#EUandME
Teacher's Guide

Your students, aged 17 to 18, are on the cusp of major change; they are preparing to leave school and for the next stage of their lives. Do they know of the opportunities, support and benefits that European citizenship brings to their daily lives and future prospects?

To make these opportunities more accessible to young Europeans, the European Commission has launched a new cross-media campaign, #EUandME. The #EUandME education resources in this Toolkit will enable you and your students to discover and engage with the opportunities and initiatives that the EU has to offer. The education resources provide activities to engage your students in collaborative work and discussion to help them understand the role the EU plays in their lives and discover everything they are entitled to as a citizen of a Member State of the EU.

AIM AND STRUCTURE OF THE TEACHER'S TOOLKIT
A key message of the #EUandME campaign is about how the EU empowers and enables its citizens to follow their passions and interests, backed by rights, support and opportunities. The aim of #EUandME is to engage young Europeans and help them realise their potential as European citizens.

These learning resources aim to encourage the development of modern skills and competences in students; to develop confident learners who can question and think independently. Some multimedia activities are suggested, which should appeal to students and enhance motivation, as well as help develop the students' digital literacy skills.

The campaign was launched with the release of 5 short films by award-wining directors, each on a specific theme – *Mobility*, *Sustainability, Skills & Business, Digital*, and *Rights*. Section 1 of each classroom Unit opens with a whole-class viewing and response to a film. The short films act as a springboard to engage the students in discussion and an exploration of EU support and opportunities in Section 2. The students will require the use of a computer for their work in pairs, group work and self-directed research in this Section. Their work will lead them to discussing their reactions, views and opinions with one another as a class.

In Section 3, students are invited to take part in a creative project on the topics of interest to them to help synthesise and communicate their knowledge and understanding of the opportunities the EU has to offer them as they prepare for the next phase of their lives. These student-centred activities promote a style of active learning and inquiry-based learning. The students explore a real-world problem and challenge, developing cross-curriculum skills while working in small collaborative groups and then present their project to showcase their understanding and learning to a real-life audience – the class, the school and the wider world. Presentation of their work will challenge students to think critically about their own lives and the many advantages afforded to them by living in the EU.

AGE RANGES
While these #EUandME teaching and learning resources are aimed at 17 and 18-year-olds, all Units are suitable for both younger and older learners. Teachers are free to use their professional judgement in deciding what year group would benefit from a particular Unit. A note on the use of social media with students 16 and younger can be found in the Guidelines below.

UNIT OVERVIEW
The thematic approach means that the teacher is free to choose a Unit to suit their students and to meet the needs of their curriculum. The interdisciplinary nature of the themes ensures that they can be incorporated into any second level course, whether academic or vocational. Many of the Units offer an opportunity for team-teaching or a cross-discipline approach. In an interdisciplinary approach, teachers can draw on the work of other subject disciplines, for example Art, ICT, Media Studies, History, Languages, Social Sciences, History or Geography. The Units address a range of EU opportunities and entitlements available to all European citizens, and they can be used in the context of a variety of teaching subject disciplines. Some suggestions are outlined below.

#EU AND ME

Unit	Unit Short Film	Unit Topics	Sample School Subject Links
Mobility	**'The Living Hostel'** directed by Matthias Hoene [8:40 mins]	Opportunities for travelling, studying or working in the EU for young Europeans.	Career Guidance, Languages, Geography, Vocational Education, Politics, Citizenship Studies, Media Studies, History.
Sustainability	**'Oona'** directed by Zaida Bergroth [8:40 mins]	The measures the EU is taking on our behalf regarding climate change, healthy food and safe water supplies, as well as protecting and improving Europe's natural landscape.	Geography, Biology, Social Studies, Citizenship Studies, Philosophy, Home Economics.
Skills & Business	**'Party Animal'** directed by Yorgos Zois [7:52 mins]	Training and skills for the future, EU job and career support, workers' rights and EU support for young entrepreneurs.	Business Studies, Economics, Career Guidance, Vocational Education, European Studies, Social Studies, Languages.
Digital	**'The Loner'** directed by Tomasz Konecki [9:52 mins]	The many digital rights that the EU brings to our 'digital native' students such as the end of roaming charges and 'The Right to be Forgotten'.	ICT, Philosophy, European Studies, Media Studies, European Studies, Languages.
Rights	**'Debut'** directed by Dalibor Matanić [4:04 mins]	As EU nationals, students have the same right to vote in European elections as they do as nationals in their own country. Consumer rights and fundamental rights are also explored.	European Studies, Vocational Education, Politics, Philosophy, Citizenship Studies, Media Studies, History, Social Studies.

