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**RAISING
AWARENESS
ABOUT THE
EUROPEAN UNION**

**TOOLBOX FOR
YOUTH WORKERS**



Co-funded by
the European Union

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Context

While the 2019 European Parliament elections saw a peak in young people's participation, a decrease in youth turnout was reported in the 2024 ballot. And yet young Europeans do not lack interest in the European Union: almost nine out of ten want more EU citizenship education at school! (*Flash Eurobarometer 455*)

Youth work has a key role to play to bridge that educational gap. With their expertise in non-formal education, youth workers are specifically well-equipped to support an emerging generation in their civic engagement: most young people from the “GenZ” (born 1997-2012) were first-time voters in 2019 and 2024 or will be in 2029.

Because the so-called “Zoomers” share, among other characteristics, a preference for hands-on, interactive educational material, this handbook provides youth workers with 11 ready-to-use activities to help GenZ participants learn, exchange and debate about the European Union.

Compiled through the CitiGen’Z project, these activities were designed and/or tested and approved by NGOs experienced in EU awareness-raising. They go hand in hand with a wealth of interactive educational material created by the CitiGen’Z partners to address all learning styles.

So ... enjoy!

1 | Tips – How to handle these activities in youth work

WHO THEY ARE FOR

The presented activities were developed, tested and improved by youth organisations with a long-standing experience in raising awareness about the European Union both in their local context and through European youth exchanges.

Together, they selected and fine-tuned their own “best of” to provide activities that can **easily be used by**:

- **GenZ participants with no knowledge about the European Union;**
- **Youth workers who have no or little expertise on the European Union** themselves: youth workers will be able to lead interactive sessions and facilitate debates and debriefings without being experts on the topic themselves. Their role will either be that of a facilitator helping participants access knowledge on their own, or they will be given educational material that will let them learn the necessary basics in a quick-and-easy way first.

DESIGNING YOUR OWN PROGRESSIVE LEARNING PATH

The following activities work well individually if you have limited time. They can also build a progressive learning path if you have enough time to go through all of them.

To help you adapt to your participants' needs and available time, the compilation gathers activities lasting from 30 minutes to 1H30. They cover broad, diverse and complementary topics, starting from the most basic question (Why the European Union?) and leading to more in-depth knowledge (How does the EU create laws?). They are also sorted out

according to their difficulty, from “Introductory” – no knowledge needed at all! – to “Intermediary” – no need to be an expert but some basic knowledge is advised (e.g. some vocabulary about the EU) – and “Advanced” – still no need to be an EU expert, but knowing the general mission of the EU institutions will improve the learning experience!

And to make it even easier - lucky you! - here are four suggested “EU Learning Pathways”: each offers a selection of three activities going hand in hand to explore a specific aspect of the EU, and fitting altogether in a half-day schedule.

You want your participants to get a general overview of the EU ?

- > Stitching Europe Together (Activity 3)
- > Moving Debate (Activity 6)
- > EU clues (Activity 11)

You want them to discover the functioning of the EU and to position themselves?

- > EU Word Storm (Activity 1)
- > Questions for a Super European (Activity 7)
- > Small YourEP Simulation (Activity 10)

You feel like working on identity and interculturalism?

- > Stitching Europe Together (Activity 3)
- > Who are you? (Activity 2)
- > Take a Step Roleplay on EU Citizenship (Activity 8)

You prefer to work on compromise and values?

- > EU Word Storm (Activity 1)
- > The New Planet (Activity 5)
- > Mermaids' Quotas (Activity 4)

MATERIAL & EXTERNAL RESOURCES

All material needed to lead the activities themselves is provided in the annexes or part of any youth worker's usual toolbox: pens, paper, scissors, glue ... and some sticky notes of course.

Beyond these, each activity is also accompanied by a shortlist of external resources to support both you as a facilitator - to help you become familiar with the topic beforehand if needed - and your participants - to debrief a topic or explore it further after an activity. These external resources are all selected for their accessibility - providing quick and easy peeks at targeted topics - and diversity in terms of formats - mixing videos, infographics and more to address all learning styles.

Overall, these shortlisted resources come from three main sources, which are actually great places for you to become an EU expert!

CitiGen'Z Learning Boxes: the partners who wrote this handbook created content on associated topics in a format adapted to zoomers and their favoured learning style. CitiGen'Z "Learning Boxes" each combine a short and dynamic video on an EU topic (1min30s maximum) with a one-page infosheet. You can check the whole compilation and learn more here: www.citigenz.eu



"Make Europe Great Again" e-Learning Modules: designed for teachers but useful for all educators, the project MEGA created e-learning modules covering essential aspects of the European Union. They will each lead you through key EU knowledge in diverse, complementary formats. You can get access to all modules here: learningeurope.eu



READY - Raising EU Awareness through accessible Documents for Youth: resulting from another Erasmus+ project, the content is aimed specifically at young people. To do so, it combines "youth translations" of the most relevant provisions to young people from EU treaties with "EU infographics" created by young people themselves. Check the whole package here: www.yes-forum.eu/our-work/projects/ready-raising-eu-awareness-through-accessible-documents-for-youth



ATTITUDE - HOW TO GUIDE PARTICIPANTS ON THE PATH TO KNOWLEDGE

In the presented activities, your role will always be that of a facilitator rather than a trainer: instead of passing on your own knowledge to your participants, your focus will be to guide them through activities designed to help them access, explore and exchange their own knowledge.

Facilitation involves a whole set of skills that is pretty close to youth work's DNA, so we trust you will be able to make these activities your own quickly. However, when it comes to discussing the European Union as a whole and its specifics, we'd like to highlight some of the classical "Do's & Don'ts" and their meaning in our context.



DO'S

Manage the flow of the conversation

Guide participants through the activities, make sure they understand the instructions, and let them do the talking! Encourage them to express themselves, to react to each others' statements, share their own knowledge etc.



DON'TS

Dominate the space

Keep in mind that you are not the hero of this story! Refrain from talking too much, explaining things in great length etc, even if you are passionate about EU politics yourself for instance.



DO'S

Remain neutral

The EU can be a very divisive topic, so try to remain as neutral as possible: it is about giving participants basic, objective facts on the one hand and letting them exchange about their diverse opinions on the other hand. Let them make up their mind by themselves in the end.

Learn the fun way

Instead, focus your activities on triggering interest and engagement among your participants and letting them interact: they will remember more things associated with a positive emotion, like simply having fun and bonding, and you can complement that learning experience with additional resources afterward.



DON'TS

Be pushy, take a stance

If you are reading this, you most likely agree that the European Union is important and people should know more about it. Don't let your opinion influence activities though! "EU proselytism" is often counter-productive: you will not convince people who already are convinced, and you will antagonise participants who are not.

Cram too much into a session

Activities are accompanied by interactive educational resources to support you and your participants, but don't force-feed participants with everything yet!

2 | Activities Outlines

Activity 1 EU WORD STORM

Level	Introductory
Duration	45 to 90 minutes, depending on group size
Group size	10 to 30 participants
Recommended age	15 years old and above
Material	Sticky notes x10 per participant; Flipcharts x1 for everybody and x1 per group; Markers & Pens & Pencils for all.

Learning Objectives

- Getting a **preliminary, basic understanding of the “European ecosystem”** through a peer-learning process.
- Setting a common ground for future learning activities by exploring the general topic from the **participants’ viewpoint first**, before diving into more specific areas later on.
- **Assessing the group’s pre-existing knowledge about Europe and the European Union** to identify potential knowledge gaps to fill thanks to future activities.

Step-by-step Method

Building upon a typical “word storm”, this activity leads participants through three progressive steps. It first explores their knowledge and perspectives on Europe and the EU. It then mind-maps the results collectively and creatively. Finally it concludes with the main highlights to ensure all participants are familiar with the basics on the EU.

Round 1 - Silent Brainstorming (15min)

Ask all participants to write words they think of when thinking of “EUROPE”:

1 sticky note per word! Anything popping up in their mind is welcome: nouns, adjectives, verbs, concepts, expressions, activities, places ...

Ask the first participant who is done to place their sticky notes on the wall, wherever they want for now. When they are done, invite the others to come to the wall and, in turn, place their sticky notes where they think it makes sense. No talking to each other yet!

Round 2 - Silent Brainstorming (10min)

Gather the group in front of the wall and observe the results together. Then take a quick poll: Who thinks the wall makes sense now? Who thinks it is complete?

Then take a new round of sticky notes! Invite participants to add new ones if they have new ideas following the first round. They are also allowed to move their own sticky notes if they are not happy about their place yet, but only theirs.

Round 3 - Whispered Brainstorming (20min)

Start with a new quick “poll”: What about now, are participants satisfied with the results yet?

Then:

- 5min: Split the participants in small groups of 3 to 6 each. Give them a few minutes to observe the wall and exchange their opinion about the results, within their own small groups at this point. Do they like it? Do they want to change something? Does it make sense, why or why not?
- 15min: One after the other, invite each group to come to the wall and move all sticky notes as they please. They have up to 3min to debate, not too loudly so that they are not heard, and change everything they want.
- During that time, the other groups get a blank flipchart and must “map” or “chart” what they see on the wall: how do the words, verbs, nouns, names, concepts on the sticky notes interact? Can they find names for the “clusters” which probably appeared? Why are sticky notes grouped together, close or far away ...?

Debriefing – Presentations and Discussions (30min)

Each group presents its “mapped” flipchart in a few minutes. Then other groups can quickly ask questions, comment etc.

In the time that is left, invite participants to spontaneously react to the final result. Do they agree with each other? Can they find similarities among their results? Meaningful differences? What does it tell about their perception of Europe?

Remarks / Additional resources

Both facilitators and participants can prepare or complement this activity with:

- [CitiGen'Z Learning Boxes](#): *Everyday Europe*
- [MEGA e-Learning Module](#): *What does the EU bring in our everyday life?*
- [READY Infographics](#): all under *Understanding the European Union*

Activity 2

WHO ARE YOU?

Level	Introductory
Duration	45 minutes
Group size	Up to 15 participants
Recommended age	15 years old and above
Material	Pens and paper for participants to take notes

Learning Objectives

- Raising awareness about **cultural identity** and formal and informal transnational exchanges in the European Union.
- Discussing **interculturalism and multi-layered identity, from local to European**.
- Discovering the diversity of factors shaping individual identities in a **multi-cultural society**.
- Debating **what makes us European** or not.

Step-by-step Method

Together, the group will go through two main rounds of questions and debrief about their individual answers, to explore their own feelings about why and how they feel more or less European.

This activity works well as a standalone but can also be shortened to work as a “Take a stand” type of ice-breaker to introduce Activity 3 (Stitching Europe Together).

Step 1 - Start a first round of exchanges by explaining that you will ask 7 questions about the participants’ own experiences, stating that:

- There are no right or wrong answers
- For each question, the response option is Yes or No

- For each question, if your response is Yes move one number up the scale below
- For each question, if your response is No hold your position on the scale
- It's an individual exercise. Let your position reflect your experience, not other participants'



Then ask them for their answers to the following questions:

1. *Have you ever visited another EU country?*
2. *Do you know a song in another European language?*
3. *Have you been to a sporting or cultural event in another EU country?*
4. *Do you have relatives living in another EU country?*
5. *Was any of your parents/guardians born in another EU country?*
6. *Are European languages (besides your mother tongue) spoken in your home?*
7. *Have you lived for at least a few months in another EU country?*

Afterward, ask participants to discuss their individual results, then debate with the following topics:

- How do your experiences influence your feeling of attachment to a community?
- Does hearing of different experiences help you understand other people's different sense of attachment or identity?
- As a final reflection; what things increase your sense of belonging to your country? Is it the same for the EU? Are they the same as your peers?

Step 2 - Start a new round with the following statement: "People have different opinions about how they relate to a community. I am going to ask you about three communities. For each one, indicate how attached you feel to it on a scale from 1 to 10".

The response scale for each item is as follows:



Then ask them for their answers about the following, giving them some time for individual reflections:

1. Their county/region
2. Their country
3. The European Union

Afterward, ask participants to discuss their individual answers, then debate with the following topics:

- *Is it possible to feel attached to more than one community?*
- *Is your attachment to your country more important than someone else's attachment to their country?*

Remarks / Additional resources

Both facilitators and participants can prepare or complement this activity with:

- **CitiGen'Z Learning Boxes**: *(De)constructing European Identity, EU is YOUth, The Rights and the Voice of European citizens, (In)equality of the languages in the EU*
- **MEGA e-Learning Module**: *What does the EU bring in our everyday life?*
- **READY Infographics**: *all under Non-Discrimination and Citizenship of the Union*

Further readings

- **Europe and the identity challenge: who are "we"?** , Fondation Robert Schuman (19 March 2018)
- **How the young have forged European identity – from the Grand Tour to the Erasmus generation**, The Conversation (17 June 2016)
- **Searching for the European identity**, e-Medine (16 December 2021)

Activity 3

STITCHING EUROPE TOGETHER

Level	Introductory
Duration	120 minutes
Group size	4 participants minimum
Recommended age	12 years old and above
Material	Magazines, newspapers or colored paper; Glue; Scissors; Large poster board or flipchart.

Learning Objectives

- Reflecting on what it means to be European / **European identity**.
- Developing awareness and debating about **European values** and how they are applicable nowadays.
- Inspiring participants to take action to build a more **solidary Europe**.

Step-by-step Method

In this activity, participants contribute their ideas, skills and efforts to create collaborative artwork. The process supports their self-expression about what it means to them to “be European”, while helping them explore the topic together.

1. Reflect on European Identity

- Begin by discussing what it means to be European. Encourage participants to share their spontaneous thoughts and feelings about their European identity.
- Invite participants to cut out images or words from magazines or newspapers that represent different aspects of European culture, history, and values.

2. Create a Collage

- Provide each participant with a piece of poster board, canvas or blank flipchart.

