



SKILLS#EU

Learning Mobility - Opening European Minds

MODULE 1
CHALLENGES AND
OPPORTUNITIES
AS A EUROPEAN
CITIZEN

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Skills#EU Module 1: Challenges and Opportunities as a European Citizen

1. Introduction

This document represents one out of four central outputs of the Skills#EU project. The project's overall goal is to add civic education components to the ERASMUS+ mobility experience of VET students. This is necessary, first to compensate for the general lack of civic and citizenship education in vocational training; and second, to provide ERASMUS+ VET mobility students with specific knowledge and skills when going abroad for a professional stay in another European country. As mentioned before, each European education system in the field of VET lacks civic education and if VET students decide to participate in an ERASMUS+ mobility experience they are not sufficiently prepared in the areas of European democracy, citizenship rights, EU politics, or intercultural & European communication. Knowledge of these issues is highly important for the students' ability to profit from the opportunities of a European labour market as well as for becoming responsible members of our democratic societies.

The project outputs describe and illustrate three different approaches to civic education and intercultural communication. They are represented in the three modules of the Skills#EU curriculum. The curriculum is designed as a hands-on guideline for teachers and multipliers who are providing preparatory, accompanying, or follow-up courses to VET mobility students, both in their country of origin and the host country. It is assisting teachers and multipliers as much as possible with didactical explanations and practical advice for their implementation. Furthermore, the Skills#EU curriculum has a modular structure. This means that it allows for the three approaches to be applied together or separately depending on the phase of the mobility courses. Units and sub-units of the modules can be used individually or they can be integrated into the specific course structures. This practicality and flexibility makes it easy and possible for teachers and trainers to provide civic education in the context of an ERASMUS+ VET mobility. This increases the probability that this important subject receives more attention and is offered to the VET-mobility participants.

The Skills#EU modules present and explain all the material that is necessary to implement and perform civic education from the three different perspectives. All materials are provided, either online via the Skills#EU website and peer-learning platform, or in the form of a method-box. Accordingly, teachers, trainers, and multipliers of all participating partner organisations have direct access to all relevant material. Trainers, teachers, and multipliers of interested organisations outside the project will have the possibility to directly access the online material free of charge, to compile their own method box, or ask for its relevance from the Skills#EU project partners.

As well as materials offered, the Skills#EU modules give deep insight into their development process as well as detailed explanations of their approaches and methodologies. They state why they had been chosen and how they have been adapted to the specific VET context. This shall enable teachers, trainers, and multipliers to further develop the presented methodologies and find even better methods of implementation. Ultimately, teachers, trainers, and multipliers in their roles know the best approach to organising their courses and how to deal with their students.

This document covers Module 1 of the Skills#EU Curriculum titled “Challenges and Opportunities as a European Citizen”. It focuses on raising awareness of what it means to be a European citizen as well as presenting information about the most important milestones in the history of the EU. Participants will also learn how they can make their learning experiences more recognised .

This document is structured as follows:

- **Chapter 2 will set the context of module 1 in the Skills#EU project (page 2)**
- **Chapter 3 focuses on the development process of the module. (page 7)**
- **Chapter 4 is the core of this document, which presents the implementation of this module. (page 8)**
- **The last chapter concludes the outline of module 1. (page 10)**
- **Annexes contain learning material. (page 12)**

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2. Context of the Module

The Skills#EU Project

Europe is currently experiencing various societal and political challenges. Economic hardship, financial crises, and serious social problems that exert pressure on politics and promote the rise of extremist and nationalist political movements. In many European countries these new political forces oppose European integration and demand the return to the nation state as the refuge for seemingly lost wealth. They are not interested in constructive further-development of the “European Project”, which could tackle the existing problems. Rather they seek salvation in the borders of the nation-state, completely disregarding the severe problems of the past that were remedied by European integration. The ideological return to the nation-state is romanticised and lacks a rational foundation. It is most likely based on fear and frustration.

Under such political and societal circumstances, civic education is more important than ever. It aims to uphold democratic values and principles and prevent students from falling for demagogues who are basing their arguments on prejudices and hostilities.

