Svetlana Alenitskaya (ed.)

Handbook with Methods for Workshops

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Bundeszentrale für politische Bildung

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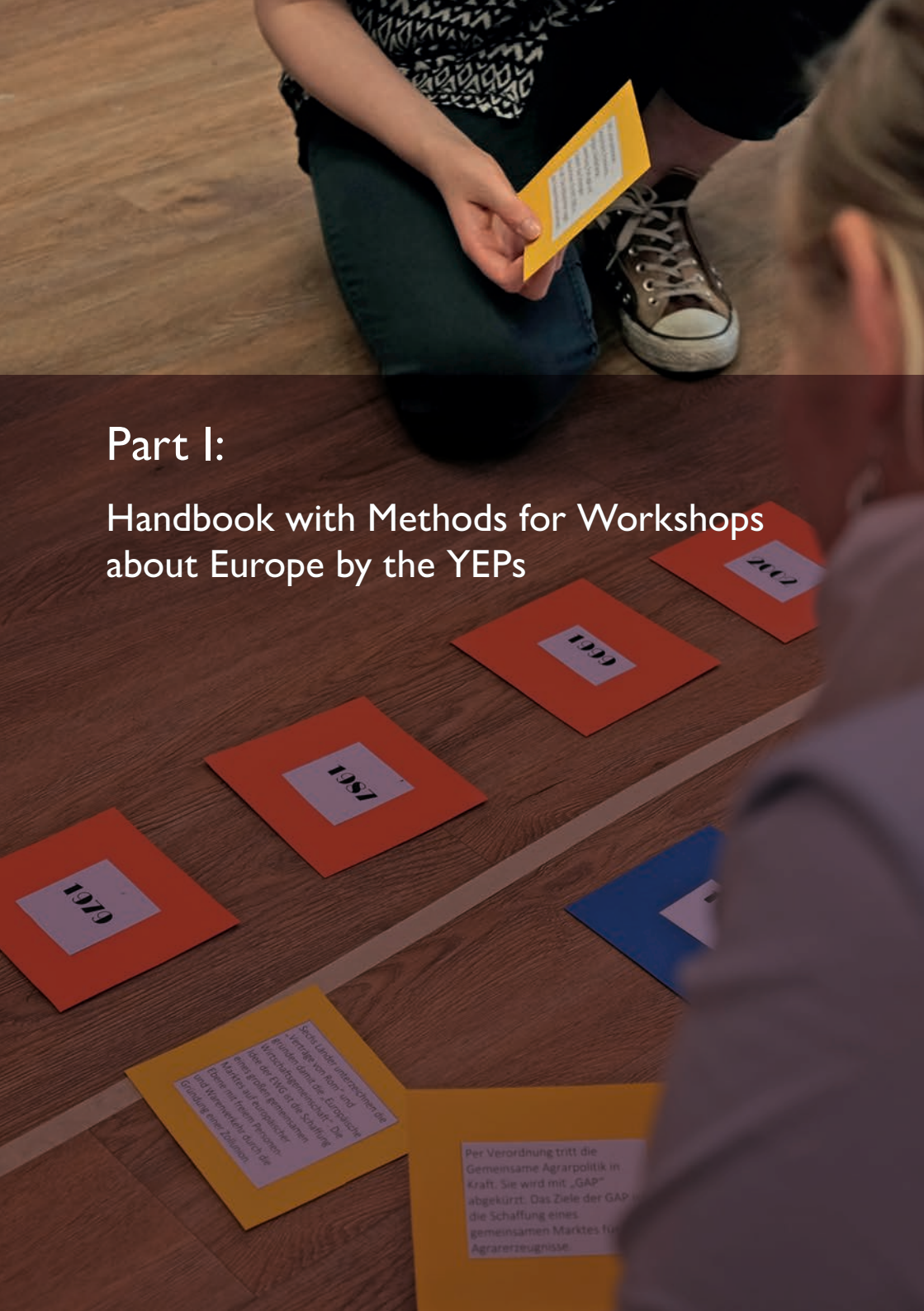
Part I:

Handbook with Methods for Workshops about Europe by the YEPs



Introduction

Dear Reader

Since 2015 the Federal Agency for Civic Education is engaged in countries of the Eastern Partnership and Russia. One of its projects is the Eastern European Network of Citizenship Education (EENCE), which aims to develop and professionalize citizenship education in Eastern Europe. EENCE started as a focus group within the NECE-framework (http://www.bpb.de/veranstaltungen/netzwerke/nece/) and grew to an active and vibrant network. The idea is to create a platform for a long-term exchange about aims, subjects, formats, current needs and projects as well as challenges ahead of citizenship education in the individual countries.

One of EENCE's key objectives is to enhance the international exchange of methodological and didactic approaches. One step to reach this goal is the translation of the "Handbook with Methods for Workshops about Europe by the YEPs" from German into English. Young European Professionals (YEPs) is a peer-education-network, originally consisting out of young people between 16 and 24, which was founded in 2006 to work on topics related to Europe and its integration process: Starting in the 1950s as a project to foster peace and economic wellbeing, the European integration reached an unexpected degree of economic, social and political cooperation over the years which had positive effects on many levels. Yet, parallel to the growing influence and velocity of the European integration, uncertainty among the EU's citizens arose. European institutions, legislative processes and the EU's tasks and activities were and are changing constantly and are considered as complex and obscure by many. Especially young people need to be made aware of the fact that traveling without border controls or students exchange programs are by no means a given thing but the result of a long and difficult development. To be able to discuss pros and cons of the EU, a common level of knowledge and interest is necessary. Yet, the conventional instruments of school education are overburdened with this task. Filling this gap was one of the main reasons for founding the YEP network.

