Ambassador School Programme
Handbook for Teachers

AMBASSADOR SCHOOLS

Contents

Welcome

Welcome to the European Parliament Ambassador School Programme. This is your guide to be used alongside the Student Workbook.

The European Parliament Ambassador School (EPAS) Programme is a network of secondary and vocational schools across the European Union raising awareness of European parliamentary democracy and European citizenship values. By taking part in the programme, we hope that young people will become more aware of Europe's influence on their daily lives in an attractive and interactive way and understand more about European democracy as they approach voting age.

The EPAS Programme

There are **4 main criteria** in the programme that schools must complete.

1. Senior and Junior Ambassadors

As a teacher, you are the European Parliament Senior Ambassador in your school. Teachers take care of the educational aspect, mainly organising lessons on European parliamentary democracy. Teachers can use the Student Workbook provided by the European Parliament Liaison Office in Ireland in conjunction with this Teacher's manual. Teachers can also use the European Parliament interactive educational material that includes general information and facts about the EU, training on democratic skills and participation, class role-play games and quizzes. 'Europe@school - Active lessons about the European Union' can be found at https://www.europarl.europa.eu/ambassador-school/en/learning-resources.html

Junior Ambassadors are selected by the Senior Ambassador for showing enthusiasm and involvement in the programme throughout the year. They will take special responsibility for the implementation of the programme together with their teacher.

2. Learning Resources

As indicated above teachers can organise lessons based on the Student Workbook provided by the EPLO in Ireland. There are 6 learning modules in the workbook, covering the History of the EU, How the EU affects your life, Decision-making, Europe without borders, European values and Your voice in Europe. The workbook is intended to provide students with a clear picture of how the EU works, the role of the European Parliament and its MEPs in particular, and stimulate active citizenship amongst young people.

Teachers can also opt to use the online educational tool 'Europe@school - Active lessons about the European Union' (see above) It contains 7 modules, including general information and facts about the EU, training on democratic skills and participation, class role-play games and quizzes, which can be used separately and a teacher guide.

It is also possible to use a combination of both learning resources.

3. EU Info Point

As a teacher, you are the Senior European Parliament Ambassador in your school and will assist your students to set up an EU info-point. The EU info-point is an information and activity area dedicated to Europe and the European institutions and will display brochures and information about the EU, the work of the Parliament and the MEPs, etc. The EU info-point can also be web-based, for example a dedicated page on your school website, containing useful links etc.

4. Europe Day Event

Europe Day is celebrated each year on 9 May. Together with your students, Senior Ambassadors organise a Europe Day event on the day itself or in the run-up to it.

Some ideas for a Europe Day event include:

- EU Debating competition
- European music festival
- European food tasting day

- Mock European elections
- Meet your MEP
- Presentation on various EU policies
- EU Quiz

Other activities around the programme for students during the school year could include:

- Letter-writing to an MEP on European issues
- Europe Blog - if the school website hosts an EU Info-Point then students could write pieces about European issues in a blog
- Take part in Euroscola sessions (https://www.europarl.europa.eu/ireland/en/youth-outreach/euroscola)
- Take part in Online Youth Seminars (https://visiting.europarl.europa.eu/en/education-learning/online/online-european-youth-seminars) organised by the European Parliament.

We would also encourage schools to e-twin with other Ambassador schools in Europe. ETwinning is the platform hosting the European community for schools and teachers for peer learning, professional development, and most importantly, for doing cross-border projects with their students.

How are schools evaluated?

In order to support schools during the year, a member of the EPAS Team will contact you to arrange a monitoring call (or visit) to assess how you are getting on with the programme and to answer any questions which you may have. It is obligatory to attend this call.

At the end of the year, schools are required to submit an Evaluation Form accompanied by photos of their EPAS activities during the school term.   Schools will be evaluated based on the monitoring call and the Evaluation Form, and if the criteria has been met, the school will be certified as a European Parliament Ambassador School.

Plaques will be presented to successful schools at an annual Awards Ceremony. Schools unable to attend the ceremony are encouraged to invite an MEP to their school to make the presentation on behalf of the European Parliament (e.g. on TY Graduation Day).

Junior Ambassadors will receive a special Junior Ambassador Certificate.   All other students completing the programme will receive a Certificate of participation.

The designation as an Ambassador school is reviewed annually.   Schools need to reregister in the programme each year.

Below are two video clips explaining more about EPAS.