Currently, European civic education in member states is not reaching appropriate standards. Studies in Germany, (which probably has the most developed civic education infrastructure), show that civic education, in particular in relation to the EU, is receiving very little attention in the education system, both in terms of time and resources. As a result, topics like democracy and democratic values are only superficially dealt with. Most educational content delivers isolated facts about state institutions and political processes. However, the basic meaning and reasoning of why and to what purpose these institutions and processes exist, remains in the dark. Subsequently, real understanding of our democratic state and the European integration process will not develop. This applies to all types of education – academic and vocational. Yet the deficiency of high-quality European civic education is particularly apparent in the latter. Effective and appealing formats for VET students are extremely rare or often completely lacking in the school curriculum. This is concerning, especially in areas of Germany where VET students are in areas that are most susceptible to extremist and nationalist attitudes (Besand, 2014). Hence, civic education is lacking where it is most needed.

The lack of European civic education has other practical consequences as well. The European Integration process has created a Single European Labour Market eliminating the bureaucratic barriers for workers and employees hoping to take jobs in other EU member countries. The VET systems, however, are not taking these new possibilities sufficiently into account. Training and teaching is still geared very much towards the national labour markets and dedicate very little time to prepare students for the European labour market. They are therefore not trained in European issues, such as rights and duties as European citizens, or effective communication to deal with cultural differences in European states. Such “soft skills” are a very important aspect of personal and professional growth for students. A student should be able to adapt in new working conditions as this will greatly impact upon their performance as employees. Then again, their performance is highly important for employers’ principle acceptance of workers from other European countries. Only if the performance gap between foreign and domestic workers is closed, will employers be ready to engage workers from other EU countries in the long run. The full potential of the European Labour Market will not be seen until this is done.

Therefore, the Skills#EU project has two main aims:

- First, to educate VET students in the areas of civic and citizenship education, in order to foster their knowledge about democracy and democratic values. It also hopes to increase their knowledge of the

European Integration processes- its advantages for each citizen as well as its shortcomings and challenges. This shall help students to exercise their democratic rights and make them more responsible European citizens¹

- Second, to provide VET students with important “soft skills” that help them to take full advantage of their opportunity in the European labour market. They shall learn about these opportunities, rights and duties, as well as how to behave in different working environments and cultures.

The Skills#EU project follows the following strategy:

1. The Skills#EU project will integrate educational elements into the ERASMUS+ VET mobility programme. Therefore, it is cooperating with sending and receiving organisations in Austria, France, Germany, Malta, and Great Britain, who organise the mobility project for VET students. They provide work placements, accommodation, and supervise participants during their project. Furthermore, they arrange preparatory and follow-up courses for the participants. These preparatory and follow-up courses are the ideal contexts to include new elements of European civic and citizenship education. They can be flexible and are not regulated by strict national standards, and therefore offer the space to include new content.²
2. The Skills#EU curriculum consists of three modules. The module titles are:
 - Module 1: Challenges and Opportunities as European Citizens
 - Module 2: Understanding Negotiation and Decision-Making in Europe
 - Module 3: Intercultural Communication

The three modules implement the new civic and citizenship education content in the ERASMUS+ context and apply modern pedagogic methodologies that are not standard in the VET. They deal with VET students’ civic and citizenship education as well as their abilities to cope with the European labour market.

3. The Skills#EU project has developed material that can be immediately used by the trainers and teachers on site. This means that they are provided with hands-on material as well as guidelines and advice on how these materials can be used and further developed. This is responding to the fact that civic and citizenship education material is rarely designed for the VET context and is mostly targeted at academic education. In contrast, the Skills#EU material is specifically designed for the capabilities of VET students.

¹ Please note that it is not the purpose of the Skills#EU project to convince VET students of any form of political agenda. Rather it aims at achieving that all students, regardless of their educational background, understand the basics of European democracy. They should be able to form an own opinion that is in line with the facts. They should be empowered to fight for their own interests without being instrumentalized by interests and opinions that are not theirs.

² In contrast, national education systems are highly rigid and difficult to change. New content like European civic education is very hard to be implemented.

Module 1: Challenges and Opportunities as a European Citizen

As mentioned above, civic education in Europe is currently not a main issue in any of the member states. Therefore, this module of the Skills#EU projects aims to raise awareness of what it means to be a European citizen and to address both the challenges and the opportunities that being a part of the EU entails. Participants of module 1 of the Skills#EU training programme will learn about the most important milestones in the history of the EU as well as what it means to be a European citizen and finally, how they can make their learning experiences visible. The module is most suitable to implement before the mobility stay abroad.

