



## TEACHING PACKAGE 1 - GETTING MY RIGHTS: EUROPEANIZATION AT HOME

### TEACHING INSTRUCTION

Title: Boris and his headphones

Main character: Boris

Topic: Consumer rights

Learning objectives:

- Raising awareness of how the EU protects consumer rights.
- Making pupils think about rights and duties in combination with EU citizenship.

### 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 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 1 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 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:

- Raising awareness of how the EU protects consumer rights.
- Making pupils think about rights and duties in combination with EU citizenship.

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: Boris and his headphones.*

### **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 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 and/or assignments.*

### **Text 'Boris and his headphones'**

For a long time, Boris has looked forward to this moment. Delivering newspapers every morning, sometimes in the pouring rain. It was all worth it. Finally, his hard work pays off. Because today those brand new headphones he ordered will be delivered. Boy, will he be the king of the playground. And those new songs, they'll sound so much better than on his old headphones.

For a while, he thought he would never be able to buy the headphones. No matter how long he saved, he never seemed to have enough money. Until one day, browsing on the Internet, he found an advertisement. The headphones with a 25% discount! He ordered them immediately. They came from a company from all the way across Europe, not from the store on the corner. But hey, that is the way you do shopping nowadays right?

When the bell rings, Boris runs to the door, eagerly grabs the package from the postman's hands and opens it up. He plugs it in, presses start, and... nothing happens. No matter what Boris tries, the headphones don't work. They must be broken.

Boris is devastated. What can he do?



### 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:  
Have you ever experienced anything like this yourself?

*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:  
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 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 the 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:  
What do you think Boris should do to reclaim his 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 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:

Do you think it would have made a difference legally if Boris bought the headphones at the shop at 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 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).*

-> 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 experienced anything like this yourself?

*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:  
What do you think Boris should do?

-> Go to the slide with the following question:  
Do you think it would have made a difference legally if Boris bought the headphones at the shop at the corner of his street? What would be the advantages and disadvantages of buying his headphones there?

-> Go to slide with question:  
Do you know if there are EU regulations that could help Boris get his money back?  
*Option: search the internet for clues*

-> 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/225559021/3d7a0e4334>*

#### Slide 1: So, how did it all end?

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

#### Slide 2: Why did Boris get his money back?

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

#### Slide 3: Why did Boris get his money back?

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

#### Slide 4: Why did Boris get his money back?

If you bought goods or a service online or outside of a store (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.

*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: Setting up a webshop yourself*

### **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 Boris.*

*If the link doesn't work, use this link: <https://vimeo.com/224073076/51e84e775e>*

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

### **Text 'Setting up a webshop yourself'**

Boris contacts the company and they refund his payment. He is glad that worked out. But he is also disappointed by his experience with the online web shop. So he heads for the store on the corner of the street. To his surprise, he finds that they have exactly the same type of headphones he's looking for on sale. And there is 50% off!

Since they have quite a few of the headphones in stock, a plan comes to mind. He uses the computer programming lessons he learned in school to set up a web shop. With a loan from his uncle, he buys a bunch of headphones. Within no time, he is selling headphones throughout Europe. It helps that he isn't paying any import duty when he ships the headphones to another EU country.

He discovers that he sells more headphones, if he advertises them with a photo, which he photo-shopped with a famous actor wearing the headphones.

One day, he receives an angry e-mail from a customer.

Boris is puzzled. What could he have done wrong?





### 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:

Have you ever thought about setting up a business yourself? What would you sell?

*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:

Do you think Boris has done something wrong?

- 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 A. Add that a video will elaborate on this in a minute (see informative segment).*

-> Go to the slide with the following question:

What could Boris have done wrong?

- A. He made a false advertisement;
- B. He should have made his customers pay import duty;
- C. He should get a loan from a bank instead of from his uncle.

- *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 A. Add that a video will elaborate on this in a minute (see informative segment).*



-> Go to the slide with the following question:

Which other rules do you think the EU has set?

- A. The constitution of your country;
- B. Uniform phone costs throughout the EU;
- C. Which subjects you are taught at school.

- *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 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 slide with the following question:

What sort of punishment would you think is fitting for Boris' act?

- *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?)*
- *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)



## 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 setting up a business yourself? What would you sell?

*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:

What do you think Boris could have done wrong? Did he do something wrong?

-> Go to the slide with the following question:

Can you think of five other rights you have in the EU? (take 2 minutes to write them down)

-> Go to the slide with the following question:

What do you think the consequences of Boris' actions will be? What sort of punishment would you think is fitting for Boris' act?

-> 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, why was Boris's customer angry?