CLASSROOM OR WORKSHOP GUIDELINES

Each Unit opens with the whole class watching the short film created based on the themes of the Unit. It is suggested that the short film is watched by the whole class to capture the students' immediate responses to their shared experience. The power and impact of the short films will enhance students' understanding of what they are about to discuss, read and discover on the #EUandME website. As an active viewing strategy, the teacher will pose a question related to the film before the students see it to help them watch the film in an active manner. The aim is to help students view the film with a purpose and focus.

While the flipped or inverted classroom is increasingly popular and one could ask students to watch a film ahead of the class period, this might risk losing the power and immediacy of the group's emotional response to each film. All are short, and it would be best to capitalise on the students' shared responses as they begin to discover the many and varied opportunities and support the EU has to offer them.

Students take part in a creative activity or project in every Unit. This will allow the students to express their creativity, and improve their communication and presentation skills, while also demonstrating their learning to the teacher. The methods of presentation of their work could include displays or exhibitions of their work, including oral presentations to an invited audience. All the Units are suitable as **eTwinning** projects and this would allow students to join Europe's largest online learning community, and help them interact with their peers across Europe in a way that just cannot be replicated in the classroom. Students can present their projects using any medium they choose and any combination of digital images, podcasts or interactive tools to present to a wider audience beyond the classroom. Students can also curate their work for their ePortfolios, and by doing so trace their learning paths and capture their skill development, including their digital skills, and their collection of work as evidence of their learning and understanding of the benefits of living in the EU.

The aim of the #EUandME campaign is to help young people connect with the EU and help them take advantage of the rights, support and opportunities that being a European citizen gives them. Sharing their work via links in a Unit's social media page will help connect them in ways they do in their daily lives i.e. digitally. Learners aged 17 or 18 may well have their own social media accounts and enjoy sharing their work in this manner. However, a teacher of younger students may prefer to create a class account and once students have safeguarded their personal information, the teacher could manage the account for the class in line with GDPR and the school's Acceptable Use Policy.

WEBLINKS AND ADDITIONAL RESOURCES

Young Filmmakers Competition – **europa.eu/euandme/how_it_works** Watch out for the 5 winning young filmmakers in June 2019.

EU – **europa.eu/european-union/** The official website of the EU.

eTwinning – **www.etwinning.net** The online community of schools across Europe, eTwinning offers a platform for teachers and schools in Europe to communicate, collaborate and develop projects. It is a teacher-friendly platform that encourages cooperation between students and schools throughout Europe. An eTwinning collaboration will encourage knowledge of one's project partners and will emphasise the European dimension of the projects of the Toolkit.

ePortfolios – **eufolio-resources.eu/** A student's ePortfolio is a dynamic digital workspace to capture their learning and their collections of work. Their ePortfolio is a place to reflect on their skill development and to store and share, collaborate and display the evidence of their work and learning to others.

Digital Competences & Technology in Education – **ec.europa.eu/education/education-in-the-eu/digital-education-action-plan** The European Commission's action plan to make better use of digital technology for teaching and learning, for developing digital competences and skills and improving education in the digital age.

Europeana – **www.europeana.eu** Europeana Collections provides access to over 51 million digitised items, books, music, video, artworks and more with search and filter tools to help you. The material is provided to Europeana by many contributing institutions and Europeana strives to make all resources on the website available for re-use. A few items still 'in Copyright' are protected by copyright and students should always provide attribution and abide by any related intellectual property rights.