After participation in module 1, students should be more aware of the history of the EU and the philosophy behind its creation and further development. An emphasis will be put on the positive outcomes that the EU brought to the citizens of the member states and there will be a lot of space for open discussions. Thereby, and by analysing the changes that happened due to the EU membership, students will be able to see the positive impact the EU has made on their daily life and how different it would be if their home country wasn't be part of the EU. In this context, a discussion about European vs. national identity is planned as well. Participants should form a better understanding what it means to be a European citizen and how their mobility stay will have a real impact on their lives. Another emphasis will be on highlighting the importance of informal learning and making these valuable experiences visible. Furthermore, students will learn about their rights and duties as EU citizens and how they can use them.

In detail, the module is divided into three units each of which focuses on an aspect of these challenges and opportunities, by both providing a background to the creation of EU and allowing for discussion on what it means to be an EU citizen today.

- **Unit 1: The EU integration process – steps and achievements**

This Unit will describe the significant steps in the creation of the EU by introducing a short history of why the EU was formed and how it grew over time. The core achievements of the EU will be outlined along with the four core freedoms. The emphasis will be on illustrating how the EU's existence has simplified the daily lives of European citizens.

- **Unit 2: Your rights and duties as a European citizen**

This Unit will focus on the relationship between the citizen and the European Union as defined by rights, duties and political participation. The concepts of national identity as well as European identity will be addressed while introducing the topics of nationalism, Euroscepticism and migration.

- **Unit 3: Mobility as an EU citizen – learning from your stay abroad**

During this Unit the students will be introduced to the concept of informal learning within the framework of their mobility stay. The focus will be on the intangible benefits of a mobility stay and the very real impact the challenges and opportunities they encounter as European citizens within other European countries will have on them.

In this module, different methodical approaches are used. For Unit 1 and 2, students will each receive an online task which they have to complete before the face-to-face workshop. They will be provided with informative Powerpoint presentations (PPP) as well as links to videos about the history of the EU and they will be asked to answer some questions that are provided as well. Each of these two preparations will take them one hour to complete. In the face-to-face workshops of Unit 1 and 2, an emphasis is put on interactive activities. Videos, discussions and group activities are the main methods that are being used. The training will not feature a teacher-up-front style of instructions. On the contrary, the trainer will be a moderator of learning processes by asking questions and summarising comments, thereby carefully guiding the trainees to the main learning outcomes that they should achieve during module 1. For this purpose, flipcharts will be used for writing down key aspects that are being discussed.

Unit 3 focuses entirely on informal learning experiences that trainees gain during their stay abroad. For this purpose, the M_APP app is introduced. The M_APP app will allow trainees to document and reflect on the many situations – both challenges and opportunities – that they will face during their stay abroad, allowing them to become aware of the learning process that they are going through. Self evaluation and reflection will be a big part of this process. By using the app they can show how and when they have gained new skills and present these newly acquired skills to others on their return. The participants will thereby form an understanding of informal learning and will see the advantages that a mobility stay will bring them. After this Unit, trainees will know how to use the M_APP app and will be able to relate the concept of informal learning to their mobility experience as well as to use their experience to gain an understanding of what it means to be an EU citizen.

3. Development of the Module

The first draft of this module was developed with the intention to provide basic information on the history of the EU and on the impact it has on the daily life of its citizens as well as enhancing the skill of critical reflection on current processes in European politics and society. Keeping the target group in mind – teenagers who are about to go on an Erasmus+ mobility stay – a blended-learning approach was chosen, mixing online tasks with interactive discussions during the face-to-face workshops.

The draft was presented during the staff training in Berlin. While the feedback of the contents was mostly positive, a few recommendations have been made and were taken into account. For preparing the revised and final version of the module, the following changes were made:

In the online part of Unit 1, the questions were modified to be more open and relatable.

For example, the question:

“Do you think the EU has been successful? Are Europeans better off as a result? Please explain your answer.”

was changed into the more open version (meaning not answerable with yes/no):

“Why was it a good idea to found/join the EU?”

