EUROCLASSES: EURO-PARTICIPATION
EU Elections 2024

This guide is designed for youth (information) workers and trainers in organisations which are members of Eurodesk. Euroclasses are an addition to other informational activities offered by Eurodesk (helpdesk, training, outreach and publications). They have one main goal: to show young people the opportunities resulting from EU membership. No part of this material may be copied, distributed or used by individuals/organisations not affiliated with the Eurodesk network. Classes based on this plan can only be conducted by adequately trained Eurodesk multipliers.

**OBJECTIVES:**

* **Familiarise young people with European values**
* **Reflect on the benefits of EU membership**
* **Help young people see the impact of the EU on their lives**
* **Familiarise young people with ways of influencing the direction of decisions taken by the EU**
* **Raise awareness of the European institutions and their role**
* **Provide basic information on EU elections 2024**

##

## CONTENT

## 15 minutes activities

**THE EU IS LISTENING, WHAT DO YOU WANT TO SAY?**

**WATER QUIZ**

**CARRY THE EUROPEAN VALUES**

**TRUE OR FALSE JENGA**

## 45 minutes modules

## Scenario 1: HOW THE EU AFFECTS MY LIFE?

## Scenario 2: LET’S TALK ABOUT EUROPEAN VALUES.

## Scenario 3: HOW DOES THE EU WORK?

## Scenario 4: THE EU ELECTIONS.

## 90 minutes modules

**Scenario 1: LET’S TALK ABOUT EUROPEAN VALUES.**

**Scenario 2: EU AND ME.**

**Scenario 3: THE EU ELECTIONS 2024.**

## 15 MINUTES ACTIVITIES

**1. THE EU IS LISTENING, WHAT DO YOU WANT TO SAY?**

Invite young people to prepare banners like those for a strike with the answer to the question: “**The EU is listening, what do you want to say?**”. Provide them with carton sheets, markers and/or paints and brushes. Then invite the young person to record a reel on your Instagram / Facebook in which they present their banner. Before you publish, remember to get the written consent from the young person. In the end display the prepared banners.

**2. WATER QUIZ**

An outdoor quiz can be interactive and fun! All you need is 4 targets with A, B, C, D and water pump/sprayer (an alternative to water guns) and questions with 4 answer options. Place the targets within range of the water pump/sprayer from the point where the participants will be standing. Hand out water pumps/sprayers to participants and inform them that you will be reading out the questions with possible answers. Their task is to indicate the chosen answer by shooting water at the targets. Point out that if they don't know the answer, you still encourage them to try and choose 1 of the 4 possibilities. In the end, we all learn from our mistakes:)

**QUIZ:**

1. **When did the first countries join forces for European cooperation, now known as the EU?**
2. 1930s
3. **1950s**
4. 1970s
5. 1990s

**2**. **Which one of the countries below is NOT a Member State of the EU?**

1. Malta
2. Romania
3. Luxembourg
4. **Iceland**

**3. How many citizens live in the EU? (approximately)**

1. 200 million
2. 350 million
3. **500 million**
4. 680 million

**4. Which condition is NOT a requirement to become a Member State of the EU?**

1. **Be a Christian state**
2. Be a European country
3. Respect human rights
4. Be a stable democracy

**5. When are the next elections for the European Parliament?**

1. 2023
2. **2024**
3. 2025
4. 2026

**6. Which one of the following facts is NOT a result of EU legislation?**

1. There are no roaming charges in the EU
2. Only low energy light bulbs can be sold in the EU
3. **In 2021, 4,066,082 children were born in the EU**
4. Packs of cigarettes in the EU show health risk warnings

**7. Where is the European Parliament located?**

1. Berlin
2. **Brussels, Strasbourg and Luxembourg**
3. Paris
4. Strasbourg

**8. In what year did the first countries of the Euro area start using euro (€)?**

1. **2002**
2. 2000
3. 1999
4. 1995

**9. In how many EU countries the euro (€) is the official currency?**

1. 30
2. 27
3. 19
4. **20**

**10. Who is Roberta Metsola?**

1. President of the European Commission
2. **President of the European Parliament**
3. President of the Eurodesk
4. President of the European Council

**3. CARRY THE EUROPEAN VALUE**

What are EU values? All countries share certain core values. These form the basis of our society.

**HUMAN DIGNITY** - Human dignity is inviolable. It must be respected, protected and constitutes the real basis of fundamental rights.

**FREEDOM** - Freedom of movement gives citizens the right to move, reside and work freely within the Union. Individual freedoms such as respect for private life, freedom of thought, religion, assembly, expression and information are protected by the EU Charter of Fundamental Rights.

**DEMOCRACY** - The functioning of the EU is founded on representative democracy. A European citizen automatically enjoys political rights. Every adult EU citizen has the right to stand as a candidate and to vote in elections to the European Parliament. EU citizens have the right to stand as a candidate and to vote in their country of residence, or in their country of origin.

**EQUALITY** - Equality is about equal rights for all citizens before the law. The principle of equality between women and men underpins all European policies and is the basis for European integration. It applies in all areas. The principle of equal pay for equal work became part of the Treaty of Rome in 1957.

**THE RULE OF LAW** - The EU is based on the rule of law. Everything the EU does is founded on treaties, voluntarily and democratically agreed by its EU countries. Law and justice are upheld by an independent judiciary. The EU countries gave final jurisdiction to the European Court of Justice - its judgments have to be respected by all.