- Invite them to arrange and glue the cut-out images and words onto their canvas to create a collage. They can overlap, layer, or arrange the elements in any way they like.
- Encourage creativity and experimentation. Participants can add their own drawings, symbols, or personal touches.

3. Discuss European Values

- As they work on their collages, facilitate discussions about European values. What values are important to them? How do these values shape their identity?
- Explore concepts such as democracy, human rights, diversity, solidarity, and peace.

4. Share and Reflect

- Once everyone has completed their collages, have a gallery walk. Participants can explain their choices and the meaning behind their compositions.
- Discuss common themes and differences among the collages. How do they reflect the diversity of European perspectives?

5. Inspire Action

- Conclude the activity by discussing how art can inspire action. How can these collages encourage solidarity and positive change in Europe?
- Encourage participants to think about practical steps they can take to promote European values in their communities.

Remarks / Additional resources

Both facilitators and participants can prepare or complement this activity with:

- [CitiGen'Z Learning Boxes](#): *All of them!*
- [READY Infographics](#): all under *Non-Discrimination and Citizenship of the Union*

Activity 4

MERMAIDS' QUOTAS

Level	Introductory
Duration	60 to 90 minutes
Group size	6 participants at least, up to 24 split in 6 teams
Recommended age	15 years old and above
Material	Printed “Yearly Fishing Cycle” Template for the facilitator (Annexed)

Learning Objectives

- Experiencing the risks of an “every man for himself” attitude at the international level and the **benefits of international collaboration** through a (horribly) fun case study.
- Debating why collaboration at the European Union level is critical in many areas, but also why it remains so difficult with so many countries having to **negotiate compromises** which do not seem ideal for each of them but are for the benefits of all nonetheless.

Step-by-step Method

This game is inspired of a more complex exercise used in International Relations studies to simulate the negotiation of fishing quotas and lead students to experience the risks of the “law of the jungle” at the international scale, the difficulties of international compromises and the benefits of international collaboration to manage resources shared by several countries.

To make it accessible to participants without a higher education background and/or without a strong interest in international affairs, this game has been simplified and made a lot funnier by imagining negotiating fishing quotas for ... mermaids: this creative and unrealistic “shortcut” makes the activity more engaging for participants and helps focusing on the broader lessons about EU collaboration without getting stuck on discussing the actual and current Common Fisheries Policy.

Backstory

Start by explaining to the group that they will play a game that will simulate an important part of (almost) real life:

“Believe it or not: mermaids are back in the Mediterranean Sea! A little-known fact however, is that fishermen aren’t really seduced by mermaids anymore: they fish them. Mermaids are magical creatures and provide many useful resources. So fishing for Mermaids is now an important part of the economy!

You are now all representing countries which share access to the Mediterranean Sea, and fish in the same stock of Mermaids. But there are only a limited number of Mermaids: conflicts may appear, or Mermaids might go extinct!

Your countries’ fishermen go fishing for Mermaids throughout the year, but there is a close season in winter and spring to allow the mermaids’ population to recover.”

Instructions

The game is played in rounds that represent fishing seasons and close seasons during which the Mermaids’ population recovers.

1. At the beginning of the season, all Players/Teams discuss the quantity of Mermaids they want to catch, individually and collectively. The maximum per Player is 15% (to avoid the Mermaids’ population to go extinct after 1 round!).
2. After 5 minutes maximum, each Player/Team must secretly decide – individually – the quantity they will actually fish. It is not mandatory to respect what was discussed earlier!
3. Each Player announces the chosen quantity to the facilitator in secret (a simple folded paper does the job); the Facilitator reports these numbers on the table (Annexed).
4. At the end of the round, the remaining Mermaids’ population is calculated by the facilitator. It doubles for the next Round/Year. Players/Teams should only be told “The population recovers”, but not at what rate and not what population was left at the end of the round.
5. A new round begins with the now recovered Mermaids’ population. It is advised to go through at least 3 rounds before stopping the game, and more if time allows it.

Example: At the start, there are 100 tons of Mermaids. Players 1, 2 and 3 choose 7 tons, Player 4, 5 and 6 choose 12 tons ($7 \times 3 + 12 \times 3 = 57$), so 43 tons are left, becoming 86 tons for Round 2.

Objective: Each Player/Team must manage to catch as many Mermaids as possible, and whoever fished more Mermaids than the others at the end wins ... but if mermaids go extinct during the game, everybody loses!

Debriefing

Overall, the game allows to discuss the following lessons after it is over:

- Pure competition is not a sustainable policy (Purely greedy, selfish, non-collaborative players quickly end up with nothing to fish at all at all; Everyone loses).
- Collaboration proves to be a more efficient strategy, both individually and collectively (In the long-term, respecting previously negotiated quotas results in a steadier Mermaids-catch every year for everyone).
- Politics is an effort to master problems that affect the well-being and survival of the community. Institutions, such as frameworks of rules, are tools to solve problems.
- Conflict is always part of social and political life. While conflict cannot be eradicated, it is possible to control its disruptive potential, even between countries.
- Why Mermaids? Fishing quotas for mermaids sounds fun ... but the fun part is only a way to make learning about real-life issues more entertaining and motivating! European Union member-states play this game with fishes ... ;)

... and all of that, the mermaids excluded of course, is true for the European Union in general and the European Parliament in particular!

Remarks / Additional resources

Potential Adjustments

If several facilitators are available – lucky you! – this activity can be improved by running it with several groups separately. This way, you can add a new objective: collectively, each Group must secure the biggest remaining stock of

Mermaids possible at the end of the game. After the last Round, the group with the biggest “preserved” stock of Mermaids wins!

This way, the tension between individual “egoistic” goals and collective “solidarity” goals will be stronger among all players!

Useful links

Both facilitators and participants can prepare or complement this activity with:

- [CitiGen'Z Learning Boxes](#): *How a law is decided at the EU level, EU Budget, 62 years of the Common Agricultural Policy*
- [MEGA e-Learning Module](#): *What is the European Union?*
- [READY Infographics](#): all under *Supranationalism*

Activity 5

THE NEW PLANET

Level	Introductory
Duration	120 minutes
Group size	4 participants at least
Recommended age	12 years old and above
Material	Large sheets of paper (A3 or flipcharts); A copy of the Charter of Fundamental Rights of the European Union for each group (available in all 24 EU languages here)

Learning Objectives

- Reflecting on the rules necessary to ensure a good quality of life for individuals in **democratic societies**.
- Presenting the origin and content of the **EU Charter of Fundamental Rights**.
- Developing awareness of the ultimate goal of the EU Charter of Fundamental Rights: the existence of societies that benefit all human beings without distinction, **enshrined in EU law** itself.
- Relating the **role of the European Union (EU) in defending the rule of law and Human Rights**.

Step-by-step Method

Which rules should be enforced so that people can live good lives in a society? This activity will lead participants to learn about human rights while working in groups to decide which human rights should be the basis for humanity and reflect about the role of the EU in defending the rule of law and Human Rights.

1. Divide everyone into small groups (3 to 5 participants each) and introduce the task: *"A catastrophe has taken place on Earth and all life has been wiped out. You are the only fortunate people to get on board a European spaceship*

that is on its way to an entirely new planet. The planet strongly resembles Earth, with mountains, water, plains, oceans, an atmosphere, nature and animals, and you will be the first human beings on the planet. As the first people, you have the privilege to decide what rules shall be in force. The rules must not only apply to the individuals in your group, but to all the people who will eventually live on the planet.”

2. Give 30 minutes for each group to debate the rules they would choose to apply on the new planet. The rules must be applied to every person and must allow them to live good lives.

3. Then, ask the groups to agree and write down on a big piece of paper the 10 main rules for their new planet. They can then decide on a name for it.

4. Call everyone to form a plenary session and ask each group to present their planets. The other groups can ask questions and discuss each other's choices.

5. After everyone shared their ideas, make a comparison with the *Charter of Fundamental Rights of the European Union*, the EU's own version of the United Nations' Universal Declaration of Human Rights. Hand over a copy of the Charter and ask the groups to compare their own planet's rules with its articles. Which articles regulate the same issues as their own rules? Ask them to write the articles' numbers alongside the planets' rules.

6. After everyone is done, ask the groups to return to the plenary session for a summary and the debriefing, which can use the following guiding questions:

- *Was it interesting to have the responsibility to decide on people's Human Rights?*
- *Did your planet have many rights also included in the EU Charter? Why do you think they were similar?*
- *For the rights that you choose to your planet that were not in the EU Charter, what do you think is the reason?*
- *Why is it important for people to reflect upon which rules should be in force in a society?*
- *Which role does the EU have in promoting and defending human in Europe and in the world?*
- *Why does the EU have its own “Charter of Fundamental Rights”, while there was already a UN Declaration of Human Rights anyway?*

Remarks / Additional resources

Tips for Facilitators

Try to encourage discussion and in-depth reflection on the different rules during the plenary sessions, as this process will reveal that many of the group's rules have similarities to, and the same intentions as, modern human rights.

The short time available to debate these topics, in addition to the limit on the number of rights to choose from, can sometimes make decisions look controversial to other people. It is therefore important that the discussion is led with respect, good will, and positive attitude to each other.

One main conclusion is that international human rights represent values and norms that are common to human societies worldwide. Human rights connect to human needs that can be said to be the same all over the world.

The aim of the group work is not to identify the “best” planet. On the contrary, the aim is to learn from each other – the “best” planet will be a new planet which include the best rules from all the groups. This point can also illustrate how democracy works. Everyone should be invited to reflect, have a say, and be listened to. After discussion, it is possible to reach a compromise that everyone can respect.

Useful links

Both facilitators and participants can prepare or complement this activity with:

- [CitiGen'Z Learning Boxes](#): *EU Fundamental Rights*
- [MEGA e-Learning Module](#): *What is the European Union? > Section “The values and the rights of the EU”*
- [READY Infographics](#): all under *Non-Discrimination and Citizenship of the Union*

Activity 6

MOVING DEBATE

Level	Introductory
Duration	20 to 40 minutes
Group size	10 to 30 participants (20 is ideal)
Recommended age	16 years old and above
Material	None except for the instructions for the facilitator

Learning Objectives

- Voicing one's opinion about diverse **"EU hot topics"** and listening to the others'.
- Developing oral skills.
- Defining where one stands as a **European citizen**.

Step-by-step Method

This method uses a rather "classical frame" in youth work, a "Moving Debate" type of activity, tweaked to allow the discussions of EU-specific topics.

1. The young participants are invited to stand up and gather at the centre of the room.

2. Explain that this is going to be a 'moving' debate, which means they are going to position themselves physically according to their opinion. After each question you ask, or each statement you make, they will move to the right if they agree, to the left if they don't.

3. Ask as many questions as you want, depending on the time you have. The following questions rank from the easiest to the most technical ones:

- *Do you feel European?*
- *Do you believe the voting age should be lowered to 16? (like in some countries *)*

- *Should voting be compulsory? (like in some countries *)*
- *Should a semester to another European country be compulsory in every student's pathway?*
- *Can you feel the impact of Europe in your daily life?*
- *Do you need to get involved in politics to convey your vision?*
- *Do we need a European army?*
- *Do you think the EU is democratic?*
- *Do you feel we should vote for transnational lists during the European elections (the same candidates in all EU countries)?*

4. Take a few minutes for a short debriefing after each question: pick at least one person on each side and ask them to explain their choice, then facilitate discussions on that basis.

As they defend their points of view, they may convince the people facing them, who can change their mind and move to the other side! Make sure they explain their change of heart.

Remarks / Additional resources

Specifics on voting in the EU (*)

Voting is compulsory in 4 EU countries: Belgium, Luxembourg, Greece, Bulgaria

Voting age in the EU (in 2024):

- 16 years old in Austria and Malta
- 17 in Greece
- For some countries, the voting age depends on the type of elections (local, national or EU): Germany, Belgium, Estonia, Hungary.
- 18 in the other EU countries.

Useful links

Both facilitators and participants can prepare or complement this activity with:

- [CitiGen'Z Learning Boxes](#): *Democracy (The Rule of Law in the EU), EU is YOUTh, Everyday Europe*
- [READY Infographics](#): all under *Understanding the European Union, EU Citizenship Rights & EU Citizenship Benefits*

Further readings

- [European elections](#), Your Europe (Last checked: 4 December 2024)
- [EU elections: MEPs want transnational lists and all countries to vote on 9 May](#), European Parliament Press Room (28 March 2022)



Activity 7

QUESTIONS FOR A SUPER EUROPEAN!

Level	Intermediary
Duration	30 minutes
Group size	Any multiple of 4, up to 32 participants
Recommended age	16 years old and above
Material	One deck of Question Cards (Annexed) per group of four; Two institutions sheets (Annexed: 1 blank and 1 corrected)

Learning Objectives

- Giving **general knowledge about the EU**.
- Briefly presenting the 7 **European institutions**: their name, location, composition and mission(s).
- Exercising memory and concentration.

Step-by-step Method

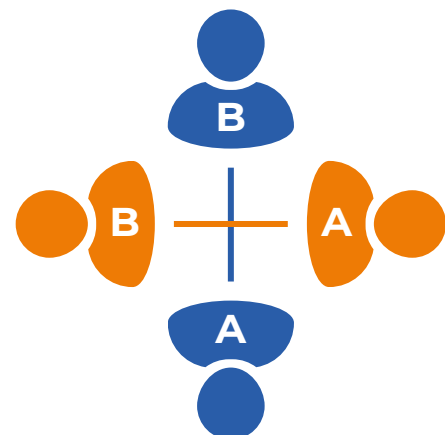
Preparations

Before the activity, you will need to print one deck of “Question Cards” per group of four participants, as well as a copy of the blank “Institutions sheet” for each group.

Part 1

1. Participants are split in groups of 4 each, and each group forms 2 teams (see diagram) and receives a deck of Question Cards.