Students are now able to communicate their opinion which they hopefully base mostly on the informative input they receive before they are asked to answer the questions.

Another change that was made in Unit 1 featured a Powerpoint presentation called “Dans story” that was introduced during the face to face workshop. In this story, the audience followed the protagonist Dan through his day in a European country that has not joined the EU. The story featured all the positive aspects the EU has on its citizens in reverse; e.g. working hours or border controls. The feedback of this approach was rather negative, because the pictures and the story that were presented were perceived as too dark. After taking the feedback into account, a new approach was generated. Now, students will receive a group task during which they each have to watch a video about how the EU has positively changed the life of individuals (two winning videos from a contest held by the European Commission). After summarising key points to the whole group, a lively discussion should spread in which the trainer is asked to guide the trainees and write down the main findings/opinions on a flipchart.

In Unit 2, there was also a change after ~~the~~ receiving ~~the~~ feedback in Berlin. During the online preparation, students were provided with a Powerpoint presentation containing satirical comics regarding the EU. The main aim was to involve the trainees in critical thinking, ultimately guiding them to the realisation that despite the existence of Euroscepticism, the situation is not as bad as presented in the comics. The feedback in Berlin was very helpful, because the message came on too strong and was perceived as too dark. Now, there are more positive comics

presented – but also critical ones to keep the discussion lively. Additionally, a specific main goal towards which the participants should be guided was set: “What does it mean to be a European citizen?”.

4. Implementation of the Module

As mentioned above, module 1 is divided into 3 units and its implementation is most suitable before the Erasmus+ mobility stay. Unit 1 and 2 each feature one hour online preparation that is done by the students before the one hour face-to-face workshop. Unit 3 can be either implemented as an online task or as an exercise during the workshop. The following paragraphs describe each unit in more detail while the necessary materials are highlighted in bold font.

Unit 1 deals with the main steps and achievements during the EU integration process. In the online part that is introduced using an **instruction sheet**, trainees are asked to read through **three Powerpoint presentations** which are available on the peer learning platform as well as watching **two videos** and explore another **external link** to the homepage of the European Union. All these materials deal with the key milestones in the history of the EU. On the instruction sheet, there are also **4 questions** the trainees are asked to answer once they are finished with the informational input. When meeting the trainer in the workshop, after a **short introduction video**, the answers to the questions are discussed openly in the group while the trainer takes notes on a **flipchart**. Then the trainees will be divided into two groups and asked to **each watch one video** on how the EU has changed the lives of individuals and discuss the main themes in the small groups. For this exercise, another **instruction sheet** is provided for the trainer. In the end, each group selects a speaker that summarises their finding to the whole group while the trainer is taking notes on a **flipchart**.

Materials available on peer learning platform	File format	Contents
“Module1_Unit 1_E-Learning_PreparationForStudents”	PDF MS Word	<ul style="list-style-type: none"> • Detailed instructions for trainees • Links to 3 Powerpoint presentations (PPP) • External links • 4 reflective questions on the theoretical input of this exercise
“Module1_Unit1.1_HowDidEuropeTransitionFromAPeriodOfConflictToAPeriodOfSustainedPeace”	PPP	<ul style="list-style-type: none"> • Informative Powerpoint presentation on the history of the EU
“Module1_Unit1.2_HowHasTheSingleMarketBenefitedMillionsOfEuropeans”	PPP	<ul style="list-style-type: none"> • Informative Powerpoint presentation on the benefits of

peans”		the single Market
“Module1_Unit1.3_HowDoIndividualsBusinessesAndEconomiesBenefitFromUsingTheEuro”	PPP	<ul style="list-style-type: none"> • Informative Powerpoint presentation on the benefits of Euro
“Module1_Unit1_InstructionsGroupWork”	PDF	<ul style="list-style-type: none"> • Detailed instruction sheet for trainers on how to implement the group work that is planned during the workshop of unit 1.

