



## EU4You

### Non-formal education methods to raise awareness on the importance of the European Union

This Booklet contains non-formal education methods used during the Training Course „EU4You”, co-funded by the Erasmus+ programme of the European Union, KA1 – Youth Mobility.

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# Introduction

This Booklet was created by 13 partner organisations with the lead of the Danish non-governmental organisation, InterStep, during the EU4You project co-funded by the Erasmus+ programme of the European Union, KA1 – Youth Mobility.

The aim of the project was to increase the knowledge, understanding and awareness among young people regarding the importance of the EU and to contribute at combating populist movements.

The Booklet provides non-formal education methods for youth workers, teachers and any professional who works with young people in order to enhance their understanding upon the importance of the European Union.

The project partners believe that by non-formal education they can transfer the knowledge more effectively to young people and they can make a long-lasting impact on them.

## Partner organisations of the project:

InterStep – Denmark – Lead partner

Asociatia Pas Alternativ - Romania

L.C. Educational LTD – Cyprus

Center for education and development – The Republic of North Macedonia

Dél-Alföldi Eurotender Ifjúsági, Kulturális, Oktatási és Környezetvédelmi Egyesület – Hungary

Stowarzyszenie Sztukater – Poland

Institute Perspectives – Bulgaria

Oriel ETS – Italy

Genc Zihin Dernegi – Turkey

Complexul Muzeal National Moldova Iasi – Romania

Klub Za Osnazivanje Mladih 018 Udruzenje – Serbia

Association Strive! – Croatia

Spolek ActiTmel.cz – Czech Republic



# Non-Formal Education Methods

## Method 1: STICKY CARDS ON THE FOREHEAD

**Number of Participants:** 15 - 20

**Age group:** 13-24

**Time:** 30 - 60 minutes (it depends on the number of participants)

**Topic:** Members of the European Union

**Materials:** sticky cards/notes with the name of the countries of the European Union

**Preparation:** the trainer prepares the sticky cards, thus he or she writes the name of the countries of the European Union on each of them. He makes 27 cards according to the number of the members of the European Union.

### **Description:**

The trainer leads a short discussion with the participants about the history, the objectives of establishment and the member states of the European Union.

Each participant puts a sticky card/note on the forehead with a different country name from the European Union, without knowing what is written on his/her own sticky card.

After that the participants go around and interact with the others for 5 minutes. During the conversations participants can take only yes-or-no questions to the others. Nobody are allowed to ask for any country names directly, but they are welcome to ask about mentality, culture, gestures, food, famous persons, history.

After the 5-minute-period the participants sit in a circle but one by one stand in the middle. The participant in the middle guesses which country he/she represents. If the participant does not guess correctly he/she is allowed to take 3 open questions for the group and 2 more guesses. Once the participant in the middle guesses correctly the next participant from the circle comes in the middle.

### **Debrief:**

- After which information were you certain about which country you are?
- When did the country you represent join the European Union?
- What is the name of the currency of your country?
- Who is the most famous person of the country you represent?
- Mention one famous food or drink from the country you represent?
- What did you learn from this activity?
- What questions did you take during the 5-minute-long small interaction? And why?



## Method 2: ELEVATOR PITCH

**Number of Participants:** 15 - 20

**Age group:** 13-24

**Time:** 30 – 60 minutes (it depends on the number of participants)

**Topic:** Importance of the European Union

**Materials:** pen and papers for the participants

**Preparation:** the facilitator designate a point on the floor in front of the participants where the participant who makes the pitch has to stand. The facilitator designates it, for example, by drawing a cross on the floor.

### **Description:**

Participants with the support of a facilitator will discuss the importance and the benefits of the European Union and how the European Union impacts on our daily life.

The facilitator will explain the meaning of elevator pitch.

After that each participant have 10 minutes to a create a 1-minute elevator pitch, in which they have to use facts, gestures, humor to convince the audience about the importance of the European Union.

After each performance the participants will decide which pitch was the most convincing and why.

### **Debrief:**

- How was your public speaking skills improved during the activity?
- After hearing the other pitches how would you modify your performance?
- What did you learn from the activity?
- Was there any idea, information in the pitches with which you did not agree and why?
- What is Euroscepticism? Should we fight against it or it can create a better Europe?
- Why is it important to spread the importance and the basic knowledge upon the European Union?



## Method 3: IMPORTANCE OF THE EU. THEATRE PLAY

**Number of Participants:** 15 - 20

**Age group:** 13-24

**Time:** 30 – 60 minutes (it depends on the number of participants)

**Topic:** How does the EU affect our daily lives?

**Materials:** Situation cards (See Printouts)

**Preparation:** The facilitator needs to have the situations and he/she creates the cards written the situations on them.