2. Explain how the game starts and unfolds: a first player starts (for example Orange A) and asks questions to their teammate, facing them (Orange B). If the answer is correct, the Orange team wins the card;



if the teammate answers incorrectly, the card goes back into play. If they don't know the answer, they can pass, and the card goes back into the deck. Each round lasts 30 seconds.

3. After 30 seconds, Orange A passes the deck of cards to Blue A. Blue A plays with Blue B following the same rules. After another 30 seconds, Blue A passes the deck to Orange B, who asks questions to Orange A, and so on until all the cards are exhausted. The team that wins is the one that manages to collect the most cards.

Part two

1. Among all these cards, some concern the mechanisms governing the EU: ask the young people if they can find and name the 7 EU institutions. Let them sort through the cards and name the institutions if they can't remember them all spontaneously.

2. Distribute the diagram-sheet (with blanks) to fill out. Start with the 3 institutions on the right and note the Court of Justice, then focus on the other 4 to fill out the sheet using information from the cards (name + location + composition + 1 function).

Correct together and show the completed diagram.

Remarks / Additional resources

Both facilitators and participants can prepare or complement this activity with:

- [CitiGen'Z Learning Boxes](#): *EU elections of the MEPs, European Council, European Commission, European Parliament, EU Council*
- [MEGA e-Learning Module](#): *How does the European Union work? > Section "Institutions of the EU"*
- [READY Infographics](#): all under *Understanding the European Union*

Activity 8

TAKE A STEP ON EU CITIZENSHIP

Level	Intermediary
Duration	60 to 90 minutes
Group size	10 to 30 participants
Recommended age	17 years old and above
Material	A room with a lot of space; Printed "EU Citizenship Roles" (Annexed); Printed "EU Citizenship Statements" (Annexed).

Learning Objectives

- Understanding the specific **rights granted to EU Citizens**, as well as what defines EU Citizenship.
- Exploring how the European Union influences one's rights depending on their nationality and country of residence, when it comes to **specific EU policies** such as social security, unemployment benefits etc.

Step-by-step Method

This activity's methodology will be familiar to most youth workers, as it builds upon the "Take a step" kind of activity to explore a specific EU topic in all its complexity: EU Citizenship as well as the rights going along with it.

Preparations

Before the activity, you will need to print one set of "EU Citizenship Roles" for every 15 participants: with more participants, it is entirely fine and can even be helpful to print the same roles several times. The "EU Citizenship Statements" need to be printed in one copy for the facilitator only.

1. Give each participant one of the "EU Citizenship Roles"

With a big group, make up teams of 2 participants for each role and invite participants to collaborate in the next steps.

For the remainder of the activity, invite participants to step into their new shoes, representing diverse situations of people in or even outside the EU (e.g. "you are a national/citizen of Croatia", "you are a refugee from Ukraine", "... a British citizen working in France" etc). Take a few minutes to let participants imagine what that can mean for them on a daily basis, guiding them with these questions:

- *Where do you come from? Where do you live now? What are you doing here?*
- *What does a normal day look like for you?*
- *Where is your family? Do you meet them often?*
- *How familiar are you with the country you live in, its politics, administration etc?*

2. A few rounds are organised

During each, you are going to read a statement/situation and ask participants to take one step forward if it applies to them ("*I can easily travel to ...*", "*I don't need a visa for ...*", "*I have a guaranteed access to social security ...*").

Go through the statements (annexed) – with 20, you can select the 10 most relevant to your objectives for instance, or go through all of them – and take up to 5min for each to go through some simple steps:

- Let participants reflect, discuss among themselves, ask questions to decide whether they step forward or not.
- Group discussion: asking one person who stepped forward and one who stayed behind to explain why, also asking if anybody still hesitates.
- Brief explanation: mentioning the main factors explaining why somebody moves or not, to start introducing details such as voting rights, residency length, how the EU citizenship is granted etc.

3. Use the remaining time for a debriefing, using the following questions

- *How does it feel to be so far behind? Or in front of everybody else?*
- *What explains your final situation?* (invite participants to check the colour of the roles, to reveal EU nationals have more rights than non-EU nationals, whether in their home country or not)

- *Did you realise you had (or not) these rights compared to non-EU citizens even if they live in the EU?* (to discuss how such “EU benefits” tend to be invisible, e.g. it feels normal to cross a border without even realising it nowadays, but for some people it remains a struggle on the contrary).

Remarks / Additional resources

Tips for facilitators

Due to the number and diversity of roles and statements, it is impossible to give a detailed solution for each round. That is why it is important to:

- Explore the topic through the resources listed below in advance for the facilitator, to understand the general rules applying in these situations.
- Take it easy nonetheless: hesitations and collective reflections, due to the complexity of some roles in some situations, will be normal and even necessary in any case, even with a facilitator with great expertise on the topic! Invite participants to quickly research answers online and fact-check throughout the entire activity!

Useful links

Both facilitators and participants can prepare or complement this activity with:

- [CitiGen'Z Learning Boxes](#): *EU Fundamental Rights, The Rights and the Voice of European citizens, The Rule of Law in the EU*
- [MEGA e-Learning Module](#):
 - *What does the EU bring in our daily life?* > Section “Being an EU citizen”
 - *What is on the agenda of the EU?* > Sections “Rule of law” & “Migrations”
- [READY Infographics](#): all under *Non-Discrimination and Citizenship of the Union & Free Movement of Persons*

Further reading

- [Living in the European Union, Your rights - and how to use them](#), European Union (Last checked: 23/10/2014)

Activity 9

EU INSTITUTIONS SILENT PUZZLE

Level	Intermediary
Duration	30 to 45 minutes
Group size	6 participants or any multiple of 6 split in groups
Recommended age	17 years old and above
Material	Printed Puzzle pieces & instructions for each group of 6 participants; Facilitator's Instructions; Participants' Instructions (All Annexed).

Learning Objectives

Allowing participants to learn about the **role of the EU institutions** in a playful way and through a “bottom-up” process, starting from their own individual knowledge and leading them to build a more complete picture through their collaboration and collective guessing.

Step-by-step Method

This activity relies on a “silent puzzle” game that is designed so that participants can access meaning and knowledge about the European Union institutions through an experiential method, providing an easier and quicker way to understanding these.

Your role as a youth worker here is not exactly that of a “leader”: it is first and foremost to guide the participants through the instructions, revealing the right answer to the puzzles only at the end, and stimulating reflections through the debriefing questions. Otherwise, each group of participants will be rather independent, with a facilitator selected among them.

Preparations

- Print the set of puzzles (Annexed) as many times as needed: each set is planned for 6 participants.
- Cut and mix the pieces of all puzzles and distribute the pieces in 5 different envelopes.

- Split your participants in groups of 6 each.
- Ask each group to elect a facilitator among them: that participant will simply lead the others through the instructions.
- Distribute the envelopes with puzzles to each group, as well as the following instructions to each facilitator ... and time to play!

Instructions

One member of the group is the “moderator/facilitator” and they have to observe and explain the activity to the participants. “Facilitator’s Instructions” can be printed from the annexes to help them with this task.

Each of the other five participants gets an envelope with puzzle pieces of five infographics about the EU institutions randomly mixed. They must match the responsibilities to the correct institutions.

The facilitator gives the following instructions step by step (also annexed as a printable “Participants’ Instructions” sheet):

Step 1 (15 to 20min) | Silent Puzzles Instructions

- *You are not allowed to speak.*
- *You are not allowed to help each other or gesture.*
- *You may place your pieces in the middle.*
- *You may take pieces from the middle.*
- *You may not take or add pieces to someone else’s puzzle.*
- *The activity is finished when everybody has a completed set.*

Step 2 (15min) | Debriefing Questions

In each group or through a plenary session gathering all groups, discuss:

- *Did you know the functions of the institution you were assigned?*
- *What did you notice about their functions?*
- *Do you feel that you know the functions of the EU institutions? Before this game did you feel that you had good knowledge of the EU institutions and their functions?*
- *From where did you gain your knowledge of the EU institutions?*
- *Do you feel that the issues that concern you in everyday life are reflected in the institutions that you just created?*

Remarks / Additional resources

Potential adjustments

As long as you can print enough puzzles, the activity can work with very big groups without the need of “EU experts” among you: the activity relies first and foremost on the pre-existing individual knowledge among the participants in each group, allowing them to combine it and find their way among the EU institutions in a playful and interactive way.

Useful links

Both facilitators and participants can prepare or complement this activity with:

- [CitiGen'Z Learning Boxes](#): *EU elections of the MEPs, European Council, European Commission, European Parliament, EU Council, 2024 European elections results*
- [MEGA e-Learning Module](#): *How does the European Union work? > Section “Institutions of the EU”*
- [READY Infographics](#): all under *Understanding the European Union*

Activity 10

SMALL YOUREP SIMULATION

Level	Advanced
Duration	45 minutes
Group size	6 participants at least, up to 15 with more time
Recommended age	17 years old and above
Material	Printed “Role Cards”, Text proposal & Amendment Templates (Annexed).

Learning Objectives

Simulating political negotiations at the [European Parliament](#), with a focus on interactions between [MEPs](#) and [with lobbyists](#).

Step-by-step Method

The game is a very short simulation of political negotiations at the European Parliament. It is not realistic in many ways, but it helps understanding the complexity of politics at the EU level, and to understand other people's political opinions (by stepping into their shoes!).

The rules, roles and the “draft EU law” to be negotiated, amended and adopted are extremely simplified to allow participants to get basic knowledge about the legislative process at the European Parliament in a short but dynamic activity.

Preparations

Before the activity, you will need to print enough “Role Cards” for all participants, as well as a copy of the “Text proposal” and “Amendment Template” per participant.

Instructions

Begin with the following basic explanations:



Instructions

Begin with the following basic explanations:

“Environment is a shared competence of the European Union: as long as the EU doesn’t act, Member States are free. Once the EU decides to adopt a common EU law for all Member States, they have to apply it.

Well, the European Union just decided to do so! The European Commission worked a long time to write a “proposal for a Regulation on the Protection of the European Fantastic Creatures”. This proposal must now be negotiated by the other EU institutions.

The European Parliament is first!”

The Players each have a role, either as an elected Member of the European Parliament or a lobbyist. They have different positions on the text, so their objective is to find a compromise among themselves!

The game will be short, 45min in total maximum, so the Players can follow these steps. Careful with the timing, it will go fast! If you have enough time, doubling the timing for each step will allow for more in-depth discussions.

- **5 minutes: Introduction to the game.** The Players receive the first explanation and their role for the game.
- **10 minutes: “Public Hearing”.** Each Player, both MEPs and Lobbyists, must improvise a small speech (1-2min max) to present their role, and defend their position. So they must come up with good arguments!
- **20 minutes: MEPs and Lobbyists can now debate and negotiate.** During these debates, they can write “amendments” with the given templates, to suggest modifications to the text (even Lobbyists, even though they cannot suggest amendments in the real world but need MEPs to do it). 20 minutes is short, so the Players can focus on amending one article only.
- **5 minutes: Quick votes** on the amendments, to find a final compromise!
- **5 minutes: very short debriefing** on the game if there is still time. Focus on “Why so unrealistic? What’s the advantage of the “fun” part?”

Remarks / Additional resources

Comments

Just like the “Mermaids’ Quotas” activity, the topic is funny and unrealistic on purpose – an EU law aiming at protecting EU fantastic creatures, because unicorns are endangered too! – to provide an engaging shortcut to real-life knowledge, and to focus the learning process on the underlying political process rather than on the topic itself, which is basically a pretext or “case study”.

Potential adjustments

The basic set provides roles for 6 players, so that it can be used with very small groups.

With enough time, you can very easily adapt it for more players – 15 participants at most is advised for everybody’s comfort, even though it can be extended a lot more ... with a lot more time – by simply printing more “Role Cards”.

This can be an opportunity to adjust the number of MEPs’ roles especially to better reflect the balance of power in the actual European Parliament!

Useful links

Both facilitators and participants can prepare or complement this activity with:

- [CitiGen’Z Learning Boxes](#): *European Parliament, Lobbying, Meaning of NGOs for the EU, How a law is decided at the EU level*
- [MEGA e-Learning Module](#): *How does the European Union work? > Section “EU legislation”*
- [READY Infographics](#): most under *Understanding the European Union*

Activity 11

EU CLUES

Level	Advanced
Duration	60 minutes
Group size	4 to 30 participants
Recommended age	14 years old and above
Material	1 Board Game (Annexed); 4-6 Counters; 1 Dice; Playing cards (Annexed).

Learning Objectives

- **Understanding the European Union's role and influence:** players will demonstrate an understanding of the European Union's institutions, history, and its impact on daily life by accurately answering trivia questions.
- **Enhancing knowledge of European Union history and culture:** players will improve their knowledge of the European Union's history and cultural significance through the gameplay and the exploration of relevant topics.
- **Promoting engagement with European Union topics:** players will become more engaged and interested in learning about the European Union through the interactive and competitive nature of the game.

Step-by-step Method

To top it all, here is the most comprehensive activity in terms of EU themes it addresses, through many participants' favourite format: a board game!

Preparations

Print the annexed board game, ideally in an A2 or A3 format, along with a deck of "Playing cards" for each table of 4-6 participants / teams.

Playthrough:

- Divide the cards according to their colour. Make sure that you have two decks and shuffle both.



Each player (or team if you have more than 6 players) puts their counter on the “Start House”. The highest roll on the dice starts first.

Take it in turns to roll the dice. Move your counter forward the number of spaces shown in the dice.

Houses/Events: Along the way, players will land on different events/effects.

