

TOOLBOX

# EU & YOU (TH)



PRACTICAL TOOLS FOR YOUTH LEADERS

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# CONTEXT



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Talking to young people about the European Union is not easy.

At first sight, it is a subject of little interest and you have to find ways to motivate young people to learn more about it.

History, institutions, elections, concrete achievements are all subjects that can be approached in a non-formal way to make learning fun.

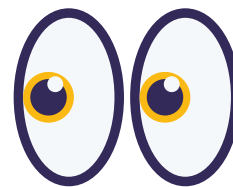
In this guide you will find a variety of tools and methods that have been tried and tested in European youth organisations and that can be reused or adapted especially by youth leaders within the frame of Erasmus+ youth exchanges, addressing the topic of European citizenship.

From quick games to debates, from online communication to visual creation, you are bound to find something suitable for your audience that you feel able to facilitate!

So now, **this guide is yours!**

**Have  
Fun!**

YOUTH  
YOUTH  
YOUTH  
YOUTH



## SPEED AND OBSERVATION



General public  
2-8 participants



15 minutes

### OBJECTIVES



- Introducing some basic knowledge regarding the EU (such as flags, symbols, ...)

### MATERIALS



- Printed cards

### STEP-BY-STEP PROCESS



This game is inspired from the famous Dobble game.

1. Deal a card to each player and keep it face down.
2. Place the remaining cards in the middle. They will form the deck.

The goal is to **discover the only identical symbol between two cards**. The symbols are identical (same shape, same color, only the size can vary). There is always one and only one symbol in common between any pair of cards in the game.

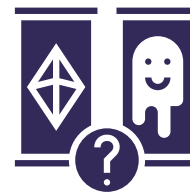
- As soon as the game starts, players turn over their cards.
- Each player must then find the identical symbol between their card and the card in the centre of the table (on the draw pile).
  - If a player finds an identical symbol, he
    - names it,
    - takes possession of the card concerned
    - places it in front of him, on his card.
  - By taking this card, he reveals a new card.

### HOW TO WIN

- The game stops when all the cards in the deck have been acquired by the players.
- The winner is the player with the most cards.

An example with flags is in the annexes of this guide

# LET'S ACT!



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## MEMORY CARD GAME – EU&ME



General public  
2-4 participants



15 minutes

### OBJECTIVES



- Make the participants discover about their rights as EU citizens and the impact of the EU in their everyday life.

### MATERIALS



- Printed cards

### STEP-BY-STEP PROCESS



1. The objective is to collect the most pairs of cards.
2. Shuffle the cards and lay them on the table, face down, in rows.
3. The youngest player goes first. Play then continues in a clockwise direction.
4. On each turn, a player turns over any two cards (one at a time) and keeps them if the cards match (for instance, two kings)
5. If they successfully match a pair they get to keep the cards, and that player gets another turn. The match is done when the two cards with the same picture are found. One has a short text while the other one has a longer definition/explanation about the EU right that is explained.
6. When a player turns over two cards that do not match, those cards are turned face down again (in the same position) and it becomes the next player's turn. The trick is to remember which cards are where.
7. The person with the most pairs at the end of the game wins.

Cards that can be used are in the annexes of this guide

# LET'S ACT!



## QUESTIONS FOR A SUPER EUROPEAN



15-18 years old  
Groups of 4 to 5 participants



15 minutes

### OBJECTIVES



General knowledge of how the European Union works and what it means to be an EU citizen.

### MATERIALS

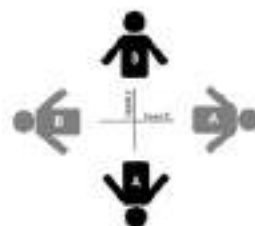


- Printed cards
- Timer

### STEP-BY-STEP PROCESS



- Divide the youngsters into groups of 4/5: team A plays together, team B plays together according to the plan.
- Each group receives a set of cards.
- One young person starts, for example "A grey", and asks the questions to his teammate "B grey".
- If the answer is correct the grey team wins the card, if the teammate is wrong the card goes back into the deck, it is put back into play. If he doesn't know the answer he says "I pass" and the card goes back into the deck.
- Each round lasts 30 seconds. The host keeps time and says "Change" after every 30 seconds.
- At the end of the 30 seconds, "A grey" passes the pile of cards to "A black". "Black A" plays with "B black".
- After 30 seconds, "A black" passes to "B grey" who asks questions to "A grey", and so on until all cards are used up.
- The winning team is the one that has managed to collect the most cards.



Thanks to this arrangement, all players participate often and see the answers to the questions, which helps to memorise the information.

Question cards are in the annexes of this guide



## SNAKES AND LADDERS



15-18 years old  
> 2 players



45 minutes

### OBJECTIVES



Share knowledge about the EU. Depending on the group and on the profiles of the participants, the level of difficulty of the questions can change, or even the types of questions (challenges VS quiz...)

### MATERIALS



- Board game, cards with questions
- Dice

### STEP-BY-STEP PROCESS



The game of Snakes and Ladders is for 2 or more players and is played on a board. Depending on the number of persons in the group, players can play individually or in teams.