The customer was angry because he found out Boris practiced false advertising. In the EU, customers are protected against misleading advertising and its consequences by the 'Directive on Misleading and Comparative Advertising'.

### Slide 2: So, why was Boris's customer angry?

Not only as consumers are European citizens protected. European citizens have many rights. These include the rights:

- To move and reside freely within the EU;
- To work everywhere in the EU;
- To vote and stand as candidate in the European Parliament and municipal election;
- To be protected by the diplomatic and consular authorities of any other EU country;
- To petition the European Parliament and complain to the European Ombudsman;
- And many more.

### Slide 3: Have you ever been misled?

The Consumer Rights directive protects you as a customer. Still, the enforcement of this legislation is the responsibility of the competent authorities and courts in the EU countries. It requires the EU countries to set up adequate mechanisms so you can go to competent courts or administrative authorities.

### Slide 4: What will Boris do?

Boris will have to change his advertising or he might get into trouble and be taken to court. Now he must think of another way to promote his headphones.



## In-depth theory (15-30 min)

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

Slide 1:

Text: What are rights? What are duties? Why do rights and duties always go together?

*Explanation*

*Start a discussion on rights and duties. Do the pupils feel that they also have rights and duties towards people abroad and/or in other EU member states? Towards whom do or don't they feel they have rights and duties?*

Slide 2:

What rights or duties do you think are important for EU citizenship? Make a top three and discuss!

*Let the pupils make a top three of the most important rights or duties for EU citizenship. Split the class in groups of four and let them discuss their choices. Each team picks their most important ones and states why they think these are so important. Together, the class chooses their most important rights and duties for EU citizenship. Discuss: do you feel like a EU citizen? Why or why not?*

Slide 3:

What types of legal acts are there in the European Union? What is the difference between these acts?

Discuss: to what extent do you feel the European Union should influence legislation in your own country?

*Explanation*

*There are many types of legal acts within the EU. Some are binding, others are not. Some apply to all EU countries, others to just a few.*

- *Regulations: a regulation is a binding legislative act. It must be applied in its entirety across the EU.*
- *Directives: a directive is a legislative act that sets out a goal that all EU countries must achieve. However, it is up to the individual countries to devise their own laws on how to reach these goals.*
- *Decisions: a decision is binding on those to whom it is addressed (e.g. an EU country or individual company) and is directly applicable.*
- *Recommendations: a recommendation is not binding. It allows the institutions to make their views known and to suggest a line of action without imposing any legal obligation on those to whom it is addressed.*
- *Opinions: an opinion is an instrument that allows the institutions to make a statement in a non-binding fashion, in other words without imposing any legal obligation on those to whom it is addressed. It can be issued by the main EU institutions (Commission, Council, Parliament), the Committee of the Regions and the European Economic and Social Committee.*



Slide 4:

Debate: It is more efficient to organize consumer rights EU-wide instead of per country.

*Explanation*

*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. You could also let the pupils decide if they are in favour or against the statement, instead of dividing the group in two. You could even let them change sides if they change their minds. Give both groups 5 minutes to prepare. Then start the debate.*

*Examples of arguments in favour:*

- *It is easier to claim your rights when you order something abroad.*
- *It encourages trade throughout Europe.*

*Examples of arguments against:*

- *All member states must agree on the rights. This can take a lot of time.*
- *The rights in your specific country fit your needs as customer in your country better.*



## Conclusion (5 min)

- The teacher summarizes the lesson. Example:

*In this lesson, we've learnt about EU rights and duties, using a teaching case about Boris.*

*We've learnt that the EU has set rules to protect consumer's rights. For instance:*

- *A trader must repair, replace, reduce the price or give you a refund if the goods you bought turn out to be faulty or do not look or work as advertised.*
  - *If you bought goods or a service online or anywhere but a shop (by telephone, mail order, from a door-to-door salesperson), you have the right to cancel and return your order within 14 days, for any reason and without justification.*
  - *Consumers are protected against misleading advertising by the 'Directive on Misleading and Comparative Advertising'. The endorsement of this legislation is the responsibility of the EU member states.*
  
  - *Not only as consumers are European citizens protected. European citizens have many rights. These include the rights:*
    - *to move and reside freely within the EU;*
    - *to work everywhere in the EU;*
    - *to vote for and stand as a candidate in the European Parliament and municipal elections;*
    - *to be protected by the diplomatic and consular authorities of any other EU country; (*
    - *to petition the European Parliament and complain to the European Ombudsman;*
    - *and many more.*
- 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:

- Raising awareness of how the EU protects consumer rights.
- Making pupils think about rights and duties in combination with EU citizenship.

- The teacher asks if there are any further questions.

- The teacher can share the following websites with the pupils 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>
<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>
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
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.

