITY**.

KEY QUESTIONS

- How does the EU specifically engage with environmental issues?
- How will this continue to impact the UK?
- What role can young people play in environmental sustainability programmes?

LEARNING OBJECTIVES

Students will:

1. Be able to see themselves as part of a wider effort to address environmental issues and be inspired by the idea that their generation will be vital in creating a greener future
2. Be able to demonstrate knowledge and understanding of EU environmental aims, policies and programmes, and how they impact both the EU and the UK, now and in the future
3. Be motivated to know and understand continuing EU environmental legislation and programmes

EU FOCUS

- The European Green Deal

LEARNING OBJECTIVES	ACTIVITY	TIME	RESOURCES
L02 L03	Starter activity What is the EU Green Deal? Discuss: <ul style="list-style-type: none"> • What do you know about international collaboration on environmental issues? • Why might it be a good idea for countries to collaborate on environmental issues? • What do you know about the European Green Deal? Show video introduction	10 mins	EU Green Deal introductory video: https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en
L01 L02 L03	Main activity Creating a video news bulletin <ul style="list-style-type: none"> • Students work in small groups to research, plan and create a 60-90 second news bulletin on the environment and the EU. • Each group to be allocated one of the following European Green Deal policy areas for them to study and then to plan and produce a 60-90 second news bulletin: <ul style="list-style-type: none"> – From Farm to Fork – Sustainable Industry – Biodiversity – Clean Energy – Building and Renovating – Sustainable Agriculture – Sustainable Mobility – Eliminating Pollution – Climate Action <p>Their short news bulletin could also consider the following:</p> <ul style="list-style-type: none"> – How does this relate to the UK? – What role can you play in environmental sustainability programmes, and, perhaps, what role can your school/institution play? <p>Once completed, the groups can present their news bulletins to the class.</p>	40 mins	A European Green Deal European Commission: https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal/actions-being-taken-eu_en https://ec.europa.eu/environment/strategy_en https://ec.europa.eu/environment/funding_en https://ec.europa.eu/environment/international_en Search Twitter #EUGreenDeal
L01 L02 L03	Plenary What have you learnt? Discuss: <ul style="list-style-type: none"> • What have you learnt by creating the news bulletins? • How does collaboration within organisations such as the EU benefit environmental action? • What could young people do to get more involved in the EU environmental programmes? 	10 mins	

TOP TIP

Student can use their smartphones to shoot and edit their news reports

TOP TIP

Teachers of BTEC Level 3 Environmental Sustainability (Pearson): how about using this lesson to develop students' understanding of key environmental issues and what the EU is doing to address these issues?

Teachers of Environmental Science A level (AQA), Scottish Higher Environmental Science and Environmental Technology A level (CCEA): how about using this lesson to explore how legislation and protocols can protect species and habitats by establishing targets and restrictions at national and international level?

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ALL ABOUT

**The European Union
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**EVERYDAY
LIFE**

LESSON PLAN No.3



European Parliament
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ALL ABOUT EVERYDAY LIFE

Benefits of being a citizen in an EU Member State – *UNITED IN DIVERSITY*.

KEY QUESTIONS

- What practical benefits does the EU provide for young people?
- How does being and feeling European impact young people's everyday lives?

LEARNING OBJECTIVES

Students will:

1. Understand the practical benefits of EU membership for individual young citizens
2. Gain insight into how being part of a bigger European community particularly benefits young people
3. Have a renewed feeling of European-ness through raised awareness of culture and ways of life

EU FOCUS

- Citizens' App
- 'What Europe Does for Me' factsheets
- The EU Youth Strategy – 11 goals
- Youth Wiki