**RESPECT FOR HUMAN RIGHTS** - Human rights are protected by the EU Charter of Fundamental Rights. These cover the right to be free from discrimination on the basis of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, the right to the protection of your personal data, and the right to get access to justice.

**Source:** <https://european-union.europa.eu/principles-countries-history/principles-and-values/aims-and-values_en>

Invite young people to choose which of the EU values they want to ‘carry out’. Provide them with tote-bags and textile markers. Young people can use the values presented below or present other values of their choice. Use this opportunity to discuss European values with young people.

**EU VALUES:**

DEMOCRACY

FREEDOM

SOLIDARITY

EQUALITY

NON-DISCRIMINATION

THE RULE OF LAW

JUSTICE

RESPECT FOR HUMAN RIGHTS

An alternative option is creating a label which young people could put on their clothes and wear during your event. Provide participants with white sticky paper and colour markers/pens.

**DIY Badges // \*if you have Button Badge Maker Machine\* //**

Every election involves an election campaign during which the public is encouraged to vote. Invite young people to create badges with their slogans encouraging young people to vote in the European Parliament elections.

Another option is badges with European values. Young people can use the values presented below or present other values of their choice.

**EU VALUES:**

DEMOCRACY

FREEDOM

SOLIDARITY

EQUALITY

NON-DISCRIMINATION

THE RULE OF LAW

JUSTICE

RESPECT FOR HUMAN RIGHTS

**4. TRUE OR FALSE JENGA**

A game of Jenga combined with an informative lesson on EU policies and European values - why not! As part of your preparation, put the one sentence below on one piece of jenga and print the instruction. Set up the tower. Before young people play, make sure that the structure is sturdy. Make sure that you have at least two players. If you are only playing with one other person, then sit facing each other from opposite sides of the tower. Keep in mind that there is no strict maximum number of players. However, it might be more fun with fewer people so that you get more turns.

First person removes a block. Carefully take one block out from any level of the tower except the top. Remind the players that they can only touch the tower with one hand at a time. This rule keeps players from holding the tower steady while they pull their blocks. The player that pulled the block, read aloud the sentence on the piece they are holding and decide whether it is true or false, and then puts it back on top of the tower to continue the pattern of layering-by-threes. As the game goes on, the tower will grow higher and higher until it teeters, unstable, and falls. Play until the tower falls. If you have time, rebuild the tower to play again!