### **Description:**

The participants discuss with the support of a facilitator how the European Union affects our daily lives. Participants brainstorm about that individually and tell their thoughts plenary.

After that the participants are divided into groups of 3-4 persons. Each group get a situation which they have to act out. The situations are about a story which would happen if the European Union would not exist (Eg. passangers from the Schengen Zone would not pass through on the security check so easy at the airports.)

Each group have 20 minutes to create their performance as exciting as they can and show the different issues to the others.

### **Debrief:**

- What other examples could you come up with apart from the ones which were presented?
- Would our life better or worse without the European Union?
- What would be your main arguements for the existence of the European Union?
- What did you learn from this activity?

### **Printouts:**

Students could not take part in an exchange programme so easy without the Erasmus programme.

The cost of the telephone calls between the European countries would be much higher than nowadays, there would not be such a strong currency like Euro in Europe.

Passengers from the Schengen Zone would not pass through the security check so easy at the airports.

Workers could not choose to work in other European countries as easy as nowadays.



## Method 4: DEACTIVATE MINES WITH FREEDOMS!

**Number of Participants:** 10 – 20 participants

**Age group:** 13-24

**Time:** 30 – 60 minutes (it depends on the number of participants)

**Topic:** The four fundamental freedoms in the European Union (free movement of goods, free movement of capital, freedom to establish and provide services, free movement of persons)

**Materials:** rope(s) or chalk

**Preparation:** the facilitator creates the „minefield“ by the usage of ropes or chalk and he/she creates the „yes“ or „no“ questions regarding the free movements – the facilitator can use the „Treaty on the Functioning of the European Union“.

Example questions:

- 1) Can be any restrictions on payments between Member States and between Member States and third countries? Answer: NO.
- 2) Shall the quantitative restrictions on imports and all measures having equivalent effect be prohibited between? Answer: YES.
- 3) Can be any discrimination between workers in the Member states? Answer: NO.
- 4) Shall the quantitative restrictions on imports and all measures having equivalent effect be prohibited between Member States? Answer: YES.
- 5) An Italian chef opens a restaurant in Hungary, is it covered by the free movement of workers? Answer: No.
- 6) Is the United Kingdom part of the Single Market? Answer: YES, until the transition period ends in 2020.
- 7) If Jessica from Berlin wants to study in Milan is it the covered by the free movement of services? Answer: No, it is the free movement of people.
- 8) Are there 27 countries in the European Single Market? Answer: NO, there are 32.
- 9) If a German citizen works in France he receives family allowance according to the German law. Yes or No? Answer: No, he receives family allowance according to the French law.
- 10) Does the free movement of workers apply to part-time workers? Answer: Yes.

### **Description:**

Participants with the support of a facilitator discuss the meaning and working of the European Single Market and its four freedoms. After the introduction participants play the following game during which they learn the deeper details of each freedoms.



Facilitators set up a gridded surface as an imaginary minefield by putting ropes on the ground or drawing a grid on the ground by chalk. Facilitators will define which square contains an imaginary bomb. The participants do not know where the imaginary bombs are.

Participants will be divided into 2 groups. Members of the groups will try to go from one side to the other by stepping into one square to another. The 2 groups face to each other, thus, they try to go across the minefield from different directions.

If they step into a square with an imaginary bomb they get a „yes” or „no” question from the facilitator regarding the 4 fundamental freedoms. If the participant guesses correct he/she can continue the route to the other if he/she guesses wrong the participant has to go back to the base and try it again.

The team wins of which participants could get from one side to the other the fastest.

**Debrief:**

- Why is it important to have and what are the benefits of the European Single Market?
- Would you make a 5th freedom? If so, what would that and why?
- What were the most surprising information during the activity?





## Method 5: TABOO: FUNDAMENTAL RIGHTS OF THE EU CITIZENS

**Number of Participants:** 15 - 20 participants

**Age group:** 13-24

**Time:** 30 – 60 minutes (it depends on the number of participants)

**Topic:** Fundamental Rights of the European Union

**Materials:** Fundamental Rights on Cards (see Printouts)

**Preparation:** the facilitator prints and cuts out the cards written fundamental rights on them.

### **Description:**

The participants with the facilitator discuss the history, importance and legal relevance of the „Charter of Fundamental Rights of the European Union“.

The participants are divided into groups of 5-6 persons. Each group gets a whole set of fundamental rights stipulated in the 'Charter of Fundamental Rights of the European Union' written in separate cards.