#EUandME Mobility Unit

OVERVIEW

The *Mobility Unit* aims to show students the many benefits they as young Europeans can enjoy while studying, working or travelling in any EU country. The short but evocative film *The Living Hostel* will engage the students with the topic. Then through collaborative group work, the students will explore the many opportunities the EU offers them. In the third section each student is encouraged to create a *My EUandME Roadmap* to showcase their understanding of all the possibilities and supports available to them as a young European citizen.

SECTION 1

To demonstrate the ease of travel and mobility for the young Europeans in your classroom, ask them to name the EU countries they have visited. List all the countries on the whiteboard and ask for suggestions as to why some countries are more popular than others, how mobile students in this classroom are, and about countries they have yet to travel to and why they would like to go there.

Before showing the #EUandME short film **The Living Hostel** [8:40 minutes], ask the students to consider the question 'How does Europe come to visit Grandma, Moritz and his sister Heike?' Once they have watched the video, encourage the students to discuss their reactions to the film.

SECTION 2

The class will now conduct online research to plan and prepare for a 2-week backpacking trip in Europe for Moritz and his sister. Divide the class into 5 small groups and ask them to take one of the listed pages to help plan their European adventure. As every journey needs a solid plan, we begin by taking care of travel documents, healthcare arrangements, and of course, how to stay in contact with Grandma while away, long before planning travel and accommodation!

1. As EU nationals, what travel documents does your group advise Moritz and Heike to acquire before they go? An **EU Passport or ID card**?
2. Find out about the benefits of an EHIC card at **My Health. My Life.** and explore the access EU citizens have to public healthcare abroad. Remember, **forearmed is forewarned**!
3. Find out how to help Moritz and Heike get a free **#DiscoverEU travel pass**.
4. **My Travels. My Life.** explains what to do if something goes wrong while travelling abroad, be it card charges, driving, currency/money and more. What key tips can you discover?
5. Check out these **Essential Travel Planning** tips. Which ones will be useful for Moritz and Heike?

Once the students have completed their research, each group has 5 minutes to update the whole class during an *#EUandME Mobility and Travel Roundtable Meeting*.

SECTION 3

Each student explores the following 2 theme pages on the **#EUandME** website to discover possible future opportunities and considers the following questions: 'Will you study abroad in the next 5 years?', 'Will you work or undertake a traineeship in another European country?', 'Will you participate in the European Solidarity Corps?' and 'What supports, benefits and opportunities does the EU have to offer you in the next phase of your life?'

1. The studying abroad page, **My Studies. My Life.** features study-abroad programmes (specifically Erasmus+ and Erasmus Mundus), traineeships/volunteering opportunities (European Solidarity Corps) and language training.
2. The working and living abroad page, **My Career. My Life.** explains rights when working or living in a foreign country, how to source jobs, volunteer or get training.

Every student now creates a 5-year plan of future possibilities called *My EUandME Roadmap* using a free or paid version of an interactive tool like **Book Creator** or **Sway** to showcase:

▸ What the student wants to achieve
▸ The steps the student will need to take to achieve their goals

Once completed, the students could add their *Roadmap* to their CV portfolio. The class could host a display of their *My EUandME Roadmaps* for an invited audience from other classes; exhibit their projects during a Careers' Day Fair or for Europe Day. Some may like, once they have safeguarded their personal information, to share them online using #EUandME on their social media channels.

#EUandME Sustainability Unit

OVERVIEW

The *Sustainability Unit* opens with a class discussion on the relationship between humans and nature arising from the students' viewing of the engaging short film *Oona*. Students then explore the need for sustainability and discover the #EUandME initiatives and actions to preserve the environment and manage our planet's finite resources. In the final section, students engage in a creative project to help them understand that action is required by each one of us to achieve sustainability; we all have a role to play in living sustainable lives.