- **Yellow Star:** Pick a card (European Union history and culture)
- **Dark blue Star:** Pick a card (EU institutions and influence in our daily life)
- **Random:** Pick the colour of the card you want to guess
- **Stop:** One round without playing
- **Roll the dice:** Roll the dice again
- **Airplane:** Go to the next airplane, but if you get the last airplane, start in the first airplane

Each card has between three to five clues to help guess the answer. Another player should read the clues. You can only give one final answer. If the answer is correct, the player/team can roll the dice again, if not they wait till the next turn!

The player/team must land exactly on the “Finish” house to finish the game. The first player/team arriving wins the game. The game is over when everybody finishes.

Remarks / Additional resources

The cards used in this board game cover a wide diversity of EU topics, from the most general to the most specific, so no single resource can address them all at once.

However, some cards perfectly match **CitiGen’Z Learning Boxes**: when it is the case, they will include a QR code to lead participants to this content more easily!

3 | To go further

GLOSSARY OF THE MOST COMMON “EU DIALECT”

European Union (EU): An international partnership between 27 European countries governing common economic, social and security policies. It was established by the Treaty of Maastricht in 1993 but European cooperation started after World War II.

EU Treaties: The binding agreements between EU member countries setting out their objectives and the rules for their cooperation, especially how decisions are taken and what power EU institutions and member countries respectively have.

EU institutions: The most famous are the European Council leading the way and the European Commission, European Parliament and Council of the EU coming together for the decision-making at EU level. There are other specialised institutions like the Court of Justice of the EU, the Committee of Regions and the European Economic and Social Committee.

European Commission (EC): The institution proposing new EU laws to the others and enforcing them when they are adopted. There are 27 EU Commissioners one for each member country. Each manages a specific policy for the EU as a whole instead of representing their country.

European Parliament (EP): The transnational parliament of the EU, directly elected by EU citizens every five years. When the EC proposes a new law, the EP can modify it and negotiate with the Council of the EU until they adopt it together. The EP meets in two locations: Strasbourg and Brussels. Its members are called “MEPs” (Members of the European Parliament).

Council of the EU: The main “co-legislator” with the EP, it represents the member countries as it involves national governments, especially national ministers on the topic at hand when it comes to take a final decision. It negotiates with the EP to adopt EU laws proposed by the EC.

European Council: It brings together EU leaders on a regular basis to set the EU's political agenda. Its members are the heads of state or government of EU countries. The European Council sets the way for the other institutions. Attention: it is not the same as the Council of Europe, which is not part of the EU at all!

EU law-making: The process through which EU laws are adopted and enforced. The European Council set objectives, the EC proposes new EU laws

Need even more? Then you should check our [“READY Glossary” here!](#) (pp.21-25)

FINDING MORE RESOURCES AND SUPPORT

Besides the resources presented in the introduction and the targeted content scattered throughout this handbook, you can find additional support to carry out your own EU awareness-raising activities through diverse channels, among which we can recommend:

EUROPE DIRECT Centres: These are grassroots NGOs scattered throughout Europe whose mission is to foster EU knowledge and answer citizens', businesses or NGOs' questions about the EU and the opportunities it provides. They are great to get material and EU goodies for free for your young participants, but also to get external human resources to support you, such as experts on specific EU policies or even EU officials themselves! You can find ECDs in most European big and medium-sized cities.

european-union.europa.eu/contact-eu/meet-us_en

SALTO-YOUTH: A network of Resource Centres supporting the EU youth policies, especially Erasmus+ and the European Solidarity Corps. It provides non-formal learning resources for youth workers and organises training and contact-making activities. Among its resources, we recommend especially checking the *European Training Calendar* offering free training opportunities across the EU, as well as the *Toolbox* gathering tools and methods shared by other European youth workers.

www.salto-youth.net



European Parliament Multimedia Center: Among the EU institutions, the EP is the most prominent when it comes to communicating about the EU towards its citizens. So if our own CitiGen'Z Learning Boxes are not enough, the EP provides a wealth of short and accessible videos, dubbed or at least subtitled in all 24 EU languages, to help you!

multimedia.europarl.europa.eu/en



As explained in the introduction, the CitiGen'Z project has produced a wealth of content in diverse formats to fit the needs of both youth workers needing tools to raise awareness about the EU and young people interested in gaining more knowledge about the EU. For an overview of all available material, please check www.citigenz.eu

Among these resources, **50 “Learning Boxes”** each combine a short and dynamic video on an EU topic (1min30s maximum) with a one-page infosheet. To make their use easier and more interactive, a **Web App available on desktop and smartphone** is available!

Found in the website's “**Learning Corner**”, it provides ready pathways to help participants exploring the 50 EU topics at their own pace. Each pathway is concluded with a short challenge (a quiz for instance), its completion unlocking the next learning pathway.

Below is an overview of the 50 topics ...



	Mermaids' Population at the start of the year	Quotas (15% max on Round 1)						Mermaids' Population at the end of the year
		Player 1	Player 2	Player 3	Player 4	Player 5	Player 6	
Year 1	100 tons							
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								

Tip: to avoid transparency, print the EU flags below on the other side of the cards!

How many stars are there
on the European flag ?

12

citizen[★]Z

On what date do we
celebrate 'Europe Day' each
year (the day when the
European project was born)?

May, 9th

citizen[★]Z

How many heads of state or
heads of government make
up the European Council?

27

citizen[★]Z

Which Luxembourg-based
institution ensures
compliance with EU law?

Court of Justice of the EU

citizen[★]Z

Which country was the last
to join the European Union
in 2013 and is therefore the
youngest member state?

Croatia

citizen[★]Z

What is the name of the
European programme that
enables students to study in
another European country?

Erasmus+

citizen[★]Z



True or false: The European Council sets the EU's broad policy guidelines

True

citizen[★]Z

How many official institutions does the EU have?

7

citizen[★]Z

What tragic event led to European collaboration?

The Second World War

citizen[★]Z

Which European city, often referred to as 'The Capital of Europe', is home to most of the European institutions?

Brussels

citizen[★]Z

For which European institution do European citizens vote every 5 years?

The European Parliament

citizen[★]Z

How many MEPs sit in the European Parliament?

720

citizen[★]Z



What is the name of the European zone within which you can travel freely, without border controls?

Schengen Area / Schengen

citizen[★]Z

In 1957, one of the founding treaties came into being - what was it called?

The Treaty of Rome

citizen[★]Z

Which treaty introduced European citizenship?

Treaty of Maastricht (1992)

citizen[★]Z

What is the emergency number you can call anywhere in the EU if you need emergency services?

112

citizen[★]Z

In 2004, a large number of countries became members of the European Union. How many were there?

10

citizen[★]Z

Who heads the European Commission? ?

Ursula von der Leyen

citizen[★]Z

How many countries belong to the European Union, a voluntary association of countries?

27

citizen[★]Z

In order to avoid another war, the founding countries created the European ... and ... Community in 1951

European Coal & Steel Community

citizen[★]Z

Which bank was created to manage the Euro?

The European Central Bank (ECB)

citizen[★]Z

What symbolic prize did the EU receive in 2012?

The Nobel Peace Prize

citizen[★]Z

Which EU institution votes jointly with the European Parliament on the laws proposed by the European Commission?

The Council of the EU

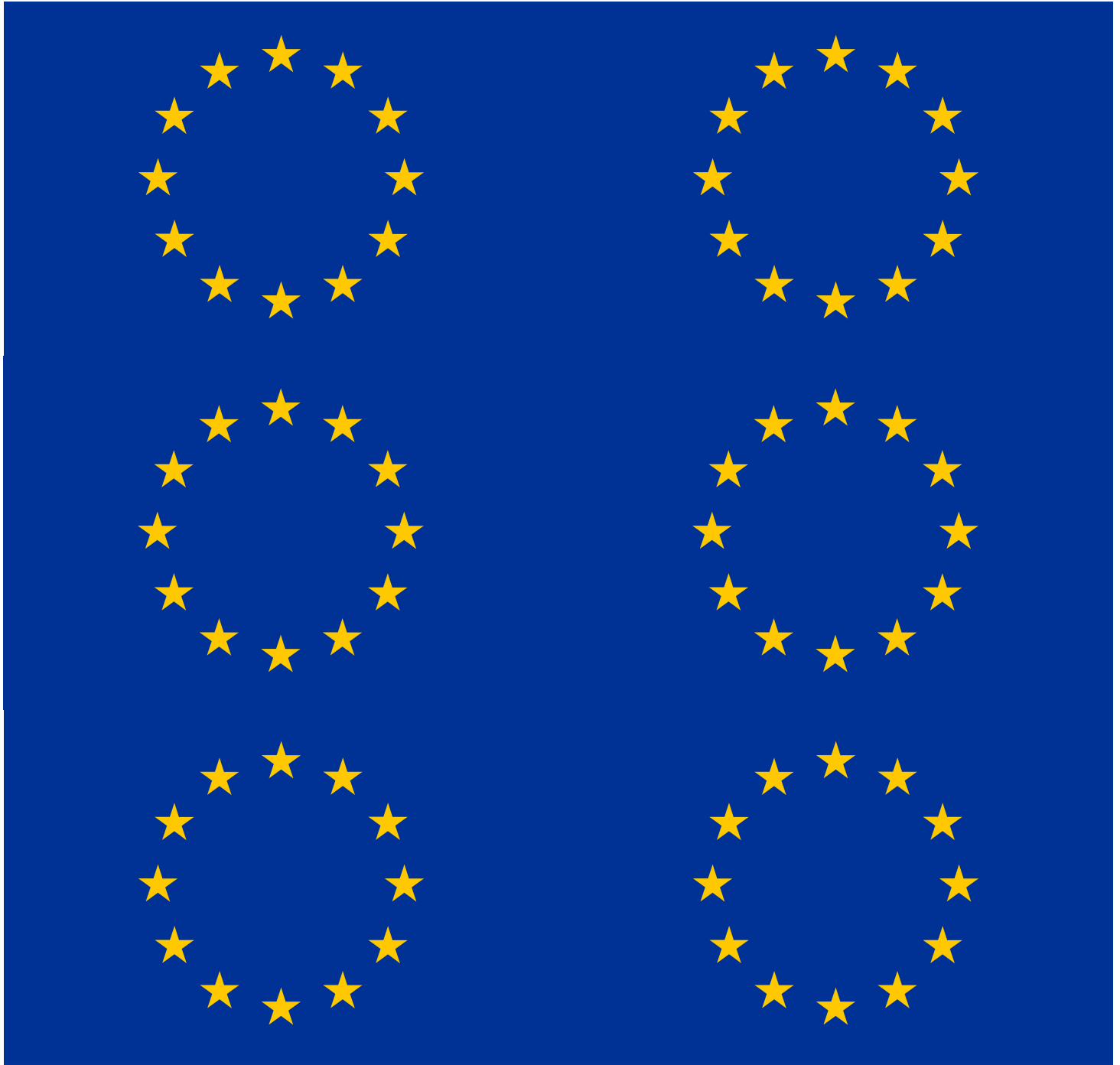
citizen[★]Z

True or false: the Council of the EU is made up of the ministers of the Member States

True

citizen[★]Z





European Institutions



European Council (Brussels)

27 heads of state or government
Define the political direction
and priorities of the EU



European Commission (Brussels)

27 commissioners
Propose new EU laws/budget



INSTITUTIONAL TRIANGLE



European Parliament (Strasbourg)

720 Members of the Parliament (MEPs)
Debate and vote the bills submitted by
the Commission



Council of the EU (Brussels)

27 national ministers for each topic
Debate and vote the bills submitted by
the European Commission



Court of Justice of the EU (Luxembourg)

27 judges
Guarantee compliance with EU
legislation across all EU countries



European Court of Auditors (Luxembourg)

27 members
Control the financial
management of the EU and the
EU institutions



European Central Bank (Frankfurt)

Emit euros, define and implement
the monetary policy of the Euro
area



27 judges

Guarantee compliance with EU legislation across all EU countries



European Court of Auditors
(Luxembourg)

27 members

Control the financial management of the EU and the EU institutions



European Central Bank
(Frankfurt)

Emit euros, define and implement the monetary policy of the Euro area



27 commissioners








INSTITUTIONAL TRIANGLE



European Institutions

Below, the roles are grouped and coloured as follows:

-  EU nationals in their home country
-  EU nationals in another EU country
-  Non-EU nationals in an EU country
-  Non-EU nationals in their home country or another non-EU country
-  EU nationals outside the EU

I am a Swedish national living in Sweden	I am Estonian, travelling around the world for six months (outside of the EU!)	I am Argentinian living in Argentina
I am a Spanish national and have been working in Poland for years	I am Indian, married to a Czech national and residing in Austria together	I am French and volunteering in Hungary for 9 months
I am Brazilian and studying in Slovenia for an academic year	I am Armenian and volunteering in Slovenia for 10 months	I am Latvian and studying in Finland for a semester
I fled Syria and live in Denmark, which granted me the status of asylum seeker	I am German, living and working in Japan for one year	I am Portuguese and staying in South Africa for a 5 months internship
I am Vietnamese living in France, but also obtained the French nationality after residing in France for 10 years	I am Maltese and staying in Romania for a 2-months internship	I am American working in Canada for 2 years



EU Citizenship Statements/Situations:

I have the European Union Citizenship

I can vote and be a candidate in European Parliament elections in the country I live in

I can vote and be a candidate in municipal elections where I live

I can vote and be a candidate in national elections in the country I live in

I can read EU laws in my own native language

I can file a complaint against an EU institution by the European Ombudsman

I can petition the European Parliament directly

I can sign a European Citizens' Initiative

When I travel outside of the EU, I can seek help from the embassy of any EU Member-state if my own country does not have one close enough

I can live in another EU country without paperwork (EU nationals vs non-nationals & less than 3 months vs more than 3 months)

I did not need to do any paperwork at all to live where I am now

I did not have to do more paperwork than its nationals to live in the country where I am now

I can work where I reside without extra-paperwork compared to nationals

I got unemployment benefits where I live now, so I can transfer them to my country of origin when I move back there

