Introduction

The European Parliament and all that is a learning resource designed to help with the teaching of the European Union (EU) to students across the 11-18 age range in all parts of the UK.

The resource can be used in any subject where the EU is taught, including geography, politics, history, economics and business. However, the main emphasis is on citizenship and the detailed analysis below of curriculum links with learning about Europe and the EU in Scotland, Wales, England and Northern Ireland focuses in particular on the variety of opportunities within citizenship education.

The main part of the resource consists of 10 sections with activities which cover themes including the concept of the EU; geographical, historical and cultural facts about the Member States; the history of the EU and why it was formed; how the EU works, including the role of the European Parliament and MEPs; the impact of the EU on everyday life and objects; in the debate about UK membership of and departure from the EU; active citizenship and Europe; and assessing knowledge of the EU.

Throughout, the aim is to use active learning approaches to build students' knowledge and understanding of and stimulate interest in the EU, to develop critical thinking, evaluation and enquiry skills and include opportunities for active citizenship.

Across the 10 sections there are a variety of activities and tasks for students to undertake and there is considerable variation in the level of difficulty - both between and within activities. Of course, teachers will decide on the suitability of different activities for particular students and most activities can be adapted to increase or lessen the degree of challenge for students.

However, some indicative signposting is offered by categorising the activities in relation to the following levels of difficulty and age groups; they are likely to be most suited to:

1. basic - younger secondary age
2. medium - middle secondary age

Some activities have more than one level indicated, especially where they include elements or options as different levels of difficulty,
### Contents

Curriculum opportunities for teaching about Europe and the EU 4

<table>
<thead>
<tr>
<th>Activity</th>
<th>Level</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the European Union and who belongs to it?</td>
<td>basic ★★★</td>
<td>11</td>
</tr>
<tr>
<td>2. Where did the European Union come from?</td>
<td>basic ★★★</td>
<td>17</td>
</tr>
<tr>
<td>3. How does the European Union work?</td>
<td>basic / medium ★★★</td>
<td>21</td>
</tr>
<tr>
<td>4. European Institutions – getting them sorted</td>
<td>medium / advanced ★★★</td>
<td>27</td>
</tr>
<tr>
<td>5. MEPs - investigating their role and views</td>
<td>medium / advanced ★★★</td>
<td>33</td>
</tr>
<tr>
<td>6. Your mobile phone and the European Union</td>
<td>medium ★★★</td>
<td>39</td>
</tr>
<tr>
<td>7. Making laws about food and the environment</td>
<td>advanced ★★★</td>
<td>43</td>
</tr>
<tr>
<td>8. EU4U? Arguments for and against membership</td>
<td>medium / advanced ★★★</td>
<td>49</td>
</tr>
<tr>
<td>9. Active citizens in Europe</td>
<td>advanced ★★★</td>
<td>61</td>
</tr>
<tr>
<td>10. What do you know about the European Union?</td>
<td>basic / medium / advanced ★★★</td>
<td>69</td>
</tr>
</tbody>
</table>

produced in partnership with
This summary describes some of the key requirements and opportunities for learning about Europe and the European Union (EU) in the various curricula and qualifications provided in the different education systems operating in England, Northern Ireland, Scotland and Wales.

The summary focuses in particular on the opportunities within citizenship education. Further opportunities will be found in other subjects such as the social sciences and humanities subjects and business. Many schools, colleges and training providers also make provision through focus days, such as ‘Europe Day’ or use contemporary issues and events that lend themselves to developing opportunities for learning about Europe.

England

In England both the National Curriculum and national qualifications offer a range of opportunities to develop learning about Europe and the EU.

All maintained, state schools must follow the National Curriculum in England and other types of schools (academies, free schools and some in the independent sector) often choose to follow the National Curriculum. A range of National Curriculum subjects include explicit and implicit opportunities for teaching about Europe and the EU, including History, Geography and Citizenship.

Citizenship, which is a statutory National Curriculum subject at Key Stages 3 (age 11-14) and 4 (age 14-16), plays a particularly important role in teaching about Europe, the EU and exploring European issues. At Key Stage 3, the teaching requirements set out in the National Curriculum for Citizenship include no specific references to teaching about Europe or the EU. However, teachers can address European issues, use case studies from European countries, or use Europe and the EU as a context when teaching about: parliament and the legislative process, rights and liberties, the justice system, public institutions and public finances.
At Key Stage 4, the teaching requirements offer more explicit opportunities to move beyond local and national contexts and teach about Europe and the EU alongside the international and global context. In particular pupils should be taught about:

- the different electoral systems used in and beyond the United Kingdom and the actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom’s relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law.

**National Qualifications for Citizenship**

GCSE qualifications in Citizenship Studies require candidates to study:

- electoral systems and processes used in elections to the European Parliament and the impact of these systems on the composition of political parties representing citizens
- the European Convention on Human Rights
- the UK’s role and relations with the rest of Europe and the European Union
- the implications of the UK’s membership of the European Union and examples of decisions that impact on the UK.

In addition there are opportunities for candidates to develop further learning about Europe and the EU when studying:

- rights in local to global situations where there is conflict and rights and responsibilities need to be balanced
- the complex nature of identities of people living and working in the UK and the concept of multiple identities
- the changing composition of different communities in the UK, the recent impact, challenges and benefits of migration and the movement of people to and from the UK
- the roles of non-governmental organisations.

European examples and cases may be explored when studying:

- different examples of how citizens working together or through groups attempt to change or improve their communities through actions to address either public policy, challenge injustice or resolve a local community issue
- the right to representation, including the role and history of trade unions and employee associations in supporting and representing workers
- the operation of the justice system, legal ages, sentencing and punishment for different crimes.

**16-18 education and training**

Post-16 education and training is organised around the provision of qualifications and Programmes of Study which students choose, and some areas that are defined by the institution where they are learning, for example, tutorial or personal development programmes. There are opportunities for learning about European issues and the EU within a range of qualifications and Programmes of Study. In particular, A level Citizenship Studies includes explicit opportunities to study:

- the European Convention on Human Rights, the European Court of Human Rights and contemporary debates about human rights legislation
- the impact of the European Union on the daily lives of citizens in the UK
- the relationship of the UK to the rest of Europe since the founding of the EEC
- the political, economic, social and legal impact upon the UK of membership of the EU
- the contrasting workings of “government” of the UK and the EU including the European Parliament, European Commission, Council of the EU and the European Council
- the role of elected representatives including MEPs
- the role of the EU in international issues and case studies of EU international participation.

A European dimension is also explored as students study themes such as identity and diversity, migration, conflict resolution, trade and environmental issues.

**Fundamental British Values and Spiritual, Moral, Social and Cultural (SMSC) Development**

In addition, schools, colleges and other education and training providers working with pupils in secondary schools and post-16 students are required to promote Fundamental British Values through provision for SMSC. These British Values have been defined by the Department for Education as: democracy; the rule of law; individual liberty; and mutual respect and tolerance of those of different faiths and beliefs. As teachers develop work with pupils on these values, a range of European and EU issues and themes can be explored and debated.
In Northern Ireland the curriculum is organised into Areas of Learning. In secondary education 11-14, schools are required to teach Learning for Life and Work. This area includes a range of opportunities for teaching about Europe and the EU particularly within the Local and Global Citizenship Strand. The strand is organised around the key concepts of: Diversity and Inclusion; Human Rights and Social Responsibility; Equality and Social Justice; Democracy and Active Participation.

For example, pupils are expected to learn about:

- the local, national, European and global contexts of Diversity and Inclusion
- the European Declaration on Human Rights when investigating Human Rights principles in Human Rights and Social Responsibility
- refugees and asylum seekers when investigating why some people experience inequality and social exclusion in local to global contexts in Equality and Social Justice
- European democratic institutions and the role of MEPs when exploring the different ways people participate in democratic society in Democracy and Active Participation.

At Key Stage 4 (14–16) schools may offer a GCSE Learning for Life and Work qualification that also provides opportunities for teaching about Europe and the EU as students learning covers:

- diversity and inclusion in Northern Ireland and the wider world
- rights and responsibilities regarding local, national and global issues
- human rights and the law
- non-governmental organisations and their roles
- government and democratic institutions.

16-18 education and training

Post-16 education and training is organised around the provision of qualifications and courses of study which students choose and some areas that are defined by the institution where they are learning, for example, tutorial, and personal development programmes or cross-organisation events. There are opportunities for learning about European issues and the EU within a range of qualifications and courses of study. For example in GCE A level Government and Politics, students are required to study the European Union, and the impact of the EU on the British political system.
Scotland

In Scotland the Curriculum for Excellence aims to ensure that all children and young people aged 3-18 develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future and to appreciate their place in the world. The curriculum develops four capacities to enable each child or young person to be a successful learner, confident individual, responsible citizen and an effective contributor.

Education in Scotland is organised as two phases: a Broad General Phase from early years to the end of S3 (age 15); and a Senior Phase for S4-S6 (age 15-18).

Curriculum for Excellence is organised as eight areas of learning. In the Social Studies area there are many opportunities to use the context of Europe as children learn.