LEARNING OBJECTIVES	ACTIVITY	TIME	RESOURCES
L01 L02	Starter activity Resource Sharing <ul style="list-style-type: none"> Students in small groups. Allocate each group a subject area (one of the resource links provided). Each group explores the resource link and identifies practical benefits the EU provides for young people. Report back. <p>Each group to take their resource subject area and findings to inform Main Activity Part 2, Design an App.</p>	10 mins	– See Resources page 4
L03	Main activity part 1 Roll On The Wall <ul style="list-style-type: none"> Students continue working in their small groups. One person in each group lies down on the paper whilst others draw around them and titles the image 'Young European Citizen'. Each group picks a country at random from the 27 EU Member States resource. Students consider what it means to be a young European citizen in the country they have picked and to write their ideas inside the drawn body, drawing on their research from the starter activity, whilst also using their imagination. Each group shares their character with the class, highlighting what Everyday Life aspects they found out via their research and noticing individual differences between characters/countries and/or similarities. 	15 mins	Large roll of plain paper Coloured marker pens 27 EU Member States – See Resources page 5
L01 L02 L03	Main activity part 2 Design an app <ul style="list-style-type: none"> The groups will now become start-up companies. Their aim is to design a lifestyle app tailored to the daily lives of young people aged 16-18 in the UK and across Europe. There must be a direct link to the original resources they were given in the Starter Activity and can combine with another topic of their choosing. 	30 mins	Software option ideas: Canva, Adobe Photoshop, Prezi
L01 L02 L03	Plenary What have you learnt? Reflect and discuss: <ul style="list-style-type: none"> What have you learnt about the EU? What was challenging about developing an app for people who do not live in the same country? How do you feel connected with young people in Europe? 	5 mins	

TOP TIP

Students can use these questions to stimulate their inquiry:

- Eyes, what do they see?
- Feet, where do they go and how do they get there?
- Hands, what do they do? What are they using or buying?
- Ears, what do they listen to and how do they access this?
- Mouth, what do they eat/drink?
- Heart, what are their passions, what are their values?
- Stomach, contemplate their emotions

TOP TIP

A group given the EU consumer rights resource might create a fashion app which includes a section on product returns and consumer rights.

TOP TIP

Teachers of A-level Economics (AQA, CCEA, Edexcel, OCR and WJEC) and Scottish Higher Economics, how about using this lesson to develop students' exploration of globalisation and international competitiveness?

Teachers of EPQ (AQA, OCR, Pearson, WJEC): how about using this lesson to develop into an idea for an EPQ project?

ALL ABOUT **EVERYDAY LIFE** RESOURCES

Links

Information outlining The European Youth Capital:

<https://www.youthforum.org/youthcapital>

Identifying eleven European youth goals:

https://europa.eu/youth/strategy_en

EU policy on young people's working conditions:

<https://ec.europa.eu/social/main.jsp?catId=706&langId=en&intPagelId=209>

Erasmus+ programme website:

https://ec.europa.eu/programmes/erasmus-plus/node_en

Further information on studying abroad:

<https://www.prospects.ac.uk/postgraduate-study/study-abroad>

Using a mobile phone across the EU:

<https://europa.eu/youreurope/citizens/consumers/internet-telecoms/mobile-roaming-costs/>

Consumer rights in the EU:

https://ec.europa.eu/info/law/law-topic/consumers/consumer-contract-law/consumer-rights-directive_en

Product safety standards in the EU:

https://ec.europa.eu/info/business-economy-euro/product-safety-and-requirements/product-safety/standards-and-risks-specific-products_en

EU general food law guidance:

https://ec.europa.eu/food/safety/general_food_law_en

Harmonised European standards to assess the performance of construction products:

https://ec.europa.eu/growth/sectors/construction/product-regulation/harmonised-standards_en

ALL ABOUT EVERYDAY LIFE RESOURCES

27 EU Member States

Cut along the lines as indicated so you have 27 pieces of paper each with a different country name.



Austria	Italy
Belgium	Latvia
Bulgaria	Lithuania
Croatia	Luxembourg
Cyprus	Malta
Czechia	Netherlands
Denmark	Poland
Estonia	Portugal
Finland	Romania
France	Slovakia
Germany	Slovenia
Greece	Spain
Hungary	Sweden
Ireland	

Notes



ALL ABOUT

**The European Union
and the European Parliament**

GEOGRAPHY



LESSON PLAN No.4



European Parliament
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ALL ABOUT GEOGRAPHY

Young people in the UK are European – *UNITED IN DIVERSITY*.

KEY QUESTIONS

- What does it mean to be an EU Member State and how does growing up in a Member State influence the lives of young people geographically?
- How does a young person's country of origin shape their understanding of the world, and how does being European influence their understanding of it?
- How does the geography of Europe allow for ease of interconnectedness and how can young people in the UK, as third country citizens, remain connected with EU Member States?