**TRUE OR FALSE JENGA:**

1. You have the freedom to express your opinion in the EU, but hate speech is not allowed. **(True)**
2. You can only work in another EU country if you have a work permit. **(False - All EU citizens are free to work in any EU country without the need for a work permit.)**
3. Companies can collect our data without our permission. **(False - Companies do not have the right to collect personal data, except under strict conditions.)**
4. EU citizens can travel freely throughout the entire EU. **(True)**
5. Every 10 years, EU citizens directly elect their representatives to the European Parliament. **(False - We elect them every 5 years, not every 10 years.)**
6. To have a valid EU Citizens’ Initiative, you need 2 million signatures. **(False - You need 1 million signatures, not 2 million.)**
7. As an EU citizen living in another EU country, you have the right to vote or be elected to the European Parliament where you live. **(True)**
8. The European Parliament observes elections in countries outside the EU to promote free and fair elections. **(True)**
9. When a child is born, the EU ensures at least 3 months of parental leave for both the mother and the father. **(False - The EU ensures at least 4 months of parental leave, not 3.)**
10. If an EU citizen studies in another EU country, (s)he pays 10% extra compared to a national student. **(False - EU citizens pay the same tuition fee as the national students.)**
11. In the EU, citizens are protected from being refused a job or from being fired because of their sexual orientation. **(True)**
12. Victims of a crime or accident must be informed about the legal procedure in a language they understand. Suspects do not have this right. **(False - Both victims and suspects have the right to be informed in a language they understand.)**
13. If an EU Member State does not respect EU laws, it can be convicted by the EU Court of Justice. **(True)**
14. If an EU Member State breaches the fundamental rights of the EU, it will be kicked out of the EU. **(False - The country can get a warning, a sanction or be temporarily excluded from EU decision making.)**
15. All victims and suspects have the right to a fair trial in the EU. **(True)**
16. The less-wealthy regions in the EU receive extra financial support. **(True)**
17. The EU and its Member States are the world’s second biggest development aid donor, after the USA. **(False - Together, they are the worlds’ biggest development aid donor.)**
18. If there is a terrorist attack in one of the EU Member States, the other members will help the affected country. **(True)**
19. The EU Globalisation Adjustment Fund supports companies that have a seat in EU Member States. **(False - This Fund helps people to find a new job if they have lost their job due to globalisation, e.g., the company moved to a low-wage country.)**
20. In the EU, you cannot change your religion. **(False - You can practise or change your religion or beliefs.)**
21. The Media Pluralism Monitor makes sure that media in the EU show society in all its dimensions. **(True)**
22. Hate speech in television programmes is accepted in some EU countries. **(False - Hate speech on the grounds of race, sex, religion or nationality must be combated in television programmes in all EU Member States.)**
23. In some EU countries the death penalty is still allowed. **(False - The death penalty is forbidden in all EU countries)**
24. All asylum seekers in the EU are entitled to shelter, food and sanitary services during their asylum procedure. **(True)**
25. Child labour is not desirable, but still allowed in some EU countries. **(False - Child labour is forbidden in all EU Member States.)**
26. Torture is forbidden in all EU countries. **(True)**
27. Every year, the European Parliament has one debate about human rights abuses. **(False - The European Parliament debates about human rights every month, not every year.)**
28. The Sakharov Prize is awarded to people who promote EU cooperation. **(False - The Sakharov prize is awarded to persons who defend human rights.)**
29. Every EU Member State has to have signed the European Convention on Human Rights. **(True)**
30. The EU has a Special Representative for Human Rights. **(True)**
31. The European Union started as we know it today. **(False. The starting point was the European Coal and Steel Community in 1951. Its current name comes from the Lisbon Treaty (2007))**
32. You can travel with only your national ID within the European Union. (**True, because of Schengen**).
33. EU member countries have to follow all legislation made by the EU. **(False, there are different types of policies and only some are binding: regulation (yes), directive (yes, but up to the state how to achieve it), decision (only binding those who are mentioned), recommendation (not binding), opinion (not binding)**.
34. The EU is composed of 6 institutions. **(False, it's 7. European Commission, European Parliament, European Council, Council of the European Union, Court of Justice of the European Union, European Central Bank and European Court of Auditors).**
35. The Council of Europe is one of the 7 institutions of the EU. **(False, the Council of Europe is an international organisation founded in the wake of World War II to uphold human rights, democracy and the rule of law in Europe.)**
36. Everyone can find the legislative process of all EU procedures in EUR-Lex (online). **(True)**
37. The European Commission needs to make a proposal to the European Parliament and the Council of the European Union to create legislation. **(True)**
38. The European Union is present all over the world in delegations. **(Yes, through the European External Action Service)**
39. The President of the European Commission is elected by the civil-servants working in the European Commission. **(False, it is the European Parliament who elects the President out of proposals made by the European Council).**
40. European institutions are only present in Brussels. **(False, they are in Frankfurt, Strasbourg and Luxembourg)**
41. The Plenary Sessions of the European Parliament take place only in Brussels. **(False, also in Strasbourg)**
42. The French politician Simone Veil was the first woman elected as President of the European Parliament. **(True).**
43. 5 women have been in the position of President of the European Parliament. **(False, only 3, Simone Veil, Nicole Fontaine and Roberta Metsola).**
44. There are 751 Members of the European Parliament. **(False, with Brexit it was reduced to 705)**
45. The European Council is composed of ministers from the different member states **(False, it is the Council of the European Union. The European Council is composed of heads of state or government of the 27 EU member states)**.
46. The European Parliament organises an event for the youth in Strasbourg every two years. **(True, it is the European Youth Event (EYE)).**
47. The 12 stars in the European flag stand for the number of European member states. **(False, it stands for the ideals of unity, solidarity and harmony among the peoples of Europe. The circle is a symbol of unity.)**
48. 21 countries are currently using the euro as their national currency. **(False, 20. Croatia was the last one to adhere to the euro.)**
49. All passports within the European Union are red. **(True)**
50. The European Union has been awarded a Nobel Prize. **(True, in 2012)**
51. The European Health card allows all EU residents to benefit from healthcare in all EU member states free of charge. **(True)**
52. Residents in the EU can use their national phone provider in all EU member states for free. **(True)**
53. Type C will be the only type of charger for mobile devices starting from 2024. **(True)**
54. The European Union has its own motto: Unity in Diversity and its own anthem: Ode to Joy. **(True)**

##

## 45 MINUTES MODULES

## Scenario 1: HOW THE EU AFFECTS MY LIFE?

**Materials:**

* Annex 1 - Map of Europe
* Annex 2 - EU Impact
* Annex 3 - Eurodesk's Euro-Participation and Euro-Activism brochure
* Pens
* Coloured pencils / markers
* Carton sheets

**Step-by-step**

**A. WHO IS A MEMBER OF THE EU? 10’**

As the topics covered in Euro-Participation, with particular focus on the European Parliament elections, may sound very serious, it is recommended to start the activity by building a step-by-step personal connection to it and give participants a better understanding of the territory. Divide the participants into small groups of 3. Explain that they are about to receive a contour political map of Europe with a list of countries and flags (annex 1). Point out that they are all European countries, but not all of them belong to the European Union. Their task will be to mark the EU countries and then locate them on the map, by writing the corresponding number in the circle next to the name of the country and then writing the number in the appropriate place on the map. Give them 7 minutes. When the time is up, ask participants to present the results. You can either mark the countries on the big map or display the correct EU map with country names on the screen. It’s important to give everyone the opportunity to check their answers.

Feel free to adapt this task to the abilities of your participants. Optionally, you can also carry out this activity working with the whole group on one common map. Remember to give different people the opportunity to speak.

**B. HOW THE EU AFFECTS MY LIFE 20’**

From the big picture of Europe, let’s zoom into the daily realities of young people. Is the EU present in their life? How is it visible? During this session, participants will have a chance to look at different aspects of their life and share their experiences with each other. They will discover the benefits of their EU citizenship.