Through Social Studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people’s experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Learning in Social Studies will enable learners to:

• develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
• broaden an understanding of the world by learning about human activities and achievements in the past and present
• develop an understanding of their own values, beliefs and cultures and those of others
• develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking.

Senior Phase (15-18 year olds)

In the Senior Phase of education, students follow a range of pathways and qualifications. There are opportunities for learning about Europe and the EU in a range of subjects. For example, in the Scottish Higher Modern Studies qualification students study ‘the impact of UK membership of the European Union’ and Europe is also a context for learning.
In Wales both the curriculum and national qualifications offer a range of opportunities to develop learning about Europe and the EU.

In the current secondary curriculum (age 11-16) there are opportunities for learning about Europe and the EU through Personal and Social Education (PSE). PSE forms part of the basic curriculum in maintained schools and it is the responsibility of schools to provide a broad programme of PSE to meet the specific needs of learners.

There are two particular themes within the PSE framework that lend themselves to learning about Europe and the EU: **Active Citizenship** and **Global Citizenship and Sustainable Development**.

In the **Active Citizenship** theme, at Key Stage 3 learners should be given opportunities to understand:

- their rights, e.g. the UN Convention on the Rights of the Child, and entitlements
- their responsibilities as young citizens in Wales
- the principles of democracy in Wales, the UK and the EU
- how representatives, e.g. MEPs, are elected and their roles
- how young people can have their views listened to and influence decision-making
- topical local and global issues.

At Key Stage 4, learners should be given opportunities to understand:

- the principles of the Universal Declaration of Human Rights
- how political systems work locally, nationally and internationally, e.g. in the European Union
- the importance of participating in democratic elections and the links between political decisions and their own lives
- local and global contemporary issues and events, e.g. homelessness and international migration.

In both Key Stage 3 and 4 there are also implicit opportunities to develop learning about Europe and the EU as for example learners build their understanding of: justice, law, equality and diversity and the role of Wales in the wider world.

In **Education for Global Citizenship and Sustainable Development** theme, at Key Stage 3 there are implicit opportunities to develop learning about Europe as learners develop a sense of personal responsibility towards local and global issues, e.g. protecting biodiversity, and understand:

- the key issues of sustainable development and global citizenship, e.g. climate change, and the need to reflect on personal decisions about lifestyle choices
- global issues which threaten the planet.
• how conflict can arise from different views about global issues and be aware of the role of pressure groups.

At Key Stage 4 there are opportunities for learning about Europe:

• recognise the rights of future generations to meet their basic needs
• take personal responsibility for changing their own lifestyle as a response to local and global issues and understand:
• the interdependence of global economic systems and the effects of human development on natural systems
• the tensions between economic growth, sustainable development and basic human needs, e.g. the causes of inequality within and between societies.

16-18 education and training
Both Active Citizenship and Education for Global Citizenship and Sustainable Development continue in post -16 education and training.

In the Active Citizenship theme in post-16 education, learners should be given opportunities to understand:

• the electoral procedures, processes and powers of local, national, European and international political systems
• the role of Europe within the constitutional government of the UK
• the opportunities to participate in the democratic process locally, nationally and internationally
• how individuals and voluntary groups can bring about change locally, nationally and internationally
• how public opinion, lobby groups, and the media can contribute to and have an influence on democratic decision-making
• local and global contemporary issues.

As part of Education for global citizenship and sustainable development in post-16 education, learners should have opportunities to:

• actively demonstrate personal responsibility as a global citizen
• appreciate why equity and justice are necessary in a sustainable community and to understand:
• the challenges and impacts of globalisation and global interdependence for communities in different parts of the world
• the need for international cooperation and appreciate the role played by non-governmental organisations.

Education for Sustainable Development and Global Citizenship (ESDGC) is also understood as a cross cutting theme in the Welsh curriculum and schools are encouraged to take a holistic and whole school approach to ESDGC involving the school leadership and management, the school ethos, curriculum and wider school life.

Curriculum reform in Wales
The Welsh curriculum is currently being reformed. ‘A Curriculum for Wales. A Curriculum for life’ (2015) indicates there are plans to include six areas of learning and experience. The new Humanities area is likely to offer many different curriculum opportunities for learning about Europe and the EU.

Opportunities in the Welsh Baccalaureate (Welsh Bacc) qualification
The Welsh Bacc offers explicit and implicit opportunities for learning about Europe and the EU, in particular through the component Wales, Europe and the Wider World. For example, candidates have opportunities to develop their understanding of politics in relation to the role of the European Parliament and the EU, as well as to explore how power and decision-making at the European level affects young people. Within the component the social, economic and technological, and cultural themes also offer potential for further learning about Europe and the EU.
Activity 1: What is the European Union and who belongs to it?

Aim of the activity

The aim of this activity is to establish basic facts about the nature of the European Union (EU). It opens up the question ‘what is the EU?’ and enables students to identify the Member States. Some initial points of information giving and discussion can lead up to the playing of the Country Card Game, a fun way for students to gain some basic information about the Member States.

Resources

Resources provided to support the activity include a list of EU Member States (Page 14), an online downloadable map of the EU (http://www.europarl.org.uk/resource/static/images/Publications/map-of-eu28.pdf), instructions for the Country Card Game and a pack of downloadable, easy-to-print EU Country Cards (Appendix).

The cards in this pack include the 28 EU Member States and the five current candidate countries in alphabetical order. Each card indicates when a Member State joined the EU or says if it is a Candidate Country. Questions include the capital of each country plus a geographical, historical and cultural question.

The cards are A5 sized – to print two per sheet on A4 paper, select ‘multiple’ and ‘2 pages per sheet’ in the print dialogue box. The cards are provided in PDF format for ease of printing as suggested and also in Word to allow for updating and revisions to meet the needs of particular groups.

Learning objectives

• understand that the EU is a membership organisation
• recognise the 28 Member States as well as the 5 countries that are applying to join (list on Page 4)
• know that 19 of the 28 countries also share the Euro as their currency
• know some key facts about the countries in the EU (‘The Member States’).

Key words/phrases

• European Union
• Member States
• membership organisation
• Candidate Countries
• Euro
• capital city
Stage 1
To help students understand what the EU is, start by explaining the idea that it is a membership organisation - a bit like a club with its own rules and conditions for membership. It may be helpful to make simple comparisons with sports or other clubs which students belong to, or at least know about. Establish the basic idea that the EU began after World War Two as a club for six countries in Europe who wanted to co-operate and trade more easily with each other, and has gone on to expand to 28 Member States.

Stage 2
What do students already know about the Member States of the EU? How many are there? How many can they name? Fill in the gaps in knowledge about who the Member States are by using a map of the EU (link above) and drawing attention to the wide geographical sweep of the EU from north to south and west to east.

It may also be a good moment to explain that as well as the 28 Member States, there are also five who have applied to join the EU – these are known as ‘Candidate Countries’. To be accepted as a Member State each ‘Candidate Country’ has to meet certain conditions relating to their economic position, their political system and their record on human rights.

Also, as appropriate, explain that of the 28 Member States, 19 also have in common the use of the Euro as their currency.

Stage 3
Make use of the Country Card Game (with 33 ‘Country Cards’ and ‘A, B, C’ cards available to print off from the attachment). This is an opportunity for students to explore further some basic information about the 28 Member States and five Candidates Countries – their flags, capital cities and historical, geographical and cultural facts.

The Country Card Game can proceed as suggested below (Page 13).
The Country Card Game – suggested procedure

1. Divide the class into groups of four. Share the Country Cards among the small groups, using all the cards. It does not matter if some groups have one more card than others. Also give a set of ‘A, B, C’ cards to each group.

2. Let the groups choose names and write these on the white board or flip chart in order to record the scores as the game proceeds.

3. Explain that each Country Card has a set of questions and that this is to be a group quiz. Let the class have a minute or two to look over the cards and questions. Encourage them to start thinking of the questions they might like to ask the rest of the class first.

4. Have a dummy run at a question to show how the quiz works, selecting a group at random for this.

5. The chosen group picks a Country Card and one of their members to ask a question from that card. The person stands up, tells the rest of the class the name of the country and the basic information on the card. For example, “Denmark, population 5.7 million. Joined the EU in 1973.” He or she then asks the one question the group has agreed on, for example “What cake is associated with Denmark? A) Danish doughnut  B) Danish pastry  C) Danish tart.”

6. Give the other groups a moment to confer then ask them to hold up their answer – A, B, or C.

7. Ask the questioner for the answer while the ‘A, B, C’ cards are still in the air. Award one point for each correct answer and one point to the questioning group. Explain that every questioning group gets this one ‘bonus’ point so it is quite fair!

8. Ask the next group round to ask a question and so on. Note that even when a Country Card is being used for a second or subsequent time, the country name, population, ‘joined the EU in’ facts must be repeated in order to reinforce this basic information.