LEARNING OBJECTIVES

Students will:

1. Understand how the EU and the UK are connected geographically and physically
2. Be inspired to travel in Europe and make connections with other Europeans
3. Be motivated to understand the impact of the geography of Europe on social and cultural links and relationships

EU FOCUS

- EU-wide initiatives to connect young people (e.g. EU Youth Strategy)
- UK-EU initiatives (e.g. Young European Movement, Young European Ambassadors)
- Use school/college links as case studies – present information on schools/colleges that have exchange programmes or partnerships with EU Member State-based schools/colleges

LEARNING OBJECTIVES	ACTIVITY	TIME	RESOURCES
	Starter activity Teacher explains the game: 'EU-Rail'	5 mins	Instructions sheet – See Resources page 4
L01 L02 L03	Main activity part 1 Planning the Interrail Game <ul style="list-style-type: none"> Students get into teams – each team is given an Interrail Ticket, a map of Europe, a budget and a starting point. The aim is to do an Interrail trip around Europe, collecting as many points as possible. 	10 mins	Interrail Ticket – See Resources page 5 Map of Europe: https://op.europa.eu/en/publication-detail/-/publication/bc7c96f5-93fa-11ea-aac4-01aa75ed71a1/language-en Electronic device (one per group minimum)
L01 L02 L03	Main activity part 2 Playing the Interrail Game <ul style="list-style-type: none"> Students start their Interrail journey, tracing their route on the map. Every time they get to a country where they want to stop they are issued with a Country Card which they complete before continuing with their journey. Throughout the game, complete their Bonus Card. Teacher keeps the scores throughout.	30 mins	Country Card – See Resources page 6 Bonus Card – See Resources page 7 Score Sheet – See Resources page 8
L01 L02 L03	Plenary What have you learnt? <ul style="list-style-type: none"> Quiz round: each group chooses one country they have visited and reads out 4 pieces of information on that country (focus on the more obscure, and one must be about the benefits of being a Member State of the EU) – the other groups guess the name of the countries. Once answers are given points are totaled. 	15 mins	Country Card – See Resources page 6

TOP TIP

If a student has a connection with another European country this could be their starting point.

TOP TIP

In order to obtain their next card, students say 4 words in the language of the country they are in.

TOP TIP

Teachers of Scottish Higher Languages (SQA): how about using this lesson to enhance students' experience of the 'planning a trip' topic in the theme of culture?

Teachers of BTEC Level 3 Travel and Tourism (Pearson): how about using this lesson to develop students' knowledge and understanding of up-to-date travel opportunities and practicalities across the EU?

ALL ABOUT GEOGRAPHY RESOURCES

How to play 'EU-Rail'

The aim of the game is to plan and travel an 'Interrail' style journey around EU Member States, gathering information about the countries you visit as you go. Teams will gain 'bonus' points for finding out key facts.

Whole class resource:

- A map of Europe – on a whiteboard?

Each team will need:

- An Interrail Ticket
- A Bonus Card
- A map of Europe

Version A: all groups have to get from the UK to a set destination

Version B: all groups start from somewhere different and have to get as far as possible

In teams of three:

1. Research Interrail (price / places / length / timetable / other details) and plan your route
(Constraints: if your school / city / college has links with other EU countries, you MUST visit those countries on your journey).
2. Start your Interrail journey and trace your route on the map. Every time you get to a country in which you want to stop, get a Country Card from your teacher. You will need to show your completed Country Card before you can obtain your next one and continue your journey.
3. Throughout the game, complete your Bonus Card.

Bonus points for:

- Most northerly route
- Most southerly route
- Longest route
- Most stops on route

TOP TIP

Ideas for extension activities:

- play the game in a different language
 - based on all the information you have found, create another board game
 - create a video campaign about one of the countries you have visited.
- Present all the information, in particular, how has your country benefitted from being an EU Member State and why should young people visit it?

ALL ABOUT GEOGRAPHY RESOURCES

As you plan, find:

- Price of tickets
- Places you can go to
- Length of the journey
- Timetable

EU-Rail Interrail Ticket (suggest you print this page multiple times)

Day Month Time

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EU-Rail Interrail Ticket

Day Month Time

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EU-Rail Interrail Ticket

Day Month Time

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ALL ABOUT GEOGRAPHY RESOURCES

Country Card

Name of country visited:

What to find	What you have found
Capital city	
Famous landmark	
Famous person (and who they are)	
Four words in the language of the country (hello, good bye, thank you, please)	
Date when it joined the EU	
One or more ways in which the country has benefitted from being a Member State (use https://what-europe-does-for-me.eu/en/home)	
Find either: an event funded by the EU – a joint EU partnership between EU countries – if this is your twinned town or school / college, what projects is the EU funding (subject specific) there?	