My pension rights acquired in the country I live in now will be counted if I decide to move back to my country of origin later in my life

I broke a leg during a short trip in another EU country so I need emergency healthcare, but I can get the same health services as if I was insured in the country I am visiting

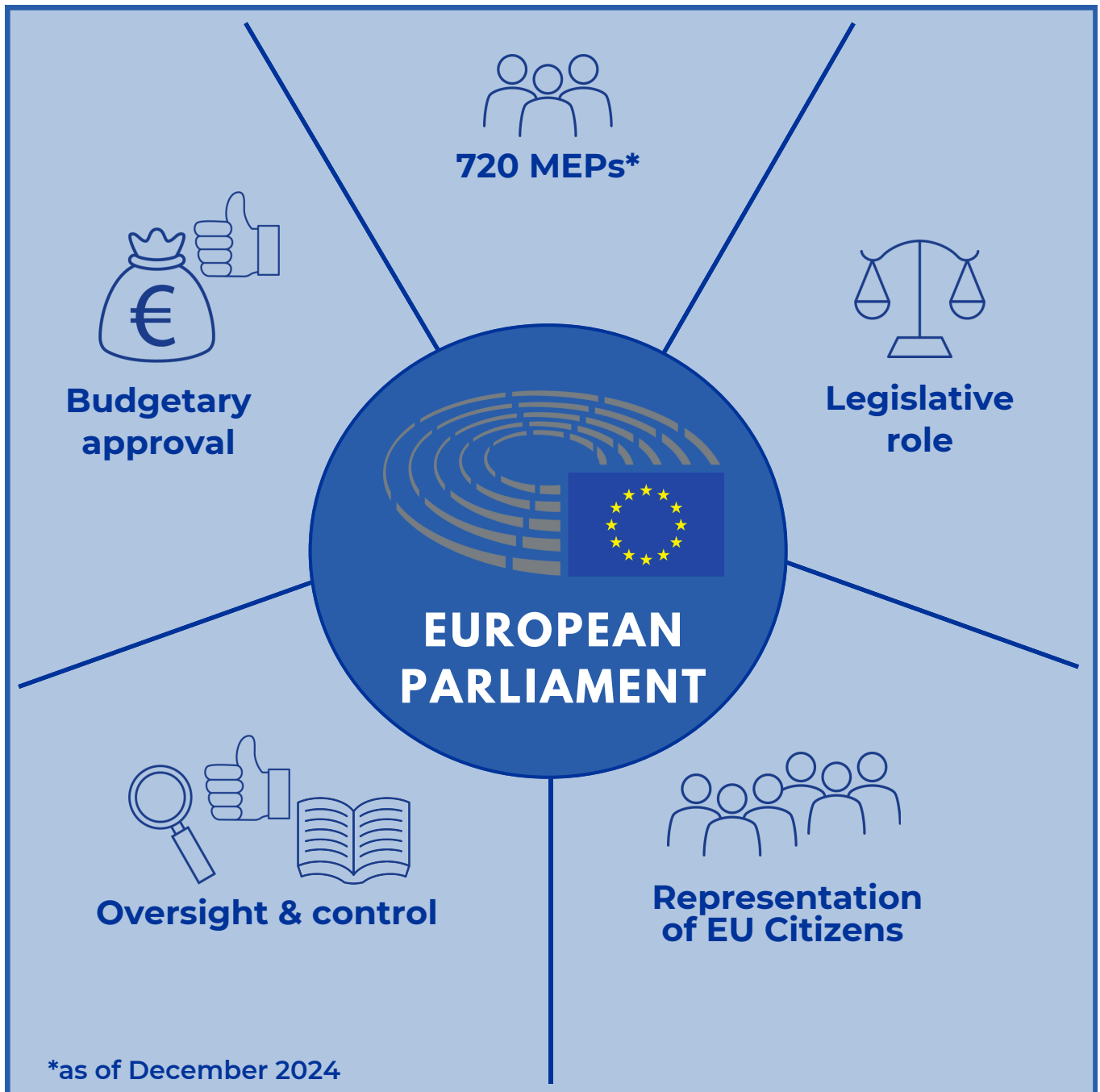
My human rights are protected at the European level itself

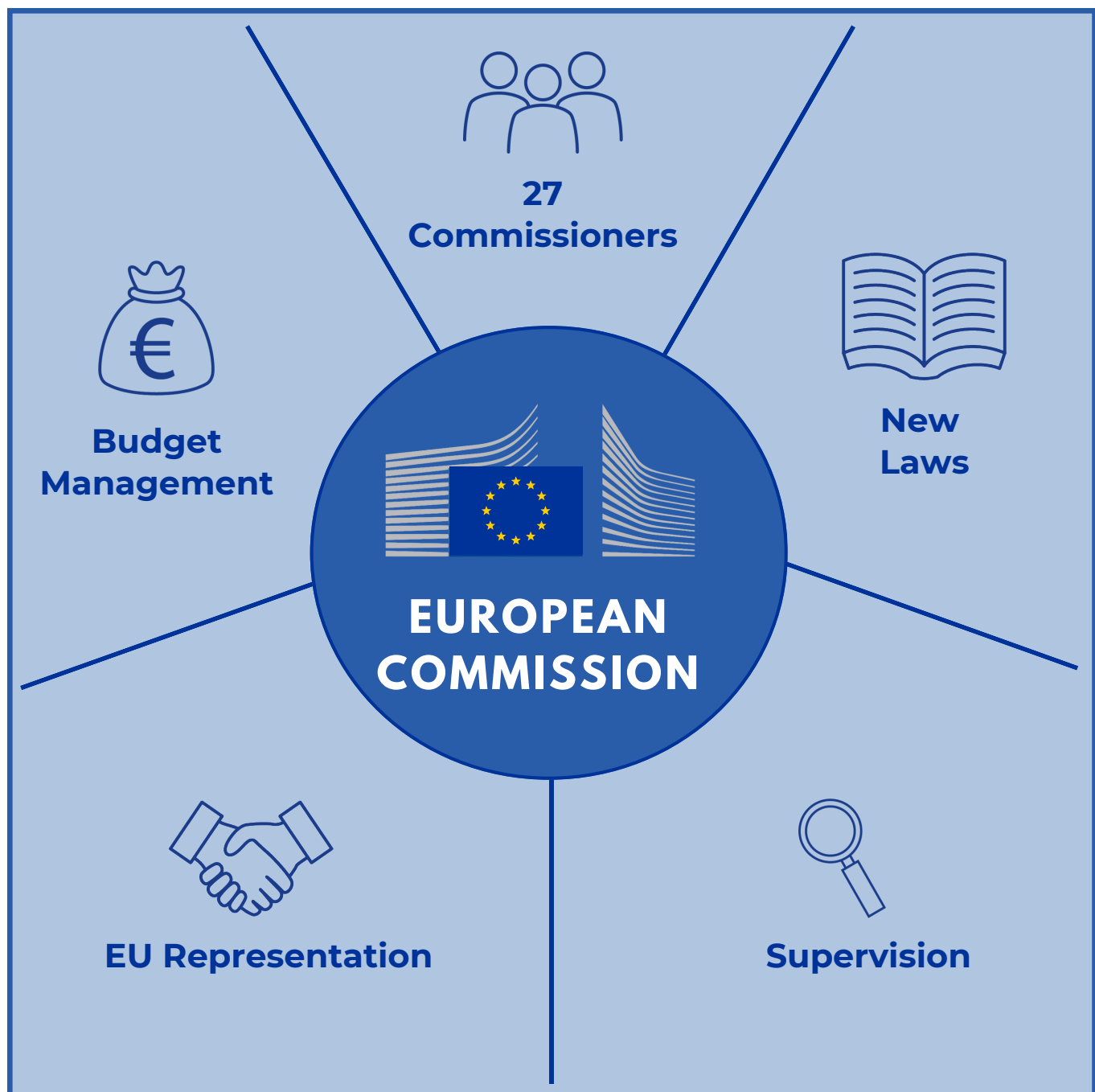
I can take the country I live in to an international court if I consider it has violated my fundamental rights

My consumer rights are protected by the EU: for instance, I can return something I bought within 14 days thanks to an EU Directive

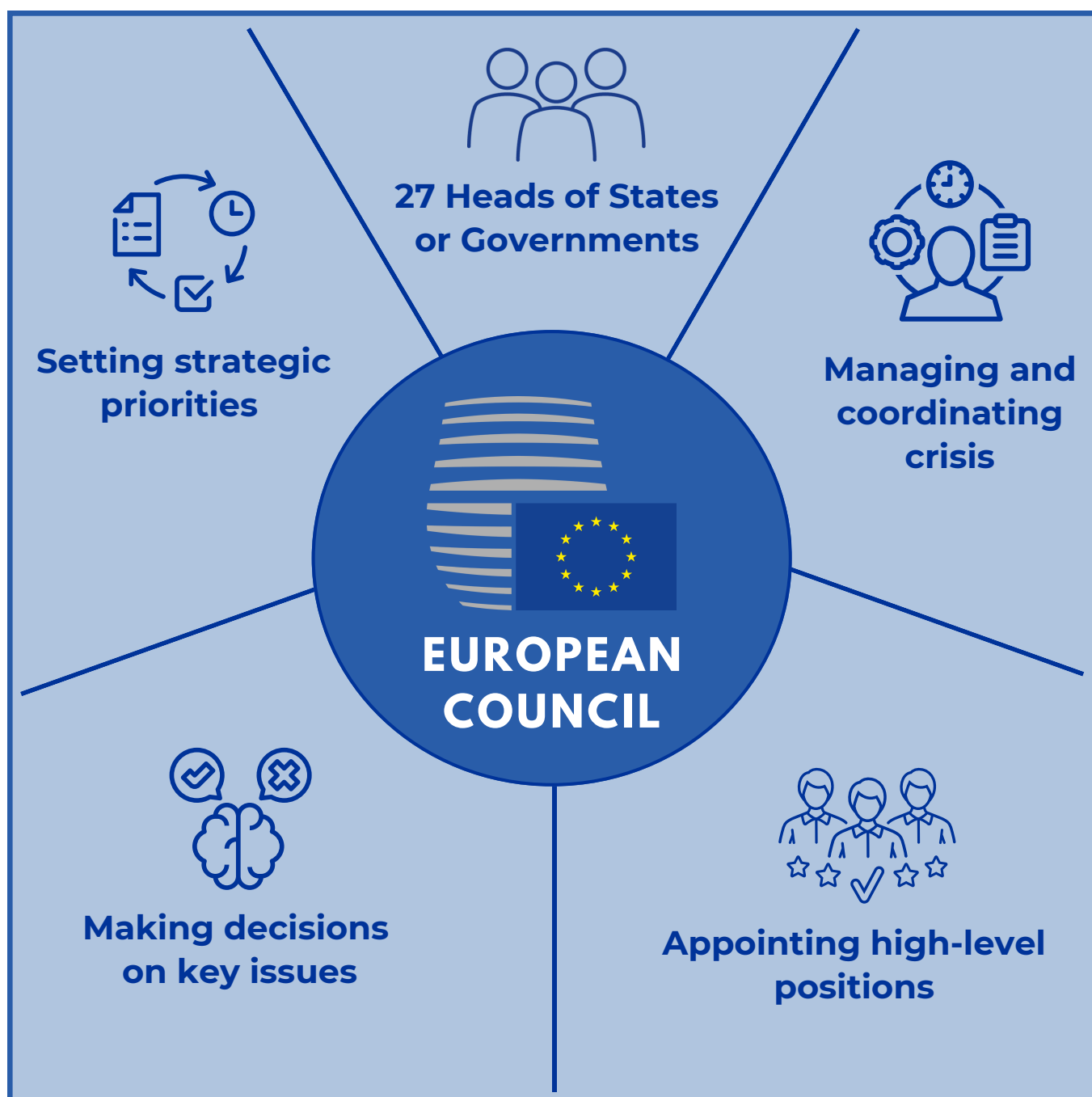
My national ID card is enough wherever I go in the EU













Facilitator's Instructions

INSTRUCTIONS AS AN OBSERVER

- 1. Are the participants following instructions?**
- 2. What's their body language?**
- 3. Are they working on their own set or are they looking at the others' too?**



Facilitator's Instructions

DEBRIEFING QUESTIONS

- *Did you know the functions of the institution you were assigned?*
- *What did you notice about their functions?*
- *Do you feel that you know the functions of the EU institutions? Before this game did you feel that you had good knowledge of the EU institutions and their functions?*
- *From where did you gain your knowledge of the EU institutions and their functions?*
- *Do you feel that the issues that concern you in everyday life are reflected in the institutions that you just created?*



PARTICIPANTS' INSTRUCTIONS

- You are not allowed to speak
- You are not allowed to help each other or gesture
- You may place your pieces in the middle
- You may take pieces from the middle
- You may not take or add pieces to someone else's puzzle
- The activity is finished as soon as everybody has a completed set in front of them.





MEMBER OF THE EUROPEAN PARLIAMENT

MEPs negotiate and vote EU laws. They are split in Political Groups according to their political beliefs.

CONSERVATIVE RIGHT GROUP MEMBER

THEY ARE RATHER PRO-BUSINESS AND PREFER DEPENDING ON PRIVATE INITIATIVES TO SOLVE PROBLEMS. THEY ARE STILL OK WITH SOME STATE INTERVENTION AND MARKET REGULATION

MOST OF YOUR ELECTORS COME FROM THE COUNTRYSIDE AND WHERE THE ECONOMY IS RATHER DEPENDENT ON HUNTING AND FISHING FANTASTIC CREATURES THAT THEY SEE AS A TRADITION



MEMBER OF THE EUROPEAN PARLIAMENT

MEPs negotiate and vote EU laws. They are split in Political Groups according to their political beliefs.

