Title: A multimedia centre in our town
Main character: Juan
Topic: (Popular) culture
Learning objectives:
- Becoming aware of the possibility of EU funding for civil projects.
- Knowing where to look for EU funding opportunities.
- Knowing how to cooperate with people with different ideas or stakes.

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.

Time available	Content
30 minutes	Part 1
60 minutes	Part 1 & 2
Optional (15-30 minutes)	In-depth theory

Level	Version
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 2 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 1 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:
   - Becoming aware of the possibility of EU funding for civil projects.
   - Knowing where to look for EU funding opportunities.
   - Knowing how to cooperate with people with different ideas or stakes.

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).

Please show the slide about the case: A multimedia centre in our town.

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 Juan.

If the link doesn't work, use this link: https://vimeo.com/224066575/c69ce71eff

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

Text: 'A multimedia centre in our town'

Every day after school, Juan watches online vlogs. And not just vlogs about fashion, lifestyle and make-up. He is smart, and interested in science, politics and economics. So he especially likes the vlogs that explain those complex subjects.

Juan would also like to be a vlogger, or an animator. Or maybe a computer programmer. Unfortunately, at school they don't teach these subjects.

One day, Juan discovers an empty building. Just around the corner. An idea pops up in his mind. This empty building would be a perfect location for a multimedia centre, where he and his friends could playfully learn about all these things.

Juan would love to start a project to develop this multimedia centre. Just imagine!

But how can he find the money?

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:
Juan would like to learn about making vlogs and animations. What skills would <u>you</u> like to learn?

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 Juan can do to find money for his plans?

- *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.*

-> Go to the slide with the following question:
The EU sometimes provides funding for local initiatives like Juan's multimedia centre. Why?
  A. Because local initiatives can contribute to EU policy goals
  B. To raise local visibility of the European Union
  C. To stimulate citizens to vote in EU elections

- *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 next question.*

-> Go to the slide with the following question:

Where should Juan look for EU funding opportunities?
  A. His national (or sometimes local) government's website
  B. The website of the European Commission
  C. The website of the national agency of the European Commission in his country
  D. All answers above are correct.

- *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 and C. Write down their arguments on the blackboard.*
- *Tell them the right answer is 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:

How can Juan apply for a subsidy once he finds an appropriate EU fund?
  A. He should contact the responsible organization to discuss his ideas.
  B. He should check if the fund is open to project proposals, and submit one meeting the requirements stated.
  C. He should email his project proposal as soon as possible, to make sure he applies before the money is granted to others.

- *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).*

-> 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:
Juan would like to learn about making vlogs and animations. What skills would <u>you</u> like to learn?

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 Juan can do to find money for his plans?

-> Go to the slide with the following question:
The EU sometimes provides funding for local initiatives like Juan's multimedia centre. Why?

-> Go to the slide with the following question:
Where would you look for information or help if you wanted to apply for EU funding yourself?

-> 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/225559218/d488d1aeb6

Slide 1: So, how did Juan proceed?

So, how did Juan proceed? Juan asked his teacher for help. Together they manage to find a EU fund online which grants subsidies for local projects like his multimedia centre.

Slide 2: Why is the EU funding local projects?

The EU funds local projects and organizations in order to achieve EU policy goals. These can be goals in the fields of education, health care, the environment, civil rights, agriculture and many more.

Slide 3: How did Juan find this EU fund?

The different EU funds and subsidies are coordinated by national (sometimes even local) governments, by national agencies of the European Commission or directly by the European Commission. Juan searched these organizations websites to find out which subsidies are available and relevant for his plans.

Slide 4: How can Juan apply for the EU funding?

In order to get the EU subsidy, Juan needs to submit a proposal. He should make sure his proposal meets the stated requirements. Examples of such requirements are mostly related to the goal of the subsidy, budget, planning, partnerships and local support for the plan.

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: Unifying conflicting 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 Juan.

If the link doesn't work, use this link: https://vimeo.com/224066706/4594dae0d6

After showing the short animated movie about Juan, turn to the slides with the assignment.