President Metsola's message to the EPAS network (https://multimedia.europarl.europa.eu/en/video/president-metsolas-message-to-the-epas-network_EP135166)

EPAS network gets together in Strasbourg (https://multimedia.europarl.europa.eu/en/video/en-subt-clip-epambassador-school_EP141378_EN_ST)

Module 1: A brief history of the European Union - Answers

Write three things that you know about WWII

1. Over 60 million people killed
2. D-day on 6 June
3. Battle of Stalingrad
   (many other answers possible, as long as they are linked to WWII)

Who were the six founding countries?

1. France
2. Germany
3. The Netherlands
4. Belgium
5. Luxembourg
6. Italy

Why were coal and steel so important after the war?
Steel was used in industry (to produce machinery, railways and construction materials), and coal was used to power machinery (steam and power plants). Steel, is also, of course, necessary for the production of weapons (tanks, guns, etc.), and a great deal of coal is needed in order to manufacture steel. Cooperation therefore made it harder for countries to build up individual defence industries.

Name a supermarket product from each of the following European countries.

Country	Product
1. The Netherlands	Gouda and Edam cheese, biscuits, tulips
2. Italy	Parmesan cheese, Parma ham, mozzarella
3. Germany	Bratwurst, rye bread, sweets
4. Spain	Wine, chorizo, olive oil
5. France	Brie and camembert cheese, wine
6. Greece	Feta cheese, tzatziki, yoghurt

(many other answers are possible)

Can you name any countries that are not yet members of the European Union but would like to join?

Candidate countries:
1. Albania
2. The Republic of North Macedonia
3. Montenegro
4. Serbia
5. Turkey
6. Ukraine
7. Republic of Moldova

Potential candidates:
1. Bosnia and Herzegovina
2. Kosovo
3. Georgia

Do you think more countries joining the EU is a good or a bad idea? Try to explain why.
It depends on the country and your own views. Potential benefits: greater stability for Europe, a larger internal market, everyone having a sense of European identity. Potential downsides: possible loss of control in a large Union, the taking on of countries with cultural differences, etc.

Can you give another example of something that is decided at European level?
Possible examples include: trade and international agreements, monetary policy for the eurozone countries, product labelling.

All countries can, within their own borders, adopt policies that do not apply to the whole EU, such as the Netherlands having different rules on soft drugs (a policy of tolerance), for example, and countries differing with regard to the legality of same-sex marriages.

Ireland's 50 year membership of the European Union - Get students to discuss the benefitis of Ireland's membership of the EU, eg. from how we work, travel and trade to the quality of our environment, our equal rights and seeing peace on our island.
https://www.ireland.ie/en/eu50/
https://www.europeanmovement.ie/irelandeu50/

What do the stars on the European flag represent?
The stars symbolise the ideals of unity, solidarity and harmony among the peoples of Europe.
N.B.: twelve is a symbolic number representing perfection, completeness and unity. The EU flag has twelve stars.

Put an X in the countries that are a Member State of the EU.

Member States of the European Union (2020)