ALL ABOUT GEOGRAPHY RESOURCES

Bonus Card

Bonus card: to be filled throughout your journey

What to find	What you have found
Name a river that crosses more than two countries in which you have stopped	
Name towns which are twinned with towns in two countries where you have stopped	
Name a band that has members from at least two countries in which you have stopped (including UK)	
Find countries on your journey which joined the EU in the same year	
Find buildings/ bridges / projects funded by the EU	
The expat community: how many British expats? How have they benefitted from being part of the EU? Did the number of expats grow after the country joined the EU?	
Find out how many British businesses have offices or factories in that country	

ALL ABOUT GEOGRAPHY ***RESOURCES***

EU-Rail Scoring System

- **5 points for every completed Country Card**
- **5 points for:**
 - Longest journey with most stops
 - Most original route
- **Bonus Card:**
 - 2 points per completed item
 - 3 extra points if pupil plays a song by the band they found
 - 5 extra points if all items on the Bonus Card completed
- **Quiz round: 10 points if they guess the country correctly**

ALL ABOUT

**The European Union
and the European Parliament**

RIGHTS, OBLIGATIONS & BENEFITS



LESSON PLAN No.5



European Parliament
Liaison Office
in the United Kingdom

ALL ABOUT RIGHTS, OBLIGATIONS & BENEFITS

EU membership encourages community and cooperation between disparate and different countries – [UNITED IN DIVERSITY](#).

KEY QUESTIONS

- What is citizenship?
- What does citizenship mean to you?
- What are the rights, obligations and benefits of a citizen, and what does being an EU citizen specifically mean?

LEARNING OBJECTIVES

Students will:

1. Understand the founding values of the EU and how these values continue to inform the EU
2. Understand what it means to be a citizen – rights, obligations and freedoms
3. Be motivated to explore personal and social identity, rights and values in relation to Europe and reflect on how citizenship and the conditions of birth/nationality affect our place in the world

EU FOCUS

- ECHR
- Key social policies that affect young people

LEARNING OBJECTIVES	ACTIVITY	TIME	RESOURCES
L03	Starter activity How would you describe yourself? <ul style="list-style-type: none"> Discuss words that you might use e.g. British, European, student, she/her, Catholic, sports person. 	5 mins	Blank paper or post-it notes
L02 L03	Main activity part 1 What does it mean to be a member of a community? <ul style="list-style-type: none"> Discuss: what does it mean to be a member of a community, a country, a continent, the world? What rights does this person have? Use the labels from previous activity to inform discussion. Tape off areas of the room as 'communities' – use categories from the discussion to 'name' the areas – e.g. 'sportspeople', 'religious people', 'people whose families originate from different parts of the world'; students move to these areas for the following discussions. Discuss: what rights do you have within these 'communities'? How are they different to the rights of the people within the other 'communities'? Students write down their rights within the communities onto the masking tape as well as speaking out loud. 	15 mins	Masking tape
L02	Main activity part 2 'Guess Where'? <ul style="list-style-type: none"> Hand out the Citizenship Cards. Students guess where each citizen is from (England, EU Member States, Northern Ireland, Scotland and Wales) and working in groups feed back and place cards on whiteboard/wall. What should these citizens give back in exchange for their rights? Use coloured card or post-it notes – each student writes down something a citizen can give and post it on the wall with the Citizenship Cards. 	30 mins	Citizenship Cards – See Resources page 4 Coloured card or post-it notes
L01 L03	Plenary How do you feel? <ul style="list-style-type: none"> How do you feel about the rights you have as a citizen? Are your rights different depending on which country of the UK you live in? How do you feel about the specific rights EU citizens have? How connected to others do you feel in terms of rights and values? 	10 mins	Factsheet on the values of the EU and the rights of EU citizens: https://europa.eu/european-union/about-eu/eu-citizenship_en

TOP TIP

Teacher may lead and help students to think about things we **MUST** give – like paying taxes – or **MIGHT** give like voluntary work?