9. Students can choose a question from any of their cards – they do not have to exhaust one card before going on to the next. In the interests of fairness end the game after a certain number of completed rounds, with each group having asked the same number of questions. Some of the questions are easier than others; certain questions will be very difficult for some groups of students. However, all questions are multiple-choice so that guesswork can also play a part.
EU Member States (and year of joining):
those using the Euro currency, those not using the Euro and Candidate Countries for EU membership

- **Member States using the Euro currency (19):**
  - Belgium (1957)
  - France (1957)
  - Germany (West Germany, 1957)
  - Italy (1957)
  - Luxembourg (1957)
  - Netherlands (1957)
  - Sweden (1995)
  - Austria (1999)
  - Belgium (1999)
  - Finland (1999)
  - Ireland (1999)
  - Spain (1999)
  - Greece (2001)
  - Portugal (2001)
  - Slovakia (2009)
  - Slovenia (2007)
  - Cyprus (2008)

- **Member States not using the Euro currency (9):**
  - Denmark (1973)
  - UK (1973)
  - Ireland (1973)
  - Greece (2001)
  - Portugal (2001)
  - Spain (1986)
  - Sweden (1995)
  - Italy (1957)
  - France (1957)

- **Candidate Countries (5):**
  - Croatia
  - Cyprus
  - Czech Republic
  - Hungary
  - Poland
Activity 2: Where did the European Union come from?

Aim of the activity

The aim of this activity is to reinforce and extend students’ understanding of the European Union (EU) as a membership organisation and to establish a basic grasp of why and how it has developed from a limited form of co-operation between six countries immediately after the Second World War to the much enlarged EU of today. It includes the story of UK membership along the way.

Resources

The principal resources provided to support this activity are a short video clip ‘A brief history of the European Union’ (https://www.youtube.com/watch?v=XgnXwrsMBUs) and a quiz with 10 questions and true/false answers, including a version with answers provided.

Learning objectives

- understanding of the EU as a membership organisation
- knowledge and understanding of why and how the EU was formed
- introduction to key ideas of ‘freedom of movement’ and ‘single market’
- knowledge and understanding of key landmarks in the development of the EU
- knowledge and understanding of the UK’s journey to joining the EU.

Key words/phrases

- citizen
- unemployment benefit
- Euro
- freedom of movement
- Single market
Stage 1

Explain that in order to understand the EU now – the role it has and all the debates about it – it’s vital to know something about why it was formed in the first place and how it has developed over time.

Show students the video clip ‘A brief history of the European Union’ (link above) which lasts for 4:17 minutes, pointing out that immediately afterwards they will have a short quiz to test their understanding of key points in the video.

Stage 2

Following the video, give out paper copies of the ‘History of the EU’ quiz (Page 19) and ask students to take a few minutes to complete it, working either individually or in pairs. Also explain that some of the questions were not covered in the clip so in places they will have to use any prior knowledge they may have.

Go through the quiz questions, establish the correct answers (see below), and let students allocate themselves marks accordingly. Dwell particularly on questions 4 and 10 to establish a basic grasp of the ideas of ‘freedom of movement’ and ‘single market’.

Answers: 1 – false; 2 – true; 3 – false; 4 – true; 5 – false; 6 – false; 7 – false; 8 – true; 9 – true; 10 - false
Quiz – The History of the European Union (EU)

Which of the following statements are true and which are false?

Circle the answer that you think is correct

1. The UK was one of the first countries to join the EU
   TRUE  FALSE

2. The UK joined the EEC (former name for the EU) in 1973
   TRUE  FALSE

3. The European Coal and Steel Community was set up to make sure that all European countries had the same amount of coal and steel
   TRUE  FALSE

4. European citizens can work or, after having worked, claim unemployment benefit in any country in the EU
   TRUE  FALSE

5. The EU has 19 Member States
   TRUE  FALSE

6. The European flag is blue with stars on. The number of stars is the same as the number of Member States of the EU
   TRUE  FALSE

7. Everyone in the UK agreed that it was a good thing for the UK to join the EEC
   TRUE  FALSE

8. European citizens can get free or cheap health care in all Member States
   TRUE  FALSE

9. The Euro is not the currency in all EU countries
   TRUE  FALSE

10. The term 'single market' means that all members of the EU must allow towns and cities to have market places
    TRUE  FALSE

FINAL SCORE / 10
Activity 3: How does the European Union work?

Aim of the activity

This activity helps students to consolidate and develop their basic understanding of the way the European Union (EU) works. Its main focus is on the role of the European Parliament and its relationship with other key EU institutions. Through activities with different levels of difficulty students can first check their existing knowledge of the operation of the EU and then extend this and their EU vocabulary by studying a short video animation. The clip can be considered in various ways depending on the level and interests of particular groups of students.

Resources

The resources provided to support this activity are a short video, ‘What is the European Parliament?’ (https://www.youtube.com/watch?v=NS8kkqdHsJ) together with two differentiated worksheets. These ask students to fill gaps in sentences with key words chosen from lists provided. The video, which lasts for just over two minutes, is an animation based on an analogy between the parts of a bike and the interrelated institutions of the EU; it provides the basis for completion of the worksheet.

Learning objectives

- identify and understand the basic role of the key institutions of the EU
- know and understand basic vocabulary related to the EU
- understand that the EU’s main institutions are closely interrelated.

Key words/phrases

- European Union
- Council of the European Union
- population
- levels of pollution
- food labelling
- represent
- European Council
- vote
- laws
- MEP
- European Commission
Stage 1

Choose between the two versions of the worksheet provided (Pages 23–25). One has sentences with gaps and is divided into three sections with the missing words listed at the end of each section. The other, providing more of a challenge in selecting the missing words, has no division into sections and all the key words are in a box at the bottom of the page. More advanced students still could try the second worksheet without being given the collection of missing words as a prompt.

Read through the chosen worksheet with the students and check their understanding of key words. Allow them five minutes to complete as many of the sentences as they can before viewing the video. If they do this individually it will be possible to assess their existing knowledge at the start of the activity.

Stage 2

Introduce and view the video ‘What is the European Parliament?’ (link on Page 21), alerting the students that it moves quite fast and that they will have to watch and listen hard. They may need to watch it twice.

Next ask students to use information gained from the video to complete any remaining gaps in their sentences and finally go through the worksheet to ensure that all students understand the correct choice of key words to complete all 15 sentences.
How does the EU work?
Test your EU knowledge

Find the missing words or numbers in the box at the bottom of each section.

**Section 1**

1. EU stands for ?
2. There are ? countries in the EU
3. The EU countries have a total population of over ?
4. A main job of the European Parliament is to help make ?
5. ? is the name given to people elected to the European Parliament

<table>
<thead>
<tr>
<th>28</th>
<th>European Union</th>
<th>500 million</th>
<th>MEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laws</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Section 2**

<table>
<thead>
<tr>
<th>6</th>
<th>Every adult citizen of an EU country can ? for their MEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>The European Parliament ? the peoples of the EU countries</td>
</tr>
<tr>
<td>8</td>
<td>EU citizens elect the European Parliament every ? years</td>
</tr>
<tr>
<td>9</td>
<td>The European Parliament is made up of ? MEPs</td>
</tr>
<tr>
<td>10</td>
<td>? of the MEPs are from the UK</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Represents</th>
<th>vote</th>
<th>73</th>
</tr>
</thead>
<tbody>
<tr>
<td>751</td>
<td>five</td>
<td></td>
</tr>
</tbody>
</table>
### Section 3

| 11 | Each country has more or fewer MEPs depending on their [ ] size |
| 12 | The European Parliament influences many things in our daily life including [ ] and [ ] |
| 13 | Government ministers from each member country work together in the [ ] |
| 14 | The [ ] sets the overall direction of the EU |
| 15 | The [ ] manages the day to day business of the EU and makes proposals for new laws |

| Council of the European Union | population | levels of pollution |
| European Council | European Commission | food labelling |
# How does the EU work?
## Test your EU knowledge

Find the missing words or numbers in the box at the bottom of each section.

<p>| | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EU stands for ?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>There are ? countries in the EU</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The EU countries have a total population of over ?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>A main job of the European Parliament is to help make ?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>? is the name given to people elected to the European Parliament</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Every adult citizen of an EU country can ? for their MEP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The European Parliament ? the peoples of the EU countries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>EU citizens elect the European Parliament every ? years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The European Parliament is made up of ? MEPs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>? of the MEPs are from the UK</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Each country has more or fewer MEPs depending on their ? size</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The European Parliament influences many things in our daily life including ? and ?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Government ministers from each member country work together in the ?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The ? sets the overall direction of the EU</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The ? manages the day to day business of the EU and makes proposals for new laws</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| European Union | Council of the European Union | 28 | vote | laws | population |
| European levels of pollution | represents | 73 | European Council |
| European Commission | five MEPs | 500 million food labelling |
Activity 4:
European Institutions – getting them sorted

Aim of the activity
This activity helps students to revise and develop their knowledge and understanding of important European institutions including those of the European Union (EU) and the separate organisation, the Council of Europe, explored through a card sort exercise and a short video clip.

The main focus is on the role of the European Parliament and its relationship with other key EU institutions.

Resources
The first part of the activity makes use of two sets of cards containing names and descriptions respectively of European institutions which can be cut up from the resource below (Pages 52-59).