Ask the participants to stay in the same groups. Provide them with the EU Impact template (annex 2) with four areas of their life:

* Education / work (study, train and work anywhere)
* Mobility / going abroad (cross-borders travel)
* Local environment (EU in my village/town/city/country)
* Rights (youth rights, human rights, consumer rights, safe digital services)

Ask the group to take 10 min. to come up with examples of EU actions that affect their life in the above-mentioned areas. To facilitate this activity, you can give one example at the beginning e.g. “When I was younger, I had a chance to take part in the Erasmus Programme” OR “my basketball team has a chance to train in the new sports hall co-financed from the grant of the EU” OR “there is a free public WiFi in my city that was supported by the WiFI4EU programme”.

If necessary, provide participants with “How is the EU relevant to your daily life?”, a part of Eurodesk's Euro-Participation and Euro-Activism brochure (annex 3), where they can find relevant information and examples.

Encourage the groups to get into discussions with their personal examples.

Some groups might have problems at the beginning. Approach them individually and steer their reflection with supporting questions:

* Think about your education, have you ever taken part in the international youth exchange or a school exchange?
* Maybe your sibling or friend had a chance to study or volunteer abroad?
* Have you seen any infrastructure in your town that was improved with EU funds, e.g. roads?

After the assigned time, ask a few groups to present examples of each area. At the end you can mention additional examples of actions that you will find in Eurodesk's Euro-Participation and Euro-Activism brochure (annex 3).

**C. THE EU IS LISTENING, WHAT DO YOU WANT TO SAY? 15’**

Previously, participants have brain-stormed about the ways in which the EU influences their life, now it is their turn to influence the EU. Encourage participants to share their ideas about possible changes at the local/regional/national/international levels by inviting them to prepare banners, like those for a protest or strike, with the answer to the following question: *“****The EU is listening, what do you want to say?****”*. Provide them with carton sheets and markers. Ask them to write with big, capital letters and point it out that they are going to have more than 7 minutes. After that time, a few volunteers shared their messages.

Point out that discussing the decision-making processes in the EU would not be complete without mentioning other opportunities of active participation that European citizens can undertake (active citizenship, public service, etc). Remind them of their right to vote, as it is one of our most important freedoms as individuals. It ensures we have a voice and that our voices are heard. The next EU elections are going to take place on 6-9 June 2024.

Their vote in the European Elections influences how the European Parliament will then decide on matters that affect their daily lives.

When you vote, you choose who makes these decisions and what they mean for the sort of world you want to live in. If you don’t vote, you have no say.

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| **Encourage young people to register on the together.eu platform (use Eurodesk link), to check Eurodesk Info-hub for more information about EU elections 2024.** |

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## Scenario 2: LET’S TALK ABOUT EUROPEAN VALUES.

**Materials:**

* Annex 4 - European values
* Paper
* Glue
* Old magazines and newspapers
* Colour pencils and markers

**Step-by-step**

**A. EUROPEAN VALUES 45’**

In the beginning of the session, ask young people what are, in their opinion, European values (what we consider common values in Europe)? Write them down on a flipchart. Then, after the group runs out of ideas, select the ones indicated in the Treaty of the European Union. In case they were not mentioned by the participants, add them to the flip chart notes yourself (7 minute).

* **Human dignity** is inviolable. It must be respected, protected and constitutes the real basis of fundamental rights.
* **Freedom** of movement gives citizens the right to move and reside freely within the Union. Individual freedoms such as respect for private life, freedom of thought, religion, assembly, expression and information are protected by the EU Charter of Fundamental Rights.
* **Democracy -** the functioning of the EU is founded on representative democracy. Being a European citizen also means enjoying political rights. Every adult EU citizen has the right to stand as a candidate and to vote in elections to the European Parliament. EU citizens have the right to stand as candidates and to vote in their country of residence, or in their country of origin.
* **Equality** is about equal rights for all citizens before the law. The principle of equality between women and men underpins all European policies and is the basis for European integration. It applies in all areas. The principle of equal pay for equal work became part of the Treaty of Rome in 1957. Although inequalities still exist, the EU has made significant progress.
* **Rule of Law -** the EU is based on the rule of law. Everything the EU does is founded on treaties, voluntarily and democratically agreed by its EU countries. Law and justice are upheld by an independent judiciary. The EU countries gave final jurisdiction to the European Court of Justice which judgements have to be respected by all.
* **Human Rights** are protected by the EU Charter of Fundamental Rights. These cover the right to be free from discrimination on the basis of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, the right to the protection of your personal data, and or the right to get access to justice.

Source:<https://ec.europa.eu/component-library/eu/about/eu-values/>

In the next step, divide the participants into 6 small groups. Each group will secretly receive 1 value with the definition (annex 4) to discuss and present to the others when back to plenary. They can choose in what way they will present the value: finding a picture (from old magazines/newspapers), making posters, or writing/reciting a poem, role play for example. The form depends on the imagination of the groups. After 15 minutes ask the groups to come back to the plenary and present their work in 90 seconds.

You may take a few minutes to debrief (5 minutes): are there gaps in what you believe are European values and why? Were there values you didn’t know about (e.g. rule of law)?

In the end, highlight that the functioning of the EU is founded on representative democracy and that they have the right to vote in the elections to the European Parliament. The next EU elections are going to take place on 6-9 June 2024.

