



TEACHING PACKAGE 3 – TRAVELLING AROUND

TEACHING INSTRUCTION

Working title: An adventure abroad

Main character: Vanja

Topic: Travel, care and education

Learning objectives:

- Learning about the rights for EU citizens that come with travelling abroad.
- Learning about the rights for EU citizens that come with education abroad.
- Learning about the rights for EU citizens that come with health care abroad.

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 at the bottom of 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 the material to the time available, see table below.
2. *Level*: you can adapt the material to the level of the pupils, see table below.

| <u>Time available</u> | <u>Content</u> |
|--------------------------|-----------------|
| 30 minutes | Part 1 |
| 45 minutes | Part 1 & 2 |
| Optional (15-30 minutes) | In-depth theory |

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



Using this teaching package in your classroom

Preparation

You can teach the material by using of the PowerPoint presentation included in this package. Before you start teaching the material, please choose whether you use only part 1 or part 1 & part 2, and whether you use assignment A or B. Please start the PowerPoint presentation version A or B, depending on your choice for assignment 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)

Show slide: Introduction

1. If teaching package 3 is the first or only teaching package you discuss with your pupils, it's advisable to start with a brief general introduction of the subject: "What do you think about the European Union?" If you discussed teaching package 2 or another teaching package in this series before, this step could be skipped or replaced by a brief reflection on the previous lesson.
2. Explain to your pupils what the learning objectives are:
General learning objective:
 - Learning (more) about ways in which the European Union affects our lives.Specific learning objectives:
 - Learning about the rights for EU citizens that come with travelling abroad.
 - Learning about the rights for EU citizens that come with education abroad.
 - Learning about the rights for EU citizens that come with health care abroad.
3. What the lesson will look like:
 - a. "We're going to watch a video about a case/situation you might 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, the informative segment will explain how the situation ended and why."
4. How long the lesson will take (30-45 or 60 minutes) and what parts it consists of (part 1 or part 1 & 2).



Part 1

Please show the slide about the case: A school trip with a twist.

Case (2 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 up to 1/1,5 minutes)). The case presents a situation that the central character encounters. 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 Vanja.

If the link doesn't work, use this link: <https://vimeo.com/224066807/2258be1819>

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

Text 'An adventure abroad'

Since Vanja entered a student exchange program organised by her school, she has been chatting endlessly with her exchange buddy Ernst from Salzburg, Austria.

Today she is packing her bags to live with his parents for two months. She keeps her ID card in her hand luggage in case there's a routine check.

Once arrived in Salzburg, Ernst parents give her the warmest welcome. She loves it in Austria, with all the apple strudel, the chocolate and the clocks.

Ernst's parents even take her skiing on the weekends. In the beginning she was really careful because she had never skied before, but this is the last weekend.

They've skied four times and she wants to impress her exchange parents. She is curving away smoothly on a red ski run through the woods when suddenly a young Austrian child blocks her view.

BOOM, she hits a tree. Her leg is broken and she needs urgent medical care.

But what is going to happen to her?



Assignment - version A) 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 an answer for a moment or to write the answer down, before starting the interaction.

-> Go to the slide with the introductory question:

Have you ever travelled abroad without your parents or caretakers?

This introductory question is used to make 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 have experienced something like this themselves. Then ask 1 or 2 pupils to describe their experience.

-> Go to the slide with the following question:

Does Vanja need to bring her passport or ID card when she visits Austria?

- *Ask the pupils to quietly think about the answer for a moment, and to write down their answer.*
- *Then ask 1 or 2 pupils what their answer is. Write down their arguments on the blackboard.*
- *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.*



-> Go to the slide with the following question:

Can Vanja go to the hospital in Austria?

- 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. Repeat for answers B and C.*
- *Then ask 1 or 2 pupils who answered A, why they think the answer is A. Repeat for answers B and C. Write down their arguments on the blackboard.*
- *Tell them the right answer is A. Add that a video will elaborate on this in a minute (see informative segment).*
- *Go to the next question.*

-> Go to the slide with the following question:

Which document would be of use the most when she visits the hospital and she wants to be reimbursed for the treatment?

