



TEACHING PACKAGE 1 - GETTING MY RIGHTS: EUROPEANIZATION AT HOME

TEACHING INSTRUCTION

Title: Boris and his headphones

Main character: Boris

Topic: Consumer rights

Learning objective: raising awareness of how the EU protects consumer rights.

Introduction

This teaching package is part of a set of 5 teaching packages aimed at educating secondary school pupils (age 14-16/17) about EU Citizenship. You can find the overview of all 5 teaching packages below this document, as well as information about the goal of the 5 teaching packages and the didactics behind them.

Adjusting this teaching package to the needs of your class

This teaching package is designed to fit the specific needs of your class. It is modular in two ways:

1. *Time*: you can adapt to the time available, see table below.
2. *Level*: you can adapt to the level of the pupils, see table below.

<u>Time available</u>	<u>Content</u>
30 – 45 minutes	Part 1
60 minutes	Part 1 & 2
Optional	In-depth theory (+ optional assignment)

<u>Level</u>	<u>Version</u>
Younger pupils and/or pupils with no prior knowledge about EU citizenship	A (closed questions)
Older pupils and/or pupils who are used to work more self-reliant.	B (open questions / assignment)



Using this teaching package in your classroom

Preparation

You can teach the package by means of the PowerPoint presentation included in this package.

Before you start teaching this package, please choose whether you use only part 1 or part 1 & part 2, and whether you use assignment(s) A or B.

Please start the PowerPoint presentation version A or B, depending on your choice for assignment(s) A or B.

Always make sure to provide:

- The general introduction at the beginning
- The general conclusion at the end (also when only teaching part 1)

When starting the lesson, start the PowerPoint presentation and show the first slide full screen.

Introduction (10 minutes)

Please show slide: introduction

Please explain to your pupils:

- ~~— What the learning objective is~~
 - ~~○ “Today, we’re going to learn about how the European Union affects our lives.”~~
- What the lesson will look like
 - “We’re going to watch a video about a case/situation you will probably recognize, or may even have encountered in your own life. After that, we will deal with a few questions or an assignment about the situation. And after that, I will explain how the situation ended and why.”
- How long the lesson will take (30 – 45 minutes or 60 minutes) and what parts it consists of (part 1 of part 1 & 2).



Part 1

Please show the slide about the case: Boris and his headphones.

Case (5 minutes)

Information for the teacher: There is a central character to every package. This character is featured in part 1 and part 2 of the cases and in the assignments. The case is shown to the classroom through a 'motion comic' (a short animated movie (approximately 1,5 minutes). The case presents a situation in which the central character finds himself. The case ends with a problem, dilemma or question (typically: what would you do?)

Please click on the link in the PowerPoint, to show the short animated movie about Boris

If the link doesn't work, use this link: <https://vimeo.com/214050689/bbe23361fc>

After showing the short animated movie about Boris, turn to the slides with the questions / assignments.



Assignment - version A) Quiz (closed questions) - (10 minutes)

General instruction for using the questions: The questions appear on the slides. Read the question – and the options for an answer – out loud. Then ask the pupils to quietly think about the answer to themselves for a moment, before starting the interaction.

-> Go to slide with introductory question:

Have you ever experienced anything like this yourself?

This introductory question serves to lay the connection between the situation in the case and the pupils' own lives. This helps them to become more involved in the case.

Ask the pupils to raise their hand if they experienced anything like this their selves. Then ask 1 or 2 pupils to describe their experience

-> Go to slide with question:

Do you think it is possible for Boris to reclaim his money?

- A. Yes
- B. No

- *Ask the pupils to raise their hand if they think the answer is A. Count the number and write it down on the schoolboard.*
- *Ask the pupils to raise their hand if they think the answer is B. Count the number and write it down on the schoolboard.*
- *Then ask 1 or 2 pupils who answered A why they think the answer is A. Write down their argument on the schoolboard. Then ask 1 or 2 pupils who answered B why they think the answer is B. Write down their argument on the schoolboard.*
- *Tell them the right answer is A. Add that you will explain why in a minute.*
- *Go to the next question.*

-> Go to slide with question:

What do you think should Boris do to reclaim the money?