This book is one of the results of more than ten years of the YEPs' voluntary commitment. Within the years they developed and applied a diverse set of ideas and approaches how to actively as well as controversially implement education about Europe for young people on eye level. This publication is a collection of many methods and instruments that reach from quick energizers to simulation games lasting several hours. They address different targets groups from elementary school to senior classes and cover topics like migration, institutions, EU-enlargement, financial crisis, values, and identity.

The original edition of this book was published 2016 in Bonn. The current version is an extract and contains some slightly revised methods as well. Furthermore, it was supplemented by methods from Dr. Lothar Scholz' "Methods Box", which provides a set of instruments for students to diversify their school lessons. Its 7th edition was published 2016 in Bonn (http://www.bpb.de/shop/lernen/thema-im-unterricht/36913/methodenkiste).

This publication was funded by funds of the Federal Foreign Office of the Federal Republic of Germany.

We invite you to get inspired by this compilation of methods and instruments. Immerse into the diverse world of peer education and test the instruments within your school class, youth group or club!

The Editors

YEP authors and commentators

Selma Al, Moritz Bartsch, Simon Bäumer, Katharina Below, Julian Bergler, Nils Brickwedel, Marie Bornickel, Andreas Christ, Eric Ehses, Sergej Fröhlich, Christian Gonder, Mathias Großklaus, Cihat Gündüz, Helena Günter, Alena Hahn, Nicole Herbert, Sandra Isenburg, Vera Katzenberger, Rebecca Knecht, Paul König, Kalle Kosthorst, Felix Krüger, Markus Lam, Louisa Lorenz, Daniela Nguyen, Lukas Pollmann, Cornelia Pürschel, Mona Qaiser, Michael Rosenthal, Anna Rößler, Jacqueline Rudolf, Hannah Scheuing, Alice Schmidt, Julia Schöfer, Charlotte Schulz-Knappe, Moustafa Tarraf, Tobias Warkentin, Tine Wartmann, Sven Witthöfft

Vera Katzenberger

About the YEPs

The Federal Agency for Civil Education (bpb) has been actively promoting and supporting peer-education projects since 2004. The Young European Professionals (YEPs) for example have been launched in 2006. The YEPs are a youth network who want to motivate other young people to get to know Europe, the European Union and the corresponding politics. Several times during the year they take part in workshops to prepare for their work with young people on a content-related, didactic, methodical and social level.

Most of the YEPs are still students or apprentices themselves. They try to share knowledge at eye level about topics they have previously decided upon on their own. They do so with concepts, which they have also developed themselves. A series of methods that are used were developed by the YEPs. They are always adapted to the particular target group and constantly updated. Furthermore, the YEPs also use already known methods and apply them in new contexts or with EU-related issues.

During their assignments an exchange of ideas, impulses and perspectives between the moderators and the students often occurs. Therefore, the YEPs consider themselves learners as well. Teamers may also learn at lot from students in content-related fields. The peer education approach is just a small part of the commitment. YEP is a participatory network, which means that the participants contribute to every part of the project. The passion and huge amount of free time invested in the project by the teamers are perceptible on every workshop. Still, the YEPs should not be seen as substitute teachers or subject matter experts - even though some of them certainly are. They rather should be seen as strongly committed young people who want to contribute to a better Europe.

Svetlana Alenitskaya

What is Peer Education?

How can peer education be defined? Which opportunities and challenges does this educational concept imply? Why is it so promising to enable especially sustainable learning results?

Peer education is currently seen as a silver bullet by organizations and educators alike. They use it to discuss various issues with young people. The concept itself is not new: First approaches have been developed in during antiquity already.

Indeed, the approach provides numerous benefits: It abolishes hierarchies and focuses on mutual learning at eye level. This enables a safe environment where participants can discuss vividly and share their thoughts. However, there are also some challenges and pitfalls. Peer education projects do not just run themselves. Young teamers need to be well prepared and be able to count on professional, accompanying assistance.

In most cases, a project also depends heavily on how educators and professional/adult mentors (e.g. project management) handle it. Mastering this concept means maintaining a balance between supporting young teamers and accepting their ideas and the responsibility for their own peer workshops.

Historical Context of Peer Education

Peer education approaches existed during antiquity, in monastic schools of the the 16th century, and also in the 18th century apprenticeship. However, the background and intention of these former models differs from today: Back then, young people were used in education to cut costs. In the 20th century the concepts of peer education diversified: During the 1960s, along with the Sexual Revolution, there were more and more peer education project that focused on the prevention of drugs and sex education (see Kleiber et al., 1998). In Germany the concept is introduced significantly later: Only since the 1990s, peer education has been used in single areas, e.g. health, traffic safety, and prevention. From the beginning of the 21st century, peer education was employed more regularly in citizen-

ship education and in reflecting on issues like history, politics and society.

How is Peer Education Defined Today?

The term "peer" originally refers to the equal rank of nobles within British royalty. Today peer education has nothing to do with monastic schools or royalty anymore. Today we define peers as a group of people with similar or equal experiences, age, and skills. Jana Teichmann provided an appropriate definition at the bpb Didactics Dialogue 2008: "Peer stands for a certain equal status among young people and prioritizes their similar interests, spheres of life, their orientations and beliefs." However, peers do not necessarily have to be young people. Within the field of citizenship education experts and facilitators are also called this way.

Members of the project Young European Professionals (YEPs) are between 16 and 27 years old with the core age group spanning ages 20 through 23. The YEPs define themselves as a network.

The YEPs – young people who are trained to organize workshops for other young people – will be called teamers in the following. Concerning the YEPs we assume a similar age group and at least partially shared experiences and perceptions of everyday life with their target group. However, we also must take into account that although the teamers within the peer education projects convey content at eye level, they do have a certain advantage in terms of knowledge and skills. Often they are also a few older than the group they are targeting. The same goes for their social environment and learning biographies. Peer education in the context of citizenship education is rarely spontaneous: The workshops are planned and prepared, teamers are trained for conducting workshops and and develop their own methods within the network. Through close cooperation, everyone profits by learning from one another.