- A. Her passport or ID card
- B. Her European Health Insurance Card
- C. Her medical record

- *Ask the pupils to raise their hand if they think the answer is A. Count the number and write it down on the blackboard. Repeat for answers B and C.*
- *Then ask 1 or 2 pupils who answered A why they think the answer is A. Repeat for answers B and C. Write down their arguments on the blackboard.*
- *Tell them the right answer is B. Add that a video will elaborate on this in a minute (see informative segment).*
- *Go to the next question.*

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



Assignment - Version B) Open discussion - (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 for a moment or to write it down, before starting the interaction.*
- *Ask 1 or 2 pupils what their answer is. Write down their arguments on the blackboard.*
- *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. A video will elaborate on this in a minute (see informative segment). Let's look at the next question.*
- *Go to the next question.*

-> Go to the slide with the introductory question:

Have you ever travelled abroad without your parents or caretakers?

This introductory question is used to make 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 the slide with the following question:

Does Vanja need to bring her passport or ID card when she visits Austria?

-> Go to the slide with the following question:

What is going to happen with Vanja now she needs urgent medical care in Austria?

-> Go to the slide with the following question:

What does Vanja need to have with her to get medical care? Does she have to pay for the treatment herself?

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



Informative segment 1 (5 minutes)

Please click on the link in the PowerPoint, to show the informative segment of part 1.

If the link doesn't work, use this link: <https://vimeo.com/225559536/4db87a5815>

Slide 1: So, how did it all end?

Vanja went to the hospital and got treated. As a EU citizen, if you unexpectedly fall ill or get injured during a temporary stay abroad - whether on holiday, a business trip or studying abroad - you are entitled to medical treatment that can't wait until you get home. You have the same rights to health care as people insured in the country you residing in.

Slide 2: Will Vanja be reimbursed for the treatment?

Because of her European Health Insurance Card, Vanja can get treatment everywhere in the EU. Do note that The European Health Insurance Card is accepted only by doctors or hospitals affiliated to the statutory health care system - private health care is not covered. If you use private health care, you may be able to claim reimbursement when you get home - but you should check your rights first, as reimbursement rules can vary.

Slide 3: Why must Vanja bring her ID card or passport when crossing the border?

As a EU citizen, you do not need to show your national ID card or passport when travelling from one border-free Schengen EU country to another. However, in times of crisis, Schengen EU countries are can set-up border controls for everyone passing the border, as is happening now in Austria (2017).

Also, it is always recommended to take a passport or ID card with you, so that you can prove your identity if needed. For example when you get pulled over by the police. Schengen EU countries have the possibility of adopting national rules obliging you to hold or carry papers and documents when you are present on their territory. Driving licences, post, bank or tax cards are not accepted as valid travel documents or proof of identity.

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.



Part 2

Please show the slide about the case: Vanja and her exchange program

Case (2 minutes)

Information for the teacher: Part 2 of the package features the same character as part 1. The case is shown to the classroom with a 'motion comic' (a short animated movie (approximately 1,5 minutes)). The case presents the central character, finding herself in another challenging situation, that follows the situation in part 1. 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 Vanja.

If the link doesn't work, use this link: <https://vimeo.com/224174094/74d24d96b4>

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

Text 'Vanja and her exchange program'

The scar on Vanja's leg reminds her of her time in Austria. Despite the accident, the memories are sweet.

In fact, they treated her so well in the hospital that she decided to go back and study medicine in Austria. Or maybe the fact that she's kept in touch with Ernst all those years also has something to do with it.

Vanja enrolled in the university of Salzburg. She also applied for a scholarship to help pay her tuition fees.

But the other day, her permanent sceptical uncle asked her: "Do you even have the right to live there?"

Vanja was shocked. She hadn't even thought about this!



Assignment - version A) 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 a moment or to write the answer down, before starting the interaction.

-> Go to the slide with the introductory question:

Have you ever thought about living abroad yourself? Where would it be?

This introductory question is used to make 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 have experienced anything like this themselves. Then ask 1 or 2 pupils to describe their experience.

-> Go to the slide with the following question:

Do you think Vanja has the right to live in Austria when she goes to study there?

- 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 blackboard. Repeat for answers B and C.*
- *Then ask 1 or 2 pupils who answered A, why they think the answer is A. Repeat for answers B and C. Write down their argument on the blackboard.*
- *Tell them the right answer is A. Add that a video will elaborate on this in a minute (see informative segment).*
- *Go to the next question.*



-> Go to the slide with the following question:

What does Vanja need to live in Austria if she wants to study there?

- A. She needs to be completely healthy, so she doesn't make any expensive health care costs that are not covered.
- B. She has to be enrolled in an approved educational institution.
- C. She has to be very rich, because she won't be accepted for the scholarship since she is not Austrian.
- D. She has to be very rich, because the university will charge her a higher tuition fee, since she is not Austrian.