- A. Contact the police
- B. Contact the mayor
- C. Contact the company

- *Ask the pupils to raise their hand if they think the answer is A. Count the number and write it down on the schoolboard.*
- *Ask the pupils to raise their hand if they think the answer is B. Count the number and write it down on the schoolboard.*
- *Ask the pupils to raise their hand if they think the answer is C. Count the number and write it down on the schoolboard.*



- *Then ask 1 or 2 pupils who answered A why they think the answer is A. Then ask 1 or 2 pupils who answered B why they think the answer is B. Write down their argument on the schoolboard.*
- *Tell them the right answer is C. Add that you will explain why in a minute.*
- *Go to the next question.*

-> Go to slide with question:

Do you think it would have made a difference if Boris bought the headphones at the shop on the corner of his street?

- A. Yes
- B. No

- *Ask the pupils to raise their hand if they think the answer is A. Count the number and write it down on the schoolboard.*
- *Ask the pupils to raise their hand if they think the answer is B. Count the number and write it down on the schoolboard.*
- *Then ask 1 or 2 pupils who answered A why they think the answer is A. Then ask 1 or 2 pupils who answered B why they think the answer is B. Write down their argument on the schoolboard.*
- *Tell them the right answer is B. Add that you will now explain why.*
- *Go to the informative section.*

-> After you have completed the assignments, go to the next slide (informative segment)





Assignment - Version B) Open discussion (open questions) - (10 minutes)

General instruction for using the questions: The questions appear on the slides. Read the question – and the options for an answer – out loud. Then ask the pupils to quietly think about the answer to themselves for a moment, before starting the interaction.

-> Go to slide with introductory question:
Have you ever experienced anything like this yourself?

This introductory question serves to lay the connection between the situation in the case and the pupils' own lives. This helps them to become more involved in the case.

Ask the pupils to raise their hand if they experienced anything like this their selves. Then ask 1 or 2 pupils to describe their experience

-> Go to slide with question:
What do you think Boris should do?

- *Ask the pupils to quietly think about the answer to themselves for a moment, and write down their answer.*
- *Then ask 1 or 2 pupils what their answer is. Write down their arguments on the schoolboard.*
- *Structure the discussion by:*
 - *Following up on answers. (Why?)*
 - *Asking for opposing opinions. (Who disagrees?)*
- *It is optional for pupils to search the internet for clues.*
- *Wrap up the discussion. (Thank you for all your contributions. Let's look at the next question.)*
- *Go to the next question.*

-> Go to slide with question:
Do you think it would have made a difference if Boris bought the headphones at the shop on the corner of his street? Why or why not?

- *Ask the pupils to quietly think about the answer to themselves for a moment, and write down their answer.*
- *Then ask 1 or 2 pupils what their answer is. Write down their arguments on the schoolboard.*
- *Structure the discussion by:*
 - *Following up on answers. (Why?)*
 - *Asking for opposing opinions. (Who disagrees?)*
- *It is optional for pupils to search the internet for clues.*
- *Wrap up the discussion. (Thank you for all your contributions)*
- *Go to the informative section.*

-> After you have completed the assignments, go to the next slide (informative segment)



Informative segment 1 (5 minutes)

-> Go to the next slide

Slide 1: So, how did it all end?

Explanation

So, how did it all end? Boris returned the headphones, and did get his money back. Why is this?

Text and image on slide

- Text: Boris reclaimed his money
 - o Image: Boris with his money

-> Go to the next slide

Slide 2: Why did Boris get his money back?

Explanation

Because of European wide agreements, all consumers in the EU are protected by the same rules.

Text and image on slide

- Text: European wide agreements
 - o Image: Map of Europe
- Text: Consumer protected
 - o Image: Shield

-> Go to the next slide

Slide 3: Why did Boris get his money back?

Explanation

Under EU rules, a trader must repair, replace, reduce the price or give you a refund if goods you bought turn out to be faulty or do not look or work as advertised.