Play begins on the first square and finishes with the last square. Players take turns to roll a dice and move along the number of squares rolled. Depending on the square he stops, the player has to answer a question, make a challenge, move to another square...

The winner is the player who is first to land the last square. The players must roll the exact number needed to land on the last square.

On the next page, you will find an example of a board that was developed in France by the Europe Direct Information Centre of Lyon. There are squares with flags, but the questions are not set. It is up to you to create them, which is good since it means that you can have different versions of your game, depending on the target groups, ages...

You can focus on the EU, on anecdotes, History...



# LET'S ACT!



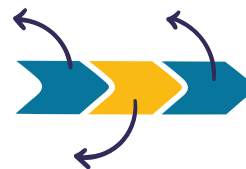
## SNAKES AND LADDERS

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# LET'S ACT!



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## THE EU TIMELINE



15-18 years old  
20 participants



20 minutes

### OBJECTIVES



- To go through the main stages of European construction (historical notions)
- Understand the reasons, events and developments in the European process (today's achievements are the result of the past).

### MATERIALS



- Timeline
- 12 images + 12 dates

### STEP-BY-STEP PROCESS



It is best to do this activity with small groups of young people (4 or 5 per group) so that everyone can participate and reflect.

Distribute to each group the timeline (10 dates already indicated on the timeline) and the images (10) representing key personalities and/or events in the process of European construction.

The young people, after interpreting the images, should position them on the timeline on the date on which the event would have taken place. A "blank" image is also distributed: young people should write (or draw) what will happen at European level in 2024, for example.

Once the groups have finished their work, ask the young people to explain the images and the dates to which they have assigned them.

You can compare what has been put by each group if there are different results.





### STEP-BY-STEP PROCESS



Here are the dates to print and explanations. It is up to you to identify the pictures that you consider as relevant for you and for your target group.

#### 1945 > From war to peace

At the end of the Second World War, Europe was destroyed, in ruins, and many people had died. Everything had to be rebuilt and above all the same scenario had to be avoided. But how to create the conditions for a lasting peace?

#### 1950 / 1951 > Schuman Declaration AND Treaty of Paris

On 9 May 1950, the French Foreign Minister, Robert Schuman, proclaimed the Declaration that bears his name and which is today the founding text of the EU. Robert Schuman called for the pooling of French and German coal and steel resources in an organisation that would also be open to other European countries. The Treaty of Paris (1951) establishes the European Coal and Steel Community, 6 countries sign the treaty: Germany, Belgium, France, Italy, Luxembourg and the Netherlands.

#### 1957 > The Treaty of Rome

On 25 March 1957, the same 6 countries signed the Treaties of Rome establishing respectively the European Economic Community and the European Atomic Energy Community (also known as EURATOM). The idea of the EEC is to create a large common market at European level with the free movement of people and goods in all member countries (thanks to the creation of a customs union with the progressive abolition of customs duties). The EEC also aims to achieve common policies for all member states, particularly in the field of agriculture.

#### 1968 > The abolition of customs duties

On 1 July 1968, the customs union became a reality. Customs duties between the member countries have completely disappeared.

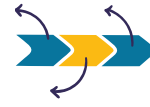
#### 1979 > The first direct election of the European Parliament by universal suffrage

In June 1979, the Members of the European Parliament, then chosen by the national parliaments of the different countries, were elected for the first time by direct universal suffrage by European citizens.

Simone Veil was elected President of the European Parliament.

#### 1992 > Maastricht Treaty

The Maastricht Treaty, signed on 7 February 1992, gives a new dimension to European construction. It establishes the "European Union" (EU) and adds a political vocation to the Community.



### STEP-BY-STEP PROCESS



#### 1995 > Entry into force of the Schengen agreements

The Schengen agreements come into force in seven Member States: Belgium, France, Germany, Luxembourg, the Netherlands, Portugal and Spain. Travellers of all nationalities can travel to these countries without identity checks at the borders. Other countries have since joined the Schengen area.

#### 2002 > Introduction of the euro

Since 1 January 2002, the Euro is the official means of payment in 12 of the then 15 Member States (only Denmark, Sweden and the United Kingdom are not part of the Euro zone).

Negotiations for a single European currency had already started in 1993 with the Maastricht Treaty.

#### 2013 > Accession of Croatia

Negotiations with Croatia were completed on 30 June 2011 and it became the 28th Member State of the European Union on 1 July 2013. Croatia approved its membership of the European Union in a referendum on 22 January 2012, with the "yes" vote obtaining almost 67% of the votes cast.

#### 2016 > UK exit

The referendum on the United Kingdom's membership of the European Union takes place on 23 June 2016.

#### 2019 > Green Deal

Launched in 2019, the Green Deal for Europe commits states to reducing net greenhouse gas emissions. The aim is to reduce them by 55% by 2030 compared to their 1990 level. The Green Deal: a "peace treaty with nature?"

#### 2020 > Official exit of the United Kingdom

The withdrawal of the United Kingdom from the European Union, colloquially referred to as "Brexit", takes place on 31 January 2020.

#### 2020 > Next Generation EU

The 2020 post-Covid19 European Recovery Plan, proposed by the European Commission on 27 May 2020, is an agreement reached by the 27 EU Member States at the European Council of 17-21 July 2020.