- *Ask the pupils to raise their hand if they think the answer is A. Count the number and write it down on the blackboard. Repeat for answers B, C and D.*
- *Then ask 1 or 2 pupils who answered A, why they think the answer is A. Repeat for answers B, C and D. Write down their arguments on the blackboard.*
- *Tell them the right answer is B. Add that a video will elaborate on this in a minute (see informative segment).*
- *Go to the next question.*

-> Go to the slide with the following question:

Does Vanja has to pay a tuition fee in Austria?

- 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 blackboard. Repeat for answer B.*
- *Then ask 1 or 2 pupils who answered A why they think the answer is A. Repeat for answer B. Write down their arguments on the blackboard.*
- *Tell them the right answer is B. Add that a video will elaborate on this in a minute (see informative segment).*
- *Go to the next question.*

-> Go to the slide with the following question:

Of which language(s) is Vanja obliged to have sufficient knowledge if she wants to study in Austria?

- A. English and Croatian
- B. English and German
- C. German
- D. English

- *Ask the pupils to raise their hand if they think the answer is A. Count the number and write it down on the blackboard. Repeat for answers B, C and D.*
- *Then ask 1 or 2 pupils who answered A, why they think the answer is A. Repeat for answers B, C and D. Write down their arguments on the blackboard.*



- *Tell them the right answer is C. Add that a video will elaborate on this in a minute (see informative segment).*
- *Go to the next question.*

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





Assignment - Version B) Open discussion - (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 for a moment or to write it down, before starting the interaction.*
- *Ask 1 or 2 pupils what their answer is. Write down their arguments on the blackboard.*
- *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. A video will elaborate on this in a minute (see informative segment). Let's look at the next question.*
- *Go to the next question.*

-> Go to the slide with the introductory question:

Have you ever thought about living abroad yourself? Where would it be?

This introductory question is used to make 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 themselves. Then ask 1 or 2 pupils to describe their experience.

--> Go to the slide with the following question:

Do you think Vanja has the right to live and study in Austria?

-> Go to the slide with the following question:

What should Vanja arrange when she wants to live in Austria while studying?

-> Go to the slide with the following question:

Do you think Vanja needs to pay a tuition fee in Austria?

-> Go to the slide with the following question:

How can Vanja cover the tuition fees from the university of Salzburg if necessary?

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



Informative segment 2 (5 minutes)

Please click on the link in the PowerPoint, to show the informative segment of part 2.

If the link doesn't work, use this link: <https://vimeo.com/225559170/6a3894efeb>

Slide 1: So, is Vanja allowed to live and study in Austria?

As a EU citizen, Vanja is entitled to study at any EU university under the same conditions as nationals. However, conditions of entry vary significantly between individual countries and universities. Regardless of the other entry conditions, Vanja may not be refused access to training or education in another EU country on grounds of her nationality.

Slide 2: What does Vanja have to formally arrange to live in Austria when she wants to study there?

Vanja has the right to live in the EU country where she is studying for the duration of her studies if she:

- Is enrolled in an approved educational institution.
- Has sufficient income, from any source, to live without needing income support.
- Has comprehensive health insurance cover there.

Also note: If she lives there longer than three months, Austria may require her to register her residence with the local authorities, to show that she meets the conditions to stay as a student, and obtain a document confirming her right to stay.

Slide 3: How can Vanja cover the course fees from the university of Salzburg?

As a EU citizen studying at university in another EU country:

- you cannot be required to pay higher course fees.
- you are entitled to the same grants to cover course fees as nationals of that country.

In Austria, students don't have pay any tuition fees, so Vanja does not have to pay a tuition fee either. Vanja can apply for a scholarship or work besides her studies to earn the minimum wage so that she can live in Austria.

If you choose to study abroad, you might still be able to get a maintenance grant from your home country. This is up to your own national authorities. Such grants may only be available for a limited period, however.

Slide 4: What language is Vanja obliged to have sufficient knowledge of to study in Austria?

Conditions of entry vary significantly between individual countries and universities. Individual countries and/or universities can decide upon which languages the students should have knowledge of by themselves. To enrol in some foreign universities, you will have to have sufficient knowledge of the language spoken there. This is the case in Austria. Therefore Vanja needs to have sufficient knowledge of German to study in Austria. When living abroad having sufficient knowledge of English is also convenient.



In-depth theory (15 – 30 min)

The in-depth theory can be added to offer the students extra material to expand their knowledge. This provides statements or questions for discussion in class. In this block, the teacher can use and refer to the existing materials.

Slide 1:

Text: In the European Union citizens have the right to move freely and live in another EU country. What do you think about this? What are the effects of this?