Advantages and Challenges of Peer Education and Peer Projects in Schools

Young people (being either teamers or participants), youth workers and educators profit from peer education workshops

alike. Because of the narrow age gap and similar backgrounds between teamers and targeted participants, information can be conveyed authentically and true to life. This often results in "sparking" the participants' interest. It is easier for young people to receive information from peers. Through this, young people open up to new knowledge and often get interested in social commitment themselves.

Furthermore, young people communicate in similar codes and get information across in a more authentic and comprehensible way. They both act as role models and as persons who you can trust and also ask awkward or sensitive questions, completely without pressure of being marked upon your own performance. The similar age, interests, hopes, fears and needs, as well as the overall everyday life, create an atmosphere of closeness to topics which other young people may also be interested in. This results in a situation where young people show a different behaviour than under usual teacher-led classroom conditions. Many issues and questions can be discussed openly and honestly when there is no pressure from grades, pressure to perform or fear of failing. Not only the "target group", the young people who participate in a peer workshop, learn from peer education, but also the teamers themselves. They learn how to present in front of an audience, how to convey information comprehensibly to other young people and how to spark interest so that there is motivation to further look at certain questions.

In fact, most experts in theory and practice are convinced that peer education projects mainly benefit the teamers themselves: "They have the opportunity to deepen their professional skills by revising and explaining information which in turn can be memorized more effectively.

Moreover, they broaden their social skills by offering information and advice to peers and adjusting to them. Empathy, to put yourself in somebody else's situation and find a solution together, is an important aspect and prerequisite to build social skills. Recognizing young teamers as experts in their own living environment and giving them the opportunity to assume responsibility and participation can enhance their self-confidence" (Handreichung Medienscout, p. 17).

Nevertheless, participants of workshops with peer teamers also profit from them. Young people are still highly influenced

by their peer group. Shared experiences and a lack of hierarchies leads to a higher acceptance of peer teamers. These teamers of almost the same age assume a role model position in this case. This allows to communicate more openly and match thinking patterns almost without friction.

In some cases, consumers of peer education become active creators and become engaged in other volunteering areas. Content delivered through the teamer is usually adapted to the reality of the given target group. The teamers themselves can be seen as a kind of reference group, although they are not an exact reflection of young society in Germany.

As an example, the training process for the YEPs is organized in a way that the young members decide which topics they are interested in and what they want to know. Furthermore, they serve as a reference group for us since we assume that their interests and questions are similar to those of other young people in the country.

This content is then put into methods and concepts which they use to approach other young people. Experience has shown that peer education workshops are almost always events that will be remembered for a long time also. For some of the participants these workshops served as a key event which caused them to take action independently. Educators also profit from these workshops. There are several advantages for them to use peer education in class: Variation in class, possible strengthening of students' motivation to deal with a certain topic, stimulation of social commitment, and experience of new and innovative methods.

Educators can even use the peer workshop's momentum to create an own peer project by using existing structures in the social fabric of the class. Of course, the educators' role does not become redundant when they invite teamers for peer education workshop but rather gains a whole new, special dimension. "It is the professional learner's responsibility to sense chances, and shape environments and learning contexts so that students do not just acquire knowledge but also learning strategies they will certainly need more than ever in the future." (Goy, 2005: 25). Especially with singular peer workshops which often only cover a brief time span, educators must assume the motivational function to follow up on the workshop in order to emphasize and deepen the topic. Teamers only give short inputs because

it is not possible to give big amounts of information in a short time span of several hours up to one day. Above all, peer workshops are made to stimulate discussion and reflection processes.

The newly acquired cognitive, emotional, or behavioural impulse – has to be deepened and secured by the educator. This cannot be achieved by a two or three-hour long workshop and not everyone ca be reached in that time. Here, we can clearly see what kinds of limitations peer education has.

However, what the young peers can do, is planting seeds – which will then sprout and grow into little plants if they are properly nursed over a long term.

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1 Methods for All Purposes

Simon Bäumer

1.1 Why the EU Matters to Me

Topic	Introduction
Type	Brainstorming
Duration	3–5 minutes
Group Size	flexible
Level	Beginner

Short Description

The participants collect arguments why the EU matters for them.

Learning Objective

The participants have a first examination of the meaning of the EU.

Process Description

Depending on the participants' previous knowledge the teamer can simply ask the question: 'Why is the EU important for you?', or they can additionally put flash cards with head points on the ground and ask the participants to take one per person and reflect on them. Photos or newspaper articles can be used instead of flash cards as well. It is also possible that the participants are separated into groups and collect their own thoughts about the EU on a flipchart to create a poster later. After some time for reflection, the results are collected and discussed with the entire group. During the workshop it is possible to refer back to the thoughts about the EU.

Material and Master Copies

- list of head points

Experience Report by Sandra Isenburg

In the first phase, the teamer should ask the participants to write down their thoughts. Thus, every participant can later contribute something to the discussion. It is advisable that the teamers also tell what they are especially interested in about the EU. It is important that also negative aspects and controversies are mentioned. These can be discussed with the entire group.

Optionally, the participants can visualize the answers together with the teamers. So, it is for example possible to create a big poster with the participants' answers or rather the photos and newspaper articles. Afterwards, the poster can be put up in the classroom. At the end of the workshop the head points on the poster can be completed or rearranged.

Tine Wartmann, Hannah Scheuing

1.2 Game with a Ball of Wool – Why Europe?

Topic	Benefits of the EU
Type	Warm-Up
Duration	approx 15 minutes
Group Size	5–20 participants
Level	Beginner

Short Description

The participants think about what is most important about the EU for them and share their ideas with each other.