This activity also utilises a short video animation, ‘What is the European Parliament?’ (https://www.youtube.com/watch?v=NS8kkqdhSJI), which uses the analogy of a bike to explore the inter-related nature of key EU institutions.

Learning objectives
• identify and understand the role of the key European institutions
• knowledge and understanding of basic vocabulary related to the EU
• understand that the EU’s main institutions are closely interrelated
• understand what an analogy is
• think critically about the value of using analogies to develop understanding of how the EU works.

Key words/phrases
• European Union
• Council of the European Union
• European Council
• MEP
• European Commission
• European Parliament
• Council of Europe
• European Court of Human Rights
• European Court of Justice
• European Court of Auditors
• analogy
Stage 1

For the European institutions card sort activity ask students to work in pairs or 3s and give each an envelope containing a jumbled set of cards with names and definitions cut up from the sheets (Pages 29–30). Each group tips their set of cards on to the table and arranges them so that names of institutions are matched with correct descriptions.

When all groups are finished, go through each institution/description one by one taking suggestions from around the room and confirming the correct links. Reinforce this by distributing the final handout with the right answers (Page 31).

Ensure that students understand that two of the institutions discussed are entirely separate from the EU—these being the Council of Europe and the European Court of Human Rights.

Stage 2

Explain that the next stage of the activity looks further at the role of several key EU institutions. Introduce and view the video ‘What is the European Parliament?’ (link above) indicating to students that it moves quickly and that they will need to make short notes. They may need to watch it twice.

Next ask students individually to write a paragraph of exactly 100 words which summarises the key points made by the video. Ask several volunteers to read out their paragraphs and invite other students to offer constructive criticism—identifying good points made and others that could strengthen the paragraph.

Develop the discussion to consider key questions about the video’s use of analogy between the parts of a bike and the EU including:

- What is meant by an analogy?
- What aspects of the running of the EU are illustrated by referring to the way a bike works?
- Is this a good analogy to use for the EU—could it even be taken further with other parts of a bike?
- What are the limitations of this bike analogy?
- Can students think of other analogies that could help with explanations of how the EU works?
### European Institutions – getting them sorted

<table>
<thead>
<tr>
<th></th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>THE EUROPEAN PARLIAMENT</td>
</tr>
<tr>
<td>2</td>
<td>THE EUROPEAN COMMISSION</td>
</tr>
<tr>
<td>3</td>
<td>THE COUNCIL OF EUROPE</td>
</tr>
<tr>
<td>4</td>
<td>THE COUNCIL OF THE EUROPEAN UNION</td>
</tr>
<tr>
<td>5</td>
<td>THE EUROPEAN COURT OF HUMAN RIGHTS</td>
</tr>
<tr>
<td>6</td>
<td>THE EUROPEAN COURT OF JUSTICE</td>
</tr>
<tr>
<td>7</td>
<td>THE EUROPEAN COUNCIL</td>
</tr>
<tr>
<td>8</td>
<td>THE EUROPEAN COURT OF AUDITORS</td>
</tr>
</tbody>
</table>
## European Institutions – getting them sorted

<p>| A | Ensures the money spent by the EU is properly accounted for |
|   | Has 28 members and a President |</p>
<table>
<thead>
<tr>
<th></th>
<th>Sits in Luxembourg</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Where individual citizens from 47 countries across Europe can take a case relating to their human rights</td>
</tr>
<tr>
<td></td>
<td>Decisions of this body override national governments and courts</td>
</tr>
<tr>
<td></td>
<td>Sits in Luxembourg</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>C</td>
<td>Interprets EU law and settles legal disputes – highest court within the EU</td>
</tr>
<tr>
<td></td>
<td>Membership of 28 judges – one from each Member State</td>
</tr>
<tr>
<td></td>
<td>Sits in Luxembourg</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>D</td>
<td>At the top of the EU structure, this group sets overall strategy for the EU</td>
</tr>
<tr>
<td></td>
<td>Made up of a President and the 28 Heads of State or Government from the EU Member States</td>
</tr>
<tr>
<td></td>
<td>Meets in Brussels</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>E</td>
<td>Responsible with the European Parliament for making EU laws</td>
</tr>
<tr>
<td></td>
<td>Made up of government ministers from Member States who meet to consider a wide range of issues</td>
</tr>
<tr>
<td></td>
<td>Based in Brussels and Luxembourg</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>F</td>
<td>Works with the Council of the European Union to make laws for the EU</td>
</tr>
<tr>
<td></td>
<td>751 members elected every 5 years by citizens of all EU states</td>
</tr>
<tr>
<td></td>
<td>Meets in Brussels and Strasbourg</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>G</td>
<td>Makes proposals for new EU laws</td>
</tr>
<tr>
<td></td>
<td>Carries out the day to day work of the EU</td>
</tr>
<tr>
<td></td>
<td>Led by a President and 28 Commissioners and based in Brussels</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>H</td>
<td>Its focus is on human rights and democracy – set up the European Convention on Human Rights (ECHR)</td>
</tr>
<tr>
<td></td>
<td>Formed after World War Two</td>
</tr>
<tr>
<td></td>
<td>47 countries are members and is based in Strasbourg</td>
</tr>
</tbody>
</table>
## European Institutions – getting them sorted

### Answers

<table>
<thead>
<tr>
<th></th>
<th>THE EUROPEAN PARLIAMENT</th>
</tr>
</thead>
</table>
| F | Works with the Council of the European Union to make laws for the EU  
   | • 751 members elected every 5 years by citizens of all EU states  
   | • Meets in Brussels and Strasbourg |

<table>
<thead>
<tr>
<th></th>
<th>THE EUROPEAN COMMISSION</th>
</tr>
</thead>
</table>
| G | Makes proposals for new EU laws  
   | • Carries out the day to day work of the EU  
   | • Led by a President and 27 Commissioners and based in Brussels |

<table>
<thead>
<tr>
<th></th>
<th>THE COUNCIL OF EUROPE</th>
</tr>
</thead>
</table>
| H | Its focus is on human rights and democracy – set up the European Convention on Human Rights (ECHR)  
   | • Formed after World War Two  
   | • 47 countries are members and is based in Strasbourg |

<table>
<thead>
<tr>
<th></th>
<th>THE EUROPEAN UNION</th>
</tr>
</thead>
</table>
| E | Responsible with the European Parliament for making EU laws  
   | • Made up of government ministers from Member States who meet to consider a wide range of issues  
   | • Based in Brussels and Luxembourg |

<table>
<thead>
<tr>
<th></th>
<th>THE EUROPEAN COURT OF HUMAN RIGHTS</th>
</tr>
</thead>
</table>
| B | Where individual citizens from 47 countries across Europe can take a case relating to their human rights  
   | • Decisions of this body override national governments and courts  
   | • Based in Strasbourg |

<table>
<thead>
<tr>
<th></th>
<th>THE EUROPEAN COURT OF JUSTICE</th>
</tr>
</thead>
</table>
| C | Interprets EU law and settles legal disputes – highest court within the EU  
   | • Membership of 28 judges – one from each Member State  
   | • Sits in Luxembourg |

<table>
<thead>
<tr>
<th></th>
<th>THE EUROPEAN COUNCIL</th>
</tr>
</thead>
</table>
| D | At the top of the EU structure, this group sets overall strategy for the EU  
   | • Made up of a President and the 28 Heads of State or Government from the EU Member States  
   | • Meets in Brussels |

<table>
<thead>
<tr>
<th></th>
<th>THE EUROPEAN COURT OF AUDITORS</th>
</tr>
</thead>
</table>
| A | Ensures the money spent by the EU is properly accounted for  
   | • Has 28 members and a President  
   | • Sits in Luxembourg |
Activity 5: MEPs – investigating their role and views

Aim of the activity

The aim of this activity is for students to investigate and consider critically key questions about the role and views of Members of the European Parliament (MEPs), and also to be active in contacting one or more of the MEPs for their own area. The activity begins with students gathering basic information about MEPs from a short video animation and then progresses to the investigation of a more detailed range of questions about MEPs and the European Parliament. The number of questions used and the depth of investigation can of course be adjusted for the needs and interests of particular groups of students.

Resources

The introductory video ‘What is an MEP?’ is from Europarl.tv and lasts for one minute 38 seconds. (https://www.europarl.tv.europa.eu/en/programme/others/what-is-an-mep)

Key websites that can be used to support students’ investigations:
• http://www.europarl.org.uk is the site of European Parliament UK Office and has information about the 73 British MEPs, including their contact details and their political affiliations and particular interests in the Parliament. It also contains the results of the last European elections in the UK and an explanation of the voting system for electing MEPs
• http://www.europarl.europa.eu is the official site of the European Parliament and contains a wealth of information about its operation, including all 751 MEPs, the political groups and committees they belong to in the Parliament together with latest news and developments
• the websites of individual MEPs can offer useful insights into their work and views on a range of issues.

Learning objectives

• know about the role and responsibilities of MEPs in the European Parliament
• know about the views and political affiliations of students’ local MEPs
• know how MEPs are elected
• make comparisons between proportional representation and first past the post voting systems
• know about and experience ways of contacting and influencing MEPs.

