



TEACHING PACKAGE 5 – ADVISING THE EU IN SOLVING GLOBAL PROBLEMS

TEACHING INSTRUCTION

Title: Clean air for all of us

Main character: Nikolas

Topic: Environment

Learning objectives:

- Understanding the legislation process
- Understanding how complex issues are dealt with within the EU
- Dealing with different interests

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
60 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 the PowerPoint presentation included in this package. Before you start teaching the material, please choose whether you use only part 1 or part 1 and 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 (5 minutes)

Show slide: Introduction

1. If teaching package 5 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 4 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:

- Understanding the legislation process
- Understanding how complex issues are dealt with within the EU
- Dealing with different interests

3. Explain the structure of the lesson:
 - 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: Clean air for all of us.

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 Nikolas.

If the link doesn't work, use this link: <https://vimeo.com/224068552/ddb41ac6ff>

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

Text 'Clean air for all of us'

When Nikolas was a young boy he loved to stick his head out of the window and smell the fresh air. But nowadays, he keeps the windows closed.

The level of air pollution in his city has been rising over the last years.

Nikolas decides to give a speech at school about air pollution.

During his research, he discovers that this problem affects many countries. Pollution in one country can even affect the environment in another country. He is shocked to find out that the air pollution in his country, contributes to climate change all over the world.

A day before his speech he reads that the EU is making a directive on reducing CO₂-emissions. That could be a first step to stop the air pollution.

Nikolas wants to do more than only give a speech in the classroom. He wants to be part of the movement. He wants clean air for everyone, starting with the European Union.

How can Nikolas reach his goal?



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 for a moment or to write the answer down, before starting the interaction.

-> Go to the slide with the introductory question:
What do you know about climate change?

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.

-> Go to the slide with the following question:
How can Nikolas spread his message about climate change?

- *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 following question:
Nikolas decides he wants to influence the European Union directly and wants to know about the law-making process. Do you know who takes the initiative in this procedure?

- A. European Commission
- B. European Parliament
- C. Council of the European Union

Side note: this question is about the ordinary legislative procedure, the most used legislative procedure for the EU.

- *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 C. 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 other European institution(s) take part in the decision-making about a directive? More answers possible.

- A. The European Parliament
- B. The European Court of Justice
- C. European Ombudsman
- D. The Council of Ministers of the European Union

Side note: this question is about the ordinary legislative procedure, the mostly used legislative procedure for the EU.

- *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 answers are A & D. 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:

Nikolas wants to set the agenda with his speech about the environment. Which institution do you think he should contact?

- A. European Parliament
- B. European Commission
- C. Council of the European Union

- *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 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) 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 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:

What do you know about climate change?

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.

-> Go to the slide with the following question:

How can Nikolas spread his message about climate change?

-> Go to the slide with the following question:

Nikolas decides he wants to influence the European Union directly. What should he do?

-> Go to the slide with the following question:

Nikolas needs to know more about the legislative procedure. Do you know how the ordinary legislative procedure of the EU works? Draw a scheme with the whole class.

(the pupils may use internet to find the right answer)

-> Go to the slide with the following question:

Nikolas wants to set the agenda with his speech about the environment. Which institution do you think he should contact?

-> Go to the 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/225560103/0f4d1d93d6>

Slide 1: Spread the word

There are many ways for Nikolas to spread his message. He could start a blog or vlog about climate change and post items on social media. Or he could reach out to more traditional media, such as newspapers or TV shows. Or he could start an action group and go around and talk to people in the neighbourhood.

Slide 2: Reach the EU

Nikolas films his speech and circulates it on the internet by using social media. He receives messages from people all over the EU who support him and want to join his mission. He feels ready to contact the EU and set the agenda on air pollution.

Slide 3: How does it work?

The legislative procedure that is used most is the 'ordinary legislative procedure'. There are three main players in the decision-making process. The first is the European Commission consisting of European Commissioners, one from every state. The second is the European Parliament, which consists of several political parties. These parties are elected every five years by the EU citizens. The third is the Council of Ministers of the European Union, representing the national governments, consisting of one minister with a certain portfolio from each national government. Which minister has which portfolio, depends on the topic discussed at that specific moment.

Slide 4: How does it work?

The European Commission has the right to take the initiative in creating legislation. The European Commission submits a proposal to the Parliament and the Council of Ministers of the European Union, who jointly decide on approving, rejecting or amending the proposal by sending it back and forth.

Slide 5: How should Nikolas advise the EU?

Nikolas wants to put climate change on the agenda. He wants a new directive for higher taxes on CO₂-emissions. He contacts the European Commission via their website. In this way, he hopes that the commission will listen to his advice for a new treaty on reducing CO₂-emissions!

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: Resolving different interests.

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 himself 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 Nikolas.

If the link doesn't work, use this link: <https://vimeo.com/224068614/2131be4994>

After showing the short animated movie about Nikolas, turn to the slides with the assignments.

Text 'Resolving different interests'

Nikolas' story reaches the highest level of the European Union. The EU commissioner of Climate Action and Energy decides to invite Nikolas to Brussels to share his message with him and others.

What an honour! Nikolas is both nervous and excited. His trip to Brussels includes a tour through the old centre of the city, but he can't think about anything else but the speech he's going to give that afternoon. Is this his chance to change the world?

Back in his hotel room, he opens his mailbox. His mailbox is full of messages! There are hundreds of emails from all over Europe, begging him to not hold his speech. There is also one email from his cousin, who explains that a new directive about higher taxes on CO₂-emissions will ruin hundreds of businesses, including his own, and will make thousands of people unemployed.

Nikolas is shocked. He had not thought of that.

What should he advice the EU commissioner?