## THE TRADITIONS GAME



15-18 years old  
20 participants



50 minutes

### OBJECTIVES



- Develop the knowledge of the participants regarding the European culture by exploring some of their traditions

### MATERIALS



- Printed traditions to be distributed to the groups

### STEP-BY-STEP PROCESS



- Participants are divided into groups of 3-5 (5 minutes)
- Each group receives a sheet with an explanation of a European custom + explanation of the instructions (5 minutes)
- During 15 minutes: the groups have to create a 2 minute theatre scene around the tradition
- Each group presents their plays in front of the others for 2 minutes and the rest of the class has to guess the tradition. If they don't recognise it, the group who has performed the play gives explanation about what has been shown (20 minutes).

Here are some of the traditions that can be used during the game

#### La Tomatina (Battle of the Tomatoes) - Spain

Isn't it strange? On the last Wednesday of August, in the town of Buñol, a city near Valencia, 30 km from the sea, a crowd of young Spaniards engage in a tomato fight for fun, where almost 150,000 tomatoes (over 40 tons) are dumped on the street. The most popular theory about how the Tomatina began dates back to 1945, when during a "Little Rabbit" parade, rodents attacked the watermelon planned for the festivities and were chased away by tomatoes thrown by the festival-goers. A failed throw that hit one of the guests was the cause of the first battle. Everything then went wrong when the police were hit and got involved in the fight... Many other theories explain the origins of this rather crazy event.



## THE TRADITIONS GAME

### The Giant Omelette - France

In the town of Haux and other villages in France, a group of French people celebrate the upcoming holidays in a very special way: they cook a giant omelette of more than 4,500 eggs, which they serve in the main square of the town and can feed up to 1,000 people. This tradition is said to have originated in the time of Napoleon, when the Emperor stopped in a small town in the south of France during an army visit and asked the locals to prepare an omelette for him. According to the legend, Napoleon liked the omelette so much that he ordered the locals to bring all their eggs the next day and make a giant omelette for him and his army....

### Små Grodorna (The Frog Dance) - Sweden

In Sweden, during the summer solstice celebrations, Swedes gather around a pole decorated with ribbons, drop everything and start singing and dancing around the pole to a song called "The Little Frogs". During this dance, they imitate frogs and croak happily. The song says, "Little frogs, little frogs, are fun to watch. No tail, no tail, they have no tail. No ears, no ears, they have no ears. The melody is said to come from a military march from the French Revolution called "La Chanson de l'Oignon" which said at the time: "Au pas, camarade, au pas camarade / au pas, au pas, au pas!" The enemies of the French at the time, the British, changed the lyrics with some condescending irony to "Au pas, les Grenouilles!" It is not yet known how this song came to be in Sweden, but it is certain that the Swedish version is clearly inspired by the English version.

### Eukonkanto (Carry wome,) - Finland

Well, well, well! It seems that the Finns have some very strange traditions, including the annual women's wearing competition. Believe it or not, "women's carry" is a sport in which male competitors race while carrying their female teammate on their back. The objective is for the man to carry their partner as quickly as possible through a particularly twisted obstacle course! There are many versions of how this sport originated in Finland.

The story goes that a man named Herkko Rosvo-Ronkainen, considered a thief in the late 1800s, roamed a forest with his gang of thieves, attacking and destroying villages in the area. Rosvo-Ronkainen and his thieves were accused of kidnapping women from the villages in the area where he lived, carrying them on their backs as they fled, (hence the women's porter race).



## THE TRADITIONS GAME

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### Nieuwjaarsduik (Polar Bear Dive) - Netherlands

In Scheveningen, the main seaside resort of the Netherlands, the winter swimming festival known as Nieuwjaarsduik (Polar Bear Dive) takes place every year. On the first day, about 10 thousand people come to the beach to swim in the cold sea. In 89 locations on beaches and lakes throughout the country, every year, around 30,000 people take part in this "Nieuwjaarsduik", with a record of 36,000 participants on 1 January 2012. Since 1998 Unox, a food brand of the Unilever group often associated with winter, has sponsored the Nieuwjaarsduik and since then it has been a tradition to wear Unox gloves and shirts.

### Bathtub Regatta in Dinant - Belgium

Every year on 15 August, the city of Dinant hosts the Regate de Baignoires. The regatta attracts more than 25,000 visitors who watch this procession of strange racing boats on the river Meuse. In 1982, Alberto Serpagli, a famous chef from the town with an equally famous Belgian moustache, went to Namur and heard a story on the radio about a Frenchman who had sailed along the Meuse in a bathtub!

This story inspired him to lobby the Dinant town hall for the creation of a Bathtub Regatta festival. Determined that his project should succeed, and despite being mocked, Serpagli found 40 bathtubs in rubbish dumps. After finding a way to motorise them, Serpagli sold them to the market, explaining his idea and the Belgians, of course, were hooked! Since then, in June and July, the various participants build their boats in the greatest secrecy. Then, on 15 August, the boats are unveiled during the regatta, which is always a huge success!