Key words/phrases

• MEP
• constituency/electoral region
• voting system
• Proportional representation
• First past the post
• lobbying
• active citizenship
**Stage 1**

Begin by asking what students already know about MEPs. Can they name any of the MEPs for their own area? Do they know where the European Parliament is?

To build their knowledge and understanding show students the short video ‘What is an MEP?’ (link above), and ask them in the process to answer the questions on the worksheet below (Page 35).

In the follow-up discussion check students’ answers and their understanding of who MEPs are and key aspects of their role.

**Stage 2**

In order to extend and deepen their understanding of the role and views of MEPs, and the ways for citizens to contact and influence them, set students an investigation and presentation task based on a set of questions which could include those suggested below (Page 36).

Ask students to work in small groups on this task and divide the questions and issues for investigation between the groups. Each group should research their allocated areas using several sources, including the websites identified above, and then prepare and give a short presentation to the whole class.

**Stage 3**

Reinforce points from the previous discussion about contacting MEPs and seeking their support on particular issues of concern.

Support students to take action in relation to their own MEPs through activities which include:

- researching the views of MEPs on particular issues, using various sources including their own websites
- drafting and sending a tweet of exactly 140 characters to an MEP, establishing contact and alerting them to concern about a particular issue
- writing a follow up email of 50 words which gives further information and asks the MEP to take action on the issue of concern chosen by students
- supporting students to make arrangements for one or more MEPs to visit the school or college to speak about their role and answer questions about issues of concern.
Watch the video ‘What is an MEP?’ and write down answers to the following questions

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What do the letters MEP stand for?</td>
</tr>
<tr>
<td>2</td>
<td>How many MEPs are there?</td>
</tr>
<tr>
<td>3</td>
<td>Who do MEPs represent?</td>
</tr>
<tr>
<td>4</td>
<td>Who are MEPs?</td>
</tr>
<tr>
<td>5</td>
<td>How do MEPs get the job?</td>
</tr>
<tr>
<td>6</td>
<td>Which institution do MEPs work in?</td>
</tr>
<tr>
<td>7</td>
<td>What do MEPs do in Strasbourg?</td>
</tr>
<tr>
<td>8</td>
<td>What do MEPs do in Brussels?</td>
</tr>
<tr>
<td>9</td>
<td>What is an MEP’s constituency?</td>
</tr>
<tr>
<td>10</td>
<td>What do MEPs do in their constituencies?</td>
</tr>
</tbody>
</table>
MEPs – questions and issues for investigation

1. How many MEPs are there in the European Parliament?
2. How many MEPs represent the citizens of the UK?
3. How is the number of MEPs for each European Union Member State decided?
4. What are the main responsibilities of MEPs in the European Parliament?
5. What do MEPs do on a day-to-day basis? What is a typical week like for them and where do they work?
6. Who are the MEPs for your area, and which UK political parties do they belong to?
7. How are MEPs in the UK elected – how are the electoral regions (or constituencies) formed and how does the voting system work?
8. How is the voting system for MEPs different from the one used to elect MPs to the UK Parliament? In your view, which is the better voting system?
9. Your MEPs – which political groups do they belong to in the European Parliament, and what key values and policies do these groups stand for?
10. Your MEPs – what are their main areas of interest in the European Parliament, which committees are they members of and what are their main achievements?
11 Your MEPs – what are their views and which policies do they support on some of the key issues in Europe and ones of particular concern to you and other students in your group? These might include for example:

- Britain’s position in relation to the EU following the referendum
- The crisis over migration to Europe from war affected regions
- Action by the EU on protecting the environment and dealing with climate change.
Activity 6:
Your mobile phone and the European Union

Aim of the activity

This activity offers one concrete example of how the abstract concepts and the structures of the European Union (EU) can be related to everyday life and objects, in this case the mobile phone. It focuses on the impact of the EU on the construction and use of phones and raises the question of whether such a mobile technology should be regulated by individual countries, or at a European or even global level.

Resources

The key resource for the activity is a short video clip (1.47 minutes) about the impact of the EU on the mobile phone (http://www.bbc.co.uk/news/uk-politics-eu-referendum-35711093). This is a BBC video, part of a series from the Radio 4 Today Programme, examining the way 10 everyday objects have been influenced by the EU.

The video is supplemented by a written summary of recent changes in EU regulations regarding mobile phones and in particular roaming charges.

Learning objectives

- know about roaming charges for using mobile phones in other countries and changes to EU rules over time
- understand the benefits to consumers of EU regulation of roaming charges and any remaining problems in using mobile phones abroad
- understand what rare earths are and that these and other materials are used in manufacturing mobile phones and the importance of recycling these.

Keyword/Phrases

- EU Regulation
- roaming charges
- mobile technology
- borderless technology
- rare earths
- recycling
- Global
Stage 1

Begin by asking the students what they know already about the regulations which govern the use of mobile phones abroad, and the changes recently introduced by the EU. Have they or their families or friends had direct experience of incurring roaming charges while travelling to other countries?

Tell the students they will view the short video ‘What being in the EU means for our mobile phones’ (link above) and be ready to jot down the key points it makes about the changes brought about by EU policies.

Stage 2

Watch the video and then give students one minute to write down the main points they have noticed, then working in pairs, five minutes to compare notes with their partner.

Get feedback from pairs of students and then hold a discussion about the key points emerging from the video, including:

- the benefits of changes to the rules about roaming charges
- the issue of materials used in the manufacture of phones and the importance of recycling them
- opinions about whether rules about mobile phones should be made at a national, European or global level.

Stage 3

Following the discussion, set students, working in pairs, the following task:

Using at least three of the key words/phrases listed above, write a paragraph of 50 words about changes to rules about mobile phones in Europe (insist on exactly 50 words to help develop students editing skills). Alternatively for a simpler exercise ask students to write two separate sentences each containing one key word/phrase from the list above.

In order to reinforce understanding of the relevant vocabulary, ask all or some of the pairs to read their paragraph (or sentences) to the rest of the class – when they come to the key words they should miss them out and say ‘beep’ instead, with other students invited to supply the correct missing word.
Activity 7: Making laws about food and the environment

Aim of the activity

The aim of this activity is to explore ways in which membership of the EU has significant effects on everyday life in the UK, with a focus in particular on the way that EU laws can influence our food and the environment. The activity also raises the question of whether such issues are best handled at a national or European level.

Resources

Key resources for the activity are a short video clip, “How does the EU affect you?” (www.youtube.com/watch?v=DyhCyYempPo) and a related student worksheet.

Learning objectives

- understand that UK membership of the EU has a significant impact on our everyday life
- know about specific examples of EU laws impacting on life in the UK
- judge whether particular areas of legislation are best controlled at a national or European level.

Keywords/phrases

- national
- sovereignty
- global society
- borders
- pesticides
Stage 1

Students view the short video clip, ‘How does the EU affect you?’ (link above) and are given the accompanying student worksheet (Page 45).

After watching the clip give students a few minutes to jot down answers to question 1: ‘The video referred to 3 ways that EU law has affected the fish and chips on our plate. Can you remember what they are?’

Then get feedback from students and in whole class discussion establish the correct answers. The 3 ways are:

- EU legislation sets limits on the use of pesticides on food crops including potatoes
- EU legislation ensures that our fish are safe to eat by making sure that sewage and waste water are treated properly and don’t pollute our waterways
- EU policy affects how much farmers and fishermen charge for their products

Next, with students working in pairs, ask them to identify other examples given in the first video clip of how EU laws and arrangements have an influence on life in the UK (question 2), then have a plenary discussion bringing the relevant points together in a list. These examples could include:

- safe bathing water
- clean air
- air travel
- consumer choice
- consumer rights
- crime prevention.

In relation to safe bathing water and the quality of UK beaches watch the further short video clip, ‘The EU in 10 objects: the beach’ (1.31 minutes), discuss and ask students to add any points they can in answer to question 2. http://www.bbc.co.uk/news/world-europe-36328680

Stage 2

Question 3 on the student worksheet presumes some prior knowledge of laws and law-making. If students haven’t already covered this, or don’t recall it, go through some basic principles: why we have laws; who makes them in this country; what life would be like without laws etc. Then explain that until the UK joined the EU, all laws were made by our own Parliament.

At the end of the video clip, the question is raised as to whether the issues considered are best handled entirely by individual countries themselves or if it is better for countries to act together through organisations like the EU?

On this question, ask 2 students to read out the opinions of Tia and Joe from the boxes on the worksheet. Students then discuss in pairs whether they agree most with Tia or Joe and then report their views and arguments back to the whole group.
Student worksheet
Food, the environment and the European Union

This worksheet links with two video clips you will watch about decisions made by the EU and the effect they can have on the everyday life of people in the UK, including the quality and price of food and protection of the environment.

**Question 1**

The first video clip referred to 3 ways that EU law has affected the fish and chips on our plate. Can you remember what they were and write them here?

---

---

---

---

---

---

**Question 2**

The video clips also mention other examples of how EU laws have an influence on life in the UK. Working with a partner try to remember what they were and write them here:

---

---

---

---

---

---

**Question 3**

Do you think the UK Parliament or the EU should be responsible for making decisions that affect people living in the UK?