SECTION 1

Ask the students to consider the following while watching **Oona** [8.40 minutes]: 'As the video opens Oona seems disconnected from her father. Their relationship is strained. As a result, Oona is not connected to the world around her, even the beauty of the natural world of the woods. Could this 'disconnection' be a metaphor for us and how we are disconnected from our world today, sometimes taking it for granted?'

Encourage students to discuss their reactions to the video; their opinions on the relationship of Oona and her father and whether the film might be a metaphor for our disconnect from nature or for our lack of care of nature. The Director Zaida Bergroth created the film in response to her belief in the work of the EU in preserving nature, wild animals and natural habitats. How is this theme developed in her film?

Protection of the natural environment and conserving the Earth's finite resources for our generation and our children's children are core principles of sustainable living, in section 2 we will try to answer the question, 'What is sustainability?'

SECTION 2

What is sustainability? Divide the class into groups of 5 students. Hand out an A3 page to each group and ask them to draw a very large V to fill the page. Label to the left of the V 'Earth's Problems' and allow five minutes for each group to list as many as they can think of and the root causes of the Earth's mismanaged resources. Leave the centre of the V blank for the moment and label to the right of the V 'My Children's Earth'. Again, for 5 minutes the group should list how they would like the Earth to look in the future, in relation to protecting and preserving the Earth's resources.

Each member of each group is now going to explore possible solutions to the issue of environmental damage caused by humans. Each takes 1 of the following #EUandME *Sustainability* theme pages to discover the work and the mitigating actions of the EU regarding sustainability:

1. **My Outdoors. My Life.** features the way the EU is dealing with protecting wildlife and nature, and improving Europe's natural landscape, as well as making sure all drinking water is clean and safe.
2. **My Planet. My Life.** details the climate change initiatives of the EU to reduce our carbon footprint. It also features what each of us can do to reduce the impact of climate change.
3. **My Environment. My Life.** explores the actions the EU is taking to reduce, reuse and manage waste, and its work to stop plastic from entering the sea.
4. **My Food. My Life.** examines EU policies which ensure that the food on our table is affordable and has been produced fairly and safely.
5. **My Technology. My Life.** explores the investments the EU is making in research and projects that aim towards sustainable solutions to our current challenges.

When the students have found examples of EU solutions to and mitigations of sustainability, they list them in the centre of their V-chart under the label, 'EU Solutions'. Once all groups have completed their research and charts, they are posted on a display board. Each group is then invited to present their chart and discuss the issues and solutions.

SECTION 3

Using any medium they like each student designs, creates and displays a piece to demonstrate how they as individuals are adopting sustainability thinking and practices into their everyday lives. They could for example create a short video or art installation; write an article for the school newsletter or design a digital poster to capture the theme. They should capture how they are proactive in protecting the Earth's finite resources and reducing their consumption. An exhibition of their work could be mounted for Earth Day in the school or shared via the #EUandME *Sustainability* social media channels.

#EUandME Skills & Business Unit

OVERVIEW
Alex in the video *Party Animal* has a eureka moment and discovers, by following his passion, how to map out his life plan. In the *Skills & Business Unit* students will explore the various initiatives and support the EU has to offer them as they begin to plan the next stage in their lives.

SECTION 1
As the students watch **The Party Animal** [7:52] they consider the following: 'Alex is a party animal, how, ironically, will following his dream help him to party-on?'

Encourage students to discuss their reactions to the video; their opinions on the relationship of Alex and his parents; his attitude to life as the film opens and his attitude to his job. Alex seems directionless as the film begins; have the students always known what their next life step was going to be? What helped them find their direction in life? What advice would they give to Alex on his next steps to bring his business into reality? What do they know of the EU support and initiatives available to them at this stage of their lives?