Candidate countries and potential candidates
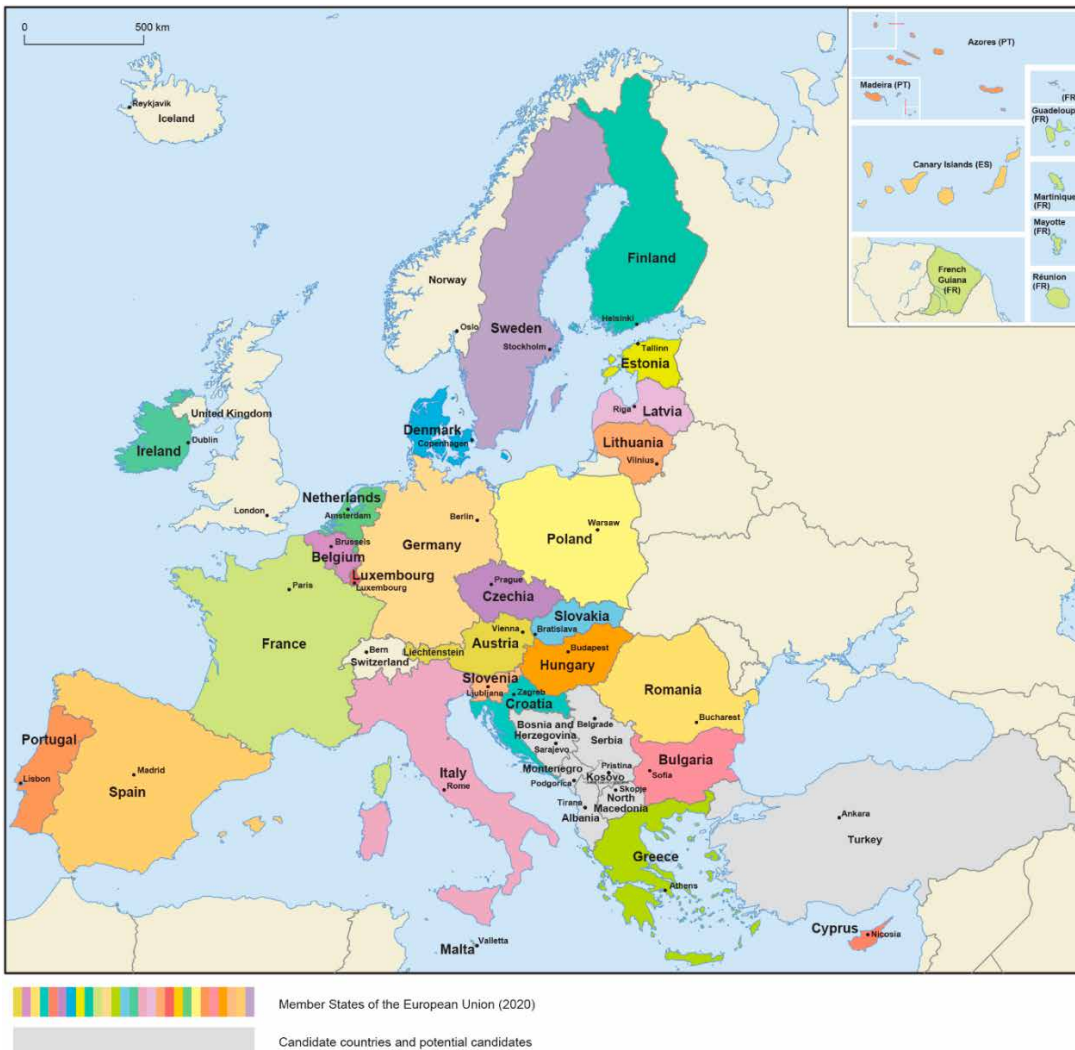
Objectives and competences-Module 1

• Pupils are able to make a link between the end of the Second World War and the creation of the EU.
• Pupils know which countries are members of the EU.
• Pupils know that policy areas such as agriculture, the economy and transport form the basis of European cooperation.
• Pupils must be able to give examples of the EU's fundamental values, such as "United in diversity".

Work suggestions

• A group discussion on peace, which for pupils is a vague concept. The aim of this discussion is to help pupils see that peace should never be taken for granted. Peace in Northern Ireland could be a talking point. Come up with ideas for celebrating Europe Day at school. Who would be invited? Would it be possible to do things jointly with the local county council, associations or other schools?
• For the exercise on supermarket products, pupils can look for a picture of the product and then the name of the product in the language of the country concerned.
• For the map exercise, find images of the relevant flags and insert them on the map.

Videos[1]:

- History: Fathers of Europe (2:55)
  Coal and Steel Community, focus on Schuman.
  https://multimedia.europarl.europa.eu/en/video/history-fathers-of-europe_V001-0002

- Eureka: Schuman 'Father of Europe' (3:33)
  in French , with English subtitles
  A clip focussing on Robert Schuman
  https://multimedia.europarl.europa.eu/en/video/eureka-schuman-father-of-europe_J003-0027

- Eureka: The idea that led to the European Union (2: 02)
  in **French, with English subtitles**
  https://multimedia.europarl.europa.eu/en/video/eureka-the-idea-that-led-to-the-european-union_J003-0010

- Eureka: Building the European Union (3:25)
  in **French, with English subtitles**
  50 years of history
  https://multimedia.europarl.europa.eu/en/video/eureka-building-the-european-union_J003-0006

- Ireland's 50 year membership of the European Union (6:09) (May 2023)
  https://www.youtube.com/watch?v=lU4tygCdxZs

- History: Uniting behind the single market (3:01)
  Focus on Schengen and the free market.
  https://europa.eu/!GnkdKV

- The House of European History: a tale like no other (1:27) (May 2017)
  https://youtu.be/odUYra5wew8

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[1] *Please note that some of the videos do not take into account the UK's withdrawal from the EU or updates since the European elections 2019. However they are still useful and relevant.*

- Infographic: Take a trip back in time and discover important moments in history, inventions, major events in sport and society and more, many of which made the EU what it is today
  https://europa.eu/learning-corner/eu-timeline/overview_en

Module 2: The European Union and you:

How the European Union affects your life - Answers

Which countries in the EU have you visited and which ones would you like to visit in the future?