EUROPEAN LEFT GROUP MEMBER

THEY ARE RATHER PRO-WORKER AND IN FAVOR OF STATE INTERVENTION IN THE ECONOMY, TO REGULATE THE MARKET AND SPEND PUBLIC MONEY TO PROVIDE PUBLIC SERVICES.

EQUALITY & SOLIDARITY ARE KEY PRIORITIES FOR THEM.

BIODIVERSITY AND ECOLOGY ARE IMPORTANT FOR YOUR GROUP, BUT NOT WITHOUT CONSIDERING LOCAL ECONOMY AND EMPLOYMENT IN THESE REGIONS.



MEMBER OF THE EUROPEAN PARLIAMENT

MEPs negotiate and vote EU laws. They are split in Political Groups according to their political beliefs.

EUROPEAN ECOLOGIST GROUP MEMBER

THEY HAVE ALWAYS BEEN COMMITTED TO ENVIRONMENTAL RESPONSIBILITY, INDIVIDUAL FREEDOM, DIVERSITY AND GLOBAL SUSTAINABLE DEVELOPMENT.

THEY ARE FEDERALISTS, AND THEY BELIEVE IN A COMMON ENVIRONMENTAL LEGISLATION WITHIN EUROPE.

BIODIVERSITY AND ANIMAL WELFARE ARE IMPORTANT FOR YOUR GROUP AS YOU BELIEVE IN AN ALTERNATIVE ECONOMY BASED ON THE RESPECT FOR THE PLANET.



MEMBER OF THE EUROPEAN PARLIAMENT

MEPs negotiate and vote EU laws. They are split in Political Groups according to their political beliefs.

LIBERAL RIGHT GROUP MEMBER

THEY ARE AGAINST STATE INTERVENTION. THEY BELIEVE THE MARKET WORKS BETTER WHEN IT IS NOT REGULATED AND RELIES ON INDIVIDUALS' INITIATIVES & COMPETITION.

THEIR CITIZENS' INDIVIDUAL LIBERTIES COME FIRST AND ARE THEIR KEY PRIORITIES.

THIS VOTE COULD BE A BIG DEAL FOR YOU AS A LOT OF POTENTIAL ELECTORS ARE DEPENDENT ON HUNTING AND FISHING INDUSTRIES.





DRUID LOBBYIST

Lobbyists try to influence the MEPs on behalf of their organization.

Their objective is to modify the legislation for their cause.

THE "PAN-EUROPEAN ALLIANCE OF DRUIDS" HAS BEEN DEFENDING WILD FANTASTIC LIFE FOR DECADES.

THEY BELIEVE IN ECO-HARMONY AND PROTECTING BIODIVERSITY IS THEIR PRIORITY, DESPITE THE ECONOMIC IMPORTANCE OF THE EXPLOITATION OF FANTASTIC CREATURES FOR CERTAIN COUNTRIES OR REGIONS.



WITCH LOBBYIST

Lobbyists try to influence the MEPs on behalf of their organization.

Their objective is to modify the legislation for their cause.

THE "FEDERATION OF EUROPEAN WITCHES AND WIZARDS" HAS BEEN DEFENDING THE CENTURIES-OLD TRADITION OF WITCHCRAFT, AN IMPORTANT ECONOMIC SECTOR IN EUROPE.

BECAUSE THEY MAKE POTIONS FROM FANTASTIC INGREDIENTS, THE RIGHT TO HUNT AND FISH FANTASTIC CREATURES IS ESSENTIAL FOR THEIR ACTIVITY.

Brussels, 15.02.XX

Proposal for a
REGULATION OF THE YOUR EP EUROPEAN PARLIAMENT AND THE COUNCIL
on the Protection of the European Fantastic Creatures

Because:

(A) Climate change and overexploitation of Europe's magical resources have a dramatic impact on our fantastic wildlife. Many legendary creatures are now being threatened with extinction, for instance because of hunting.

(B) The biodiversity of Europe's fantastic ecosystems must be protected as Europe depends on these ecosystems for its Mana production. Mana is the magical energy sustaining the world.

The YourEP European Union decides:

- (1) This text covers these fantastic creatures: **unicorns, fairies, mermaids.**
- (2) EU Member States are required to create **Magic Protection Areas covering 5% of their territory.**
- (3) Hunting and fishing is **forbidden in the Magic Protection Areas.**
- (4) When allowed, **hunting and fishing in a given year must be limited to 65% of the total population** of the covered fantastic creatures.
- (5) Member States can create **no exceptions.**

(This document is a fake created for the EU awareness-raising game „Small YourEP Simulation“. It is of course not endorsed by the European Commission, European Parliament or any other official institution of the European Union)



Plenary Session

Amendment to

☐ Regulation [...] on the Protection of the European Fantastic Creatures

signed by MEP(s)

☐ to modify Article Nr as follows:

☐ to add a new Article Nr as follows:

☐ to delete Article Nr entirely.





Tip: to avoid transparency, print the EU flags below on the other side of the cards!

<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Twenty-four ★ Communication with the Member States, EU citizens, companies and public bodies ★ Possibility to be actively involved in EU affairs without speaking a foreign language ★ Transparency, legitimacy and efficiency in the EU <p>EU Official Languages</p>  <p>▶ "Diversity of languages"</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ EU's motto ★ Different cultures, languages and traditions ★ Respect for the common values ★ Values unite all the Member States <p>United in diversity</p>  <p>▶ "United in diversity"</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Ludwig Van Beethoven ★ "Ode to Joy" ★ 1823 <p>The European anthem</p>  <p>▶ "Symbols of the EU"</p>
<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Democracy ★ Respect for human rights and human dignity ★ Freedom ★ Equality ★ Rule of law <p>Values of the EU</p>  <p>▶ "EU Fundamental Rights"</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Adopted in 1984 by the EU (<i>European Economic Community</i> at the time) ★ Above parliaments, public buildings, parks etc across Europe ★ Blue background ★ Twelve star representing perfection and entirety <p>European flag</p>  <p>▶ "Symbols of the EU"</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Ex-french foreign minister ★ Began the process of creating the EU with other European politicians ★ Proposed the joint management of the coal and steel ★ "Europe Founder" <p>Robert Schuman</p>
<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ First president of the European Coal and Steel Community ★ One of the most important founders of the European integration ★ French nationality <p>Jean Monnet</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Extension of the cooperation to other economic sectors ★ Establishes the <i>European Economic Community</i> ★ Establishes the <i>European Atomic Energy Community</i> (Euratom) ★ Signed in 1957 <p>Treaties of Rome</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ EU contribution for over six decades to the advancement of peace and reconciliation, democracy and human rights in Europe ★ 2012 ★ Award <p>Nobel Peace Prize</p>

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<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Common policy for all EU countries ★ Started in 1962 ★ Agriculture <p>Common Agricultural Policy</p>  <p>▶ "62 years of CAP"</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Community founded in 1951 ★ France, Belgium, the Netherlands, Luxembourg, Germany and Italy ★ Joint management of the coal and steel industries <p>European Coal and Steel Community</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Year of the first expansion in the Communities ★ Expanded to 9 Member States ★ Denmark, United Kingdom and Ireland <p>1973</p>  <p>▶ "Construction of the EU through enlargement"</p>
<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ The first Mediterranean enlargement ★ 1981 ★ First democracy in the world ★ Place of the first Olympic Games <p>Greece</p>  <p>▶ "Construction of the EU through enlargement"</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Year of the biggest enlargement in the European Union history ★ 10 new Member States ★ Hungary, Malta, Cyprus, Slovakia, Slovenia, Czech Republic, Poland, Estonia, Latvia and Lithuania <p>2004</p>  <p>▶ "Construction of the EU through enlargement"</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ 1986 ★ Expansion of the communities into southern Europe ★ Iberian peninsula Member States <p>Portugal & Spain</p>  <p>▶ "Construction of the EU through enlargement"</p>
<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ 9th May ★ Anniversary of the historical "Schuman declaration" ★ Celebrates peace and unity ★ Beginning of what is now the European Union <p>Europe Day</p>  <p>▶ "Symbols of the EU"</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Austria, Finland and Sweden joined the EU ★ 15 Member States ★ The Schengen Agreement comes into force <p>1995</p>  <p>▶ "Construction of the EU through enlargement"</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Comes into circulation ★ 2002 ★ Single currency to make life easier for business, consumers and travelers <p>Euro</p>  <p>▶ "The Euro benefits"</p>

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<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Community founded in 1951 ★ Intergovernmental cooperation in foreign policy, justice and internal affairs ★ Implemented in 1993 <p>Treaty of Maastricht</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Enlargement of the European Union ★ Europe of 27 ★ 2007 <p>Bulgaria & Romania</p> <p></p> <p> "Construction of the EU through enlargement"</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Implemented in 2009 ★ Amends the previous Treaties ★ Fixes the number of the members of the Parliament to 751 seats <p>Treaty of Lisbon</p>
<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Implemented by the Treaties of Rome ★ Creation of a common market, customs union and the development of common policies ★ Starts in 1958 <p>European Economic Community</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Formal request of a country to enter the European Union ★ Status after the acceptance ★ Negotiation process or negotiation starting <p>Candidate country</p> <p></p> <p> "Future enlargements"</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Referendum ★ Withdrawal of the United Kingdom from the EU ★ Withdrawal agreements negotiations <p>Brexit</p> <p></p> <p> "After Brexit, Bregrets"</p>
<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Devastation of Europe ★ 1939-1945 ★ War <p>Second World War</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Fell of the Berlin Wall in 1989 ★ October 1990 ★ Germany <p>German Reunification</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Richest European country, with banks and insurances placed there ★ One of the safest countries in the world ★ Place where the Schengen Agreement was signed ★ Capital: Luxembourg <p>Luxembourg</p>

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EU HISTORY & CULTURE	<ul style="list-style-type: none"> ★ One of the most tea-loving countries in the world ★ Fish and chips ★ Harry Potter ★ Withdrawal from the European Union <p>United Kingdom</p>	EU HISTORY & CULTURE <ul style="list-style-type: none"> ★ World's oldest bookshop for almost 300 years ★ Sardines ★ "Fado" ★ Cristiano Ronaldo <p>Portugal</p>	EU HISTORY & CULTURE <ul style="list-style-type: none"> ★ Closest EU country to Africa ★ Home to Europe's only desert - Almeria desert ★ Flamenco ★ "Siesta" <p>Spain</p>
EU HISTORY & CULTURE	<ul style="list-style-type: none"> ★ World's best known brands of electronics and cars ★ Colourful and traditional Christmas markets organised across the country ★ The Neuschwanstein Castle inspired Walt Disney's Magic Kingdom ★ Albert Einstein <p>Germany</p>	EU HISTORY & CULTURE <ul style="list-style-type: none"> ★ Handball is a national invention ★ Lego bricks ★ Hans Christian Andersen, writer of well-known fairy tales ★ Capital: Copenhagen <p>Denmark</p>	EU HISTORY & CULTURE <ul style="list-style-type: none"> ★ Its territory lies below sea level ★ Van Gogh, Rembrandt, Vermeer and Van Dyck ★ Old fashioned windmills and colorful tulip fields ★ Around 80% of all flower bulbs cold in the world are grown in the country <p>Netherlands</p>
EU HISTORY & CULTURE	<ul style="list-style-type: none"> ★ Largest country in the EU ★ Its cuisine is one of the finest in the world ★ One thousand different types of cheese ★ "Baguette" <p>France</p>	EU HISTORY & CULTURE <ul style="list-style-type: none"> ★ Leonardo da Vinci, Michelangelo and Botticelli ★ Ferrari and Lamborghini ★ Motorcycle champion Valentino Rossi ★ "Pizza" and "Spaghetti" <p>Italy</p>	EU HISTORY & CULTURE <ul style="list-style-type: none"> ★ One of the oldest flags in the world (1191) ★ Sigmund Freud, neurologist and founder of psychoanalysis ★ "Apfelstrudel" and "Sachertorte" ★ Mozart, Hayden and Schubert <p>Austria</p>

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<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Rivers, caves, gorges, forests, green plains and vineyards ★ The olm, the “human fish” ★ There is said to be one vineyard for every 70 people in the country ★ Some scenes from the “Chronicles of Narnia” were filmed in the country <p>Slovenia</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ First rice chocolate ★ Last enlargement of the European Union ★ 2013 ★ The Dalmatian dog <p>Croatia</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Group of islands in southern Europe ★ The movies “Gladiator”, “Troy” and “The Count of Monte Cristo” were all shot in the country ★ “Luzzu”, traditional colourful fishing boat dating back to ancient times ★ Capital: La Valletta <p>Malta</p>
<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ “Mouflon”, rare sheep only found in the national mountains ★ Island in southern Europe ★ Abilities in athletics ★ Capital: Nicosia <p>Cyprus</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Name day celebration, usually the day of the saint after whom they are named ★ Increased the number of “Imperial Eagles” that were previously in danger of extinction, with EU help ★ People love yoghurt ★ Capital: Sofia <p>Bulgaria</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ The Palace of Parliament is the second largest building in the world after the US Pentagon ★ Vlad Dracula ★ Largest population of brown bears in Europe ★ Timisoara was the 2nd city in the world to have electric street lamps, after New York <p>Romania</p>
<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Bathing in thermal spas ★ The Rubik’s cube ★ Capital’s underground metro system is one of the oldest in the world ★ “Goulash” <p>Hungary</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Brown bears, wolves, chamois and lynxes roam freely in national lush forests, covering nearly half of the territory ★ Most castles per capita in the world ★ Free train travelling for young Europeans (under 26 years old) ★ Capital: Bratislava <p>Slovakia</p>	<p>EU HISTORY & CULTURE</p> <ul style="list-style-type: none"> ★ Rich in mineral resources and known for its many lakes and dense forests ★ Marie Skłodowska-Curie ★ Capital: Warsaw <p>Poland</p>

