



## TEACHING PACKAGE 4 – LOBBYING AND GETTING IN TOUCH WITH THE EU

### TEACHING INSTRUCTION

Title: Creating your future

Main character: Lucy

Topic: Labour market

Learning objectives:

- Understanding what lobbying is and how it works in the EU
- Learning how to promote your own 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
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 4 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 3 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 what lobbying is and how it works in the EU.
  - Learning how to promote your own 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: 'Creating your future'.*

### **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 Lucy.*

*If the link doesn't work, use this link: <https://vimeo.com/224067195/01ec82c1a6>*

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

### **Text 'Creating your future'**

A discussion in the classroom about jobs made Lucy wonder about what she wants to do when she grows up.

One day, as she is waiting at the hairdressers, she reads an article about electric cars being the transport of the future. Everything falls into place: she wants to develop techniques to build affordable solar-powered cars!

The only problem is that there is no factory that is developing these techniques near her hometown. Most of the developing takes place overseas in the United States. No way that she is going to live there!

Online, she is looking for a solution. There she finds good news! She reads about EU subsidies on developing sustainable technology. With these funds, she could convince a factory near her hometown to start a Research and Development department, where they can work on developing new techniques for building solar-powered cars and maybe even produce them!

However, it turns out that developing new techniques for building solar-powered cars does not yet fit the qualifications for these subsidies. She is convinced that these subsidies are the convincing argument for the factory to start the Research and Development department.

What can she 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:  
What would your dream job 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.*

-> Go to the slide with the following question:

What would be the best way for Lucy to get her dream job in a Research and Development department for electric cars?

- A. Ask the mayor to build a new factory.
  - B. Convince the existing car factory to start the department.
  - C. Just wait until the factory starts the department itself.
- *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.*

-> Go to the slide with the following question:

Lucy is confident that the factory would start a Research and Development department if it would get the EU subsidy. What should she do?

- A. She should convince the EU to change the qualifications.
  - B. The factory should apply for the subsidy, even though it does not completely fit the qualifications.
  - C. Start a fundraising within her town to create her own local subsidy.
- *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:

Lucy looks around town to see if anyone can help her with her plans. Who do you think she could speak to about her plan?

- A. The factory
- B. The local union
- C. The local government
- D. All of the above

- *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 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:

Lucy learns about lobbying at school. Do you know what lobbying is?

- *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.)*

-> 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 would your dream job 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.*

-> Go to the slide with the following question:

What could Lucy do to get her dream job?

-> Go to the slide with the following question:

Lucy is confident that the existing factory near her town would start a Research and Development department if it would get the EU subsidy. What should she do?

-> Go to the slide with following question:

Lucy wants to convince the EU to change the qualifications of the subsidy. Who could she ask to help her?

-> Go to the slide with the following question:

Think of some convincing arguments Lucy could use to persuade the EU to change the qualifications of the subsidy.

Question 5

-> Go to the slide with following question:

In school, Lucy learns about lobbying. Do you know what that is?

-> 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/225560004/f3f18a9f69>*

### Slide 1: So, what can Lucy do?

So, what can Lucy do? She wants to convince the existing factory to start a Research and Development department for solar-powered cars. What is her plan?

### Slide 2: Lucy wants to change the rules

When Lucy finds out about the qualifications from the subsidy from the EU, she knows she must do something to change these qualifications. Therefore, she searches for someone who could help her.

### Slide 3: Building support

The local union is enthusiastic about her plans because of the employment possibilities they offer the town. Even the car factory is interested in her plans and would like to profit from the possibilities of the EU subsidy.

### Slide 4: What is lobbying?

Lucy wants to start a lobby campaign at EU level. Lobbying is the act of attempting to influence leaders to create or support a law or conduct an activity that will help a particular interest.

### Slide 5: A lobbying strategy

When starting a lobby campaign, you set out a lobbying strategy. Some important components are:

- Define a clear aim for the campaign
- Define important targets for your lobby, for example civil servants, ministers, parliament, political parties, etc.
- Define possible opponents and allies - and form alliances to add weight to your lobby
- Think of convincing arguments, use accurate facts and statistics or opinion polls.
- Decide which medium you will use to get your message across, for example meetings, letters, petitions, motions in parliament, etc.
- Determine the right timing for your lobbying. Should you start lobbying at the beginning of the legislation process, in the middle, or in the end?

### Slide 6: Lobbying at different levels

You can start lobbying close to home or on a larger scale, on a local, regional, national or EU level. For different aims or different levels, you might need different strategies. Therefore, it is important to find out how decision-making works at the level you want to operate at.

*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: A factory for the future*

### **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 Lucy.*

*If the link doesn't work, use this link: <https://vimeo.com/224067300/1b935e3430>*

*After showing the short animated movie about Lucy, turn to the slides with the assignment(s).*

*Text:*

### **'A factory for the future'**

Lucy started a lobby campaign. With her enthusiasm, she rallied the local union and even the car factory near her hometown to support her ideas.

Lucy learns that there is a committee in the EU that is currently working on the qualifications of the subsidy on developing sustainable technology. With help from the factory and the local union, she contacts them.

It seems like her hard work is paying off! The committee is seriously discussing her idea about adding this type of electric cars to the qualifications.

Then, she gets a message from someone from the local union who is in Brussels at that moment. It turns out that European petrol car producers are unifying and want to lobby against her ideas. They say that the subsidy will lead to unfair competition. Lucy thinks they are mainly afraid to sell less of their own cars when more electric cars are produced in the EU.

Lucy will not give up now. Her dream job is in sight.

How can she realize her ideas?



## Assignment - version A) Quiz - (10 minutes)

### Introductory question

-> Go to the slide with the introductory question:

What would you want to lobby for?