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| **Encourage young people to register on the together.eu platform (use Eurodesk link), to check Eurodesk Info-hub for more information about EU elections 2024.** |

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## Scenario 3: HOW DOES THE EU WORK?

This activity should serve as a playful introduction of knowledge about the EU

Institutions, their roles and people in charge.

**Materials:**

* Annex 5 - Key EU Institutions
* Annex 6 - How EU bodies work together
* EU institutions quiz (Mentimeter or Kahoot)
* Projector
* Smartphones
* Pens

**Step-by-step**

1. **EU INSTITUTIONS 10’**

In order to provide the participants with the overview of the EU institutions, run the quiz using Mentimeter or Kahoot. Invite the participants to play the quiz individually. Summarise each question and comment on the answers, especially if the answers were not correct.

**1. The EU citizens can directly elect the: (a)**

1. **European Parliament**
2. European Council
3. European Commission
4. United Nations

**2. European Parliament elections happen: (d)**

1. Never
2. every 10 years
3. every 7 years
4. **every 5 years**

**3. Which institution decides on the direction and priorities of the European Union? (b)**

1. European Parliament
2. **European Council**
3. European Commission
4. Council of the European Union

**4. Which institution brings together ministers from all EU Member States? (d)**

1. European Parliament
2. European Council
3. European Commission
4. **Council of the European Union**

**5. What percentage of the law in your country is regulated by the EU? (b)**

1. Below 5%
2. **Between 10% to 55%**
3. Between 55% to 70%
4. Almost 100%

**6. What institution is Ursula von der Leyen the head of? (c)**

1. European Parliament
2. European Council
3. **European Commission**
4. Council of the European Union

\* For more information about the Presidents of the EU institutions you can find here: <https://european-union.europa.eu/institutions-law-budget/leadership/presidents_en>

1. **WHAT DOES WHAT?** **20’**

Divide the participants into small groups and distribute information about Key EU Institutions (annex 5) and How EU bodies work together (annex 6). Their task is to read the received information and fill in “who does what in the EU?” table.

**Key EU Institutions:**

* **European Parliament**

The European Parliament is the voice of the citizens. Its members are directly elected by EU citizens every 5 years (2019, 2024, 2029, etc). The Parliament takes decisions on European laws jointly with the Council. The Parliament has 705 members from all EU countries. Based on their size, the large countries have more members than the small ones. Members with similar political views work together in political groups.

* **Council of the European Union**

The Council of the European Union represents the governments of the EU countries. In the Council, the ministers from all EU countries meet to discuss EU matters and take decisions on EU policies and laws. Which ministers meet depends on the topic under discussion. For example, if the meeting is about air pollution, then the Council gathers environment ministers. The Council is one of the two decision-making bodies, with the European Parliament. In Council meetings, about 80% of law proposals are decided by majority vote. Each minister casts one vote but the number of citizens represented varies according to the size of the country.

* **European Council**

The European Council brings together the Head of Governments of each EU Member State’s leaders. They set the EU’s main priorities and overall policy directions but do not adopt laws. The work of the Council is led by one EU country - the EU Presidency - in turn for a period of 6 months. Three countries holding the presidency usually agree on a “Trio Programme” although each one has its own policy priorities.

* **European Commission**

The European Commission is responsible for ensuring that the EU treaties are respected and EU law is applied by all the Member States. The Commission also proposes new laws and programmes in the general interest of the EU. It manages the EU budget and represents the EU on the world stage. Around 32,000 permanent and contract employees work in the Commission. The President and 26 members of the Commission are nominated by the European Council and formally elected for 5 years by the European Parliament. Each Commissioner is responsible for a specific area, such as energy, economy or trade. Commissioners do not represent the views of their country of origin but the common interest of the EU.

Among all the institutions it is important to raise participants’ attention on the

European Parliament as every five years EU citizens vote for members who will

represent their interests.

 **15’**

At the end they will also have a discussion about the reasons why the citizens make a decision to vote or not in the EU election. The next EU elections are going to take place on 6-9 June 2024.

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## Scenario 4: THE EU ELECTIONS.

**Materials:**

* Annex 7 - Questions about EU elections
* Annex 8 - Eurodesk’s together.eu QR code
* Smartphones

**Step-by-step**

1. **EU election**

Start the session by asking the group for young people lined up in front of you. Explain that you are going to ask them a few questions connected to the EU elections (annex 7). After each question they will hear 2 proposal answers. If they think the first answer is correct they should make a step right, if the second answer - step left. After verifying the correct answer, ask the participants to return to the centre and form a line again.

* **When were the first EU elections held?**

A: **1979**B: 1959

* **Every how many years do the EU elections take place?**A: every 4 years
B: **every 5 years**
* **Members of which institution are selected during the EU elections?**A: **European Parliament**
B: Council of Europe
* **What was the average EU turnout at the last EU elections, in May 2019?**
A: 42%
**B: 50%**
* **When will the next EU elections take place?**
A: **6-9 June** **2024**
B: 1-3 May 2025
* **Do all countries have the same rules regarding the EU elections?**
A: **no**
B: yes
* **Do elections take place on the same day, in all countries?**
A: **no**
B: yes
* What is the number of elected members per country based on?
A: **size of population**
B: date of entry into the European Union
* **When is the new President of the European Parliament elected by the new Parliament?**
A: **At the first plenary session of the new Parliament**
B: when the previous one resigns or is unable to serve.
* **Who chooses the new President of the European Commission?**
A:European Commission
**B: New Parliament**
1. **HOW DOES VOTING WORK?**

Explain that although there are some common rules regarding the elections, some aspects can vary by country, such as voting age or whether it is possible to vote by mail or from abroad. Election days can also be different. The elections normally start on a Thursday (the day on which the Netherlands usually vote) and finish on a Sunday (when most countries hold their elections).