Your own answer.

College students can study in another EU country via the Erasmus+ programme. If you could study in another European country, which country would you choose and why?

Your own answer.

When visiting another European country what document do you need if you have to see a doctor or go to hospital?

The European Health Insurance Card (EHIC) is a free card that gives you access to state healthcare and medical treatment during a temporary stay in any of the 27 EU countries, as well as Iceland, Liechtenstein, Norway and Switzerland. This means that you can receive healthcare under the same conditions and at the same cost (free in some countries) as people insured in that country.

You can apply for a European Health Insurance Card in person, by post or online. More information at https://www2.hse.ie/services/ehic/ehic.html

Look in your purse or wallet to see which coins you have and what is on them. How are the coins similar?

One side is always the same.

Can you see which European countries they come from? How can you tell?

On the other side there is always something that typifies that country and the name of the country.

What are greenhouse gases?

Gases that trap heat in the Earth's atmo. Examples of greenhouse gases are carbon dioxide (CO_2) and ammonia.

Why are greenhouse gases damaging?

They cause less heat to escape from the atmosphere. This increases the earth's temperature and melts the ice caps. As a result, sea levels rise.

Name three endangered animal species in Europe?

lynx, artic fox, European mink, great white shark, otter, bee.
More info https://europa.eu/!Dv68yxy

How you can save energy at home? Give five examples.

1. Turn the heating down and put on a sweater.
2. Draw the curtains early in the evening.
3. Don't leave chargers and similar equipment not in use plugged in to the mains.
4. Turn off the lights if no one is in the room.
5. Take shorter showers

[other answers possible]

What do you do to save energy? What could you do?

Your own answer.

Tick the boxes: For the same task there can be several levels of responsibility.

Collection of household waste = private operators
Railway infrastructure = Irish Rail, Northern Ireland Railways
Telecommunications = Ireland, the EU
Neighbourhood parking facilities = local council
Organisation of local public transport = Bus Éireann and private operators
Product labelling = EU
The fight against terrorism = Ireland, EU
Support for the poor = Ireland, EU
Recreational facilities = Ireland
Farming subsidies = EU
Provision of home care = Ireland
National budget = Ireland, the EU
Mobile phone charges = EU

Why are there different levels of government?

Different levels are needed in order to address different types of problems in the most effective way. The local councils are the closest to the citizens and they can therefore also take the best decisions on the things that happen in your neighbourhood or town. The national government is better placed to decide on broader issues such as how Irish healthcare or education should be dealt with. The European Union can best decide on topics that are not limited by borders and which involve different EU Member States. These include keeping our rivers clean (they flow through several countries) and the establishment of the European internal market. Assessing what matter should be decided on at what level is referred to as the principle of subsidiarity. This issue is extremely important and lies at the heart of the European Union.

What did you not know before that you now know?
I now know that:

Your own answer.

Objectives and competences-Module 2

- Pupils understand the day-to-day impact Europe has on them.
- Pupils know why issues are dealt with at the national and European levels and therefore have an understanding of what is known as the subsidiarity principle.
- Pupils must be able to name at least three EU policy areas and give examples.
- Pupils must demonstrate they understand the importance of a common currency - the euro.
- Pupils must show familiarity with different websites on Europe.

Work suggestions

- Food products have labels detailing their ingredients and nutritional value. Take the labels from a number of food products and compare them. What do we see?
- What are the differences between organic and intensive farming?
- Go to www.europarl.europa.eu and find the Priority Issues under the section Latest News. Choose one which pupils will recognise, such as climate change, animal welfare and protection and discuss.