### Maibaum (May Tree) - Austria

In Germany and Austria, the May tree is a tradition dating back to the 16th century. It is a decorated tree or tree trunk that is usually erected either on May 1st or the day before. Part of the tradition is the fun ritual of stealing the trunk from the nearest village during the night of 30 April-1 May. Rivals try to steal the Maibaum as long as it is reasonably portable, despite the fact that most are specifically guarded on that night. There are local rules: guards can be sequestered or taken away from the tree, guards are not allowed to put their hand on the Maibaum tree all night... Once the pole is stolen, it can be returned in exchange for something, usually a strong drink or a schnapps... of course!

### Ligo (Summer Solstice) - Latvia

Latvia's most important bank holidays is probably not Christmas, but rather the summer solstice celebrations of Ligo - a pagan tradition where Latvians celebrate the shortest night by standing to greet the rising sun. As the sun disappears for only about an hour and a half before midnight, the women pick flowers to make wreaths for the heads, while the men undress and jump into a nearby lake or river. Everyone sings medieval Latvian songs around the fire and couples are encouraged to disappear into the forest to look for the blooming of a mythical fern. Yep...

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# LET'S ACT!



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## THE EU IN MY LIFE



15-25 years old  
No limit of number



30 minutes

### OBJECTIVES



- Make the participants understand better the impact of the European Union in their everyday life

### MATERIALS



- A3 sheets of paper or paper board
- Colored markers

### STEP-BY-STEP PROCESS



- Divide the participants into groups of 4 to 6
- Distribute an A3 sheet of paper and markers

Ask to all the groups:

**What is Europe in your daily life? What does it bring to you?**

After brainstorming between them, the participants have to represent what they think visually on their poster. Let them around 15 minutes for that.

Once all the groups have finished, each of them explains in 2-3 minutes what they have drawn.

As a facilitator, add some other examples than what has been presented by the participants.

### TIPS



A very interesting website that can be useful to prepare your activity is the website "[YourEurope](#)" from the European Commission.

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## LINGUISTIC CAFÉS



General public  
No limit of number



2 hours

### OBJECTIVES



- Boost awareness and active citizenship, through discovering the different European cultures

### MATERIALS



- Badges for the facilitators
- Materials to identify quickly the languages that are spoken during the event

### INFORMATION AND TIPS



This activity is actually an event that can be organised by anyone, be it for the general public, for specific groups...

The aim is to give the possibility to the participants to practice EU languages, by exchanging with **native speakers**.

This part is considered as essential since the facilitator can also bring a lot from a cultural point of view and answer the questions of the participants.

Different approaches can be chosen for the implementation of such events: it can be focused only on the practice of languages, but from our side, it is **a great occasion to talk about the European Union, its realisations, but also to collect opinions and ideas from the EU citizens.**

#### What is important when implementing a linguistic café?

The key point to make a linguistic café successful is to have **well-prepared facilitators**.

The best is to have two facilitators per table of discussion so that it is easier if you have an high participation on your event but also to give them the possibility to take some breaks since it can be energy-demanding.

# LET'S ACT!



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## LINGUISTIC CAFÉS

### INFORMATION AND TIPS



#### How to be a good facilitator?

- Smile;
- Speak slowly;
- Adapt your vocabulary to the participants' level;
- Welcome everyone to your table and all levels of the language;
- Introduce yourself;
- Propose games and topics of discussion;
- Make sure everybody are comfortable / included;
- Adapt/use your resources;
- Encourage networking;
- Be respectful;
- Give support to the other facilitators if needed.

BLAH  
BLAH!!  
BLAH

### EXAMPLES OF ACTIVITIES



#### Who am I?

Each participant has to write the name of a famous character in a post-it and, being careful not to show the name written there, he has to place it on the participant's forehead next to him.

Everyone will have the name of a famous person written on his forehead and has to try to guess out which character he has.

It is a useful game for every kind of linguistic level that people have, also with a basic vocabulary, and offers everyone the opportunity to speak.

The Dobble and the EU memory that are included at the beginning of this guide can be really useful!

# LET'S ACT!



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## THE POLKA DEBATE



General public  
No limit of number



2 hours

### OBJECTIVES



- Enable participants to better understand the issues at stake on a European topic
- Explore solutions in a constructive and collaborative way

### MATERIALS



- Documents with the essential information to know before debating to be distributed
- "Clouds of questions" to be distributed
- Paper and pens for the participants to take notes during the activity

### STEP-BY-STEP PROCESS



"PolKa" is a debate format designed around politics: that is, a debate to talk calmly about potentially controversial or sensitive political subjects with strangers. Because each of us can bring the citizen debate to life at his or her own level, a PolKa is easy to organise and run. Anyone can organise an open, calm and solution-oriented debate near their home.

- **Find a suitable question**

This debate is based on answering a question. This question does not have a unique answer but it is this question that will arouse the interest of citizens and make them want to participate.

The question needs to be **catchy** but neutral. It can be formulated this way for example: **"Do we need more or less democracy in Europe?"**

Based on the theme, create a question cloud: this will facilitate discussion among the participants. These are open-ended questions that help to guide the discussion through the sharing of each other's experiences and opinions.