The number of members elected in each country depends on the size of the population, with smaller countries getting more seats than strict proportionality would imply. Currently, the number of MEPs ranges from six for Malta, Luxembourg and Cyprus to 96 for Germany.

Elections are contested by national political parties but once MEPs are elected, most choose to become part of transnational political groups. Most national parties are part of a European-wide political party.

Next, explain the voting rules in your own country, for example: who can vote, how to register, how can you vote, where to find the information about candidates.

Remind them of their right to vote, as it is one of our most important freedoms as individuals. It ensures we have a voice and that our voices are heard. The next EU elections are going to take place on 6-9 June 2024.

Their vote in the European Elections influences how the European Parliament will then decide on matters that affect their daily lives.

When you vote, you choose who makes these decisions and what they mean for the sort of world you want to live in. If you don’t vote, you have no say.

1. **TOGETHER.EU**

Briefly presented together.eu website. Explain that together.eu is a project run by the European Parliament, dedicated to getting as many people as possible involved in the democratic life of Europe and, in particular, to getting out the vote for the European elections in 2024.

The together.eu website is the central hub for all activities that promote democracy and the 2024 European elections. Regular messages will be sent via email about events you can organise, actions you can take and ideas you can share. On the website, you will have direct access to the European Parliament’s campaign and communication materials to download and use in your own activities.

Kindly ask participants to scan the QR code (annex 8), register and explore the website.

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| **Encourage young people to check Eurodesk Info-hub for more information about EU elections 2024.** |

## 90 MINUTES MODULES

**Scenario 1: LET’S TALK ABOUT EUROPEAN VALUES.**

**Materials:**

* Annex 4 - EU values
* Annex 8 - together.eu
* A4 paper sheets
* Scissors
* Glues
* Old magazines/newspapers
* Coloured markers

**Step-by-step**

**A. WHAT ARE THE EUROPEAN VALUES? 25’**

Start the session with an association game, which is another form of brainstorming that can be used as an introduction to a discussion or activity. Inform participants that in a moment, you are going to say a keyword. Then, each person in turn, is going to repeat the key word and then say the first word that comes into their head associated with the key word. Make sure everyone understands the instruction and then share with participants the key words, which are "European values''. Ask the first person to name the first association that comes to mind and then continue with the next participants.

Finally, summarise by repeating some associations and explain that in the following part you will take a look at the official European values and explore their meaning.

Divide participants into 6 groups. Give each group 1 EU value with its definition (annex 4) and A4 paper sheet, as well as access to scissors, glue, old magazines/newspapers and coloured markers. Their task will be to create a collage/illustration that best depicts the European value they have received. Inform participants that they will have 15 minutes to complete this task. After the time limit, ask each group to present their illustration and explain the issue they have been working on. Ask each group to present their illustration and explain in their own words the issue they have been working on. Write down all the values presented on the board/flip chart.

**B. THE WORLD OF VALUES 50’**

In this section, invite young people to actively participate in role play. Use the forum theatre method, which is an interactive form of theatre that encourages audience interaction and explores different options for how to deal with a problem or issue.

Ask participants to stay in the same groups, their task will be to prepare a short theatrical scene showing a situation in which the European value chosen by them were not respected. Explain to the participants that after 10 minutes of preparation, they will perform their scene in front of the other groups. They will then be asked to perform the scene a second time, but this time the audience can interrupt / stop the scene when they think that the main character could have acted differently. They can then replace / stand-in for any character they wish and take other actions to fight for the respect of European value. Simply, members of the audience can take to the stage and suggest alternative options for how the main character could have acted.

When the time is up, invite the first group on stage. Tell them that they have a maximum of 3 minutes to present their scene. When all the scenes have been acted out, invite participants to discuss what else we, as EU citizens, could have done to help respect European values; what can we do when we want to make a difference to the reality around us?

**C. EUROPEAN ELECTIONS** **2024 15’**

Ask participants if they have heard of EU elections? To which institution are representatives elected? Who can vote? How often are elections held? When will there be another one?

If needed, clarify that every five years EU citizens choose who represents them in the European Parliament, the directly-elected institution that defends their interests in the EU decision-making process. The next European elections will take place from 6th to 9th June 2024. By voting in the European elections, people living in the EU get to choose the 705 members that will represent them in the European Parliament until 2029. Following the elections, Parliament votes to elect the new head of the European Commission, which is the EU’s executive body, and to approve the full team of commissioners.

Then explain what they need to do in order to be able to cast your vote in your country. Explain, how do they register to vote and where do they find the necessary information?

At the end of the session, briefly present the together.eu website. Explain that together.eu is a project run by the European Parliament, dedicated to getting as many people as possible involved in the democratic life of Europe and, in particular, to getting out the vote for the European elections in 2024.