Unit 2 features the rights and duties as EU citizens. During the online preparation, trainees receive another **instruction sheet** that includes the online tasks. **Two Powerpoint presentations**, one on how cultural diversity has an impact on and political identity another that shows comics/cartoons on the EU that provide space for both positive and negative interpretations. Also, **three videos** featuring more detailed information are provided. The workshop starts with the presentation and analytic discussion of the comics, leading the trainees to the question what it means to be an EU citizen. Again, the trainer is asked to take notes on a **flipchart**. Then another group work is introduced using another **instruction sheet** for the trainer that is provided on the peer learning platform. In this task, the small groups of 3-4 people are confronted with a challenging scenario with they have to solve using the **external links given**. The scenarios concern their rights as EU members and how they can make use of those; e.g. how to get a refund if a flight gets cancelled. Then they present their findings to the whole group followed by a final discussion.

Materials available on peer learning platform	File format	Contents
“Module1_Unit 2_E-Learning_PreparationForStudents”	PDF	<ul style="list-style-type: none"> • Detailed instructions for trainees • Links to 2 Powerpoint presentations (PPP) • External links to 3 videos
“Module1_Unit2.1_HowDoesCulturalDiversityImpactPoliticalIdentity”	PPP	<ul style="list-style-type: none"> • Informative Powerpoint presentation on cultural diversity and political identity
“Module1_Unit2.2_Cartoons”	PPP	<ul style="list-style-type: none"> • Illustrative Powerpoint presentation featuring comics and cartoon

		which should spark critical thinking
"Module1_Unit 2_InstructionsGroupWork_RightsAndDuties"	PDF	<ul style="list-style-type: none"> Detailed instruction sheet for trainers on how to implement the group work that is planned during the workshop of unit 2.

Unit 3 can be implemented during the workshop or online. Either way, trainees are provided with a detailed **instruction sheet** on how to download the M_APP app and how to use it. They are asked to become familiar with the app and try it outside. Afterwards, they are asked to complete a travel entry as well as a self evaluation online. In this process a PDF file is created which features their individual informal learning experiences. They will send the file to the trainer and they can also use it for future reference.

Materials available on peer learning platform	File format	Contents
"Module1_Unit 3_Instructions_M_App_PreparationForStudents"	PDF	<ul style="list-style-type: none"> Detailed instructions for trainees on how to download and use the M_APP app.

5. Conclusion

The core objective of the Skills#EU project is to augment the ERASMUS+ VET mobility programme with the learning objective of civic and citizenship education as well as intercultural training. Both are necessary first for training youngsters how to participate in a democratic society, how to exercise their citizenship rights in a European democracy and how to communicate in a multicultural European setting. This is important because young VET students are facing the reality of a European labour market which is requiring these new soft-skills, in particular.

This document is presenting the first of three modules that were developed to practice this new set of skills. It focuses on raising awareness about what it means to be a European citizen and to address both the challenges and the opportunities that being a part of the EU entails for individuals as well as for member states. Participants of the module will learn about the most important milestones in the history of the EU and how they can make their learning experiences visible. Additionally, participants are confronted with issues that aim to enhance their critical thinking. The module is split into three units, with Unit 1 and Unit 2 being most suitable for implementation before the mobility stay, while Unit 3 can be implemented before and during, but preferably after the Erasmus+ experience.

The trainer of this module is provided with elaborate guidelines and materials, allowing a flexible approach that is focusing on the individual target-group of adolescent participants. Nevertheless, he/she needs to be well informed

about the past and current processes regarding the European Union while implementing this module. Helpful links for further reading on the issues addressed during the whole module are included in the Skills#EU curriculum.

6. Conclusion

The core objective of this module is to provide youngsters with intercultural training and preparation for communicating in a multicultural European setting.

Following the evaluation of both the trainer and the participants, the pilot workshops proved to be successful. Module 3 provided good content and encouraged the right mind frame for the mobility. Participants found the two games expressive, inspiring and eye opening; both games supported the theoretical content well. Altogether, interaction and a deductive approach proved to be very helpful for the target group. This is important because young VET students are facing the reality of a European labour market which is requiring these new soft-skills, in particular.

There is of course room for improvement, especially in awakening motivation and interest to the topic and maybe reduce a highly theoretical content to a more personal level. More visual aids should be provided as well, to fill the gaps in the educational background of participants and thus help them understand the games better. Furthermore, the evaluation also showed that more time should be left for reflection so participants can elaborate on their experiences.