SECTION 2
Career and business advisors recommend that a good plan, whether a plan for acquiring skills and qualifications or for a business plan, includes the following steps:

        Step 1:   Do your research
        Step 2:   Make a plan
        Step 3:   Keep it simple

Ask each student to research the four *Skills & Business* theme pages on the **#EUandME** website to find out the support and resources the EU has to offer them in order to draft out a study, skills and career plan for themselves:

1. **My Skills. My Life.** features what the EU is doing to improve the quality of training today and help to understand which skills will be important in the future.
2. Finding a good job and getting coaching are explored in **My Ambition. My Life.** Discover the many programmes the EU offers to support young people in their search for a quality job.
3. **My Business. My Life.** outlines how the EU can provide what is needed to get the very best out of a business idea; from finance to coaching and business networks to exchange schemes. Explore how to start and grow a business.
4. **My Working Rights. My Life.** features the rights workers benefit from and the protection they are guaranteed when working in the EU.

Once they have drafted their plan, (with reference to EU programmes and supports that will assist them in their skills or business plans acquisition), each student prepares to face the *Skills & Business Panel.* The premise will be to have the students present their business ideas to a panel of four judges who will individually assess the presentation and decide whether to 'invest' in the idea or not. They will need to print off their plan and give a copy to the judges in advance of their interview.

SECTION 3
Entering the *Skills & Business Panel,* four students will form the judges panel. This will be a rotating panel and so will give most of the students the opportunity to be a judge.

Each judge will 'specialise' in one of the #EUandME's four *Skills & Business* theme pages. Once they have read a student's plan, the judges, sitting at the top of the classroom will interview each 'candidate' as they sit in front of them.

The judges' role is to be supportive and to offer additional suggestions to a candidate. They will ask the candidate about their study or career direction and their goals. They will also ask for examples of EU programmes that the candidate might draw upon to follow their study and career path. Additionally, they will throw the plan open to the audience (i.e. the class) to 'crowd-source' further suggestions and additional ideas.

#EUandME Digital Unit

OVERVIEW

Luckily for Jan, the shy and awkward wilderness ranger, as he is an EU citizen he not only has access to the Internet but access to many digital rights and liberties. Through the romantic comedy, *The Loner*, we see how important it is to be connected, and we also see how the EU works to connect us to the digital world.

SECTION 1

As students watch the film **The Loner** [9:52 minutes] have them consider the question: 'How does Jan use digital technology to help him in this beautiful but remote wilderness?'

Encourage students to discuss the humour of the film. What was the most entertaining moment? How does the actor playing Jan capture awkwardness and shyness?

SECTION 2

Do the students already know that the EU is investing €2 billion in high-speed broadband access for rural areas like in the film?

The film captures how even someone shy like Jan benefits from being digitally connected. In one instance, Jan sets out to return an unwanted online purchase by using the EU's '14-day cooling off period' for online shoppers who use websites in the EU. Find out about it **here**.

Encourage each student, or students working in small groups, to create an Infographic titled *Our Digital Rights*. The students explore their digital rights and liberties through the #EUandME links below and then design and create an eye-catching Infographic to appeal to younger students in the school. The students could use an interactive tool like **Canva**, **Easel.ly**, **Piktochart**, **Infogram**, **Venngage** or any other of their choosing. The aim is to create a visually attractive Infographic to showcase the #EUandME digital messages to younger students.

1. **My Phone. My Life.** features the EU regulations ending the age of roaming charges.
2. **My Connection. My Life.** explains how EU laws guarantee access to the best possible internet connection at an affordable price no matter how rural or remote the area.
3. **My Online Security. My Life.** explains how EU legislation demands that the protection of personal data is a fundamental right that must be handled with care and responsibility.
4. Like Jan, as an online shopper using websites in the EU, you can return an unwanted online purchase by using the 'EU 14-day cooling off period'. Find more information **here**.
5. Looking for **passenger advice** on the go? There's an EU app for that!
6. **Internet Safety Helplines** are available in every Member State to help and support the digital lives of young Europeans. **Safer Internet Day** is the EU initiative to celebrate their campaign for a better Internet for all, especially young people.
7. Show students this mini checklist to help them check if they have managed to clearly inform their young audience about some of the following EU digital initiatives in their infographics?
   - Take down – Stay down
   - The end of roaming charges
   - The Right to be Forgotten
   - Ending geoblocking
   - GDPR

SECTION 3

Once all infographics are published, invite the students to select their Top 5 Infographics by evaluating them in terms of: presenting data in an exciting manner; making complex data easy to understand; providing content and information in a clear and relevant manner; visual impact; use of colour, graphics and charts; suitability for the target audience; acknowledgement of source information.