Text 'Unifying conflicting interests'

Juan and his teacher carefully study the rules for proposals. One requirement is that his local community will support his plans. Luckily, his friends and classmates already love his idea.

Juan couldn't be more exited. His plan might become reality!

However, some older people in his town also heard about his plans. They have a different idea. They want the empty building to become a place for them to meet, play games and treasure memories of the past.

Their support for the multimedia centre is crucial for the subsidy.

What can he do to bridge these conflicting interests and make sure the elderly will also support his plans?

Assignment - version A) Question and role-play - (25 minutes)

Introductory question

-> Go to the slide with the introductory question:
Have you ever cooperated with people with a different idea about what to do? How did you deal with this?

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

Assignment: role-play
The role-play introduction appears on the slide. Read the introductory text out loud. Explain that the pupils will practice how they can deal with different ideas about the goal of a project themselves. This skill is essential for organizing EU projects, because a wide support is often a requirement for funding. Understanding how to deal with conflicting interests is also important for understanding EU politics and decision-making.

-> Go to slide with the role-play introduction:
Juan has arranged a meeting with his teacher, his best friend and three of the older people in his town. Juan wants to talk about their different ideas and look for a solution.

- *Select 6 pupils from the group to play the role-play in front of the class. One will play Juan, one will play his teacher, one will play Juan's best friend and three will play the older people in town. Ask the pupils to take a moment to identify with their character and think about what they would say. Make sure the students understand that they should act and speak from the point of view of their character; not their own vision.*
- *Ask the rest of the class to watch carefully and remark what they think are the strong and weaker points of both parties in the negotiation.*
- *Start the role-play and continue for 15 minutes. Use the remaining 10 minutes for a plenary discussion.*
- *Start the plenary discussion by asking the students participating in the role-play to briefly reflect on their performance.*
- *Ask 2-3 students to share the stronger and weaker points they remarked.*
- *Ask 1-2 students to formulate an advice for Juan with respect to his next meeting with the older people in town: what should he say or do get the older people's support for his plans?*

-> After you have completed the role-play and discussion, go to the next slide (informative segment).

Assignment - version B) Question and role-play - (25 minutes)

<u>Introductory question</u>

-> Go to the slide with the introductory question:
Have you ever cooperated with people with a different idea about what to do? How did you deal with this?

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.

<u>Assignment: role-play</u>
The role-play introduction appears on the slide. Read the introductory text out loud.

Explain that the pupils will practice how they can deal with different ideas about the goal of a project themselves. This skill is essential for organizing EU projects, because Europe's people have many different cultures and backgrounds. Understanding how to deal with conflicting interests is also important for understanding EU politics and decision-making.

-> Go to slide with the role-play introduction:
Juan has arranged a meeting with his teacher, his best friend and three of the older people in his town. Juan wants to talk about their different ideas and look for a solution.

- *Divide the class into groups of (preferably) 6 students. Ask each group to play the role-play, each in a separate room or appointed area. If separate rooms or areas are not available, please use version A of this assignment.*
- *Explain that in every group, one student will play Juan, one will play his teacher, one will play Juan's best friend and three will play the older people in town. Allow the students a moment to identify with their character and think about what they would say.*
- *Ask each group to play the role-play for 15 minutes and to briefly discuss their experiences afterwards (5 minutes). Regather the groups after 20 minutes.*
- *Start the plenary discussion (5 minutes) by asking 2 or 3 representatives of different groups to reflect on the performance of their group.*
- *Ask 1-2 students to formulate an advice for Juan with respect to his next meeting with the older people in town: what should he say or do get the older people's support for his plans? Ask the other students if they have any advice to add.*

-> After you have completed the role-play and discussion, 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/225559263/39c2aa1abd

Slide 1: So, how did Juan proceed?

Explanation
Juan decides to invite a few well-connected older people from his town for a meeting at his school. He feels more comfortable in the meeting if he's not alone, so he asks his teacher and best friend to join him.