The together.eu website is the central hub for all activities that promote democracy and the 2024 European elections. Regular messages will be sent via email about events you can organise, actions you can take and ideas you can share. On the website, you will have direct access to the European Parliament’s campaign and communication materials to download and use in your own activities.

Kindly ask participants to scan the QR code (annex 8), register, and explore the website.

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**Scenario 2: EU AND ME.**

**Materials:**

* Annex 1 - Map of Europe
* Annex 2 - EU Impact
* Annex 8 - together.eu
* Annex 9 - Euro-Participation: Action Cards
* Pens
* Projector

**Step-by-step**

**A. WHAT IS THE EUROPEAN UNION? 25’**

As the topics covered in Euro-Participation, with particular focus on the European Parliament elections, may sound very serious, it is recommended to start the activity by building a step-by-step personal connection to it and give participants a better understanding of the territory. Divide the participants into small groups of 3. Explain that they are about to receive a contour political map of Europe with a list of countries and flags (annex 1). Point out that they are all European countries, but not all of them belong to the European Union. Their task will be to mark the EU countries and then locate them on the map, by writing the corresponding number in the circle next to the name of the country and then writing the number in the appropriate place on the map. Give them 7 minutes. When the time is up, ask participants to present the results. You can either mark the countries on the big map or display the correct EU map with country names on the screen. It’s important to give everyone the opportunity to check their answers.

Feel free to adapt this task to the abilities of your participants. Optionally, you can also carry out this activity working with the whole group on one common map. Remember to give different people the opportunity to speak.

Next check with participants what they know about the European Union. How many countries does it consist of? Who controls the EU? What are the EU Institutions? What does the EU do? Dedicated a few minutes for a short brainstorming. Then, invite participants to watch a short video, which in a simple way is going to explain to them what the European Union is.

**VIDEO: “What is the European Union?”** [**https://www.youtube.com/watch?v=SFeB9fMGJ9k**](https://www.youtube.com/watch?v=SFeB9fMGJ9k)

After watching the film, invite students to form small groups of 3-4 people and discuss the answers to the 3 following questions:

* How much attention do you pay to the workings of the European Union? Do you follow them on social media/on the news?
* Do you find the way that decisions are made by the European Union is democratic?
* Are there ways you think the European Union could be made more democratic?

Inform them that they are going to have 10 minutes for the discussion. After allocated time, invite a representative of each group to summarise their discussions.

**B. HOW THE EU AFFECTS MY LIFE 20’**

From the big picture of the European Union, let’s zoom into the daily realities of young people. Is the EU present in their life? How is it visible? During this part, participants will have a chance to look at different aspects of their life and share their experiences with each other. They will discover the benefits of their EU citizenship.

Ask the participants to stay in the same groups. Provide them with the EU Impact template (Annex 2) with four areas of their life:

* Education / work (study, train and work anywhere)
* Mobility / going abroad (cross-borders travel)
* Local environment (EU in my village/town/city/country)
* Rights (youth rights, human rights, consumer rights, safe digital services)

Ask the group to take 15 min. to come up with examples of EU actions that affect their life in the above-mentioned areas. To facilitate this activity, you can give one example at the beginning e.g. “When I was younger, I had a chance to take part in the Erasmus Programme” OR “my basketball team has a chance to train in the new sports hall co-financed from the grant of the EU” OR “there is a free public WiFi in my city that was supported by the WiFI4EU programme”.

If necessary, provide participants with “How is the EU relevant to your daily life?”, a part of Eurodesk's Euro-Participation and Euro-Activism brochure (Annex 3), where they can find relevant information and examples.

Encourage the groups to get into discussions with their personal examples.

Some groups might have problems at the beginning. Approach them individually and steer their reflection with supporting questions:

* Think about your education, have you ever taken part in the international youth exchange or a school exchange?
* Maybe your sibling or friend had a chance to study or volunteer abroad?
* Have you seen any infrastructure in your town that was improved with EU funds, e.g. roads?

After the assigned time, ask a few groups to present examples of each area. At the end you can mention additional examples of actions that you will find in Eurodesk's Euro-Participation and Euro-Activism brochure (Annex 3) or on the EU and ME website: <https://what-europe-does-for-me.eu/> .

**C. HOW CAN I GET INVOLVED? 45’**

Previously, participants have brain-stormed about the ways in which the EU influences their life, now it is their turn to influence the EU. Encourage participants to share their ideas about possible changes at the local/regional/national/international levels by inviting them to prepare banners, like those for a protest or strike, with the answer to the following question: “The EU is listening, what do you want to say?”. Provide them with carton sheets and markers. Ask them to write with big, capital letters and point it out that they are going to have more than 7 minutes. After that time, a few volunteers shared their messages.

Discussing the decision processes in the EU would not be complete without

mentioning other opportunities of active participation that European citizens can undertake. It is important to underline that as European citizens, young people have a chance to get active and take part in the dialogue with the EU. This part will give them more ideas on how to do it.

Divide the participants into small groups. Each group should receive Euro-Participation: Action Cards - annex 9 (or you can share with them a link to Padlet: <https://padlet.com/EBL/euro-participation-action-cards-oiv5iaqpj93bot0w> ). Ask them to think about some actions mentioned on the posters in the

previous activity, especially if young people have good ideas that they can suggest to Europe. How can they implement them in the most efficient way? Hopefully now they will see more options to take real action!