Within the groups participants one by one pick a fundamental right and has to elaborate to the others without saying out loud the name of the given right. Thus, the name of the right is taboo. If the participants of the groups guessed correct the group will get a point and the next participant picks a card. If there is no guess the participant has to drop the card and pick an other one.

The game is limited in 20 minutes. The group wins whose participants could find out the most fundamental rights within the limited time.

All the dropped and unused cards are collected by the facilitator and during the follow-up part of the activity participants plenary discuss the meaning of the given rights.

### **Debrief:**

- Why is it important to have the 'Charter of Fundamental Rights of the European Union'?
- What is the European Union Agency for Fundamental Rights?
- Why should the European Union protect the fundamental rights in the member states?
- Which right was the most difficult to explain without saying its name to the others and why?
- What did you learn from this activity?
- Why was this activity beneficial for raising awareness upon the importance of the European Union



## Printouts

Human dignity	Right to life	Right to the integrity of the person	Prohibition of torture and inhuman or degrading treatment or punishment	Prohibition of slavery and forced labour
Right to liberty and security	Respect for private and family life	Protection of personal data	Right to marry and right to found a family	Freedom of thought, conscience and religion
Freedom of expression and information	Freedom of assembly and of association	Freedom of the arts and sciences	Right to education	Freedom to choose an occupation and right to engage in work
Freedom to conduct a business	Right to property	Right to asylum	Protection in the event of removal, expulsion or extradition	Equality before the law
Workers' right to information and consultation within the undertaking	Right of collective bargaining and action	Right of access to placement services	Protection in the event of unjustified dismissal	Right to vote and to stand as a candidate at elections to the European Parliament
Right to vote and to stand as a candidate at municipal elections	Right to good administration	Right of access to documents	Right to petition	Diplomatic and consular protection
European Ombudsman	Right to an effective remedy and to a fair trial	Presumption of innocence and right of defence	Principles of legality and proportionality of criminal offences and penalties	Right not to be tried or punished twice in criminal proceedings for the same criminal offence



## Method 6: MEDIA LITERACY IN PRACTICE

**Number of Participants:** 15 - 20

**Age group:** 13-24

**Time:** 30 – 60 minutes (it depends on the number of participants)

**Topic:** Media literacy as the guardian of democracy

**Materials:** downloaded or printed media products, USB

**Preparation:** the trainer downloads the videos, recordings and put them on a USB or prints out the articles, social media posts. Examples:

- Migrant crisis in Hungary in 2015
- Article: <https://www.bbc.co.uk/news/world-europe-34155701>
- TV interviews with experts: <https://www.foxnews.com/world/clashes-in-european-cities-as-mideast-refugee-crisis-erupts>
- Press release of the European Commission: [https://ec.europa.eu/commission/presscorner/detail/en/IP\\_15\\_5596](https://ec.europa.eu/commission/presscorner/detail/en/IP_15_5596)
- Twitter post of Manfred Schmidt, the president of the Federal Office for Migration and Refugees in Germany:
- <https://www.theatlantic.com/notes/2015/09/the-tweet-that-made-a-crisis-worse/406198/>

### **Description:**

Participants with the support of a trainer have a discussion about the meaning and importance of media literacy and also how it contributes to maintain democracy.

After the 10-minutes discussion participants are divided into groups of 3-4 persons. Each group gets different journalistic products (TV-reportage, article, radio piece, twitter post, press release..etc.) about the same political issue.

The groups analyse the content, the style of the journalist, the message, the target and number of audience of the media product and also the way how it was published.

The groups have 15 minutes to create a presentation about their analyses. After that the groups one by one present the methods to each other and discuss the differences and its explanation.

### **Debrief:**

- How would you describe the word media literacy to a 7-year-old child?
- Why is it important to check the source of the news and check the given news from different ?
- Why can be considered media literacy as the guardian of democracy?
- What did you learn from this activity?
- Why is this activity beneficial in the awareness-raising upon the importance of the European Union?



## Method 7: POPULISM IS PART OF DEMOCRACY?

**Number of Participants:** 15 - 20 participants

**Age group:** 13-24

**Time:** 30 – 60 minutes (it depends on the number of participants)

**Topic:** Fighting populism

**Materials:** downloaded videos about the Salvini's speech and the Merkel's speech mentioned below, projector, paper and pens for the participants

**Preparation:** the trainer downloads two videos of political speeches from youtube – one of them is a populist speech and the other one which is not considered as populist and he projects them out for the participants. Examples of videos:

- Populist speech – Matteo Salvini about the new immigration law in Italy  
<https://www.youtube.com/watch?v=NE8mrsrJ4o0>
- Non-populist speech – Angela Merkel about corona crisis  
[https://www.youtube.com/watch?v=WLrxxyk\\_wYo](https://www.youtube.com/watch?v=WLrxxyk_wYo)

### **Description:**

Participants with the support of a trainer discuss the meaning and the phenomenon of populism. They discuss the characteristics of populism too, including the most used topics, manners and target group of populist parties.