TOP TIP

Teachers of A level Politics/Government and Politics (AQA, CCEA, Edexcel, OCR and WJEC) and Scottish Higher Modern Studies: how about using this lesson to extend students' understanding of how citizens participate in democracies and democratic processes?

Teachers of BTEC International Level 3 Music (Pearson): how about using this lesson with your 'Global Music Industry' module to explore what rights independent musicians have in countries across the EU?

ALL ABOUT RIGHTS, OBLIGATIONS & BENEFITS RESOURCES

Citizenship Cards

Cut out these cards to use for the 'Guess Where' activity.

Each card represents a citizen from one of the following:

England, EU Member States, Northern Ireland, Scotland and Wales.

There are subtle differences between the cards illustrating different rights of citizens across the UK and in EU Member States.



Guess Where?

Right to a fair trial

Right to demonstrate

Right to be protected from discrimination under the Equality Act 2010

Right to vote aged 18



Guess Where?

Right to a fair trial

Right to demonstrate

Right to be protected from political discrimination

Right to vote aged 18

Continued on next page

ALL ABOUT RIGHTS, OBLIGATIONS & BENEFITS RESOURCES

Citizenship Cards continued



Guess Where?

Right to a fair trial

Right to demonstrate

Right to be protected from discrimination
under the Equality Act 2010

Right to vote aged 16 in the Senedd Elections



Guess Where?

Right to a fair trial

Right to demonstrate

Right to be protected from discrimination
under the Equality Act 2010

Right to vote aged 16 in Parliament
and local government elections



Guess Where?

Right to a fair trial

Right to demonstrate

Right to be protected from discrimination

Right to vote

Right to travel, study,
work and live in 27 countries

Notes



ALL ABOUT
**The European Union
and the European Parliament**

**SHARED
CULTURE**



LESSON PLAN No.6



European Parliament
Liaison Office
in the United Kingdom

ALL ABOUT SHARED CULTURE

Young people across the EU have a shared culture – **UNITED IN DIVERSITY**.

KEY QUESTIONS

- What creative and cultural interests are shared by young people across the EU?
And how do they differ?
- What does creativity and culture look like across the 27 EU Member States?
- How do the creative and cultural sectors across the EU provide opportunities for young people to share their cultural diversity and common values?

LEARNING OBJECTIVES

Students will:

1. Be able to demonstrate knowledge and understanding of creativity and culture across the EU, and how the experiences and interests of UK citizens compare
2. Be engaged by the EU's facilitation of creativity and culture, and motivated to explore European creative and cultural exports
3. Be able to demonstrate knowledge and understanding of how they can celebrate, and be actively involved in creativity and cultural diversity

EU FOCUS

- Youth Cities
- Film Festivals specific to shared cultures, national identity, EU – filmfreeway.com is a great resource to find such events
- Music festivals and other arts and cultural collaborations made easier by the ease of travel and EU mobility

LEARNING OBJECTIVES	ACTIVITY	TIME	RESOURCES
L03	Starter activity Your place <ul style="list-style-type: none"> Discuss: does the area you live in do enough for young people? What more could it do? 	10 mins	Whiteboard, dry-wipe pens
L03	Main activity part 1 What is a Youth Capital? <ul style="list-style-type: none"> Introduce the definition of a Youth Capital as aiming 'to bring a youth perspective to all aspects of city life'. Investigate the concept of European Youth Capital. Discuss: how could the place you live achieve this? Compare the European Youth Forum's 'Goals and Vision' with their suggestions. How does it differ? 	10 mins	Plain paper, pens, pencils, markers European Youth Forum 'Goals and Vision': https://www.youthforum.org/european-youth-forum-our-goals-vision Description of 'Youth Capital': https://www.youthforum.org/youthcapital Youth Forum publications: https://www.youthforum.org/search?type[0]=publication
L01 L02 L03	Main activity part 2 Creating a Festival <ul style="list-style-type: none"> Students in groups. Introduce the European Arts and Festivals resource – groups spend five minutes reading through the document and imagining a festival to celebrate youth culture where they live. Create a poster advertisement for a Festival that celebrates a youth perspective for the place where you live. Consider: <ul style="list-style-type: none"> If you were to invite the world what would you want to show them? Is your festival based around a theme? What is it about your festival that will encourage young Europeans to travel here? How will people travel to your festival? Do they benefit from the Schengen Area? Will they need visas? Pick at least three examples of European artists, creatives and/or cultural producers to host at your festival. Students share their ideas with the class. 	30 mins	Computer or laptop for each group European Cultural Festivals document – See Resources page 5 Plain paper, pens, pencils, markers