Read Joe and Tia’s opinions about who should be responsible for decisions that affect them.

Working with a partner, decide whether you agree with Joe or Tia and why. Then be ready to explain your decision to the whole group.
The UK has its own Parliament made up of MPs that we have elected. They should be allowed to make all the rules for this country without interference from the EU. We don’t want other countries deciding what we do here. Why should EU policy affect how much farmers and fishermen charge for their products?”
JOE

“I think it’s best for the UK to be part of the EU and have elected members to the European Parliament to represent our views. We should accept its decisions. We live in a global society and countries are now much more dependent on each other than they used to be. Anyway, when countries work on their own, they only take their own interests into account. They don’t think about how what they do affects others. Some things, like pollution, don’t stop at the borders.”
Activity 8: EU4U? Arguments for and against membership

Aim of the activity

This activity aims to equip students with a greater knowledge and understanding of the advantages and disadvantages of a country being part of the EU and in particular arguments about UK membership. The activity is also concerned with the skills needed to discuss different and potentially sensitive views in appropriate ways.

On a complex and controversial issue, this activity offers a balanced and structured approach to the discussion by providing sets of arguments on different sides of the question for students to use as a starting point. This approach doesn’t preclude other arguments being introduced, but it does provide a focus and helps the facilitator to maintain neutrality by ensuring that a balance of different views are considered from the outset in the discussion.

Resources

The key resources provided are two sets of ‘for and against’ arguments regarding membership of the EU – pitched at different levels – which can be cut into sets of cards for students’ use.

Learning objectives

- know and understand a range of arguments for and against membership of the EU
- develop the skills needed to express arguments clearly in discussion and debate about EU membership, and to take a balanced approach, taking account of the arguments of those with different views.

Key words/phrases

- sovereignty
- trade
- single market
- Member State
- Global
- national
- international
- freedom of movement
- democracy
Stage 1

- Either go directly to Stage 2 or, before starting the main part of the activity, and to establish the concept of the EU as a membership organisation, get students to think generally about the advantages and disadvantages of club or group membership, without referring to the EU. First, ask students to name groups they belong to (e.g. guides, youth club, a band, dance club, student council etc.). Ask them to think about good and bad things about being in a club. This could be done as a whole class brainstorm.

- Explain that the EU is like a club for different countries in Europe who want to work together on certain things and they are going to look at some of the advantages and disadvantages of countries’ membership of the EU, and in particular arguments for and against UK membership.

Stage 2

- Select one of the two sets of ‘argument cards’ provided (Set A, Pages 52-54, or Set B, Pages 55-59), photocopy on to card and cut them up as sets. Ask students to work in pairs and give each a shuffled set of cards. To encourage students to think of their own additional arguments on either side, add a ‘write in’ opportunity with a couple of blank cards in each set.

- Ask the pairs to sort cards into two piles: ‘arguments for UK membership of the EU’ and ‘arguments against UK membership of the EU.’ After a short time move to a discussion with the whole group and establish how much agreement there is about which cards have ‘for arguments’ and which have ‘against arguments’.

Stage 3

- Ask each pair of students from Stage 2 to join with another pair to make groups of four. Each group of four should then consider the argument cards again. At this point they can, if they wish, use the blank cards to write in one or two additional arguments. Each group should then discuss and agree on which three arguments are the most important to them (they could be all ‘for’, all ‘against’ or a combination). They should use these statements as the basis of a short speech which they prepare and practise. Each group chooses one member to make the speech to the whole class. The speech should be no longer than three minutes. Ask another student to keep time. After all the speeches take a vote on the issue of UK membership of the EU.

- This activity can form the basis for a further formal debate on UK membership of the EU ending with those present voting on the issue.
Some points to consider about the discussion of controversial or sensitive issues

Within a democracy, people can legitimately disagree.

There are acceptable ways of dealing with disagreement.

Views should be expressed in ways that are respectful and non-intimidating.

Disrespectful and intimidating remarks should be challenged, but without alienating the person making the remark.

There should always be the possibility of dialogue about the views expressed.

See ‘Agree to disagree: Citizenship and controversial issues’, Julia Fiehn
CARD SET A
Arguments for and against membership of the EU

A1
Being in the EU means the UK negotiates trade deals as part of the world’s biggest trading bloc.

A2
It is easier for Member States to buy and sell things (to trade) with each other.

A3
Being in the EU means the UK’s global links with non-EU countries are potentially weaker.

A4
National governments don’t have the final say on some issues affecting their citizens – meaning a loss of power.
## CARD SET A
Arguments for and against membership of the EU

<table>
<thead>
<tr>
<th>A5</th>
<th>A6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member States have little control over how many EU citizens come to live and work in their country.</td>
<td>Citizens of EU Member States can benefit from rights to move around Europe easily for work and pleasure.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A7</th>
<th>A8</th>
</tr>
</thead>
<tbody>
<tr>
<td>The EU makes lots of rules that make things complicated for small businesses.</td>
<td>The EU costs a lot of money to run.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A9</th>
<th>A10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The EU makes lots of rules to protect the rights of workers and consumers.</td>
<td>The EU means Member States co-operate more over issues like controlling pollution.</td>
</tr>
</tbody>
</table>
CARD SET A
Arguments for and against membership of the EU

A11
The EU is run democratically. Not by “faceless bureaucrats”. For example, the European Parliament has to approve all EU laws. All EU citizens elect all the Members of the European Parliament.

A12
The EU insists all Member States respect democracy and the human rights of their citizens.
CARD SET B
Arguments for and against membership of the EU

B1
The EU provides security for its Member States. After the two devastating world wars of the 20th century, the EU has gone a long way to ensuring that its member countries are interdependent and will not go to war with each other again. By countries working closely together the EU also gives greater protection from a variety of other threats to security, including environmental hazards, terrorism and other crime. For example, the European Arrest Warrant means delays are avoided for the UK in extraditing suspects from other European countries.

B2
The EU provides a huge single market for companies of all sizes to trade in. There are no barriers to trade, no taxes or tariffs or other restrictions. This helps to keep down the price of goods and services and offers greater choice to consumers across the EU. The large size of the single market has led to the countries of the EU being the UK’s largest trading partner, accounting for 44.6% of UK exports in 2014, with many jobs dependent on UK membership of the EU. Also many overseas companies invest in production in the UK as a way into the European market.
CARD SET B
Arguments for and against membership of the EU

B3
The close relationship between members of the EU can restrict the links that Member States have with other countries globally. For example, Britain has always had strong relationships with Commonwealth countries, but the freedom to negotiate individual trade deals with them has been restricted by the UK’s membership of the EU.

B4
EU institutions such as the European Commission and the European Parliament have too much power and have taken away the opportunity for individual countries to make some decisions about matters that directly affect them – for example about the hours that people can work and how much holiday they should have.

B5
The right to freedom of movement for people across the countries of the EU means that anyone from those countries can come to the UK and get work, housing and some access to benefits. The UK government has no way of controlling this immigration from other EU countries, where those people might live or what jobs they get.
All citizens of countries within the EU have the right to live and work or study in any of the other Member States. This gives people much wider opportunities and freedom to improve their quality of life and find the work that is the best for them. These are freedoms that have been taken up by many UK citizens, with 2.2 million currently living in other EU countries.

EU regulations create ‘red tape’ for businesses and other organisations, like the rule stating that some British chocolate must be labelled ‘family milk chocolate’ (because of its vegetable fat content) when sold in other European countries. EU regulation can be a burden for small and medium-sized companies who don’t trade with Europe but who have to stick to EU standards anyway.

Although the EU can be good for some poorer countries, especially the new members from Eastern Europe which get a lot of financial help to improve their economies, the richer countries like the UK, France and Germany have to pay a great deal into the EU budget. Currently the UK is the third largest net contributor to the EU (paying in more than it receives back in payments). The UK’s average annual net contribution to the EU from 2010 to 2014 was £7.1 billion, about £137 million per week, considerably less than the misleading figure of £350 million per week mentioned during the campaign on the UK referendum on the EU.
The European Union takes decisions in a democratic manner: the European Parliament is elected by all EU citizens and has to agree to all EU laws, together with Member State governments (all of which are elected democratically). Sometimes, in democratic systems, a minority view is overruled by a majority view but that does not make it any less democratic. Members of the European Parliament are elected to represent the interests of EU citizens when decisions are taken together at EU level. MEPs are the most important link between the voice of citizens and EU decisions. By acting together the Member States of the EU are able to tackle problems that affect all countries in the same way or to have a more powerful voice, for example in international trade negotiations.

EU regulation plays an important part in protecting the environment. There are laws and rules which control pollution, waste disposal, CO2 emissions, water cleanliness and so on. It can be impossible for countries on their own to control the causes of environmental damage on their territory, such as pollution at sea. This is a good example of where collaboration between countries and shared decision-making (or a sharing of sovereignty) can have major benefits.