## THE POLKA DEBATE

### STEP-BY-STEP PROCESS

- **Find a suitable place**

Finding a pleasant place where you can talk quietly in small groups is a prerequisite. Pay particular attention to the noise level: the quieter the better!  
A local café is perfect. The time of your PolKa will be the one that suits you best. It usually lasts 2 hours.

- **Prepare the document: "The essentials before debating"**

To stimulate the discussion, the PolKa starts with the presentation of some key figures and issues on your topic.

One of the best way to do it is to prepare beforehand a video explaining the topic on an objective way.

In addition, prepare a paper document of no more than 2 pages, which gives a factual summary of the key elements so that the participants can refer to it when needed.

### THE STEPS TO IMPLEMENT A POLKA DEBATE SUCCESSFULLY

#### PHASE 1

##### **WELCOME PARTICIPANTS AND START THE POLKA (5 min)**

Welcome the participants with a big smile.

Briefly introduce yourself and the reason for the debate

Then explain the different phases of the event:

- Launch and introduction of the topic - 30 minutes
- Group discussions - 1 hour
- Feedback with the whole a group - 30 minutes

##### **BREAKING THE ICE (5 min) - OPTIONAL**

Each participant goes to the first person they don't know.

They have 3 minutes to introduce themselves, and answer the question "What was the last debate that struck you?"

During this time, prepare the cards to create groups of 4 people randomly.



## THE POLKA DEBATE

### STEP-BY-STEP PROCESS



#### PRESENT THE ESSENTIALS BEFORE DEBATING AND BUILDING TOGETHER THE FRAMEWORK (20 min)

Present orally the key information on the subject and summed up in "The essentials before debating". Here, in an objective way, the knowledge is set out, allowing a maximum appropriation by the participants. Please note that this is not a conference. Check with the participants that they do not have any questions.

However, be careful not to launch the debate directly. The framework for the discussion must be constructed collectively. Ask the participants what rules they propose to frame the debate (they may have already used these rules in another debate) and which they undertake to respect. Invite them to propose concrete rules rather than abstract concepts (kindness, respect for each other, listening, etc.). Write these rules down and check that all participants agree on them.

#### PHASE 2

##### FORM THE SMALL GROUPS AND DEBATE (1h)

Create groups of 4 people at random. You can use a pack of cards and have each participant draw a card (prepared beforehand). They must then find their group (all jacks form a group, etc.). Each group sits at a table and has

- a sheet of "Debating Essentials".
- a question cloud to guide the debate, but no questions are compulsory
- some post-its and pens if they want to take notes.

We are here to have a good time and so are all the participants. Our best allies: smiles and humour! They are communicative and help to defuse potentially tense situations. Suggesting that the participants set the rules themselves will make it easier for them to adhere to them. If they do not have any ideas, you can suggest some:

- not to speak for more than 5 minutes at a time
- speak for yourself (do not speak on behalf of someone else)
- that each person in the group speaks and shares their point of view, etc.

Invite participants to discuss the topic first (30 min) and then possible solutions (30 min). Five minutes before the end of the hour, go from group to group to let them know that there are a few minutes left before a spokesperson shares the group's feedback with everyone.

# LET'S ACT!



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## THE POLKA DEBATE

### STEP-BY-STEP PROCESS



#### PHASE 3

#### PHASE 3/SHARING FEEDBACK AND SOLUTIONS TOGETHER (25 min)

Invite one spokesperson per group to go back over the experience and share the solutions found. Invite the other groups to react afterwards. Take notes for the reports.

#### CONCLUSION (5 MIN)

Conclude the debate and thank the participants.



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# LET'S ACT!



## SILENT DEBATE – THIS TIME I VOTE



>17 years old  
8-10 people



30 minutes

### OBJECTIVES



- Inform and raise awareness among young people about the EU elections: role of the European Parliament, European political groups, voting procedures.
- Invite young people to reflect on their participation in the elections: why should they vote and what is at stake?
- Encourage young people to become involved as citizens in order to develop their sense of belonging to the European community.

### MATERIALS



- A presentation to be shown to the participants about the European Parliament (its role, composition, European political groups, Spitzenkandidaten, voting procedures)
- "Silent debate" sheet

### STEP-BY-STEP PROCESS



- Divide the young people into groups of 4 or 5 and explain the technique (5 minutes)

- Silent debate (15 minutes)

Distribute to each table the necessary sheet for the silent debate.

There are 2 different questions:

- "What are the issues at stake in the next European elections?"
- "For what reasons would you vote in the next European elections?"

Distribute the cards so that half the young people answer the first question and the other half the second.

First, the young people are invited to reflect on the question individually: they answer in writing in one of the boxes on the sheet they have been given (see annex).

# LET'S ACT!



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EUROPE

## SILENT DEBATE – THIS TIME I VOTE

### STEP-BY-STEP PROCESS

Then the paper is passed around: everyone reads the answers of the others and can make any changes/comments/questions he/she wants to ask/propose.

Once the round is over, the answer goes back to the person who wrote it. He/she can then read the remarks that were made to him/her.

From now on the young people can talk and comment on their own answers/comments/questions. The aim of each group will be to find a shared and common answer to the question on the card.

This answer will be written down and presented to the others in a final discussion.