*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.*

### Question 1

-> Go to the slide with the following question:

Do you think lobbying is customary in the EU?

- A. Lobbying is prohibited in the EU.
- B. Lobbying happens, but only secretly behind closed doors.
- C. Lobbying happens a lot and most lobbyists are registered in a 'transparency register'.

- *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.*

### Question 2

-> Go to the slide with the following question:

Why do you think lobbying is important in the EU?

- A. Because lobby groups provide information for all European actors on which they base their decision-making.
- B. Because lobby groups take initiative in the legislative process for law proposals.
- C. Because lobby groups get to vote about law proposals made by the European Commission.

- *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.*



### Question 3

-> Go to the slide with the following question:

Lucy did not define her opponents. Who do you think could be an opponent?

- A. The local union
- B. Fuel companies
- C. The European Parliament

- *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).*

### Question 4

-> Go to the slide with the following question:

What advantage does Lucy have in comparison to the other parties?

- A. She started lobbying at an early stage in the legislation process, so she could take the lead.
- B. She is not an official registered lobby group, so the EU is more willing to help her.
- C. There is no car factory with a Research and Development department for electric cars in her town yet, so the EU is obliged to provide this.

- *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).*



## Assignment - version B) Open questions (10 minutes)

### Introductory question

-> Go to the slide with the introductory question:  
What would you want to lobby for?

*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.*

### Question 1

-> Go to the slide with the following question:  
Do you think lobbying is customary in the EU?

### Question 2

-> Go to the slide with the following question:  
Lucy did define her allies, but not her possible opponents. Could you think of other parties than the petrol car producers that could be against her ideas?

### Question 3

-> Go to the slide with the following question:  
What should her strategy be regarding these opponents?

### Question 4

-> Go to the slide with the following question:  
Lucy acted in an early stage of the legislation process. What is the advantage of that?

-> 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/225560064/e998d7f697>*

### Slide 1: Lobby groups in the EU

There are thousands of lobby groups in the EU that hope to influence the decision-making. Many of them are registered in a so-called 'transparency register'. These groups are very important, because all actors in the EU largely base their decisions on the information these groups provide.

### Slide 2: Lucy's advantage

Lucy does not give up. She has an advantage, as she started lobbying early in the legislative procedure. That means she could be in the lead. The committee is already discussing her plans.

### Slide 3: Working on a strategy

She works on her strategy and defines her most important opponents and allies. While doing so, she finds out that these opponents are not as unified as she thought they would be. Some of them are even thinking about producing solar-powered cars themselves if there is a subsidy.

### Slide 4: Splitting up the opponents

She approaches these companies and persuades them of her plans. Since they are now divided, the petrol car producers stop their lobby.

### Slide 5: Victory!

It worked! The committee decides to accept her ideas about adding the new type of electric cars to the qualifications for the subsidy. The factory is already making plans to start a new Research and Development program.

### Slide 6: Lucy's dreams will come true

And Lucy? You will find her in the local library, studying to become the inventor of the first affordable solar-powered car. Her dreams will come true.



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

### Slide 1: Design a lobby strategy

Text: What would you want to lobby for? Design a strategy including the following:

- Define a clear aim
- Define important targets
- Define possible opponents and allies
- Think of convincing arguments
- Decide which medium to use
- Determine the right timing

#### *Explanation:*

*The class can choose one thing to lobby for as class and design a strategy together, or this could be an assignment for every student individually.*

### Slide 2: Lobby assignment

Text: do it yourself!

#### *Explanation:*

*With this assignment, pupils get to experience how to deal with different interests themselves. The teacher collects a bunch of items. This can be anything, for instance different coloured sweets. Divide the class into five groups. One group is the Commission, they have to divide the sweets amongst the other groups. All the groups get a separate assignment, that they cannot share with the other groups. For instance: one group needs to collect as many sweets as possible, another group only needs to collect red sweets and another group needs to get rid of the yellow sweets. They can then start to negotiate. See what happens! Then explain to the class that this is what happens with lobbying within the European Union. Every lobby group has its own goals and interests.*



## Conclusion (5 min)

- The teacher summarizes the lesson. For example:

*In this lesson, we've learnt about lobbying, using the case of Lucy.*

*Lobbying is the act of attempting to influence leaders to create or support a law or conduct an activity that will help a particular interest.*

When starting a lobby campaign, you set out a lobbying strategy. Some important components are:

- *Define a clear aim for the campaign*
- *Define important targets for your lobby e.g. civil servants, ministers, parliament, political parties, etc.*
- *Define possible opponents and allies - and form alliances to add weight to your lobby*
- *Think of convincing arguments, use accurate facts and statistics or opinion polls*
- *Decide which medium you will use to get your message across (e.g. meetings, letters, petitions, motions in parliament, etc.)*
- *Determine the right timing for your lobbying. Should you start lobbying at the beginning of the legislation process, in the middle, or in the end?*

*You can start lobbying at different levels, e.g. local, regional, national or EU level. For different aims or different levels, you might need different strategies.*

*There are thousands of lobby groups in the EU that hope to influence the decision-making. Many of them are registered in a so-called 'transparency register'. These groups are very important, because all actors in the EU largely base their decisions on the information they provide.*

- 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 what lobbying is and how it works in the EU.
- Learning how to promote your own 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
<u>Lobbying and getting in touch with the EU</u>	<u>Creating your future</u>	<u>Labour market</u>	<u>Understanding how lobbying works and how to promote your own interests.</u>	<u>Lucy</u>	<u>4</u>
Advising the EU in solving global problems on a local level	Clean air for all of us	Environment	Understanding how complex issues and different interests are dealt with within the EU, understanding the legislation process.	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.