-> Go to the next slide

Slide 2: Starting the meeting: be a good listener

Explanation
Juan realizes it is important to prepare for the meeting and think about what he will do or say. Of course, he will introduce himself and let the other attendees introduce themselves. And he will explain the aim of the meeting: getting to know each others ideas and work out a solution. In order to truly understand the others and find a solution, Juan needs to listen well to what is said. But how can he be a good listener?
- Listen more than you talk.
- Resist the urge to judge immediately or jump to conclusions or solutions too quickly.
- Don't voice your own opinion without first understanding the other person or assuming you already know what the other person feels or thinks.
- Watch the other persons' body language.

-> Go to the next slide.

Slide 3: Working together

Juan's meeting with the older people in his town was successful. The elderly now understand that the multimedia centre is not just for young people, but for everybody in town. They will be able to meet in the multimedia centre and use its facilities to watch old movies or learn basic computer skills. Juan ended up with their support for his plans. So he can go on with his application. Exciting!

-> Go to the slide with the conclusion, or continue with the optional in-depth theory

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: How to be an even better listener

Explanation
This slide continues the advice on how to be a good listener by introducing the RASA technique:
- <u>Receive</u>: let the person feel that what they are saying is being received. Make eye contact and stay focused on the conversation.
- <u>Appreciate</u>: make noises, smile or nod to let the other persom know you appreciate what he or she is saying.
- <u>Summarize</u>: briefly recap what you have listened to, for example using "So,…" Check if you understood the other person correctly.
- <u>Ask</u>: ask more questions that follow up on what is just said. Prefer open questions (starting with 'how', 'what', 'why', 'where', etcetera) over closed questions that allow for just two possible answers (often 'yes' or 'no').

-> Go to the next slide

Slide 2: Negotiation strategy

Explanation
Next to listening well to other people's point of view, it is also helpful to choose a negotiation strategy. There are five basic strategies to choose from, differing in their levels of assertiveness and cooperation:
- Win/lose: 'to compete'
- Win/win: 'to collaborate'
- Lose/lose: 'to avoid'
- Lose/win: 'to accommodate'
- Compromise: 'to meet in the middle'

Slide 3:
Which strategy would you most likely choose?

- *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?)*

-> Go to the next slide.

Slide 4:
Debate: The EU shouldn't invest in local projects, but leave the funding of these up to the individual member countries.

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:
- *Local govenments know better what kind of investments their country needs.*
- *Some countries contribute more money than they receive back from the EU. This undermines the support for the EU from those countries. The EU should therefore spend less and focus more on its core tasks.*

Examples of arguments against:
- *The EU member states have common interests they can more efficiently address if they cooperate throughout the EU.*
- *Peace is one of the main benefits of the EU. Working together and creating mutual dependencies safeguard a peaceful Europe for the future.*

Conclusion (5 min)

- The teacher summarizes the lesson. Example:

In this lesson, we've learnt about EU funding and how to cooperate with people with different ideas or interests, using a case about Juan.

The EU funds many local projects and organizations in order to achieve EU policy goals. These goals can be goals in the field of education, health care, the environment, civil rights, agriculture, and many more.

The different EU funds and subsidies are coordinated by national (sometimes even local) governments, by national agencies of the European Commission or directly by the European Commission. In order to get a subsidy, one should submit a proposal. This proposal must meet the stated requirements, e.g. budget, planning, partnerships or local support.

We've also learnt about cooperating with people with different ideas. Some tips on being a good listener:
- *Listen more than you talk.*
- *Resist the urge to judge immediately or jump to conclusions or solutions too quickly.*
- *Don't voice your own opinion without first understanding the other person.*
- *Don't assume you know what the other person feels or thinks.*
- *Watch the other persons' body language.*

- 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 ways in which the European Union affects our lives.

Specific learning objectives:
- Becoming aware of the possibility of EU funding for civil projects.
- Knowing where to look for EU funding opportunities.
- Knowing how to cooperate with people with different ideas or stakes.

- 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/

- 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

Teaching package	Working title	Topic	Learning objective	Main character	Suggested order of teaching
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 different levels of influence and policy making (local, regional, national, European)	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.