#### - Final discussion (10 minutes)

Support the young people in their final reflection, while trying to make them understand the importance of their participation in the May vote.

Citizens would be more likely to vote in the European Parliament elections if they understood the role of their representatives and felt confident that they had a say in the most important choices made by the Union, such as selecting the leaders of the EU institutions and setting priorities for the future of the Union.

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# LET'S ACT!



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## LEARNING NUGGETS



Young people between 15 and 25

### OBJECTIVES



- Inform young people about the European Union at all its levels: history, institutions, news, challenges, fun facts...
- Raise interest among young people about the European Union on a long-term basis

### MATERIALS



- Tools to make video editing (smartphone, tablet or computer)
- Softwares and applications to make video editing such as Canva and Capcut (that are free), Powtoon, VideoScribe...

### STEP-BY-STEP PROCESS



The aim of this activity is actually to create and broadcast content online about the European Union under the form of what is called "**learning nuggets**". These nuggets are actually short learning materials (from 30 seconds to 5 minutes in general) that are accessible to a target group who will learn from them.

These nuggets can be "eaten" at any time, anywhere and on any device.

This is currently the best way to catch the attention of people and to transfer some knowledge.

Here are some tips to prepare contents efficiently.

1. Write down your script. If you plan to have a voice over, write it down word by word since you will have to record yourself after.
2. For each part of your script, identify visual contents you will be integrate at that moment (videos, scribing, pictures, keywords on the screen...)

# LET'S ACT!



EUROPE  
EUROPE  
EUROPE  
EUROPE

## LEARNING NUGGETS

### STEP-BY-STEP PROCESS



3. Record your voice (if applicable)
4. Edit the video

#### TIPS



- Stay **focused on a specific topic** for each learning. It is better to make two or three videos with very short information than a long one where you will speak about many topics
- Try to **vary the style of your videos** to keep more easily the attention of your audience
- Always take your **data from sources of information that are sure** so that you are able to answer and give more details to your audience if people comment on the social networks for example
- **Be serious with what you produced**. Young people are not looking only for fun things. They want to be taken seriously
- **Add subtitles on any video** you edit: many young people watch videos without the sound, just reading the subtitles.

YOUTH  
YOUTH  
YOUTH

**TOOLBOX**

# ANNEXES



pistes  solidaires

# SPEED AND OBSERVATION



















# BACK OF THE CARDS







**ACCIDENTS  
HAPPEN**



**WORKING NINE  
TO FIVE**



**FAMILY  
MATTERS**



**TOO GOOD TO BE  
TRUE**



**DAMAGED GOODS**



**KEEPING TIME**



**FAIR AND  
JUST**

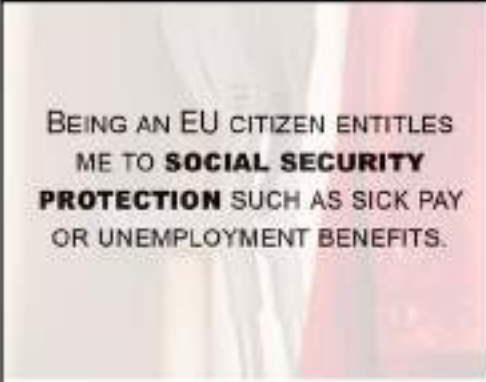


**EVERY DROP**



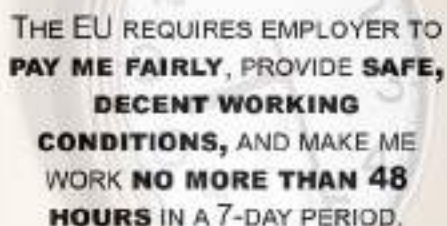
**MY VOICE  
MATTERS**





BEING AN EU CITIZEN ENTITLES ME TO **SOCIAL SECURITY PROTECTION** SUCH AS SICK PAY OR UNEMPLOYMENT BENEFITS.

## ACCIDENTS HAPPEN



THE EU REQUIRES EMPLOYER TO **PAY ME FAIRLY**, PROVIDE **SAFE, DECENT WORKING CONDITIONS**, AND MAKE ME WORK **NO MORE THAN 48 HOURS** IN A 7-DAY PERIOD.

## WORKING NINE TO FIVE



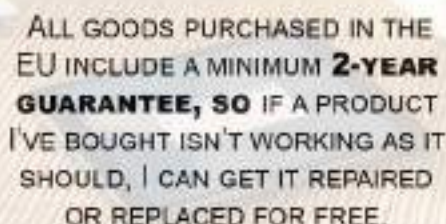
UNDER EU LAW, WOMEN AND MEN ARE ENTITLED TO TAKE **4 MONTHS OF PARENTAL LEAVE**. AND ALL PREGNANT WOMEN ARE ENTITLED TO AT LEAST **14 WEEKS OF PAID MATERNITY LEAVE**.

