

WHAT DOES IT MEAN TO BE A EUROPEAN workshop - 50

<p>THE OBJECTIVES OF THE WORKSHOP</p> <p>The workshop aims to develop the knowledge about European Union. Its main idea is to show what the benefits of being a EU member are. It is to strengthen the idea of solidarity between people and common values.</p>
<p>OUTCOMES</p> <p>Participants will be able of describe the main symbols of European Union. They will become more conscious of laws and benefits resulting from EU membership. They will be able to enumerate some of them. They will be more aware of the European heritage and common values.</p>
<p>1. INTRODUCTION (2 minutes)</p> <p>At the beginning we will try to answer some questions about European Union. A short introduction to the symbols and main characteristics of EU can be done through questions for all and a presentation. Then we will work in groups in an attempt to describe the common features and differences between members of the EU. Each group will present its opinion.</p> <p>Next, we will have an exercise connected with the benefits and drawbacks of belonging to EU. After that, we will answer questions regarding them.</p> <p>Later we will watch a film "<i>What does it mean to be a European?</i>" in which teenagers from different countries express their opinion on the subject. It will be followed by a workgroup with your own ideas.</p>
<p>2. EXPLAINING THE CONCEPT RELATED TO TOLERANCE AND DISCRIMINATION (7 minutes - 9 minutes)</p> <p>Presentation on link https://docs.google.com/presentation/d/1xM2TMEvsXD78s_NfhWGdUNxjY2XUEY6el6Cf_KoCegl/edit#slide=id.g4dc7808c41_0_156</p>
<p>3. EXERCISE ON DIFFERENCES AND COMMON FEATURES OF EU MEMBERS (10 minutes minutes - 19 minutes)</p> <p>Students work in 5 groups and write down in two columns the common features and the differences between countries in EU. After that a representative from each group reads out the answers. The leader of the workshop sums up the exercises and can add some other suggestions.</p>
<p>4. ANALYSIS - (5 minutes - 24 minutes)</p> <p>Group representatives present their answers.</p>
<p>5. WORK IN GROUPS (7 minutes - 31 minutes)</p> <p>Students are given slips of paper on which various benefits and drawbacks of EU are written (the papers are mixed and given in more or less the same amount for each group). The students have to decide which information on the pieces of paper is in their opinion good and which is bad for people in the EU. After a while, a representative of each group reads aloud the results. Others listen and express their opinion. After all is read, the leader asks questions to everyone. The group that thinks they have the right information on a piece of paper raise their hands and say it.</p> <p>Pros: Influx of new technology and modernization of economic management methods</p>

<p>The acceleration of social and economic development thanks to EU funds Influx of foreign investments Free flow of goods and capital Easier access to technology The possibility of free movement within the boundaries of EU for the EU members Possibility to learn easier and faster about other cultures though work, travel and education Recognition of diplomas and certificates by many members of EU Integration of member states EU funds for research, education, scholarships Introduction of safety laws, quality food laws, etc. Higher work mobility Participation in EU programmes for students Better advertisement of our country abroad Funds to start one's own business</p> <p>Cons: The feeling of losing country's sovereignty and autonomy Acceleration of global phenomena</p> <p>Questions asked by the teacher:</p> <ol style="list-style-type: none"> 1. Which information can be useful for someone who starts working? (freedom of work mobility, funds for own business) 2. Which information is useful for someone who wants to travel abroad (freedom of travel within EU borders) 3. Which information can be useful for students? (EU scholarships, recognition of diplomas, participation in EU projects and programmes)
<p>6. FILM SCREENING (6 minutes - 37 minutes)</p> <p>Film "What does it mean to be a European?" https://www.youtube.com/watch?time_continue=7&v=i3le7oEmbJg</p>
<p>7. DISCUSSION ABOUT THE FILM (5 minutes - 42 minutes)</p> <p>Questions for discussion with answers</p> <ol style="list-style-type: none"> 1. What common features do people in the EU have according to people from the film? Money - almost everywhere, travelling with passport only, common market, people have similar interests, music, respect for democracy. 2. What are the differences? Languages, historical backgrounds, traditions, culture, customs, cuisine. 3. What are the benefits from being a member of EU mentioned in the film? Support for poorer countries, chance to participate in projects funded by EU, teamwork. 4. Do the students from the film feel proud of being Europeans? Why do you think so?
<p>8. WORK IN GROUPS (5 minutes - 47 minutes)</p> <p>Students divided in 3 group prepare their own answers to the question: What does it mean to be a European for themselves?</p>

9. ANALYSIS - (3 minutes - 50 minutes)
Students present their answers.