Videos[2]:

- What do I get from the EU? (0:39) (2018)
  You get more than you think! Safer food and products, cleaner air and water, the ability to live and work wherever you want, pay using one currency in 19 different countries, and much more!
  https://youtu.be/LY05AX9xBQQ

- End of roaming (0:36) (2017)
  As of June 2017, roaming surcharges are abolished in Europe. The European Parliament has fought for this ban by consistently capping charges since 2007.
  https://youtu.be/pQz5WIAH614

- What is Erasmus? (0.59) (2021)
  The EU's Erasmus+ programme is about students, but not only: there are opportunities also for trainees, teachers, staff, volunteers and more.
  https://youtu.be/EL4mPrWbKxM

- Timeline: 30 years of the European Single Market (3:55) (2023)
  https://europa.eu/!dXydmd

- Parliament and the European Green Deal (2:40) (2020)
  Climate change - Europe is acting now and Parliament is playing a central role.
  https://youtu.be/W6MzP3nsKy8

- Parliament calls on EU to do more for pollinating Insects (2:08) (December 2019)
  https://youtu.be/Dna28_eLmtg

- EU environmental policy to 2030: a systemic change (updated March 2022)
  https://www.europarl.europa.eu/news/en/headlines/priorities/climate-change/20210701STO07544/eu-environmental-policy-to-2030-a-systemic-change

Discussion:

Are there any other issues which you think could be regulated more effectively at European level rather than by the Member States individually?

[2] *Please note that some of the videos do not take into account the UK's withdrawal from the EU or updates since the European elections 2019. However they are still useful and relevant.*

Module 3: Making decisions - Answers

How would you organise a school party for pupils from 27 countries? Think about the various languages and cultural differences.
Your own answer.

Find out who is the current President of the European Council
Look at https://www.consilium.europa.eu/en/european-council/president/biography/
and https://www.consilium.europa.eu/en/european-council/president/role/

If you were President of the European Council, what would be the first thing you would like to discuss at a European summit?
Your own answer.

Who is the Irish European Commissioner and what is his/her area of responsibility?
Look at https://ec.europa.eu/commission/commissioners/2019-2024_en

Is this an important issue? Explain why or why not.
Your own answer.

How many Members does the European Parliament have in total?
705.

Following the withdrawal of the United Kingdom from the EU on 1 January 2020, the number of seats was reduced from 751 to 705.
More information at https://www.europarl.europa.eu/news/en/faq/11/how-many-meps

How many members does Ireland have in the European Parliament ?
Find out on our website https://www.europarl.europa.eu/ireland/en/your-meps

Ireland currently has 13 MEPs (this number is likely to increase to 14 for the 2024 elections). The seat distribution takes into account the population of member states and follows the principle of degressive proportionality. That means that countries that are smaller in terms of population should have fewer MEPs than bigger countries. At the same time, MEPs from larger countries should represent more people than MEPs from smaller countries. In this way, smaller countries have a relatively stronger presence in Parliament.

What would you want to pass a European law on? What would you want it to regulate?
Your own answer.

The European Parliament has 20 parliamentary committees (and two subcommittees) composed of Members. This is where the real work of the European Parliament is done. The committees are listed below.

You should therefore be able to name the different policy areas of the EU, and in one of these policy areas, put forward a proposal for European legislation.

No	Abbreviation	Name
1	AFET	Foreign Affairs
	- DROI	Human Rights
	- SEDE	Security and Defence
2	DEVE	Development
3	INTA	International Trade
4	BUDG	Budgets
5	CONT	Budgetary Control
6	ECON	Economic and Monetary Affairs
7	EMPL	Employment and Social Affairs
8	ENVI	Environment, Public Health and Food Safety
9	ITRE	Industry, Research and Energy
10	IMCO	Internal Market and Consumer Protection
11	TRAN	Transport and Tourism
12	REGI	Regional Development
13	AGRI	Agriculture and Rural Development
14	PECH	Fisheries
15	CULT	Culture and Education
16	JURI	Legal Affairs
18	LIBE	Civil Liberties, Justice and Home Affairs
18	AFCO	Constitutional Affairs
19	FEMM	Women's Rights and Gender Equality
20	PETI	Petitions

To find out more about the different European Parliament committees, follow this link:
http://www.europarl.europa.eu/committees/en/home.html

You can also find out more about how committees work at
https://epthinktank.eu/2020/05/06/what-role-for-the-european-parliaments-committees-and-how-do-they-work/

How do you think you could influence the decisions taken in the EU?
Your own answer.
[By voting, from your 18th birthday onwards, in the national and European elections, you can influence the composition of the Irish and European Parliaments and the EU Council of Ministers.]
To get your name on the register of electors go to www.checktheregister.ie

Objectives and competences-Module 3

• Pupils know which institution holds the initiative for putting forward a European legislative proposal.
• Pupils know and understand which two bodies adopt legislative acts.
• Pupils have an understanding of the overall configuration of the European Parliament and of the Irish MEPs in particular.