## FAMILY MATTERS



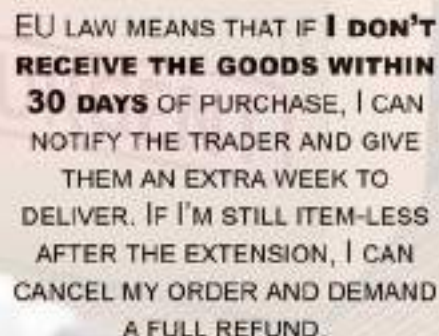
COMPANIES THAT WORK WITHIN ANY EU COUNTRY ARE **BANNED FROM MISREPRESENTING THEIR PRODUCTS OR SERVICES** IN MISLEADING ADVERTS.

## TOO GOOD TO BE TRUE



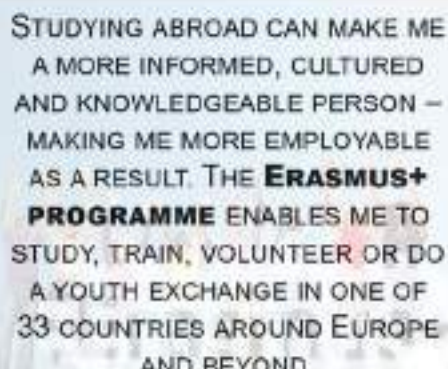
ALL GOODS PURCHASED IN THE EU INCLUDE A MINIMUM **2-YEAR GUARANTEE**, SO IF A PRODUCT I'VE BOUGHT ISN'T WORKING AS IT SHOULD, I CAN GET IT REPAIRED OR REPLACED FOR FREE.

## DAMAGED GOODS



EU LAW MEANS THAT IF **I DON'T RECEIVE THE GOODS WITHIN 30 DAYS** OF PURCHASE, I CAN NOTIFY THE TRADER AND GIVE THEM AN EXTRA WEEK TO DELIVER. IF I'M STILL ITEM-LESS AFTER THE EXTENSION, I CAN CANCEL MY ORDER AND DEMAND A FULL REFUND.

## KEEPING TIME



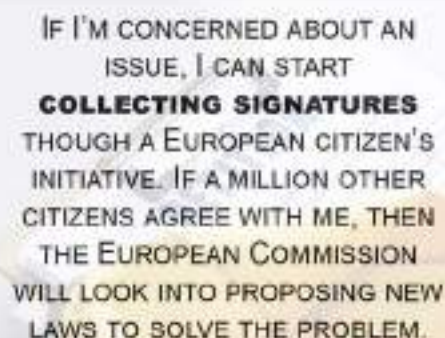
STUDYING ABROAD CAN MAKE ME A MORE INFORMED, CULTURED AND KNOWLEDGEABLE PERSON – MAKING ME MORE EMPLOYABLE AS A RESULT. THE **ERASMUS+ PROGRAMME** ENABLES ME TO STUDY, TRAIN, VOLUNTEER OR DO A YOUTH EXCHANGE IN ONE OF 33 COUNTRIES AROUND EUROPE AND BEYOND.

## LEARN WITH A NEW PERSPECTIVE



THE **WATER** WE DRINK MUST MEET EU STANDARDS, AND BE **FREE FROM ANY MICROORGANISMS, PARASITES** AND HARMFUL SUBSTANCES..

## EVERY DROP



IF I'M CONCERNED ABOUT AN ISSUE, I CAN START **COLLECTING SIGNATURES** THROUGH A EUROPEAN CITIZEN'S INITIATIVE. IF A MILLION OTHER CITIZENS AGREE WITH ME, THEN THE EUROPEAN COMMISSION WILL LOOK INTO PROPOSING NEW LAWS TO SOLVE THE PROBLEM.

## MY VOICE MATTERS



**RESPECTING  
PRIVACY**



**WRONG  
SIZE?**



**CAREFREE  
CURRENCY**



**APPRENTICESHIP  
ABROAD**



**CONNECTING  
WITH EMPLOYERS**



**LEARN WITH  
A NEW  
PERSPECTIVE**



**ESSENTIAL  
EQUITY**



**LOOKING OUT  
FOR ME**



**SOLIDARITY  
FOR EUROPE**



HOW IS THAT WEBSITE SHOWING ME ADVERTS FOR RUNNING SHOES I LOOKED AT YESTERDAY? IT'S ALL DOWN TO **COOKIES** STORED BY WEBSITES ON MY COMPUTER TO REMEMBER MY ONLINE PREFERENCES. EU RULES ENSURE THAT I HAVE TO GIVE MY **CONSENT** BEFORE A WEBSITE CAN DO THIS.

## RESPECTING PRIVACY

MY RIGHTS AS AN EU CONSUMER MEAN I **CAN RETURN ANY PRODUCT** I'VE BOUGHT ONLINE, BY PHONE OR BY MAIL ORDER **WITHIN 14 DAYS**. AS LONG AS THE PRODUCT IS IN PERFECT CONDITION AND CAN BE RESOLD, I'LL RECEIVE A FULL REFUND OR AN EXCHANGE.

## WRONG SIZE?

I HAVE THE RIGHT TO **JUSTICE AND A FAIR TRIAL**, AND I CAN ALSO BRING ANY CASE TO THE **EUROPEAN COURT OF JUSTICE** IF I FEEL THAT THERE'S CAUSE FOR CONCERN OVER THE LEGALITY OF AN ACT, THAT POWER HAS BEEN MISUSED, OR THAT AN ORGANISATION SHOWS A LACK OF COMPETENCE.