Assignment - version A & B Speech & Debate - (25 minutes)

Introductory question

-> Go to the slide with the introductory question:

What do you think is the most important issue for the EU to take care of?

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.

Read the question out loud. 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:

What do you think about the emails people send to Nikolas?

- *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. Let's look at the next question.)*
- *Go to the next question.*

Assignment 1

-> Go to the next slide:

Speech and debate: Nikolas versus his cousin

Split the class into two groups. One group is Nikolas, the other group is his cousin.

Both groups get 10 minutes to prepare. In this time, they must write a convincing speech of maximum 1 minute. Also, they must prepare arguments for a debate. They may use the internet to look up convincing arguments. Students must keep in mind that they must convince the EU secretary. It is important that they choose arguments that are relevant at EU level.

After the ten minutes, one member of each groups gives the speech. Then the debate starts.

Important: Set clear rules before you start 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. You could also let people decide if they are in favour or against the statement, instead of dividing the groups. You could even let them change sides if they change their minds.



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/225560143/9750704292>

Slide 1: What should Nikolas do?

At first, Nikolas is puzzled. He wants to save the environment, but feels bad about people losing their job. Also, he doesn't really know enough about economics and employment rates to make a balanced decision.

Slide 2: Solving the differences

Then, an idea pops up. He invites his cousin to Brussels. Together, they discuss their differences. They find out that with some compromises from both sides, they can write a solid speech together. The commissioner is impressed with their balanced story. He advises them to start a European citizens' initiative.

Slide 3: European citizens' initiative

With a European citizens' initiative, European citizens can put a certain issue on the agenda of the European Commission. Citizens who want to submit their initiative to the European Commission, must collect 1 million signatures from at least 7 EU member states. Within these member states, there is also a minimum number of votes to be obtained, depending on the number of Members of Parliament that a state has.

Slide 4: From initiative to proposal

With help from Nikolas' followers on social media, he reaches many citizens across Europe who want to sign his initiative and share his message. On one day he reaches the one million signatures. That means, the European Commission will now seriously consider whether they can turn the initiative into an official proposal.

Slide 5: Clean air for everyone!

Nikolas is thrilled. He has successfully advised the EU. He is one step further in his mission to provide clean air for everyone!



In-depth theory (15 - 30 min)

Slide 1: Working out the differences

Text: After the debate, work out your differences!

Explanation: Continue with the assignment of part 2. Tell both groups of pupils to write down three of their most important arguments. Then divide them into groups of four: two pupils from team environment (Nikolas) and two pupils from team employment (cousin). Tell them to write a proposal together for the European Commission. What do they want to change? What do they want the European Commission to do? How can they make a compromise? Afterwards, reflect with the whole class on the discussions. How did it go? Did they overcome their differences? Why (not)? Together, formulate several lessons to be learnt from this assignment.

Slide 2: Persuasive speech writing

Text: Choose an issue you are passionate about and write a speech! Keep in mind:

- What is your message?
- What effect are you trying to have?
- Who is your audience?
- Use ethos (appealing to your audience ethics), pathos (appealing to emotions) and logos (appealing to logic and intellect)

Explanation:

Each student chooses a subject. Give the pupil some time (approximately 10 minutes) to write a persuasive speech of 1 minute. Pupils may use the internet to do research. Let a few pupils give their speech in front of the class. Appoint two reviewers per speech. The reviewers give feedback on the speeches, for instance on:

- *Was the message clear?*
- *Did the speaker appeal to the audience?*
- *Was the speech persuasive?*
- *Did the speaker have the right body language?*
- *Did the speaker use the right tone of voice?*



Conclusion (5 min)

- The teacher summarizes the lesson. Example:

In this lesson we've learnt about the ordinary legislative procedure of the EU and how to advise the EU, using the case of Nikolas.

- *The procedure that is used most, is the 'ordinary legislative procedure'. There are three main players in this decision-making process: the European Commission, the European Parliament and the Council of Ministers of the European Union.*
 - *The European Commission has the right to take initiative in creating legislation. It submits a proposal to the Parliament and the Council of Ministers of the European Union, who jointly decide on approving, rejecting or amending the proposal by sending it back and forth.*
 - *European citizens can set a certain issue on the agenda of the European Commission by starting a European citizens' initiative. Citizens who want to submit their initiative to the European Commission, must collect 1 million signatures from at least 7 EU member states. Within these member states, there is also a minimum number of votes to be obtained, depending on the number of Members of Parliament that a state has.*
 - *If these goals are achieved, the European Commission is obliged to seriously consider whether the initiative can be turned into an official proposal.*
 - *Of course, initiative has a better chance if it has a balanced approach towards a problem. Therefore, it is always important to consider more perspectives and opinions than just your own.*
- The teacher asks the pupils if they have achieved the learning objectives.

Repeat the learning objectives. For each objective, ask them to raise their hand 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 ways in which the European Union affects our lives.

Specific learning objectives:

- Understanding the legislation process.
- Understanding how complex issues are dealt with within the EU.
- Dealing with different interests.

- The teacher asks if there are any further questions.
- The teacher can share the following websites with the students to look for further information:
 - <http://ec.europa.eu/>
 - <https://europa.eu>
 - <https://europa.eu/teachers-corner/>



- <http://www.euintheus.org/>
- <http://www.nea.org/tools/lessons/teaching-about-the-european-union.html>
- <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
Travelling around	An adventure abroad	Mobility and travel (and care / education)	Learning about the rights for EU citizens that come with travelling abroad, education abroad and care abroad.	Vanja	3
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
<u>Advising the EU in solving global problems on a local level</u>	<u>Clean air for all of us</u>	<u>Environment</u>	<u>Understanding how complex issues and different interests are dealt with within the EU, understanding the legislation process.</u>	<u>Nikolas</u>	<u>5</u>



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.