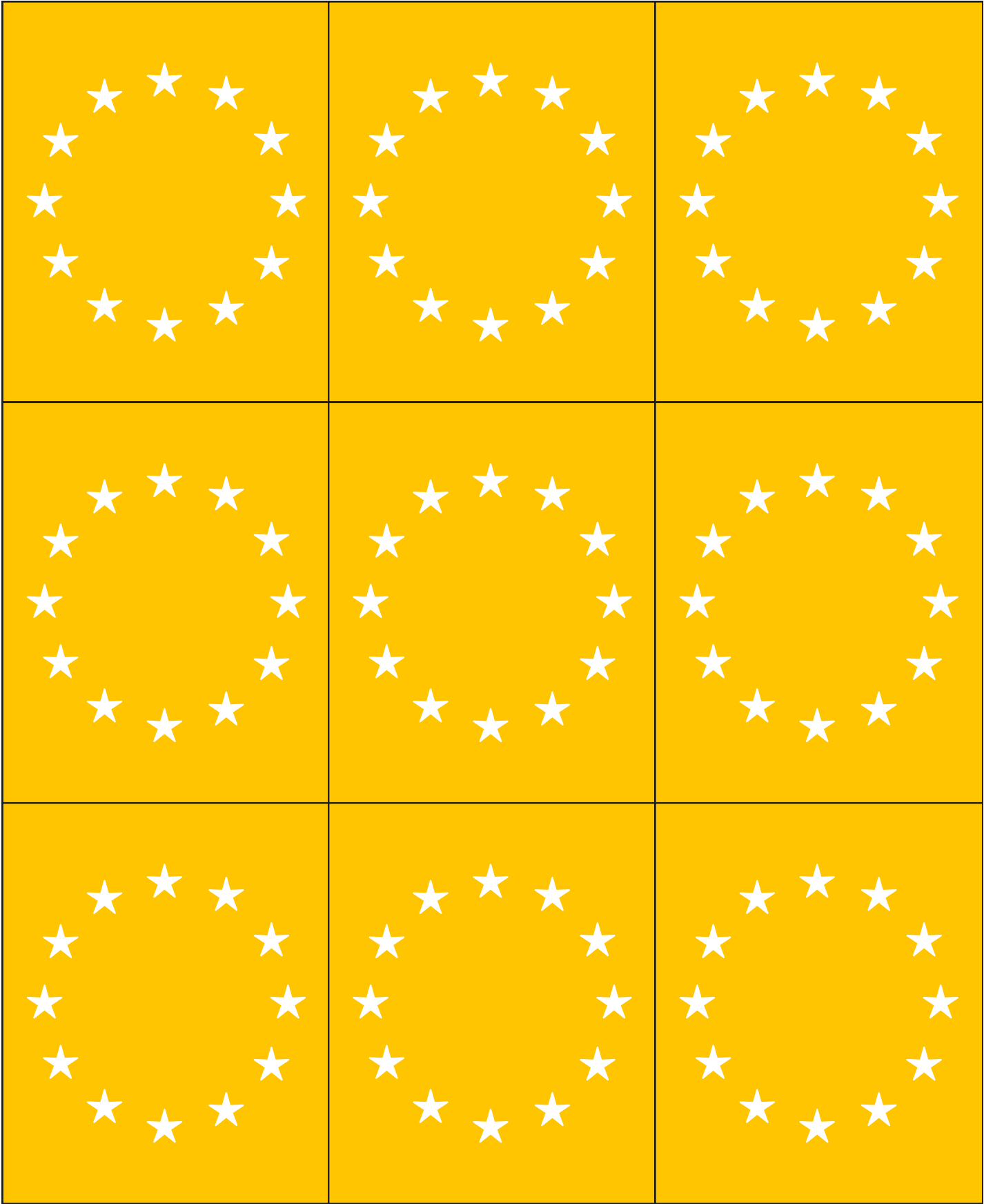


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EU HISTORY & CULTURE	<ul style="list-style-type: none"> ★ First soviet republic to declare independence from the USSR in March 1990 ★ Basketball is the most popular sport. Some national basketball players are stars of NBA ★ No mountains ★ Capital: Vilnius <p>Lithuania</p>	EU HISTORY & CULTURE	<ul style="list-style-type: none"> ★ Ice hockey and basketball are considered the national sports ★ Folk dancing and music are traditional ★ It has the world's fastest internet ★ Capital: Riga <p>Latvia</p>	EU HISTORY & CULTURE	
EU HISTORY & CULTURE	<ul style="list-style-type: none"> ★ Celtic culture ★ "Gaelic" sports ★ Green three-leaf clover ★ Capital: Dublin <p>Ireland</p>	EU HISTORY & CULTURE	<ul style="list-style-type: none"> ★ "The Smurfs" and "Tintin" ★ World-famous chocolate ★ It is known around the world for its beer ★ Headquarters of European Union and NATO <p>Belgium</p>	EU HISTORY & CULTURE	
EU HISTORY & CULTURE	<ul style="list-style-type: none"> ★ World championships in "crazy sports" - wife carrying, swamp soccer, boot or mobile phone throwing ★ "Angry Birds" video game creation ★ The "sauna" is a national invention and a real way of life in the country ★ Lapland <p>Finland</p>	EU HISTORY & CULTURE	<ul style="list-style-type: none"> ★ Elvis, Superman, Metallica and IKEA are not allowed to be children's names ★ Pippi Longstocking ★ Zlatan Ibrahimović ★ Capital: Stockholm <p>Sweden</p>	EU HISTORY & CULTURE	<ul style="list-style-type: none"> ★ Cross-country skiing is one of the most popular winter sports ★ Free public transport in 11 of national 15 counties ★ Choirs Festival ★ Capital: Tallinn <p>Estonia</p>
			<ul style="list-style-type: none"> ★ Franz Kafka and Václav Havel ★ One of the best ice hockey teams in the world ★ "Charles Bridge" ★ Prague castle is the largest ancient castle in the world <p>Czechia</p>		



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<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ EU Information centres ★ Answers questions about the European Union ★ Spread all over Europe ★ Information factually correct and updated <p>Europe Direct Centres</p> <p></p> <p> "EU elections of the MEPs"</p>	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Direct universal suffrage ★ First elections in 1979 ★ They are held every five years ★ Right to vote at 18 in all EU countries, except Austria & Malta where it is possible to vote at 16 and Greece at 17 <p>European Parliament Elections</p> <p></p> <p> "EU elections of the MEPs"</p>	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ The voice of the citizens ★ Its members are directly elected by the citizens ★ Elections every 5 years ★ Takes decisions on European laws jointly with the Council <p>European Parliament</p> <p></p> <p> "European Parliament"</p>
<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Includes the President of the European Parliament ★ From all EU countries ★ Work together according to similar political views ★ The large countries have more members than the small ones <p>Members of the European Parliament (MEPs)</p> <p></p> <p> "EU elections of the MEPs"</p>	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Nominated by the European Council ★ Formally elected by the European Parliament ★ 5 years mandate ★ Durão Barroso, Jean-Claude Juncker, Ursula von der Leyen <p>President of the European Commission</p> <p></p> <p> "European Commission"</p>	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ One from each EU country ★ Appointed for 5 years ★ Responsible for a specific area ★ Do not represent the views of their country <p>EU Commissioners</p> <p></p> <p> "European Commission"</p>
<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Brings together the heads of state of the EU countries ★ Sets the EU's main priorities and overall policy directions ★ Does not adopt EU laws ★ Chaired by a President elected every 2.5 years <p>European Council</p> <p></p> <p> "European Council"</p>	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Represents the Governments of the EU countries ★ Composed by Ministers from all EU countries ★ Discuss EU matters and take decisions on EU laws ★ Minister in the meeting depends on the topic ★ One of the decision-making bodies <p>Council of the EU</p> <p></p> <p> "EU Council"</p>	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Represent the common interest ★ 28 Members ★ Proposes new EU laws and programmes ★ Manages the EU policies and the budget ★ Represents the EU in an international level <p>European Commission</p> <p></p> <p> "European Commission"</p>

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<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Career with the EU institutions and agencies ★ Chance to improve professional skills, develop personal qualities, and enhance EU knowledge ★ Young university graduates ★ Usually lasts between 3 and 5 months <p>EU Traineeship</p>	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Places where politicians from all EU countries meet, work and decide together ★ Brussels, Strasbourg, Luxembourg and Frankfurt ★ Possible to visit <p>EU Institutions</p>  <p><small>▶ "How is a law decided at EU level?"</small></p>	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ It is based in Luxembourg ★ Ensures that EU legislation is interpreted and applied in the same way in each EU country ★ One judge per EU country ★ Clarifies the interpretation of the EU law in case of doubt <p>Court of Justice of the EU</p>
<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ It is based in Frankfurt ★ Responsible for managing the Euro & the EU monetary policy ★ Maintain price stability ★ Supervise banks in the Euro Area <p>European Central Bank</p>  <p><small>▶ "The Eurozone and its limits"</small></p>	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Located in Luxembourg ★ Makes sure all the EU's income has been received ★ Check EU's income expenditure incurred in a lawful and regular manner ★ Certifies that the EU budget has been managed soundly <p>European Court of Auditors</p>	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Supports the High Representative of the Union for the Foreign Affairs and Security Policy ★ Manages the diplomacy and strategic partnerships with non-EU countries ★ Collaborates with the national diplomatic services of the EU countries, the United Nations and other leading powers <p>European External Action Service</p>
<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Investigate complaints relating to poor administration in the EU institutions ★ Citizens, companies and residents in the EU can file complaints ★ Elected by the European Parliament for a renewable period of 5 years <p>European Ombudsman</p>	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Consultative Committee ★ Its members represent the various economic and social interest groups in the EU ★ Appointed by the Council for a 5-year term <p>European Economic & Social Committee</p>	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Consultative Committee ★ Representatives of regional and local government ★ Must be consulted on matters of relevance to the regions <p>European Committee of the Regions</p>

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EU INSTITUTIONS AND DAILY LIFE	<ul style="list-style-type: none"> ★ It is based in Luxembourg ★ Provides loans and guarantees to assist the EU's less developed regions ★ Helps to make businesses more competitive <p>European Investment Bank</p>	<ul style="list-style-type: none"> ★ Elected for a period of 2 years and a half (renewable) ★ Represents the Parliament for all juridical matters and international relations ★ Supervises several activities and parliamentary commissions ★ Martin Schulz, Antonio Tajani, David Sassoli <p>President of the EP</p>  <p> "European Parliament"</p>	<ul style="list-style-type: none"> ★ EU's law enforcement agency ★ Helps national law enforcement authorities ★ Prevents and fights all forms of serious international and organised crime, cybercrime and terrorism <p>Europol</p>
EU INSTITUTIONS AND DAILY LIFE	<ul style="list-style-type: none"> ★ Presides the meetings of the Foreign Affairs Council ★ Vice-President of the European Commission ★ Manages the Foreign Affairs and Security Common Policy <p>High Representative of the Union for Foreign Affairs and Security Policy</p>	<ul style="list-style-type: none"> ★ Takes place across the EU ★ Chance to discuss European issues ★ Citizens, EU Commissioners and other high-level representatives <p>Citizens' Dialogue</p>	<ul style="list-style-type: none"> ★ Influence EU policies by voting in the elections ★ Make their voice heard by taking part in online public consultations ★ Have rights, freedoms and legal protections <p>European Citizens</p>
EU INSTITUTIONS AND DAILY LIFE	<ul style="list-style-type: none"> ★ Invitation to the European Commission to propose legislation on a specific issue ★ EU population ★ One million people from at least seven EU countries are needed <p>European Citizens' Initiative</p>	<ul style="list-style-type: none"> ★ Monetary union ★ Member States of the European Union that have adopted the Euro as currency ★ 20 Member States <p>Euro Area</p>  <p> "The eurozone and its limits"</p>	<ul style="list-style-type: none"> ★ 18 year-old citizen of the European Union ★ Freedom of movement throughout the EU ★ Explore the diversity of Europe ★ Travel rail pass <p>DiscoverEU</p>  <p> "EU is YOUth"</p>

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<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ 18-30 year old citizen of the European Union ★ Volunteer or work in projects, for 2 to 12 months ★ Abroad or in the country of residence ★ Costs of accommodation, food and travel costs to and from the project are covered <p>European Solidarity Corps</p> <p></p> <p> "EU programmes for youth"</p>	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Young people who are living, learning and working in Europe ★ European and national information and opportunities ★ Available in 28 languages <p>European Youth Portal</p> <p></p>	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Study, training and development for students, trainees and education professionals abroad ★ Opportunities abroad for young people & youth workers ★ Opportunities for NGOs to develop partnerships in education, training and youth ★ Knowledge exchange to support growth, jobs, equity and social inclusion in Europe <p>Erasmus+</p> <p></p> <p> "EU programmes for youth"</p>
<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Study for 3 to 12 months in a higher education institution of a participating country ★ Possibility of Erasmus+ grants to help cover travel and living costs and not pay any fees at the host university ★ Educational, cultural and personal benefits <p>Erasmus+ studies abroad</p> <p></p> <p> "EU programmes for youth"</p>	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Dialogue mechanism between youth and decision makers ★ Opinion, views and needs of young people and youth organisations taken into account when defining the EU's youth policies ★ Vision of young people by mobilizing the EU level policy instruments ★ Possibility to contact national working groups and take part in their activities <p>EU Youth Dialogue</p>	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Influence EU policies by voting in the elections ★ Make their voice heard by taking part in online public consultations ★ Have rights, freedoms and legal protections <p>European Citizens</p>
<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Erasmus+ opportunity ★ Between 13 and 30 years old ★ Groups of young people from different countries ★ Lasts between 5 to 21 days, excluding travel time ★ Participation in workshops, exercises, debates, role-plays, outdoor activities and more <p>Youth Exchanges</p> <p></p> <p> "EU programmes for youth"</p>	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Provides information and guidance for all young people ★ Raises awareness on learning mobility opportunities ★ Encourages young people to become active citizens <p>Eurodesk</p>	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Age between 18 and 26 years old ★ Simulation of EU decision-making and politics ★ Takes place in Strasbourg ★ Replica of the European Union institutions' work <p>Model European Union</p>