Learning Objective

This methods can be used as a basis for a discussion about advantages and benefits of the EU.

Process Description

The participants get a good 5 minutes at the beginning to make up their minds about advantages and benefits of the EU. The ideas are written on a piece of paper or flash cards in keywords.

Then, all participants stand together in a circle and throw the ball of wool from person to person. Everyone, who catches the ball of wool, names one of the keywords of the previous brainstorming and shows his/her piece of paper or flash card. Next, this person throws the ball of wool to another person and holds on to the thread. By doing so, a net of various aspects forms after some time.

After that, there is an analysis aiming at highlighting which keywords have been named particularly often. The teamers can ask the following questions to facilitate and promote the analysis: "Which keyword was named particularly often? Which

head point covers these keywords?" With these thoughts in mind, the teamer can shift the participants' focus to the workshop's content.

Material and Master Copies

- ball of wool
- paper or flash cards
- pens

Variations

In case the participants do not know each other so far, this method can also be used for getting to know each other. For this, the participants simply say their name before they say their keyword. The method can be done a second time with a (slightly) different question at the end of the workshop, e.g. participants can name the biggest benefit of the EU at the end of the workshop.

Experience Report by Sandra Isenburg

Prior to starting the game, it is necessary to give the participants enough time to think about the question. It is important that they write down their ideas because otherwise they only repeat the previous card. This method can primarily be used at the beginning of a workshop and can help the participants to perceive themselves as a team.

Cornelia Pürschel

1.3 New Seating Arrangement with the Europe-ABC

Topic	flexible
Type	Warm-Up
Duration	approx 8 minutes
Group Size	max 30 participants
Level	Beginner

Short Description

This method is a warm-up for the topic "countries and their flags in the EU".

Process Description

The teamers distribute cards with the flags of the European Union to all participants. The participants think about the country this flag belongs to and form into table group according to the initial letter of the countries.

For example, one participant draws a flag in blue, white and red and sees that this flag belongs to France. Thus, the participant joins the table group with the letters "E-H". For evaluation the teamers can ask the following questions: "Which flags could you assign very easily and why? Which flag did you not know? Why are flags so important?"

Material and Master Copies

- 28 flash cards with the flags of the EU member states (if there are more than 28 participants you can use more countries like Norway, Switzerland or Turkey)
- place cards (for four table groups): A–D, E–H, I–N, O–Z

Variations

Instead of flags you can write the name of the capital on the flash cards or draw the geographical outline. Because the participants meet at different table groups, this method can be used for grouping.

Experience Report by Cornelia Pürschel

This method inspires the participants to exchange because there are participants with lower knowledge and some with outstanding knowledge. In the exchange, only plain facts matter, which can be connected to a broader context in the next step (e.g. drawing a connection between the flags and the history of the different countries).

Simon Bäumer

1.4 Four-Corner-Game

Original method: The Four-Corner-Game is by now very well known in an educational context and can be found with numerous variants by different authors, e.g. http://dissens.de/isgp/docs/isgp-vier-ecken.pdf [German website; accessed: July 23, 2017] or http://www.teachsam.de/pro/uba_pro/medien_ub/medien_u_gewalt_ub/pro_medien_gew_ub_2.htm [German website; accessed: July 23, 2017]

Topic	flexible
Type	Warm-Up, Testing
Duration	5–10 minutes
Group Size	flexible
Level	Beginner

Short Description

By literally positioning themselves the participants use the corners of the room to show their opinion on certain questions.

Learning Objective

The method is a preparation for the further workshop. Depending on the question, it can encourage participants to think individually.

Process Description

Each corner of the room is assigned with one answer. For easier orientation it is helpful to mark each corner with a sign that shows the respective answering option. The questions should be projected on a big screen.

The peer teamer either poses a question or states an argument. The participants then move into that corner of the room which best represents their own opinion on the topic. The

teamer should make sure that the participants have enough time to think about their answer. The teamer can ask one or two participants to explain why they chose this particular corner. It can be useful to note down the tendencies revealed during this method to be able to discuss them later on in the workshop.

Material and Master Copies

- signs for marking the corners
- adhesive tape to fix the signs

Variations

This method can be used to start a discussion on controversial topics. The teamers have to make absolutely sure however, that the discussion stays balanced and that various points of view can be named. Furthermore, it is possible to use the four-corner-game as a quiz or test.

Experience Report by Jacqueline Rudolf

Preparing this method one should keep in mind to form clear questions without complex sentence structure with many insertions. At the beginning the corners should be clearly marked (e.g. with numbers 1 to 4 or letters A to D) so that the participants can easily position themselves. A powerpoint presentation can show the questions and answers to avoid misunderstandings. Moreover, it should be decided beforehand whether discussing is allowed during or should take place after this method.

This method is best suited for a warm-up because it is connected to the participants' personal experience and does not require any previous knowledge. The four-corner-game can be enriched by comparing the participants' opinions with relevant, if possible European, data, opinions, or prejudices (e.g. taken from the Eurobarometer) at the end of the method.

As an alternative the method can also be conducted with only "yes" or "no" as the only options between which the participants can choose.

Simon Bäumer, Marie Bornickel

1.5 Parliament Edition of 3-in-a-Row

Topic	European Parliament, EU Mechanisms
Type	Warm-Up
Duration	5–10 minutes
Group Size	at least 15 participants
Level	Intermediate

Short Description

With this method the participants can check their knowledge about the European Parliament and its work.

Learning Objective

The participants get basic knowledge about the European Parliament and the European Union.

Process Description

The participants get the 3-in-a-row snippet. They search for other participants who can answer the questions on the sheet and collect their signatures. Each box has to be signed by another person. It is not allowed to sign the own sheet. The person who has filled in all boxes first (or alternatively: one horizontal, vertical or diagonal row) shouts "3-in-a-row".