Explanation

Start a discussion on advantages and disadvantages of this right. In the European Union citizens have the right to move freely and live in another EU country, subject to any conditions set out in the EU's treaties. This free movement of people is one of the EU's fundamental principles. What do you think about this right to move freely and live in another EU country? What are the effects of this right? What is positive about this? Are there also downsides?

Slide 2:

Debate: It would be easier if there was only one European language for all the universities.

When applying to a foreign university, knowledge of the country's language may be required, so in some EU countries you can be asked to take a language test.

Split the class in two groups. The first group is in favour of the statement and the second group is against the statement. Make clear rules about the debate, e.g. about standing up if you want to react, letting each other finish their sentences and only speak when the teacher gives you a turn. Give both groups 5 minutes to prepare. Then start the debate.

Examples of arguments in favour:

- *All students in Europe can speak with each other and read each other's papers.*
- *It makes it easier for students from different countries to enrol anywhere.*

Examples of arguments against:

- *The mother speakers of the 'European' language, whatever language it may be, will have advantage, because they have always spoken this language.*
- *We should celebrate the many European languages, people should be able to communicate in their own language.*

Slide 3:

Health care and social security systems in Europe differ from country to country, just like arrangements regarding university enrollment, student grants and fees and whether you pay the doctor in advance or if your insurance arranges this.

Which acts should be decided upon by individual countries and about what should the EU make decisions together, when you think about travelling and living abroad?



Conclusion (5 min)

- The teacher summarizes the lesson. Example:

In this lesson, we've learnt about the rights of EU citizens that come with travelling, education and health care abroad.

- *As a EU citizen you are entitled to any medical treatment that can't wait until you get home. You have the same rights to health care as people with insurance the country you are in.*
- *As a EU citizen, you normally do not need to show your national ID card or passport when travelling from one border-free Schengen EU country to another. It is however recommended to take a passport or ID card with you to prove your identity if necessary. Driving licences, post, bank or tax cards are not accepted as valid travel documents or proof of identity.*
- *As a EU citizen, you may not be refused access to training or education in another EU country on grounds of your nationality.*
- *You have the right to live in the EU country where you are studying for the duration of your studies if you*
 - *Are enrolled in an approved educational institution.*
 - *Have sufficient income, from any source, to live without needing income support.*
 - *Have comprehensive health insurance cover there.*
- *As an EU citizen studying at university in another EU country:*
 - *you cannot be required to pay higher course fees.*
 - *you are entitled to the same grants to cover course fees as nationals of that country.*
 - *Conditions of entry vary significantly between individual countries and universities. Individual countries and/or universities can decide on this by themselves.*

-> Go to the slide with the conclusion.

- The teacher asks the pupils if they have achieved the learning objectives.

Repeat the learning objectives. For each objective, ask them to raise their hands if they feel that they have achieved the goal. Also ask them what they found most surprising or interesting.

For this package, the learning goals are:

General learning objective:

- Learning (more) about the ways in which the European Union affects our lives.

Specific learning objectives:

- Learning about the rights for EU citizens that come with travelling abroad.
- Learning about the rights for EU citizens that come with education abroad.
- Learning about the rights for EU citizens that come with health care abroad.



- The teacher asks if there are any further questions.

- The teacher can share the following websites with the students to look for further information:
 - o <http://ec.europa.eu/>
 - o <https://europa.eu>
 - o <https://europa.eu/teachers-corner/>
 - o <http://www.euintheus.org/>
 - o <http://www.nea.org/tools/lessons/teaching-about-the-european-union.html>
 - o <https://eustudies.org/>





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> |
|---|---------------------------------|---|--|-----------------------|------------------------------------|
| Getting my rights: Europeanization at home | Boris and his headphones | Consumer rights | Raising awareness of how the EU protects consumer rights. | Boris | 1 |
| Organizing our interest | A multimedia centre in our town | (Popular) culture | Organizing different interests around a common goal. | Juan | 2 |
| <u>Travelling around</u> | <u>An adventure abroad</u> | <u>Mobility and travel (and care / education)</u> | <u>Learning about the rights for EU citizens that come with travelling abroad, education abroad and care abroad.</u> | <u>Vanja</u> | <u>3</u> |
| Lobbying and getting in touch with the EU | Creating your future | Labour market | Understanding how lobbying works and how to promote your own interests. | Lucy | 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. | Nikolas | 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 travelling 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 assignments 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 dilemmas 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 that are 'filled' with meaning, by showing how a concept functions in the real world.