Thus the Skills#EU modules have to be highly flexible and adaptable to existing course structures. Trainers that are on site can decide independently which elements of the three Skills#EU modules they want to work with in practice. Accordingly, all material that is produced in the project's context aims at providing as much support as possible to the trainers. They can access this material online via the Skills#EU website and peer-learning platform, and/or via a method box containing all ingredients of the modules' exercises in hard copy. This benefits the project partners, as trainers take the opportunity to upgrade their course offers with civic education or intercultural training and thus develop their offers further. In the end, VET students will be better prepared for life and for work in a larger European context.

ANNEX 1: Instructions

Unit 1: The EU Integration Process (group work)

Group work

This is a group task for Module 1, Unit 1. The aim of this task is to make the participants think about what it means to be part of the EU. Some benefits are being taken for granted and this group work should demonstrate how the EU has a real a positive impact on day to day life. The emphasis will be on interaction, brainstorming and exchange of thoughts.

- 1.) Divide the participants into two groups. Each group should have access to a mobile device with internet connection.
- 2.) Each group should watch ONE of the following Youtube videos together and reflect afterwards in the small groups:
 - We are Europe – Every Day – Once upon a time my life in Europe
https://youtu.be/_iBps5R81GE
 - We are Europe. Everyday – My name is Frank
https://youtu.be/aqBg2_rMkK0
- 3.) Give time (15 minutes) for discussion in the small groups – they should write down their key findings. The participants should have their answered questions ([Module1_Unit 1_E-Learning_PreparationForStudents](#)) with them and try to connect the video with the history of the EU. They should also discuss what aspects are familiar to them, what aspects seem very strange and so on.
- 4.) In the end, each group selects a speaker for the group, who will summarize the video and their key aspects to the plenum. The trainer is asked to note the most important findings on a flipchart.
- 5.) To keep the discussion interesting and/or to summarize the workshop, the trainer should/could ask following questions:
 - What do you think of the EU?
 - What would be different in your life, if the EU was never founded/if your country never joined?

Unit 1: The EU Integration Process (online preparation)

Introduction

Welcome to the first online module of the Skills#EU training course!

Before your mobility starts, we would like to prepare you for your stay. By participating in an internship abroad, you make use of one of your fundamental rights as a European Citizen. This training course should be a tool to better understand the mechanisms of the European Union and give you an idea, what it is all about.

Instructions

In preparation of the first face-to-face workshop, you are asked to answer the questions on the following pages. Firstly, please read through the three PowerPoint presentations that have been sent to you.

- Unit 1.1: How did Europe transition from a period of conflict to a period of sustained peace?
- Unit 1.2: How has the single market benefited millions of Europeans?
- Unit 1.3: How do individuals, businesses and economies benefit from using the Euro?

Secondly, please watch the following videos on Youtube:

- A Brief History Of The European Union
<https://youtu.be/XgnXwrsMBUs> (4:17)
- Europe: From WWII To Today's European Union
<https://youtu.be/xRwZyDTdCac> (23:57)

If you are further interested,
find more detailed information at:

https://europa.eu/european-union/about-eu/history_en

Questions:

Please answer the following questions after reading/watching the materials mentioned before.

- 1.) Why was the European Community/ European Union created?
Whose idea was it?
Who were the most important persons behind the foundation of the EC/EU?

- 2.) Why was it a good idea to found/join the EU?

3.) Which important moments have been covered in the videos?

Which aspects are familiar to you? What are your personal experiences?

4.) What do you see as the biggest challenges for the European Union nowadays from your personal or your country's perspective?

**Please bring those answers with you
to the first face-to-face workshop!**

They will be discussed in the group and you will need the knowledge for further participation in the training course.

Unit 2: Your Rights & Duties as a EU Citizen (online training)

Introduction

Welcome to the second online module of the Skills#EU training course!

Before your mobility starts, we would like to prepare you for your stay. By participating in an internship abroad, you make use of one of your fundamental rights as a European Citizen. This training course should be a tool to better understand the mechanisms of the European Union and give you an idea, what it is all about.

Instructions

In preparation of the second face-to-face workshop, you are asked read through the two PowerPoint presentations that have been sent to you.

- Module1_Unit 2.1: How does cultural diversity impact political identity?
- Module1_Unit 2.2: Cartoons

The first presentation is about the diversity that unites all citizens in the European Union, and the second presentation shows some cartoons. Please write down your thoughts in a few sentences or key words about each picture. We will start the next workshop with a discussion about your thoughts. And please don't worry, there are no right and wrong answers!