All answers will be unravelled and discussed at the end. For visualization you can write the questions and answers with bullet points on flash cards and stick them to a flipchart. You can use the following questions for evaluation: "Do you have the feeling that you know the European Parliament? Which questions were difficult for you? Why?"

Material and Master Copies

- copies of 3-in-a-row snippet

Variations

The questions in the boxes can be varied: other topics, e.g. "education", "migration and borders" or "debt crisis" can be used.

Experience Report by Selma Al

The teamers should know the answers to all the questions well and they should research some background information which they can share during the game. The participants will get in tune with the theme of the workshop. The game has often been described as very funny on the feedback forms after the workshop.

The questions sometimes require a lot of previous knowledge. They are only suitable for well-prepared groups. If you want to use this method in groups without any knowledge about the European Union you need to create easier questions.

Material:
1.5 Parliament Edition of 3-in-a-Row

Find someone who ...

… can explain who Antonio Tajani is.	… can name at least one party of the European Parliament.	… has visited the European Parliament already.
… can say where the European Parliament is located.	… can name the Member of the European Parliament of his/her election district.	… can say when the European Parliament was founded.
… knows the date of the next European elections.	… knows where the parliamentarians travel at least twelve times per year.	… knows which country has the most seats in the Parliament.

Alena Hahn

1.6 What Is Wanted?

Topic	flexible; here: Competences of the EU
Type	Introduction, Energizer
Duration	flexible
Group Size	flexible
Level	Intermediate

Short Description

The participants explain each other as quickly as possible key terms with reference to the European Union.

Learning Objective

The participants get in touch with different terms from a political context.

Process Description

The participants are separated into two groups (Group A and Group B). Taking turns, one of the participants of each group draws a flash card. On the flash cards there are terms which should be explained by one of the participants and guessed by the others. Under the term there are 3-4 words which are not allowed to be used for the explanation.

A member of Group A tries to explain as many words as possible to the others of the group (in 1-2 minutes) without using the words under the term. The teamers or a member of the other group checks if the rules are applied correctly. Every right term counts for one point. After the given time span, it is Group B's turn. Multiple rounds can be played. The group with the most points wins.

Material and Master Copies

- flash cards with terms

Variations

You can change the terms for any other workshop theme (e.g. "migration", "human rights", "institutions").

Experience Report by Alena Hahn

The participants need a certain knowledge about the European Union. But this should not discourage you from using this method. The method can be used flexibly for any age and learning group. Furthermore, "What is wanted?" can be used for any workshop theme: If the theme is "migration", terms like "immigrant" or "Frontex" can be explained. Normally also silent pupils can be motivated with this game. A nice variation: Let the pupils write own cards for the workshops with the new knowledge and facts from the workshop.

Material:
1.6 What Is Wanted?

European Commission
- Jean-Claude Juncker
- executive power
- Directorate General
- institution

9th May
- Europe Day
- Robert Schuman
- month
- anniversary

European flag
- blue
- stars
- symbol
- twelve

European Council
- Donald Tusk
- head of state
- member states
- institution

European Parliament
- Antonio Tajani
- legislative
- Strasbourg
- parties

Erasmus
- study
- stay abroad
- money
- Rotterdam

Treaty of Nizza
- Charter of Fundamental Rights
- 2001
- qualified majority
- France

Treaty of Lisbon
- reform
- 2009
- citizens' initiative
- Portugal

European citizens' initiative
- Treaty of Lisbon
- 2012
- Right2Water
- signatures

freedom of movement
- fundamental right
- borders
- Union citizen
- abode

Brussels
- institutions
- capital
- Belgium
- Europe

convergence criteria
- Maastricht
- monetary union
- euro
- stability

Selma Al

1.7 Find the Right Answer

Topic	Education and Mobility
Type	Quiz
Duration	20 minutes
Group Size	10–25 participants
Level	Beginner

Short Description

Like in the German TV show "1, 2 or 3" the participants are answering questions about the EU.

Learning Objective

This game has the goal to refresh already existing knowledge and to create an aha moment on some questions with less known answers.

Process Description

At first, a part of the room is separated into three long sections by using adhesive tape. The easiest way is to place the sections directly in front of the beamer projection.

At the beginning the participants stand behind the three sections. The teamer reads out a question and names three answers to choose from. Then, the teamer gives a start signal. Optionally, the question and the answers can be projected with the beamer.

The participants are moving back and forth between the sections until the teamer shouts "3, 2, 1 – time is over". Until this moment all participants should have chosen one section. Then, the teamer can name the right answer and use a flashlight to light the right section. At the same time, the right solution appears in the presentation. The participants who knew the right answer get a point (preferably not just in a figurative but

also physical way). The person who collected the most points wins the first prize. For the evaluation the following questions can be used: What surprised you? Did you find the questions easy or difficult? What do you find interesting?

Material and Master Copies

- beamer, laptop, and presentation
- adhesive tape to mark the sections on the ground
- flashlight (if possible)
- something representing the points (e.g. gummy bears) and a first price (e.g. sweets)

Variations

This quiz can be also used for other topics. Furthermore, the participants can be separated into groups which have to add their scores in the end (group challenge). After showing the right answer of a question it is possible to teach more content about it by adding an additional slide after the answer slide. Music can be used to fill the time slot which the participants have to find the answer to the question.

Experience Report by Selma Al

The preparation of this method is especially suitable for workshops with the topic 'Education and Mobility in the EU'. If playing the group challenge variation it is advisable to mark the groups, e.g. with masking tape used as an armband in different colours for the different groups.