LEARNING OBJECTIVES	ACTIVITY	TIME	RESOURCES
L01 L02 L03	Plenary How do you feel now about the place you live? Awards ceremony: <ul style="list-style-type: none"> • Each group displays their poster on the wall (exhibition style) to celebrate their work and the place they live. • Facilitate a discussion with the class on their feet in front of the posters. Students consider which Festival best achieves the goal of celebrating a youth perspective for the place they live. • Teacher or class select most effective posters. 	10 mins	Whiteboard/flip chart, dry-wipe pens Projector (if presenting work digitally)

TOP TIP

Teachers of A level Sociology (AQA, OCR and WJEC) and Scottish Higher Sociology: how about using this lesson to develop students' exploration of the topic of culture and identity?

Teachers of BTEC Level 3 Art and Design (Fashion): how about using this lesson to explore teenage fashion trends across the EU and how cultures influence fashion trends within the UK?

ALL ABOUT SHARED CULTURE RESOURCES

European Cultural Festivals

Derby Festé:

<https://www.derbyfeste.com/about-us/>

A street festival running annually in Derby in the UK since 2007, featuring dance, music, live performance, fire art and puppetry.

Spargelzeit:

<https://katekatharina.com/2016/06/11/the-german-town-that-dedicates-an-entire-festival-to-asparagus/>

German celebrations of the asparagus-growing season.

Annikki Poetry Festival:

<https://annikinrunofestivaali.net/en/gallery.htm>

Poetry festival held in Tampere, Finland, since 2003.

Festival Internacional de Benicàssim:

https://en.wikipedia.org/wiki/Festival_Internacional_de_Benic%C3%A0ssim

<https://www.youtube.com/user/fiberfib/videos>

Music Festival held in Benicàssim, Spain, since 1995.

Cork International Film Festival:

<https://corkfilmfest.org/>

Film festival held in Cork, Ireland, since 1956.

Some other sites which might be helpful:

<https://filmfreeway.com>

<https://www.festivalfinder.eu/festivals>

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

<https://ec.europa.eu/culture/policies/culture-cities-and-regions/designated-european-capitals-culture>

Notes

Curriculum Links

Here are suggestions of some post-16 courses and curriculum areas that link with this resource. This list is neither complete nor prescriptive. There are many ways that a post-16 setting may access and deliver this resource, including through broader enrichment activities.

A Levels

Art and Design
Biology
Business Studies
Dance
Design and Technology
Economics
Environmental Science
Geography
Languages
Law
Media Studies
Moving Image Arts
Music
Photography
Politics
Sociology
Theatre Studies

Extended Project Qualification

Scottish Nationals

Business Studies
Drama
Economics
Fashion and Textile Technology
Geography
Graphic Communication
Media Studies

Modern Languages

Skills for Work: Hospitality
Skills for Work: Travel and Tourism

Scottish Highers

Art and Design
English
Geography
Graphic Communication
Media Studies
Modern Languages
Modern Studies
Photography
Sociology

BTEC courses

Art and Design
Art, Design and Media Practice
Construction
Construction and the Built Environment
Creative Digital Media Production
Engineering
Environmental Sustainability
Fashion and Clothing
Hospitality
Marketing
Performing Arts
Travel and Tourism

T Levels

Construction: design, surveying and planning
Construction: on site - carpentry, plastering, painting and decorating, bricklaying
Digital Production
Digital Business Services
Digital Support Services

Further vocational qualifications

Level 3 Advanced Technical Extended Diploma/Advanced Technical Certificate in Work-Based Agriculture (City and Guilds)
Access Diploma Biological/Biomedical Science (2 years): Validated by Queens University (NI Only)
Land based studies: Access to higher education Diploma
City and Guilds 6189 Level 2 and 3 NVQ Diploma in Plumbing and Heating
Agriculture SVQ SCQF level 5

Notes

Notes

ALL ABOUT

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