Decisions are made a long way away from individual people. Many people do not understand how the institutions of the EU work and do not even know who their local Members of the European Parliament (MEPs) are. People find it very difficult to influence EU decisions and to protest about those they do not agree with.
The EU promotes democracy and human rights. New Member States have to agree to abide by democratic principles in their forms of government, and they have to protect human rights in the way that all people, including prisoners and opposition groups are treated. The EU also promotes these principles in other parts of the world through international projects including those to support education, health, economic development and environmental protection in poorer regions.
Activity 9: Active citizens in Europe

Aim of the activity

The aim of this activity is to develop students’ critical understanding of the extent to which citizens can play an active part and exercise influence in the decision-making processes in the European Union (EU) – and to encourage students to be actively involved and to make a difference.

The activity promotes critical thinking about some challenging concepts and questions on the theme of citizenship and Europe, and also reinforces the importance of active participation being well informed and based on a sound knowledge and understanding of European institutions and issues.

Resources

Resources to support the activity include a set of 10 questions to stimulate critical thinking and discussion and a short briefing paper, ‘Citizenship action and Europe’, which summarises a range of institutional arrangements, initiatives and political actions which offer opportunities for citizens to influence policy making in the EU, and including links to further information. These include specific programmes to encourage the democratic participation of young people across Europe; the ‘European Youth Event (EYE)’ and the ‘European Youth Forum’.

As an aid to remembering or filling gaps in students’ knowledge of the EU and how it works, a quick reference information sheet, ‘10 key facts about the EU’ is also provided.

Learning objectives

- think critically and be able to discuss key questions about citizenship and Europe
- know the meaning of active citizenship in a European context, and to understand how, and how far, citizens can influence policy making in the EU
- be able to identify examples of policy issues, in a European context, of particular concern personally, to fellow students in the same group and to other young people across Europe
- understand strategies for taking forward issues of concern

Key words/phrases

- active citizenship and active citizens
- democracy
- EU policy
- European citizen
- European citizens initiative
- petition
- European Youth Event (EYE)
- European Youth Forum
**Stage 1**

Taking into account prior learning about the EU, and related activities undertaken by the particular group of students, use the information sheet provided, ‘10 key facts about the EU’ (Page 64), for revision purposes or to fill gaps in basic knowledge.

If the students have not worked on Activities 3 or 4 from this pack, they could, as part of the initial revision stage, view the video clip, ‘What is the European Parliament?’ https://www.youtube.com/watch?v=NS8kkqdHsJ1

This short animation offers basic information about several main EU institutions and the relationship between them.

**Stage 2**

Ask students to consider, and then suggest answers to, the key questions for critical thinking (Page 65) – working individually, in pairs or small groups. You may wish to give different students responsibility for particular questions and for leading discussion on their questions in a plenary session.

After students have given initial consideration to the questions, distribute the briefing paper ‘Active citizens in Europe’ (Pages 66–67) which should help with the identification of additional points on some questions.

Also students could be given the chance to do additional research on allocated questions to be well prepared for the plenary discussion.
Stage 3

In relation to young people’s democratic participation in Europe, some indications like voting figures for European Parliament elections suggest a low level of involvement. In the 2014 election across the EU as a whole, 28% of 18-24 year olds (16-24 for Austria) voted compared with 51% of over 55 year olds (figures for the UK – 19% for 18-24 year olds and 53% for over 55, while the figures for some other individual countries are higher for all age groups). However, against this, the younger the age group, the more people report the feeling of being a citizen of the EU (70% for 18-24-year-olds and 59% for the 55+ group across the whole EU—figures for the UK are 66% and 43% respectively)\(^*\).

\(^*\) Post Election Survey 2014

Draw students’ attention to these statistics and hold a discussion about:

- Why levels of democratic participation are low among young people in the EU as a whole?”
- Show a video clip of EYE16

What issues were most important for young people at this event?

Do you agree that these are the most important issues facing young people in Europe?

Which other issues would you put forward as top priorities for action by the EU?

Can initiatives like the European Youth Event (EYE) and the European Youth Forum help to promote higher levels of democratic involvement?

Can you suggest other ways to promote the involvement of young people in politics in the UK and Europe?

Stage 4

Draw attention again to the section of the briefing paper (Active Citizens in Europe) on the European citizens’ initiative and the sources of further information about this.

Set a task for students, working in small groups, where they:

- investigate further how this process for seeking a change in the EU through a million strong petition works
- find out about the successful petitions under the scheme so far – what were they about? How many signatures did they get? What strategy did the organisers have for getting so many? What responses have there been from the European Commission to these petitions?
- decide what issue for a change in the EU they would choose for a European citizens’ initiative – and what strategy would they adopt to collect a million signatures across seven countries?

When their proposals are complete ask each small group to make a short presentation to the rest of the class and then take a vote on which is the best issue and the best strategy presented.
<table>
<thead>
<tr>
<th>1</th>
<th>The first step towards the European Union (EU) was when six countries (France, West Germany, Italy, Belgium, the Netherlands and Luxembourg) signed the Treaty of Paris in 1951 to form the European Coal and Steel Community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The EU is now made up of 28 countries who have decided to work together on a wide range of matters.</td>
</tr>
<tr>
<td>3</td>
<td>The EU is separate from the Council of Europe, which has 47 member countries and was set up to protect human rights in Europe after the Second World War.</td>
</tr>
<tr>
<td>4</td>
<td>The UK joined the EU in 1973 but is not part of the Eurozone – this is made up of 19 EU countries that use the Euro as their common currency.</td>
</tr>
<tr>
<td>5</td>
<td>The cornerstone of EU treaties and policy is the single market which operates across the 28 Member States – it allows the free movement of people, goods, services and capital (money) and therefore includes the freedom for citizens to live and work in any of the member countries.</td>
</tr>
<tr>
<td>6</td>
<td>The European Commission carries out the day-to-day work of the EU and makes proposals for new laws. It is run by a President and 27 Commissioners (one each appointed by the Member States) supported by staff based in Brussels.</td>
</tr>
<tr>
<td>7</td>
<td>The European Parliament has 751 members (MEPs) who are elected by the citizens of all the Member States at the same time every five years. Parliament oversees the European Commission and, with the Council of the European Union, makes EU laws and decisions about the EU budget.</td>
</tr>
<tr>
<td>8</td>
<td>The Council of the European Union is a key decision making body of the EU which shares the responsibility for making laws with the European Parliament. Meetings of the Council are composed of relevant government ministers from each Member State, depending on the matter being discussed. For example, if agriculture is on the agenda then all the agriculture ministers attend.</td>
</tr>
<tr>
<td>9</td>
<td>Overall strategic direction for the EU is decided by the European Council. This is made up of the Heads of State or Government of the Member States and meets at least every three months.</td>
</tr>
<tr>
<td>10</td>
<td>The Court of Justice of the EU makes sure that EU laws are implemented properly in each Member State and deals with disputes over the interpretation of European law. It consists of one judge from each Member State.</td>
</tr>
</tbody>
</table>
Citizenship and Europe – 10 key questions for critical thinking and discussion

1. What citizenship rights and responsibilities are entailed in EU membership?
2. Should we think of ourselves as being citizens of Europe?
3. Who holds the power in Europe?
4. How can citizens influence decision making in the EU?
5. Should the EU be more democratic?
6. How does the EU support the involvement of young citizens?
7. How do the powers of the EU affect our daily lives?
8. Citizens of EU States have the right to live and work in any member country. What are the advantages and disadvantages of these migration rights?
9. Is there fair representation of the EU and individual European countries in the British media?
10. What does the EU do – and what should it do – about problems in other parts of the world?
BRIEFING PAPER
Active Citizens in Europe – opportunities for action

Active citizens
Effective active citizens understand their rights and responsibilities, develop knowledge and understanding of social and political issues of concern, and are able to take action on those issues by playing an active part in democratic processes.

Voting for representatives
The citizens of the EU Member States influence EU policy when they elect representatives for their national parliament, from which their national government is formed. This government is then represented in the Council of the European Union, which has a share in the making of EU laws.

Citizens also influence policy in Europe when they directly elect MEPs to sit in the European Parliament, which has important powers including the making of EU laws. Elections for the European Parliament take place every five years. Citizens can also contact and seek the support of their MEPs about any issues of concern which are decided by the EU.

Registering to vote
In order to vote in elections for the European Parliament – or in any other election or referendum in the UK – it is necessary to register to vote first. In the UK this can be done very quickly online by going to: http://www.aboutmyvote.co.uk

Those aged 18 or over on the day of an election or referendum in the UK can vote, if previously registered, and registering to vote can be done from the age of 16 onwards.

Involving young citizens
Among a wide range of initiatives to promote opportunities for young people some are specifically aimed at giving young people a voice and a chance to make a difference on issues that matter most to them. These include:

European Youth Event (EYE)
This biennial event brings together thousands of young people from all over Europe for a weekend of discussions and debates about issues that are important to them, with the opportunity to meet and discuss with European decision-makers and come up with innovative ideas on creating change for the better in Europe. Participants choose from hundreds of engaging activities – from ideas labs to workshops and digital games, as well as concerts, and a wide range of artistic performances. It’s all about ideas, shaping the future, having fun and enjoying the cultural diversity of Europe. For a flavour of the EYE16 event in Strasbourg see: https://europarl.tv.europa.eu/en/programme/society/eye2016-a-melting-pot-of-ideas-from-europes-young

European Youth Portal
Accessible through the EU’s website at http://europa.eu/youth/EU_en this is an important source of information and opportunities for young people throughout Europe with sections on learning, volunteering, working, culture and creativity, health, travelling, social inclusion, think global and have your say!