Work suggestions

• Get pupils to look at https://www.europarl.europa.eu/about-parliament/en/powers-and-procedures/the-lisbon-treaty for information on the Lisbon Treaty and try to work out why this treaty is so important for the role of the European Parliament.
(The European Parliament was given many more decision-making powers).
• The Lisbon Treaty is essential for a proper understanding of Module 3.

Videos[3]:

- Get the picture: European laws (1:37) (November 2012)
  How European legislation is made
  https://multimedia.europarl.europa.eu/en/video/get-the-picture-european-laws_J005-0005

- What happens when EU law is broken (June 2021)
  https://europa.eu/!u9vYRg

- What is the Council presidency and how does it work? (1:49) (December 2017)
  https://youtu.be/91v94KoHq_M

- How it works: European Council Summits (3:18) (October 2013)
  in **French, with subtitles**
  Focus on the European Council.
  https://multimedia.europarl.europa.eu/en/video/how-it-works-european-council-summits_V003-0039

- A-Z: C for Council of Ministers (3:15) (February 2010)
  in **French, with subtitles**
  Focus on the Council of Ministers and how it works
  https://multimedia.europarl.europa.eu/en/video/a-z-c-for-council-of-ministers_J002-0028

- The European Commission explained (3:33) (November 2013)
  https://youtu.be/nWpgO1EPO_Y

- What is the European Parliament (1:57) (2021)
  https://multimedia.europarl.europa.eu/en/video/what-is-the-european-parliament_N01-AFPS-211110-EXEP

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[3] *Please note that some of the videos do not take into account the UK's withdrawal from the EU or updates since the European elections 2019. However they are still useful and relevant.*

- Vying for influence: Parliament's political groups (1.33) (December 2013)
  Focus on the European Parliament and the decision-making process.
  https://multimedia.europarl.europa.eu/en/video/vying-for-influence-parliaments-political-groups_J005-0009

- How do MEPs represent me? (0:45) (2021)
  https://youtu.be/_gJz60F0JCE

Module 4: Europe without borders - Answers

Population of the EU: 447.7 million inhabitants
Population of the USA: 337 million
Population of China: 1.42 billion
Population of India: 1.41 billion

(Source: Eurostat & United Nations Department of Economic and Social Affairs, Population Division (World Population Prospects 2022)

Should we tackle drug-related crime as a country or would it be more effective at European level?
Your own answer. Possible arguments: European level is better because drugs criminals operate in many countries and in this way they can be tackled better and more effectively.

Europe has its own agency for law enforcement cooperation - EUROPOL- which collects and analyses information on criminal activities and networks across Europe in an effort to combat transnational crime in the European Union. It supports cooperation between police forces in the EU Member States, providing extensive information on international organised crime networks. Europol officials may work as part of international teams. Information and analyses may thus be exchanged between the team and Europol during an investigation. These teams are an efficient and effective cooperation tool in the fight against terrorism, drug trafficking or currency counterfeiting. Experts from countries outside the EU are also allowed to become involved in Europol investigations.

Another agency - EUROJUST - deals with judicial co-operation in criminal matters among agencies of the Member States. It was set up to improve the capacities of the competent Member State authorities in combatting serious organised and transnational crime. Eurojust is composed of public prosecutors, judges and police officers.

Can you give an example of cross-border crime?
Human trafficking, money laundering. smuggling of stolen vehicles etc.

The EU Agency dealing with cross-border crime is Frontex https://frontex.europa.eu/

Why are airport checks so strict if you fly to the USA?
Since the attacks of 11 September 2001, the US has been extremely wary of possible attacks. They are trying to prevent any such attacks by implementing strict checks.

Airports want to use body-scanners. What is a body-scanner?
It is a type of X-ray machine that makes it possible to look through the whole body. The aim is to prevent material from being hidden in the body.

Would you want to be scanned before boarding a plane?
Your own answer.

Can you name three ways of generating energy?
1. Solar power
2. Wind power
3. Coal-fired power stations
4. Hydro-electric plants
5. Nuclear power plants
6. Gas-fired power plants

What are Ireland's energy sources?
Gas, peat, coal (Renewables: wind, hydro, waste to energy, solar)

What energy do we get from abroad?
Oil, gas, coal and electricity.

How you feel about the place where you live and what do you know about your town or village?
Your own answer.

Would you like to live, work or study in another European country? If so, which country would you choose and why?
Your own answer.