Together they should read a description on each card, make sure that they understand it. Afterwards together they choose two actions: one that they could imagine to implement and the second one that they would not opt for (for different reasons: maybe it is too difficult, too complicated, etc). Give them 10 min time to find an agreement in the groups and make sure that they can ask you for clarifications.

Ask the groups to summarise their choices in plenary. In case of time pressure, ask max 2 groups to present the results of their work and comment shortly on their presentation.

Next ask the participants to make their individual choice: what activity they imagine they can take part in? Read one by one all actions and ask the participants to raise their hand for their preferred option. Shortly comment on the results.

At the end of the session, point out that as an EU citizen, they have several ways to contribute to the decision-making process. Apart from actions explored in today's session, they make their voice heard by voting in the European elections every 5 years. The next European elections will take place from 6th to 9th June 2024. Shortly explain what they need to do in order to do to be able to cast their vote in your country. Kindly ask participants to scan the QR code (annex 8), register and explore the website together.eu on which is the central hub for all activities that promote democracy and the 2024 European elections.

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**Scenario 3: THE EU ELECTIONS 2024.**

**Materials:**

* Annex 8 - together.eu
* Board / flip chart
* Markers
* Projector
* WIFI

**Step-by-step**

**A. WHAT IS DEMOCRACY? 20’**Start the session by asking participants what they understand by the term “**democracy**”? Give them a few minutes to discuss it in pairs. Next, ask participants to share their thoughts out loud and list the shortened answers on the board / flip chart.

In order to make sure that all participants have the same understanding of the term “democracy” , present a video **“***Democracy - A short introduction”.* Alternatively, you can also carry out a short presentation.

**Video:** <https://www.youtube.com/watch?v=u6jgWxkbR7A>

Democracy is one system that sets the rules for group coexistence. The word democracy comes from the Greek: *demos* meaning people and *kratos* meaning power. That is why democracy is often referred to as “rule of the people”.

At the heart of democracy are two fundamental principles that make it attractive:

1. **The principle of individual autonomy** - no one should be subject to laws imposed on him or her by others.
2. **The principle of equality** - everyone should have an equal opportunity to influence the decisions which shape the life of society.

Let's take a closer look at the form of democracy:

**Democracy**: a form of government where the authority to govern is derived from the people, either by direct referendum or by means of representatives elected by the people entitled to vote.

**Representative democracy** is the form of government in which people elect their representatives (e.g., members of parliament) whom they authorise to propose and pass legislation on their behalf.

**Participatory democracy** refers to mechanisms through which citizens are involved in public decision-making processes, thus complementing representative democracy.

**B. TO VOTE, OR NOT TO VOTE, THAT IS THE QUESTION 40’**

Ask participants whether or not they are intending to vote in national or local elections, the next (first?) time they have the opportunity to do so. In turn, ask those who plan to vote to raise their hands, then those who do not plan to vote. Then divide the participants into 2 groups according to their answers. Participants who don’t know if they are planning to vote can be allocated randomly to either group, in order to maintain balance in the groups.

Inform participants explicitly that the purpose of the activity is to give them a sense of their own value in contributing to the democratic process. It is advisable to emphasise this aspect of it, rather than speaking about “persuading” them to use their vote.Explain that you want each member of the group to make their own decision about whether or not to vote, but that in order to do this it will be important for them to appreciate the many different reasons for voting that exist.

Explain that in small groups they will have 20 minutes to create a list of reasons why people vote or do not vote and to write them up on a large sheet of paper. Each group creates only one list, according to their voting declaration.

After the allotted time, bring the groups back together, and ask a representative from each group to present their lists. Allow time for a short discussion at the end, and add any further suggestions to the lists.

Try to make the discussion about whether or not people are going to vote as “objective” as possible, rather than encouraging the “voters” to try to sway the “non-voters”.

**C. DON’T LET OTHERS CHOOSE FOR YOU 30’**

After introducing the topic of democracy and elections, ask participants if they have heard of EU elections? To which institution are representatives elected? Who can vote? How often are elections held? When will there be another one?

If needed, clarify that every five years EU citizens choose who represents them in the European Parliament, the directly-elected institution that defends their interests in the EU decision-making process. The next European elections will take place from 6th to 9th June 2024. By voting in the European elections, people living in the EU get to choose the 705 members that will represent them in the European Parliament until 2029. Following the elections, Parliament votes to elect the new head of the European Commission, which is the EU’s executive body, and to approve the full team of commissioners.

Next, invite participants to watch the message from Roberta METSOLA, President of the European Parliament, on the European elections.

**VIDEO:**<https://multimedia.europarl.europa.eu/en/video/video-message-by-roberta-metsola-ep-president-on-the-european-elections-from-6th-to-9th-june-2024_I241420>

See if they have any comments, reflections.

In the end of the session briefly presented together.eu website. Explain that together.eu is a project run by the European Parliament, dedicated to getting as many people as possible involved in the democratic life of Europe and, in particular, to getting out the vote for the European elections in 2024.

The together.eu website is the central hub for all activities that promote democracy and the 2024 European elections. Regular messages will be sent via email about events you can organise, actions you can take and ideas you can share. On the website, you will have direct access to the European Parliament’s campaign and communication materials to download and use in your own activities.

Kindly ask participants to scan the QR code (annex 8), register and explore the together.eu website.

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