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EU INSTITUTIONS AND DAILY LIFE	<ul style="list-style-type: none"> ★ Age between 16 and 22 years old ★ Current affairs and the democratic process, practice independent thinking and take personal initiative ★ Possibility to discover alternative views, other cultures and new people ★ National Committee and International Sessions <p>European Youth Parliament</p>	EU INSTITUTIONS AND DAILY LIFE	<ul style="list-style-type: none"> ★ Age between 16 and 18 years old ★ Debate European issues in plenary and committee sessions, vote and adopt resolutions ★ Opportunity to become a member of the European Parliament for 1 day ★ Practice language skills and make friends with other European students <p>Euroscola</p>	EU INSTITUTIONS AND DAILY LIFE	<ul style="list-style-type: none"> ★ Travel easily ★ Abolishment of border controls ★ Within 25 EU countries plus Iceland, Liechtenstein, Norway and Switzerland <p>Schengen Area</p>  <p> "The Schengen Area"</p>
EU INSTITUTIONS AND DAILY LIFE	<ul style="list-style-type: none"> ★ Protection when travelling by air, rail, ship, bus or coach ★ Get help at any other EU country's embassy if travelling outside of the EU and their own country is not represented ★ Protection if a tour operator or airline goes bankrupt ★ Possibility for EU citizens to get compensation if their flight is cancelled in certain cases <p>EU Passenger Rights</p>	EU INSTITUTIONS AND DAILY LIFE	<ul style="list-style-type: none"> ★ European job mobility portal ★ Help to find a work placement (job or traineeship) in another EU or EFTA/EEA country ★ Help employers to find the workforce they need ★ Youth opportunities <p>EURES Job</p>	EU INSTITUTIONS AND DAILY LIFE	<ul style="list-style-type: none"> ★ Free movement of people, goods, services and capital ★ Easier for EU businesses to operate in more than one country and to compete globally ★ Greater competition leading to lower prices and a wider choice of products & services <p>EU Single Market</p>
EU INSTITUTIONS AND DAILY LIFE	<ul style="list-style-type: none"> ★ Possibility to travel anywhere within the EU ★ Chance to work in another EU country ★ Possibility to study in another EU country <p>Free movement of people</p>  <p> "Freedom of movement of people"</p>	EU INSTITUTIONS AND DAILY LIFE	<ul style="list-style-type: none"> ★ Protection laws within EU ★ 14 days to return goods bought at a distance, whether online or by phone ★ Prohibits hidden charges and costs online ★ Minimum 2-year guarantee as a protection against faulty goods, or goods that don't look or work as advertised <p>Consumer Rights</p>	EU INSTITUTIONS AND DAILY LIFE	<ul style="list-style-type: none"> ★ Abolished charges ★ Telecommunications prices in another EU country ★ No need to pay additional charges and no charge of received calls or text messages when traveling in the EU <p>Roaming</p>

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EU INSTITUTIONS AND DAILY LIFE	<ul style="list-style-type: none"> ★ Right to receive the necessary public healthcare in any EU country ★ Same conditions as people in the host country ★ Card <p>European Health Insurance Card</p>	<ul style="list-style-type: none"> ★ Strict rules in the labeling of certain products by EU laws ★ Protect consumer's health and safety ★ Help consumers to make the right choices <p>European Labels</p>	<ul style="list-style-type: none"> ★ Thousands of projects funded by the EU ★ Benefits all EU countries individually and the EU as a whole ★ Supports transportation, energy, research and innovation, cultural heritage and natural beauty projects <p>EU Funding</p> <p></p> <p> "EU programmes for youth"</p>
EU INSTITUTIONS AND DAILY LIFE	<ul style="list-style-type: none"> ★ Reduce economic and social disparities ★ Promote sustainable development ★ Strengthen the economic and social cohesion of the European Union ★ Fund <p>Cohesion Fund</p>	<ul style="list-style-type: none"> ★ Strengthens the economic and social cohesion of the EU ★ Corrects imbalances between European Union regions ★ Innovation and research, digital agenda, support for small & medium sized enterprises and low carbon economy ★ Fund <p>European Regional Development Fund</p>	<ul style="list-style-type: none"> ★ Invests in people ★ Improves employment & education opportunities across the European Union ★ Improves the situation of the most vulnerable people at risk of poverty ★ Fund <p>European Social Fund</p>
EU INSTITUTIONS AND DAILY LIFE	<ul style="list-style-type: none"> ★ Initiative ★ Access to fast internet and online opportunities ★ Supports installing free public Wi-Fi hotspots across the EU <p>WiFi4EU</p>	<ul style="list-style-type: none"> ★ Nurturing, protecting and strengthening our democracy ★ European Commission priority ★ "Future of Europe" and "Better regulation" <p>A new push for European democracy</p>	<ul style="list-style-type: none"> ★ Young people between 16 and 30 from any EU Member State ★ Projects run by and for youth ★ Active participation in the development of Europe ★ Prize ★ Maximize the growth potential of the digital economy <p>European Charlemagne Youth Prize</p>

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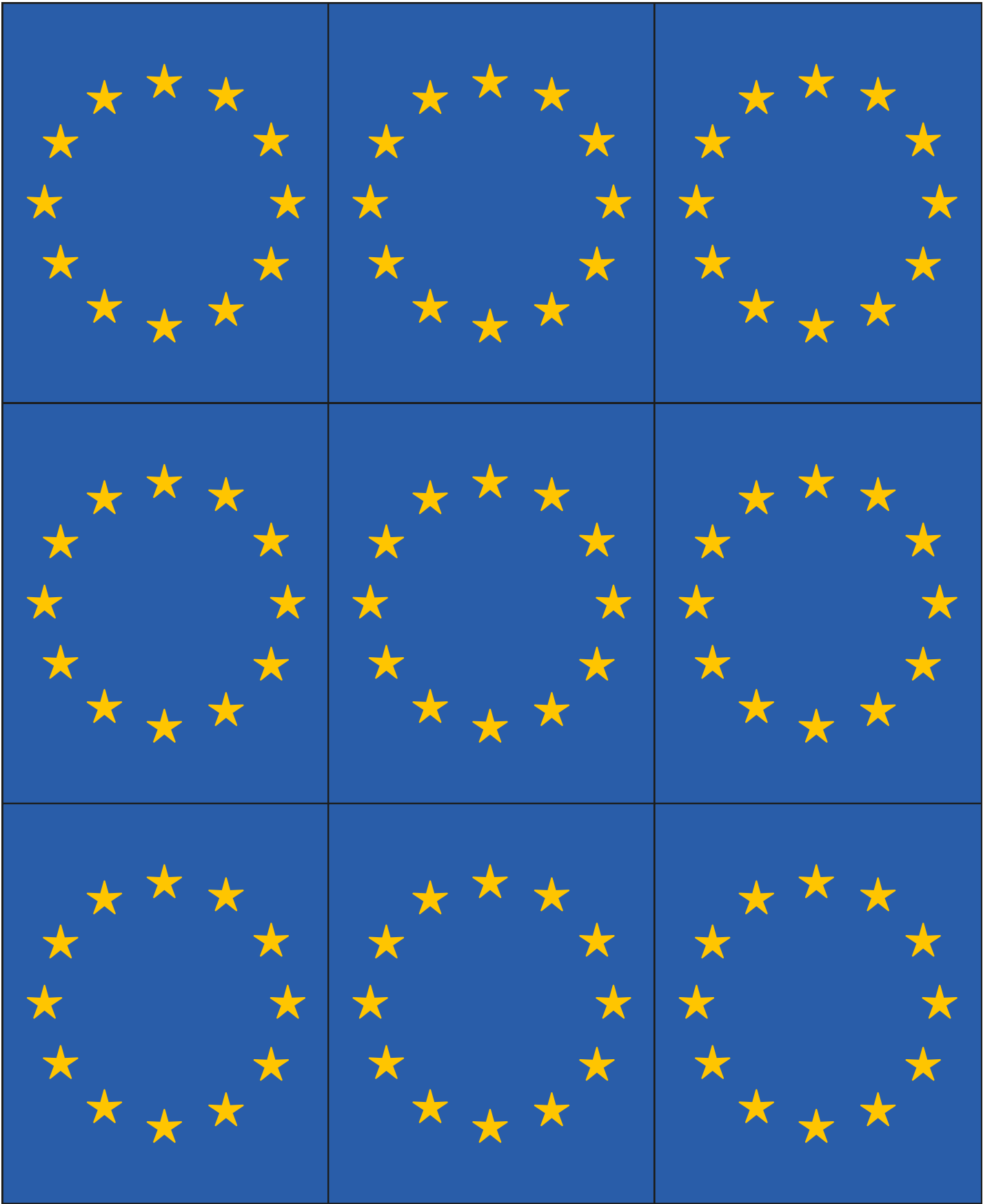
EU INSTITUTIONS AND DAILY LIFE	<ul style="list-style-type: none"> ★ Global Navigation Satellite System ★ Offers its services to public authorities, business and citizens ★ Increase geolocation precision ★ Enables new innovative services that may transform our daily lives <p>Galileo</p>	<ul style="list-style-type: none"> ★ Striving to be the first climate-neutral continent ★ European Commission priority ★ “Clean Energy”, “Sustainable Energy”, “Building and Renovating” ★ “Sustainable mobility”, “Biodiversity”, “From Farm to Fork” & “Eliminating Pollution” <p>A European Green Deal</p>	<ul style="list-style-type: none"> ★ Cultural initiative ★ Highlight the richness and diversity of cultures in Europe ★ Celebrate the cultural features Europeans share ★ Increase European citizens' sense of belonging to a common cultural area ★ Foster the contribution of culture to the development of cities <p>European Capitals of Culture</p>
EU INSTITUTIONS AND DAILY LIFE	<ul style="list-style-type: none"> ★ Pillar of the EU ★ Preserves peace ★ Strengthen international security ★ Develops and consolidates democracy, the rule of law and respect for human rights and fundamental freedoms ★ Promotes international cooperation <p>Common Foreign Security Policy</p>	<ul style="list-style-type: none"> ★ Recognition and rewarding of local efforts to improve the environment, the economy and the quality of life in cities ★ Annual award to an EU city ★ Leads the way in environmentally friendly urban living ★ Role-model to inspire other cities <p>European Green Capital Award</p>	<ul style="list-style-type: none"> ★ Innovation to improve the lives of its citizens ★ Annual award to an EU city ★ Contribute to open & dynamic innovation ecosystems ★ Involve citizens in governance and decision-making ★ Improve the resilience and sustainability of their cities <p>European Capital of Innovation</p>
EU INSTITUTIONS AND DAILY LIFE	<ul style="list-style-type: none"> ★ Responds to major natural disasters ★ Covers a range of natural disasters including floods, forest fires, earthquakes, storms and droughts ★ Fund to disaster-stricken regions within Europe <p>EU Solidarity Fund</p>	<ul style="list-style-type: none"> ★ Protecting our citizens and our values ★ European Commission priority ★ “Security union”, “Judicial cooperation”, “Fundamental rights”, “Consumer protection” and “Migration” <p>Promoting our European way of life</p>	<ul style="list-style-type: none"> ★ Financial instrument ★ Research and innovation programme ★ Produces world-class science and removes barriers to innovation <p>Horizon Europe</p>



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EU INSTITUTIONS AND DAILY LIFE	<ul style="list-style-type: none"> ★ Working for social fairness and prosperity ★ European Commission priority ★ “A deeper and fairer economic and monetary union”, “Internal Market”, “Jobs, growth and investment”, “European Semester” & “Boosting jobs” <p>An economy that works for people</p>	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Work between EU and its Southern and Eastern Neighbours ★ Political, socio-economic and security areas ★ More stable, secure and prosper EU Neighbourhood <p>European Neighborhood Policy</p>	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Reform the institutional structure of the European Union ★ Stand the challenges of the new enlargement ★ Entry into force in 2003 <p>Treaty of Nice</p>
EU INSTITUTIONS AND DAILY LIFE	<ul style="list-style-type: none"> ★ Personal, civic, political, economic and social rights enjoyed by people in the EU ★ All in a single document ★ Updated in the light of changes in society, social progress and scientific and technological developments <p>Charter of Fundamental Rights of the EU</p>	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ Reinforcing our responsible global leadership ★ European Commission priority ★ “Foreign policy”, “European Neighborhood Policy”, “International Cooperation & Development”, “Humanitarian Aid”, “Civil Protection”, “Trade Policy”, “Security and Defense” and “EU enlargement” <p>A stronger Europe in the world</p>	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ ★ ★ ★ ★
EU INSTITUTIONS AND DAILY LIFE	<ul style="list-style-type: none"> ★ ★ ★ ★ ★ 	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ ★ ★ ★ ★ 	<p>EU INSTITUTIONS AND DAILY LIFE</p> <ul style="list-style-type: none"> ★ ★ ★ ★ ★

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PROJECT

EU CitigenZ is an Erasmus+ Partnership for cooperation (nr. 2023-1-FR02-KA220-YOU-000153878) aimed at fostering a sense of belonging to the EU among the young people of Generation Z. To achieve that goal, the partners created EU awareness-raising content aimed at young “Zoomers” through online campaigns, an online platform compiling “Learning boxes” on 50 EU topics, a handbook dedicated at youth workers wishing to raise awareness about the EU with their participants, and trained both youth workers and young people directly. More information on www.citigenz.eu

PARTNERS

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