Text and image on slide

- Text: If faulty or do not look or work as advertised.
 - o Image: icon face sad
- Text: A trader must
 - o Repair the item (icon repair)
 - o Replace the item (icon replace)
 - o Reduce the price (icon reduce)
 - o Or give you a refund (icon refund)

-> Go to the next slide



Slide 4: Why did Boris get his money back?

Explanation

If you bought a good or a service online or outside of a shop (by telephone, mail order, from a door-to-door salesperson), you also have the right to cancel and return your order within 14 days, for any reason and with no justification.

Text and image on slide

- Text: If you bought a good or a service online or outside of a shop
 - o Image: online icon
- Text: Right to cancel and return your order within 14 days, for any reason and with no justification.
 - o Image: cancel icon
 - o Image: return icon

If you teach only part 1, you can go the conclusion after you have completed this informative segment.

If you teach part 1 & 2, you can go to part 2.

-> Go to the slide with the conclusion, or the slide about part 2, depending on your choice.





Conclusion (5 minutes)

In the conclusion:

- You summarize the lesson.
- You ask whether pupils still have questions.
- You tell the pupils where they can find more materials if they like: reports, booklets, brochures, films and animations (links are provided later).





Part 2

To be developed (including the in-depth theory part)





Overview of all teaching packages

<i>Teaching package</i>	<i>Working title</i>	<i>Topic</i>	<i>Learning objective</i>	<i>Main character</i>	<i>Suggested order of teaching</i>
<u>Getting my rights: Europeanization at home</u>	<u>Boris and his headphones</u>	<u>Consumer rights</u>	<u>Raising awareness of how the EU protects consumer rights.</u>	<u>Boris</u>	<u>1</u>
Lobbying and getting in touch with the EU	Making the future work for us	Labour market	Understanding different levels of influence and policy making (local, regional, national, European)	Katrina	2
Organizing our interest	A multimedia centre in our town	(Popular) culture	Organizing different interests around a common goal.	Juan	3
Travelling around	A school trip with a twist	Mobility and travel (and care/education)	Learning about the rights for EU citizens that come with travelling abroad, education abroad and care abroad.	Vanja	4
Advising the EU in solving global problems on a local level	Clean air for all of us	Environment	Developing negotiation skills. Understanding that complex issues are dealt with at multiple levels within the EU.	Pierre	5



Goals

The overall goal of these teaching packages is to teach secondary school pupils (aged 14 – 16/17) about EU citizenship.

With the teaching packages for secondary school pupils we want to focus on two aspects:

1. EU citizenship is directly related to your daily life and you can benefit from it.
2. Choices made on the level of the EU affect your daily life and you can influence these choices together with others close to you, as the EU is only five or less handshakes away.

With these teaching packages we pursue three concrete goals. We want the pupils:

- a) to discover what rights they have as EU citizens both during their daily life at home and when traveling around;
- b) to develop the necessary competencies to get access to, realise and/or enforce their rights;
- c) to develop the civic and political competencies to participate in the variety of political communities on different levels they belong to in order to make their voices heard in decision-making on all levels.

This implies that the teaching packages depart from the perspective of the secondary school pupil in his or her daily life and local habitat.





Didactics

The teaching packages are designed according to the following requirements:

1. Flexible teaching packages that can be adapted to the needs and values of the different educational systems and the needs of the schools and teachers; no 'one size fits all';
2. The packages and packages should be flexible enough to blend in existing teaching materials and content.
3. Relatively 'small' teaching packages, to be implemented in 30 to 45 or 60 minutes;
4. Focus on active experiential learning, blending games and simulations with the information and insights you need for these;
5. Interactive ways of working, using digital materials;
6. Using real life cases to show patterns and make dilemma's visible;
7. Staying away from, and being sensitive to 'propaganda';

In addition, the teaching packages focus on the following didactic issues:

- They aim at transforming the EU from something abstract and far away to something concrete, real and close to home.
- Invite the secondary school pupils to learn about EU citizenship in a playful manner, by presenting real-life situations they could actually encounter in their lives.
- They avoid jargon (even the word 'citizenship', which can be abstract) but at points introduce concepts which are 'filled' with meaning, by showing how a concept works out in the real world.