Each of the Top 5 infographics could be displayed on the school website for a week and shared on the social media pages of the school or the students' own pages using #EUandME.

Using one of the Top 5 Infographics as a template, the class could also design and deliver a short digital skills workshop entitled 'Creating an Infographic' for younger students in the school. During the workshop 1-2 senior students demonstrate how they created and designed their infographic while the rest of the students give one-to-one support to the younger students as they create their first infographic.

#EUandME Rights Unit

OVERVIEW

Ivan in the video *Debut* is the son of a farmer and a talented footballer. Like Ivan, as citizens of an EU Member State and by EU rule of law we each have the right to be treated equally and with respect.

SECTION 1

The Director, Dalibor Matonić, describes **Debut** [4:04 minutes] as a subtle story. As students watch the film ask what they think the theme of his film is. How does the director build tension and suspense around Ivan's own understanding of his right to be who he is?

As citizens of the EU, our rights and freedoms are laid out in the European Charter of Fundamental Rights. In the Charter, the EU makes it clear that everyone is born free and equal in the respect and rights they deserve. The EU also ensures other rights and support in citizens' daily lives; as consumers, passengers and members of a democracy. In Section 2, the students will explore these rights before returning to the EU rights and freedoms of The **European Charter of Fundamental Rights** in Section 3.

SECTION 2

In the film *Debut* we see Ivan learn that as an EU citizen you have the right to be whoever you are. Throughout the EU our rights are protected by the rule of law. The Charter of Fundamental Rights brings together all the personal, civic, political, economic and social rights enjoyed by people within the EU in a single text. The Charter contains rights and freedoms under 6 titles:

- ▶ Dignity
- ▶ Solidarity
- ▶ Freedoms
- ▶ Citizens' rights
- ▶ Equality
- ▶ Justice

Ask all the students to discover and learn about the rights and freedoms citizens of the EU have to ensure people of different age, gender, race, sexual orientation, religion and opinion can live together in peace and harmony at **My Rights. My Life.**

The rights of LGBTQI citizens are protected in the EU. As a class discuss whether your school is a safe space for LGBTQI students. Does everyone have the opportunity to participate fully in their education and social lives during school? What could be done to improve acceptance and tolerance in the school? The class form workgroups to research what other schools have done; work with the school counsellor to invite guest speakers in to hold workshops to discuss the issues. They could source awareness literature and posters for the school and information about support services for LGBTQI students. The class then draw up an Action Plan to bring to the school leaders and the school board called 'A Safe Place to Learn' suggesting changes that could be made in the school to make it a more inclusive place to learn.

SECTION 3

For this activity, the students all work in *The Famous Marketing Company*. They are taking part in an in-house competition to devise a strong social media campaign for the EU's *Rights Unit*. They have been divided into 3 competing teams to create and design a social media campaign for one of the *Rights* theme pages below:

1. **My Shopping. My Life.** features nuggets on the EU rules that aim to make shopping clear, simple and fair and inform consumers of their rights.
2. **My Journey. My Life.** explores the EU rules in place to protect passengers and their rights in case of delays or cancellations when travelling.
3. **My Voice. My Life.** explains the right to vote in European and municipal elections when living in the EU.

The Famous Marketing Company will use the winning team's campaign to launch a Europe-wide social media campaign for the #EUandME *Rights Unit*. Each team devises a suitable social media campaign for the target audience – Europe's young people. The teams create a campaign slogan; design visuals; 2 sample posts, and explanation notes as to which social media channels they have selected for their campaign. Each team will present their campaign plans to the full class who will vote for the strongest and most effective social media campaign.