After the plenary discussion participants watch 2 videos. One of the videos is a populist speech made by a politician who is considered as populist. The next video is a speech which was made by a politician who is not considered as populist.

The participants should take notes while watching the videos. They have to listen carefully to the style, topics, gestures of the politicians and the message of the speech. After that, each participant should find a partner and discuss the observations from the two videos. The participants in pairs will draw conclusions and find another pair. They will discuss together in group of 4 people the conclusions.

After that participants sit back to their original place and discuss the conclusions and observations with support of the trainer, in plenary. They discuss which speech was better and why, which speech was morally more acceptable and why and which one was more impactful and why?

### **Debrief:**

- Can populism destroy the democracy or is the essential part of it?
- Should we fight against populism? If so, how?
- Why populism is dangerous if so?
- What did you learn from this activity?
- How would you differentiate between populism and non-populism?



# Resource Library

## Legal documents

Treaty on the European Union

[https://eur-lex.europa.eu/resource.html?uri=cellar:2bf140bf-a3f8-4ab2-b506fd71826e6da6.0023.02/DOC\\_1&format=PDF](https://eur-lex.europa.eu/resource.html?uri=cellar:2bf140bf-a3f8-4ab2-b506fd71826e6da6.0023.02/DOC_1&format=PDF)

Treaty on Functioning of the European Union

<https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:12012E/TXT&from=EN>

Charter of Fundamental Rights of the European Union

[https://www.europarl.europa.eu/charter/pdf/text\\_en.pdf](https://www.europarl.europa.eu/charter/pdf/text_en.pdf)

## Books

Robert Schütze (2015): "European Union Law": <https://www.schutze.eu/chapter/>

Chalmers, Damian and Arnall, Anthony (2015): "The Oxford Handbook of European Union Law": <https://global.oup.com/academic/product/the-oxford-handbook-of-european-union-law-9780199672646?cc=dk&lang=en&>

Fontain, Pascal (2017): "Europe in 12 Lessons": <https://op.europa.eu/webpub/com/eu-in-12-lessons/en/>

Directorate-General for Communication (European Commission) (2019): "The European Union: What it is and what it does?": <https://op.europa.eu/en/publication-detail/-/publication/27bee15d-9ba9-11e9-9d01-01aa75ed71a1/language-en>

Directorate-General for Communication (European Commission) (2019): "Europe organising together!": <https://op.europa.eu/en/publication-detail/-/publication/73c22cbc-12fa-11e9-81b4-01aa75ed71a1/language-en>

## Other Resources

What Europe Does for Me?

[https://europa.eu/european-union/about-eu/what-the-eu-does-for-its-citizens\\_en?fbclid=IwAR2X2v84mbpsBnvy1A5YJk9qAUGvGXoHWWLPHqHZ7n\\_cWGspw--zS\\_tU\\_bs](https://europa.eu/european-union/about-eu/what-the-eu-does-for-its-citizens_en?fbclid=IwAR2X2v84mbpsBnvy1A5YJk9qAUGvGXoHWWLPHqHZ7n_cWGspw--zS_tU_bs)

Learning Corner

<https://europa.eu/learning-corner/>

What the EU Does for Its Citizens?

[https://europa.eu/european-union/about-eu/what-the-eu-does-for-its-citizens\\_en](https://europa.eu/european-union/about-eu/what-the-eu-does-for-its-citizens_en)

How Is the EU Relevant to Your Daily Life?



[https://op.europa.eu/webpub/com/eu-and-me/en/HOW\\_IS\\_THE\\_EU\\_RELEVANT\\_TO\\_YOUR\\_DAILY\\_LIFE.html?fbclid=IwAR3NMeC0vQcAYI5uS0nM-K4yfPSYxv20fubGHZCaxqW5cWjWHzLtjv9YwM](https://op.europa.eu/webpub/com/eu-and-me/en/HOW_IS_THE_EU_RELEVANT_TO_YOUR_DAILY_LIFE.html?fbclid=IwAR3NMeC0vQcAYI5uS0nM-K4yfPSYxv20fubGHZCaxqW5cWjWHzLtjv9YwM)