The European Youth Forum (YFJ)
This is the platform for youth organisations across Europe. It represents 100 youth organisations, including national youth councils and international non-governmental youth organisations, and believes that youth organisations are the means by which young people are empowered, encouraged, involved, represented and supported. The Youth Forum brings together tens of millions of young people from all over Europe and represents their common interests. It aims to be a powerful agency for change and new solutions to Europe’s problems. The Youth forum seeks ‘greater youth participation, stronger youth organisations, increased youth autonomy and inclusion’. http://www.youthforum.org
All EU citizens, of any age, can also make their voices heard and take action on European related issues in a number of other ways.

These can include working with others to campaign, lobby or demonstrate for change on issues of concern. In Europe, farmers, trade unions, businesses, environmental and human rights organisations are all examples of particular interest groups who have directed these types of action at EU institutions in order to air concerns and apply pressure.

Also, through formal arrangements set up by the EU there are several ways in which European citizens can seek change or take up a specific complaint or grievance, including:

**European citizens’ initiative**
Since the Lisbon Treaty came into force in 2009 there has been the opportunity for a European citizens’ initiative, whereby one million people from at least seven EU countries can petition the European Commission to look into an issue and propose a law. The proviso is that the matter must fall within the competence of the EU.

The European citizens’ initiative gives the people of Europe the chance for a direct influence over the business of the European Union. What initiative would you like to launch and how would you approach it? Learn about the procedure and also about current initiatives on this website: [http://ec.europa.eu/citizens-initiative/public/welcome](http://ec.europa.eu/citizens-initiative/public/welcome)

You can find a guide to the citizens’ initiative here: [https://bookshop.europa.eu](https://bookshop.europa.eu)

**The European Parliament Petitions Committee**
A fundamental right of European citizens is that they can, either individually or in a group, petition the European Parliament with a request or a complaint on a subject which comes within the European Union’s areas of responsibility and which affects the individual or group involved directly. For more details see: [http://www.europarl.europa.eu/atyourservice/en/20150201PVL00037/Petitions](http://www.europarl.europa.eu/atyourservice/en/20150201PVL00037/Petitions)

And for a video clip: [https://www.youtube.com/watch?v=91vI4QG5AOk](https://www.youtube.com/watch?v=91vI4QG5AOk)

**The European Ombudsman** is an independent and impartial body that holds the EU administration to account. The Ombudsman investigates complaints about maladministration in EU institutions, bodies, offices, and agencies. Information about the types of complaint that can be made and how the whole system works can be found on the Ombudsman’s website: [http://ombudsman.europa.eu/home/en/general.htm](http://ombudsman.europa.eu/home/en/general.htm)
Activity 10:
What do you know about the European Union?

Aim of the activity

This activity, with three different options, aims to help teachers and students assess progress made in developing knowledge about key aspects of the European Union (EU).

All three exercises can be done by students either individually or in teams.

Resources

Two sets of quiz questions are provided (Pages 70–73). One basic set is based on true/false answers while the other is more advanced conceptually and in the knowledge level assumed.

There is also a set of cards (Page 71) which can be cut up to facilitate a sorting exercise where students match key words about the European Union with their meanings.

Answers

Quiz 1: TRUE - 1, 2, 5, 8, 9       FALSE – 3, 4, 6, 7, 10
Quiz 2: 1A, 2B, 3B, 4D, 5B, 6C, 7B, 8D, 9B, 10B

Learning objectives

• understand levels of progress made with knowledge of key aspects of the European Union (EU).

Key words/phrases

• see quiz and key word/meaning sorting sheet below.
Quiz 1:
What do you know about the European Union (EU)?

Circle the answer that you think is correct

1. A big aim of the EU from the start was to prevent wars in Europe
   - TRUE
   - FALSE

2. The UK joined the EEC (former name for the EU) in 1973
   - TRUE
   - FALSE

3. You have to be able to speak a foreign language to vote in European elections
   - TRUE
   - FALSE

4. As well as being part of the European Parliament MEPs also sit in the House of Commons
   - TRUE
   - FALSE

5. The EU has 28 Member States
   - TRUE
   - FALSE

6. The European flag is red with stars on
   - TRUE
   - FALSE

7. The European Parliament is based in Paris
   - TRUE
   - FALSE

8. MEPs are elected once every five years
   - TRUE
   - FALSE

9. The Euro is the currency in 19 EU countries
   - TRUE
   - FALSE

10. The EU is made up of all the countries who enter the Eurovision Song Contest
    - TRUE
    - FALSE
### Sorting key words about the European Union (EU)

<table>
<thead>
<tr>
<th>Key Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>Something that belongs to a nation or country e.g. a flag or Parliament</td>
</tr>
<tr>
<td>Member State</td>
<td>A country that belongs to the European Union (EU)</td>
</tr>
<tr>
<td>Constituency</td>
<td>The district or region represented by an elected official e.g. MP or MEP</td>
</tr>
<tr>
<td>MEP</td>
<td>Elected by the citizens of a Member State to sit in the European Parliament</td>
</tr>
<tr>
<td>Citizen</td>
<td>A person who is a legally recognised subject or national of a country</td>
</tr>
<tr>
<td>Euro</td>
<td>The single currency used by some Member States of the European Union (EU)</td>
</tr>
<tr>
<td>Single Market</td>
<td>Means that the European Union (EU) operates as one market allowing people and goods to move freely between Member States</td>
</tr>
<tr>
<td>Sovereignty</td>
<td>Independence and power to make laws exercised by a state</td>
</tr>
<tr>
<td>European Parliament</td>
<td>Body which is based in Brussels and helps to make laws for the European Union (EU)</td>
</tr>
<tr>
<td>Trade</td>
<td>The business of buying and selling products – on an international basis when this is done between different countries</td>
</tr>
</tbody>
</table>
Quiz 2:
What do you know about the European Union (EU)?
Circle the answer that you think is correct

1. What was the first step towards the European Union (EU)?
A) The European Coal and Steel Community
B) The Cross Europe Economic Confederation
C) The Common Agricultural Policy

2. When did the UK join the European Economic Community (later named the EU)?
A) 1963
B) 1973
C) 1983

3. How many countries are there in the EU today?
A) 27
B) 28
C) 47

4. Which of the following is NOT a member of the EU?
A) France
B) UK
C) Germany
D) Turkey

5. Which of the following countries is part of the Eurozone?
A) Denmark
B) Italy
C) UK
D) Sweden

6. Which of the following is NOT a right of EU citizens?
A) The right to work in another EU country
B) The right to live in another EU country
C) The right to vote in national elections of another EU country
D) The right to trade in another EU country

7. Which of the following institutions is directly elected by citizens across the EU?
A) The European Commission
B) The European Parliament
C) The Council of the European Union
D) The European Court of Justice
8  Which of the following is NOT a key aim of the EU?
A) To prevent European wars
B) To enable the free flow of goods and people within the EU
C) To make trade easier by removing barriers
D) To promote tourism between Member States

9  How often do elections to the European Parliament take place?
A) Once every 4 years
B) Once every 5 years
C) Once every 7 years

10 Which of these is the odd one out? And why? (write in your reason)
A) The Council of the European Union
B) The Council of Europe
C) The European Commission
D) The European Parliament
E) The European Council
Introduction

The European Parliament and all that is a learning resource designed to help with the teaching of the European Union (EU) to students across the 11-18 age range in all parts of the UK.

The resource can be used in any subject where the EU is taught, including geography, politics, history, economics and business. However, the main emphasis is on citizenship and the detailed analysis below of curriculum links with learning about Europe and the EU in Scotland, Wales, England and Northern Ireland focuses in particular on the variety of opportunities within citizenship education.

The main part of the resource consists of 10 sections with activities which cover themes including: the concept of the EU; geographical, historical and cultural facts about the Member States; the history of the EU and why it was formed; how the EU works; including the role of the European Parliament and MEPs; the impact of the EU on everyday life and objects; and the debate about UK membership of and departure from the EU; active citizenship and Europe; and assessing knowledge of the EU.

Throughout the aim is to use active learning approaches to build students’ knowledge and understanding of and stimulate interest in the EU, to develop critical thinking, evaluation and enquiry skills and include opportunities for active citizenship.

Across the 10 sections there are a variety of activities and tasks for students to undertake and there is considerable variation in the levels of difficulty – both between and within activities. Of course teachers will decide on the suitability of different activities for particular students and most activities can be adapted to increase or lessen the degree of challenge for students.

However, some indicative signposting is offered by categorising the activities in relation to the following levels of difficulty and the age groups they are likely to be most suited to:

1. basic — younger secondary age
2. medium — middle secondary age
3. advanced — 15-18 year olds.

Some activities have more than one level indicated, especially where they include elements or options at different levels of difficulty.