The quiz has been used as an introduction for different workshops. Often the participants were able to answer the questions. Since there also is the possibility to guess, the participants not knowing the right answer were not excluded. The participants liked the competition character of the quiz. Hence, they enjoyed the possibility to move during the game. The difficulty of the questions should fit the knowledge of the participants in order not to overstrain and demotivate the participants. It is also possible to use the quiz at the end of a workshop or respectively a session to test the participants on their knowledge about the newly learnt content and to make it stick.

Moritz Bartsch

1.8 The European Union in Quotes

Topic	Values, Foundation of the EU, Migration
Type	Warm-Up
Duration	at least 30 minutes
Group Size	10–25 participants
Level	Beginner

Short Description

By looking at various quotes the participants engage in different European topics and opinions of historical or currently important personalities.

Learning Objective

The participants learn more about the foundation of the EU as well as about important players who contributed to this process.

Process Description

First of all, the teamer asks the participants to note down their first thought about the European Union on a flashcard. Within the entire group single participants present their initial associations. After that, the peer teamer divides the participants into groups. Each group receives a flash card with a quote. The quotes can be statements by former or current politicians or taken from important documents (e.g. *Charter of Fundamental Rights of the European Union or Treaty of Lisbon*). The participants discuss the quote with their group and create a poster or mindmap about it. After about 20 minutes in small groups the participants come together as a whole again, present their results and discuss them.

Material and Master Copies

- flash cards with quotes

Experience Report by Vera Katzenberger

This method can be used best as a start for a workshop. Depending on the choice of quotes this method can be adjusted to different groups concerning e.g. their age, knowledge, or interest. This method is also very flexible with regards to the exact topic: With the right quotes it can be used in workshops about the history of the European Union, as well as about refugees, and migration. During their preparation the teamers should pay attention to provide enough quotes in reference to the number of participants. It is best to have some spare examples. When conducting this method teamers should assist the participants during their group work and provide ideas and advice.

Material:
1.8 The European Union in Quotes

In the following, a few quotes from Germany are listed to give you an example. Of course more recent statements as well as statements from different countries or rather different languages can be used too.

"The day will come when the hatred that seems to be inevitable during war will be overcome. One day the Europe must come true, in which Europeans can live."
Later German Chancellor and Nobel Peace Prize recipient Willy Brandt in the Swedish magazine "Trots allt" in August 1943

"If we manage to form an organisation that allows the French to see everything that is happening in the field of steel production and coal-mining in Germany, and when the Germans see vice versa what is happening in France, then, this mutual control is the best measure to pursue a policy which is based upon trust."
Konrad Adenauer (German Chancellor between 1949 and 1963) in a speech given on July 2, 1966 in Metz, France

"Today, the aim of a European political union seems to be more pressing than ever. Together with our partners of the European Community we will be eager to fulfil this aim."
German Chancellor Helmut Schmidt in his government policy statement on May 17, 1974

"Europe's soul is tolerance."
German Chancellor Angela Merkel in a speech given at the European Parliament on January 17, 2007

"Nobody should think that another half of a century of peace and prosperity in Europe can be taken for granted. This is not the case. Therefore I say: If the euro fails, Europe will fail. That cannot be allowed to happen."
German Chancellor Angela Merkel on October 26, 2011 at the German Bundestag

original source: www.bpb.de/dialog/europawahlblog-2014/179964/die-europaeische-integration-in-zitaten [German website; accessed: July 23, 2017; translated by Nils Brickwedel]

Alena Hahn

1.9 Fishbowl Discussion

Topic	Debt Crisis
Type	Discussion
Duration	30 minutes
Group Size	at least 6 participants
Level	Beginner

Short Description

With this method participants can individually work out or repeat a topic in form of a discussion or dialogue setting.

Learning Objective

The participants receive information on the debt crisis and are familiarized with important terms. Furthermore, they learn how to support or defend their opinion on the debt crisis.

Process Description

The participants are divided into two groups. Each group receives information about the topic as well as respective guiding questions or theses to help them work on the material. Depending on the amount of information given, the groups should have at least 20 minutes to work with guiding questions/theses and to choose a speaker for the upcoming discussion. The following statements can be used as guiding question or starter for the discussion:

1) National debt has benefits but also includes risks. Where do you see advantages and disadvantages of national debt?
2) During the debt crisis the EU is still supporting measures to keep the euro as well as Greece's membership in the EU. Do you think that this is the right decision?
3) As a strong trading partner within the EU, Germany has a special interest in maintaining the shared currency of the euro. From your perspective: how can you explain this interest?

Various media can be used as information material: e.g. reports from newspapers, magazines, TV and radio, YouTube videos, PowerPoint presentations or short clips by cabaret artists can be shown as a preparation. A creative and above all suitable mix of different media should be individually chosen for each target group.

After the preparation there is the actual fishbowl discussion. For this, two chairs are positioned facing each other. The rest of the chairs respectively from two semicircles behind the first two chairs (chairs in the middle = fish; chairs in semicircle = fishbowl). For the discussion the first speaker of each group takes a seat on one of the chairs in the middle, while the rest of the group sits on the chairs in the semicircle behind their speaker. For an optimal structure, each guiding question/ thesis should be designed in a way that allows it to be discussed in a couple of minutes (the exact amount of time can vary) by the two speakers. For each guiding question/thesis there should be a different speaker on the chair in the middle. In case the speaker needs help, another group member can substitute by switching places, and thus, receiving the right to speak.

At the end, there is a reflection upon the discussion and the arguments mentioned with all participants of the workshop.

Material and Master Copies

- material for the introduction (e.g. video clips, text excerpts, pictures, etc.)
- information material on the topic
- flash cards with guiding questions/thesis

Variations

The topic, number of guiding questions and participants, and the media formats with information used for preparation can be varied flexibly. For a big number of participants there can also be two fishbowls at the same time which share their results in the end.