Secondly, please watch the following videos on Youtube for a deeper insight:

- Your Rights as a European
<https://youtu.be/saAjy-IRWA> (3:38)
- What does being an EU citizen mean?
<https://youtu.be/JVPrS68HYZs> (1:48)
- EU Citizenship: Basic Freedoms
<https://youtu.be/-6IDP3qCLWk> (6:37)

Unit 2: Your Rights & Duties as an EU Citizen (group work)

Introduction

For this group work, divide the participants into small groups of 2-4 people. Each group will get a scenario they need to solve concerning their rights as EU citizens. Helpful links are provided, a device with internet access is needed for each group.

Instructions

Please imagine one of the following scenarios in your life. Think of the situation and try to find your rights and duties related to it. Please visit the websites stated (plus any additional if you wish) and **prepare a short presentation** (e.g. using a flipchart paper) about your findings related to the selected scenario.

The groups will have **15 minutes** to solve their case and to prepare the presentation.

General information:

- EU Citizenship:
<http://ec.europa.eu/justice/citizen/>
- EU Rights – How to get help:
http://ec.europa.eu/your-rights/help/individuals/index_en.htm
- Your Europe – Help and advice for EU nationals and their family
http://europa.eu/youreurope/citizens/index_en.htm

Scenario 1: Passenger Rights

You are stranded at an airport after a flight has been cancelled. What are your rights? What help are you entitled to? What way is there to get a refund?

http://europa.eu/youreurope/citizens/travel/passenger-rights/index_en.htm

Scenario 2: Consumer Rights

You are abroad for an internship and want to contact your friends at home, but you are not sure what the best way of communication would be. Is there a right that entitles you to internet access or is there a limit on roaming costs?

http://europa.eu/youreurope/citizens/consumers/telecoms-internet/index_en.htm

Scenario 3: Right to Confidentiality

No matter if you are at home or abroad, the internet is probably your main communication channel. Do you wonder what happens with all the data you are sharing online? Who has access to it? Who collects it? What are the laws and conditions that secure your private data?

http://europa.eu/youreurope/citizens/consumers/telecoms-internet/data-protection-privacy/index_en.htm

Scenario 4: Consumer Rights

You have bought a shirt via an online shop in another European country than your home country. The shirt does not fit, you want to return your order. The shop refuses to return the order and give you back the money paid. Anything you can do?

http://europa.eu/youreurope/citizens/consumers/shopping/index_en.htm

Scenario 5: Health Care

You are spending your summer holiday in another EU country. Suddenly you fall ill (e.g. you break your leg etc.) and need unplanned health care in another European country. What are your rights, what can you expect?

http://europa.eu/youreurope/citizens/health/unplanned-healthcare/index_en.htm

Unit 3: Mobility as an EU citizen – Learning from your stay abroad

Introduction

For this final unit, you are asked to download and get familiar with the M_APP app. The M_APP app will allow you to document and reflect on the many situations – both challenges and opportunities – that you will face during your stay abroad, allowing you to become aware of the learning process that you are going through. Self evaluation and reflection will be a big part of this process. By using the app you can show how and when you have gained new skills and present these newly acquired skills to others on your return.

Instructions

- 1.) Download the M_APP app at Google Play Store or Apples App Store.
Search for “**M_APP rapidrabbit**” to find it quickly.
- 2.) Take your time and read the instructions carefully.
- 3.) Set up your profile.
- 4.) Open a “trip entry” and insert the information required.
- 5.) Now you have created a new trip entry. You can edit the general information and you can add different experiences that you encounter during your stay. Click on the “+” and take your time looking through the different situations.
- 6.) When you are ready, go outside for 30 minutes, take some pictures of your surroundings and add a few experiences to your newly created stay.
- 7.) Finally, come back and go through the self assessment stage.
 - Visit <http://webapp.mapp-project.eu> and log in with your name and password.
 - Click on “My Trips” and then click on “Self evaluation & validation” below your trip.
 - Go through the steps and give elaborated answers.
 - When you are finished, you can print your certificate as PDF. Please send this file to your trainer!



M_APP logo