Objectives and competences - Module 4

- Pupils understand the origins of European cooperation in the fields of the environment, energy, terrorism and the fight against drugs.
- Pupils understand the concept of European citizenship in relation to his or her own identity and nationality.
- Pupils have an understanding of the representation of Irish parties within European political groups

Work suggestions

- Get the students to look on the internet for environmental organisations and get each group to choose an organisation and give a short presentation on it.
- Linked to the task where pupils have to underline 5 words for 'your Europe', a classroom review and discussion will take place. The review will clarify which five areas the class will cover. A few pupils can try to find the European political parties that most closely reflect these values.

Videos[4]:

- Security (4:49) (April 2018)
  https://europa.eu/!kcFtTJ

- Human trafficking is still a reality in the EU (2:08) (2021)
  https://youtu.be/_0FPhgTneS4

- Fighting illegal pet trade (1:34) (January 2020)
  https://youtu.be/Xk6chca5p4A

- The European Citizens' Initiative: Your right as an EU citizen (1:10) (October 2022)
  https://www.youtube.com/watch?v=xCaZ6bkJQkM

- Your EU citizenship rights (1:42) (April 2017)
  https://youtu.be/4Qz4yqM6NXM

- Citizens App: Europe in the palm of your hand (0:25) (January 2019)
  https://europa.eu/!vYMJpX

- Free movement of workers (0:45) (December 2017)
  https://youtu.be/tJNJQhNvjtI

- The EU General Data Protection Regulation (GDPR) (0:49) (2018)
  https://youtu.be/ED4lYu-0t5Y

Discussion:

- As an Irish citizen, do you also feel that you are a European citizen? If you do, why? If you don't, why not?

[4]   *Please note that some of the videos do not take into account the UK's withdrawal from the EU or updates since the European elections 2019. However they are still useful and relevant.*

Module 5: European values - Answers

Which values are important to you?
Your own answer.

And what standards are relevant to these values?
Your own answer.
Standards are rules of conduct based on a certain value, so they should not be confused with values.

What is the main difference between you and your best friend in terms of values chosen?
Your own answer.

There are also similarities. Name three.
Your own answer.

Give three differences and three similarities with a person of the same age from France, for example
Your own reply, which may vary between supporting different football clubs, having a different climate, speaking another language or eating different types of food etc.

If you lived in a country that had just been hit by severe earthquake or flooding, which values would then be the most important for you?
Your own answer. Think, for example, of humanity, helping those close to you, etc.

Can you name some countries where the government does not respect the values of freedom and democracy?
Many answers are possible. Examples include Russia, Belarus, Zimbabwe, Saudi Arabia, Iran, etc.

Would you want to live in a country where your religion, opinion or sexual orientation was discriminated against?
Your own answer. You will probably realise that in many countries there is considerably less freedom than in Ireland.

Do you think that everyone in Ireland has the same rights? Give an example if you agree or disagree.
Your own answer. You could think about discrimination on the labour market or equality before the law and the prohibition of discrimination, social/economic equality.

Do you think this is possible or impossible and explain why?
Your own answer. You could emphasise the uniqueness of each culture and country or just the shared values.

Look up an organisation that is involved in protecting human rights at an international level. Try to describe what it does.
One example might be the Council of Europe, which reports on and publicises human rights in its Member States. The Council of Europe has 47 Member States, including the member states of the EU.
 (Please note the European Court of Human Rights is not an EU institution.)

Unicef works on behalf of children's rights; Amnesty International works with the rights of refugees and people facing oppression.

Name some of the countries the EU discusses human rights with.
These include Turkey, Albania, Myanmar and Zimbabwe.
Following Russia's illegal invasion of Ukraine, the EU is providing Ukraine with coordinated humanitarian, political, financial and material support.
You can find out more about how the EU is supporting Ukraine here
https://www.consilium.europa.eu/en/policies/eu-response-ukraine-invasion/ and on Parliament's new website 'The EU stands with Ukraine' https://ukraine.europarl.europa.eu/en/home.html

What are the human rights that the EU discusses with these countries?
Examples: LGBTIQ+ rights, women's rights, the rights of ethnic minorities, the rights of political opponents, freedom of expression, free elections.

Which human rights do you think are very important?
Your own answer.

Objectives and competences-Module 5

- Pupils understand the distinction and inter-relation between standards and values and can set these in a European context.
- Pupils can name three European values and can explain the importance of these values to European society.
- Pupils know why "human rights" is a value that features highly on the European agenda.