Sources, Reading Tips, Further Internet Resources

- http://methodenpool.uni-koeln.de/techniken/unterricht.html [German website; accessed: July 23, 2017]
- http://materialien.fgje.de/download/demokratie_fishbowl.pdf [German website; accessed: July 23, 2017]
- http://www.lehrerfreund.de/medien/_assets_bilder/der_lehrerfreund/paedagogik/methoden/methodenkiste/methoden_kommunikation-fishbowl.pdf [German website; accessed: July 23, 2017]
- https://www.facinghistory.org/resource-library/teaching-strategies/fishbowl [English website; accessed: July 23, 2017]

Experience Report by Alena Hahn

When conducting this method it is of central importance to tell the participants about its basic concept (i.e. option to swap the speaker at any given time during the discussion) and maybe to remind them of it again during the discussion.
Experience has shown that rather more than less time should be calculated for a fishbowl discussion. Depending on the amount of material provided for the preparation, sufficient reading time is crucial. Same goes for the work on (counter) arguments. Therefore, it is good to plan with a time buffer so that the discussion does not have to be stopped at top speed.

Marie Bornickel

1.10 Brainstorming with Pictures

Topic	Education and Mobility
Type	Introduction
Duration	15 minutes
Group Size	flexible
Level	Beginner

Short Description

The participants get a first impression of the theme because they choose and describe pictures which they connect with the theme. The participants shall refer to their previous knowledge and their associations and impressions.

Learning Objective

The participants get to know different aspects of the theme "Education and Mobility" and connect them with the pictures and their theoretical knowledge.

Process Description

The participants and the teamers sit in a circle with different pictures in the middle. The pictures may show planes, students on an exchange, holiday beaches, customs houses, or students at a foreign university. There should be more pictures than participants.

The participants get the task to pick out a picture which they connect with the theme "Education and Mobility". The participants should stand up, look at all the pictures, and choose one. Next, the participants go back to their seat and explain to their partners which picture they have chosen and why. For evaluation, the teamers can ask the following questions: Why did you choose this picture? Did you think about new aspects on the theme? Why did you decide against certain pictures?

Material and Master Copies

- pictures (e.g. postcards, pictures cut out from magazines or from the Internet)

Variations

The method can also be used for other themes, e.g. the themes "Borders and Escape", "Benefit of the EU" or "European Institutions". If there is enough time, the participants can present the pictures of their partners to the whole group.

Experience Report by Marie Bornickel

This method's simple structure makes it especially appealing and may be one of the reason why it is already well-known in the field of citizenship education. Moreover, brainstorming with pictures can conducted with all kinds of target groups. Depending on previous knowledge the level of complexity of the pictures can be adjusted to the target group: For a Middle School, e.g. pictures of euro coins (common currency) or of an Italian beach (freedom to cross borders) can be chosen; for a advanced politics class, the picture of a lecture hall (Erasmus+) or of a bent cucumber (lots of regulations) can be chosen. Each participant can choose one individual picture. However, it is also possible to form groups, which describe the picture together and discuss them. It is advisable to collect the different ideas of the whole group at the end of this method.

Michael Rosenthal, Vera Katzenberger

1.11 EU *Stammtisch*[1]

Topic	EU Mechanisms, EU Parliament Elections
Type	Introduction, Discussion
Duration	30 minutes
Group Size	at least 10 participants
Level	Intermediate

Short Description

The teamers prepare ten topics that are typically discussed at a *Stammtisch*. The participants discuss these topics in groups. To do so, they are provided with background information about these topics.

Learning Objective

The participants learn to critically deal with different aspects about the European Union and to discuss them controversially and in a factual way.

Process Description

The teamers prepare ten envelopes. Each envelope is inscribed with a topic that is typically discussed at a *Stammtisch*. Usually, the topics are myths about the EU or criticism of the EU that is regularly brought forward. In the envelope, the teamers put some news articles, statistics, cartoons or photos that are related

1 Note by the translator: A Stammtisch traditionally has been an all-male affair associated with informal yet exclusive group meetings on a regular basis in a bar. It often involves simplified or even stereotypical debates about politics or philosophy that may go beyond political correctness. The Stammtisch is often seen as an example of populism or even to be prone to conspiracy theories.

to the topic and that represent different aspects of it. The content of the envelopes is the basis for the later discussion between the participants of the workshop. In this way, the participants are provided with enough information to actively deal with the topics and prepared to take part in the later discussion. Possible topics for the envelopes are:

1) Germany is the paymaster within the European Union.
2) Brussels is a bureaucracy monster.
3) The introduction of the euro has nothing but damaged the German economy.
4) The European Parliament is powerless.
5) The southern countries within the European Union profit more from the European Union than other countries do.
6) EU rules straigthened cucumbers.
7) The EU parliament is a travelling circus.
8) Considering its size, Germany is not influential enough within the European Union.
9) The EU eastward enlargement destroys German jobs.
10) The EU only serves the interests of lobbyists and not those of the EU citizens.

The envelopes with those topics are placed in the middle of the room on the floor. The class is divided into groups. Each group choses a topic, this means an envelope. With their topic the group meets at their own *Stammtisch*. Before the group opens the envelope, the participants do some brainstorming on the chosen topic and gather some own ideas. Afterwards, they open the envelope, divide up and read the texts, deal with the cartoons or discuss the statistics they find there. Taking turns, they give short summaries of the information they dealt with individually. Then, they have about 10-15 minutes to discuss their topic within their group. The most interesting findings of the discussion are written on the envelope or on a poster.

When time is over, all the groups meet again and every group presents its topic. Afterwards, all the groups discuss the different topics that have been presented before. Questions the teamers could ask to fuel the debate are: Which truth did you find behind some of the myths about the EU? Which criticism of the EU has some hidden truth? Why do you think so many myths about the EU circulate in the public debate and in the media?