## FAIR AND JUST

**ERASMUSPRO** OFFERS ME THE OPPORTUNITY TO SPEND **6-12 MONTHS OF MY APPRENTICESHIP** IN A DIFFERENT EU COUNTRY. I CAN GET HANDS-ON EXPERIENCE OF WORKING IN A DIFFERENT CULTURE, AND IT COUNTS TOWARDS MY APPRENTICESHIP.

## APPRENTICESHIP ABROAD

**EUROPEAN JOB DAYS** ARE EUROPE-WIDE CAREER FAIRS THAT AIM TO SHOWCASE THE **OPPORTUNITIES AVAILABLE TO ME** WITHIN THE EU, ICELAND, NORWAY, LIECHTENSTEIN AND SWITZERLAND (MANY EUROPEAN JOB DAYS ARE HELD ONLINE).

## CONNECTING WITH EMPLOYERS

DELETE THAT CURRENCY APP, STEP AWAY FROM THE BUREAU DE CHANGE, AND SAY BONJOUR AND HOLA TO THE **EURO**. NOW WELCOME **IN 19 COUNTRIES**, IT'S BECOME AN EU TRAVEL ESSENTIAL.

## CAREFREE CURRENCY

**EQUAL OPPORTUNITIES FOR WOMEN AND MEN** ARE SOMETHING THAT THE EU EXPECTS OF ALL BUSINESSES. BOTH WOMEN AND MEN ALSO HAVE THE RIGHT TO EQUAL PAY FOR EQUAL WORK.

## ESSENTIAL EQUITY

WE ENCOUNTER MANY RISKS IN OUR WORKING LIVES THAT COULD POTENTIALLY POSE A THREAT ON A DAILY BASIS. THE EU HAS PUT IN PLACE **SAFETY REQUIREMENTS**, AS WEARING A HARDHAT OR ENSURING THAT ELECTRICAL EQUIPMENT IS TESTED; OR TRAINING COURSES AND KNOWLEDGE-SHARING.

## LOOKING OUT FOR ME

I CAN VOLUNTEER, WORK OR DO A TRAINEESHIP THROUGH THE **EUROPEAN SOLIDARITY CORPS** TO HELP COMMUNITIES IN EUROPE, AND AT THE SAME TIME LEARN VALUABLE NEW SKILLS.

## SOLIDARITY FOR EUROPE





# QUESTIONS FOR A SUPER EUROPEAN



<p>How many countries are in the European Union today?</p> <p>_____</p> <p><b>27</b></p>	<p>In order to avoid a new war, the founding countries created in 1951 the European Community of ... and ...</p> <p>The European Coal and Steel Community (ECSC)</p>	<p>How many founding countries were there at the beginning of European cooperation?</p> <p>_____</p> <p><b>6</b> (France, Germany, Luxembourg, Belgium, Netherlands, Italy)</p>
<p>Robert Schuman is one of the founding fathers of the European Union. What was his nationality?</p> <p>_____</p> <p><b>French</b></p>	<p>What was the tragic event that gave rise to European collaboration in the 1950s?</p> <p>_____</p> <p><b>World War II</b></p>	<p>Which European city, often nicknamed "The Capital of Europe", hosts most of the European institutions?</p> <p>_____</p> <p><b>Brussels</b></p>

<p>How many stars does the European flag have?</p> <hr/> <p>12</p>	<p>When do we celebrate "Europe Day" each year?</p> <hr/> <p>May 9th</p>	<p>What is the name of the European programme that allows students to study in another European country?</p> <hr/> <p>The Erasmus (+) Programme</p>
<p>Which country was the last to join the European Union in 2013 and is therefore the youngest Member State?</p> <hr/> <p>Croatia</p>	<p>What currency can you use in most European countries?</p> <hr/> <p>Euro</p>	<p>In 2004, a significant number of countries became members of the European Union. How many were there?</p> <hr/> <p>10</p>



<p>For which European institution do European citizens go to the polls every 5 years?</p> <hr/> <p>The European Parliament</p>	<p>How many MEPs sit in the European Parliament?</p> <hr/> <p>704 MEPs + 1 President</p>	<p>Which bank was created to manage the Euro?</p> <hr/> <p>The European Central Bank (ECB)</p>
<p>What important award did the EU receive in autumn 2012?</p> <hr/> <p>The Nobel Peace Prize</p>	<p>What is the name of the European zone within which you can travel freely, without identity checks at the borders?</p> <hr/> <p>The Schengen Area</p>	<p>What is the European emergency number you can call throughout the EU if you need emergency services?</p> <hr/> <p>112</p>

In 1957, one of the founding treaties was born, what is it called?

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The Treaty of Rome (1957)

What is the treaty that allows the introduction of European citizenship and the single market?

---

The Maastricht Treaty (1992)

# SILENT DEBATE – THIS TIME I VOTE



QUESTION ASKED TO THE PARTICIPANTS



EUROPE  
EUROPE  
EUROPE  
EUROPE



YOUTH  
YOUTH  
YOUTH  
YOUTH



YOUTH  
YOUTH  
YOUTH



EUROPE  
EUROPE  
EUROPE  
EUROPE



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