Work suggestions

- The fundamental values of the European Union are respect for human dignity, freedom, democracy, equality, rule of law and human rights. These values are common to the EU countries in a society in which inclusion, tolerance, justice, solidarity and non-discrimination prevail and are an integral part of our European way of life. This module is particularly well-suited to a drama activity dealing with freedom, equal rights, language, culture, religion, etc.
- Every year, the European Parliament awards the Sakharov Prize for Freedom of Thought to human rights activists around the world. Get the pupils to find out more about this prize and some of the previous winners at https://www.europarl.europa.eu/sakharovprize/en/home.html. Simulate a debate around the candidates and get students to vote on who they think should be awarded this year's prize.
- Invite one or more young asylum seeker(s) as guest speakers or to act in a role-play.
- Get pupils to go through the school as if they were blind (i.e. blindfolded) or in a wheelchair and then get them to tell the class what the experience was like.
- Get pupils to make a photomontage of the European values affecting their everyday lives.

Videos[5]:

- The EU Solidarity Fund (1:03) (February 2020)
https://europa.eu/!F4Cv6u

- The NextGenerationEU (0:45) (June 2021)
https://www.youtube.com/watch?v=VFYlYeFAEH4

- The European Solidarity Corps (1:30) (August 2018)
https://multimedia.europarl.europa.eu/en/video/european-solidarity-corps_N01-PUB-180716-SOLI

- The 30-year fight for equal women's rights (5:39) (November 2014)
in French, with subtitles in English
https://youtu.be/nl-UEFula3g

- Inside the Council of Europe (7:35) (March 2014)
https://youtu.be/7SKqVzlHc9o

- European Court of Human Rights (14:29) (October 2016)
https://youtu.be/EPWGdhgQlgk

- European Disability Act: Better access for the disabled (1:03) (March 2019)
https://youtu.be/n3Cl7S0ApW8

- Andrei Sakharov: the man behind the Sakharov Prize for Freedom and Thought (May 2021)
https://europa.eu/!nnmjcv

Discussion:

- What in your opinion are the most important human rights?

Module 6: Your voice in Europe - Answers

How could that affect you?
As a result, less people decide to vote and there is consequently a large group that is not represented.

If you are of age, will you be voting in the next European elections?
Your own answer.

Objectives and competences-Module 6

•   Pupils are aware that the right to vote in general and the right to vote in European elections in particular are democratic rights.
•   Pupils are aware that their vote can make a difference to the Europe of tomorrow.

Work suggestions

•   Hold European elections for the year-group or for the whole school. This could also take place around Europe Day. Casting a vote gives Europe colour: a green Europe for a better environment, a red Europe for a social Europe with decent working conditions, a Europe for entrepreneurs, focussing on the economic benefits, etc.
•   Encourage students to sign up to the together.eu (https://together.eu) platform where they can become active volunteers in the promotion of democracy in Europe or simply stay informed of events organised by the European Parliament and the together.eu community.

Videos[6]:

-   European elections: how does voting work (0:51) (November 2019)
    https://youtu.be/IlxLOaF5KjE

-   Highlights from the 2019 European elections 2019 (1:28) (May 2019)
    https://youtu.be/6Fw78K6Q-aI

-   Next European elections 6-9 June 2024
    https://www.youtube.com/watch?v=qFKwpoYyBz8

-   How it works: Launch a European Citizens' Initiative (3:57)
    The European Citizen's Initiative as a democratic pillar.
    https://youtu.be/HDJxXiYlK48

-   European Youth Event 2023 (EYE) with the participation of Roberta METSOLA, EP President: Extracts from the opening session and visit of the EYE village
    https://multimedia.europarl.europa.eu/en/video/european-youth-event-the-eye-with-the-participation-of-roberta-metsola-ep-president-extracts-from-the-opening-session-and-visit-of-the-eye-village_I242167

-   Watch these videos on Future of Europe
    (2:01) (18 March 2022) https://www.youtube.com/watch?v=NnlfvO9Xweg
    (10:10) (9 May 2022) https://www.youtube.com/watch?v=49YBbZEHa-w

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[6]   *Please note that some of the videos do not take into account the UK's withdrawal from the EU or updates since the European elections 2019. However they are still useful and relevant.*

Discussion:

- In some EU countries, people are obliged to vote. Do you think this would also be a good idea for Ireland?
- Strasbourg vs Brussels: it costs a lot of money each time Parliament moves. Should this change?

Notes

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Published July 2023

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