Material and Master Copies

- envelopes
- texts, photos, statistics, graphics

Experience Report by Vera Katzenberger

The participants usually perceive this method as very funny and joyful. Therefore, the teamers should watch out and take care that the participants deal with the topics in a serious manner. The topics the teamers prepare in advance can be adapted to the level of knowledge of the participants or to a specific country. It is also possible that the participants gather the topics themselves. The only drawback of this variation is that no background information can be provided for the later discussion of the topics. In the final discussion, it is very important that the teamers emphasize that this method is not about invalidating all criticism on the EU. The teamers should discuss which criticism is to be taken seriously and which hidden truths lie within some myths.

Moritz Bartsch

1.12 Find the Right Pair!

Topic	History, European Integration
Type	Introduction
Duration	approx 10–15 minutes
Group Size	15–30 participants
Level	Beginner

Short Description

The game "Find the right pair!" is a classic memory game, in which the participants have to correctly match cards with terms.

Learning Objective

The participants get to know each other and learn more about the history of the European Union and the development of European integration.

Process Description

The teamers distribute the prepared flash cards to the participants. Each participant receives either a flash card with a date (e.g.: "May 8th 1945") or an event ("Liberation Day"). The aim is to find your partner as quick as possible. As a second step, the participants are asked to form a timeline and to sort themselves by date in an ascending or descending order.

Variations

On YouTube there are numerous videos showing the history of the European integration in easy animations. This can be shown as a summary and used as a time buffer.

Further possible variations: 1) Develop cards on specific topics, such as the debt or refugee crisis in Europe. 2) Hand out

terms and their definitions as flash cards. 3) Participants have to find their partner without talking. Enjoy the silence!

Material and Master Copies

- flash cards with dates and events

Experience Report by Moritz Bartsch

The method is well-tried and has always been well received by different target groups. Especially in middle school, I have had good experiences with this game. The participants knew each other beforehand, in that respect, the method was only used to reactivate already known content and not to make the acquaintance of the other participants. The method can be used at the beginning of a workshop to determine the current level of knowledge or as a pop quiz after the workshop to test the knowledge.

Material: 1.12 Find the Right Pair!

Date	Event
May 8th, 1945	"Liberation Day": The day remembers the unconditional surrender of the Wehrmacht and thus the end of the Second World War.
September 19th, 1946	Winston Churchill postulates in a speech at the University of Zurich the creation of "a kind of United States of Europe".
May 9th, 1950	The "European Coal and Steel Community" is launched. The idea stems from the then French Foreign Minister Robert Schuman. The founding states of the so-called ECSC were Belgium, the Netherlands, West Germany, France, Italy and Luxembourg. The day is now known as "Europe Day".
1957	Six countries sign the so-called Treaty of Rome and found the European Economic Community (EEC) and the European Atomic Energy Community. The idea behind the EEC is to create an internal market on a European Level, in which the free movement of persons and goods through the establishment of a customs union and a gradual reduction of trade barriers is put into practice.
1958	New European institutions are established: the European Commission, the Council of Ministers, the European Parliament (first called "Parliamentary Assembly") as well as the Court of Justice of the European Union (initially of the European Community).
1958	The European Court of Justice is established in Luxembourg on October 7th. The new institution is abbreviated as ECJ. The ECJ is responsible for safeguarding the law during the collective integration process.
1962	By means of a regulation, the Common Agricultural Policy comes into force, which is abbreviated by "CAP". The objective of the CAP is to create an internal market for agricultural products.
1979	For the first time, a direct election is held for the European Parliament which is composed of 410 members. The European Parliament is one of the most important institutions of the European Union and is among other things part of the legislative procedure. Since its first direct election, the European Parliament has received more and more competencies and responsibilities.

Date	Event
1985	In 1985, Germany, France, Belgium, the Netherlands, Luxembourg, Portugal and Spain sign the Schengen Agreement. 1985 it comes into force. The agreement regulates the free movement of persons. Later, Italy, Greece, Denmark, Finland, Sweden, and Austria join the agreement. With Norway and Iceland, there are cooperation agreements. Great Britain and Ireland are EU members, but not part of the Schengen Area.
1986	1986 the so-called Single European Act is signed. It is often abbreviated with SEA. It is a revision of the Treaty of Rome, which was signed in 1957. The SEA has the aim to complete the internal market by the end of 1992. In addition, the tasks and powers of the Community are renewed and the decision-making structures are reformed.
1992	The Treaty of Maastricht is initiated and comes into force in the following year. The EC is now called the "European Union". Its core areas can be described as "three pillars": the European Community with the European Atomic Energy Community and the ECSC, the Common Foreign and Security Policy (CFSP), Justice and Home Affairs (JHA).
1999	The Economic and Monetary Union comes into force. The euro is initially introduced in eleven (later with Greece twelve) EU states as bank money.
2002	As of January 1st, 2002, the euro is used in twelve of the 15 EU countries as cash. The euro is available in all EU countries except Denmark, Sweden and the UK.
May 1st, 2004	Ten countries in Eastern Europe join the EU: Estonia, Latvia, Lithuania, Poland, the Czech Republic, Slovakia, Slovenia, Hungary, Cyprus and Malta.
2009	The Lisbon Treaty comes into force.

2 EU-Mechanisms

Vera Katzenberger

Background Facts: Institutions of the European Union

The European Commission

The Commission is composed of a team of Commissioners, one from each EU country. However, the Commissioners are not bound to decisions by national instructions of their government. Each Commissioner is responsible for a specific policy area like trade, climate policy or economics and finances. The College of Commissioners includes the President of the Commission.

The Commission accounts for the administration of the European Union. This is why, the Commission is organized into 40 departments known as Directorates-General (DGs) and several other services. About 25,000 people work in this administrative body of the EU. In comparison, this number is quiet low, taking into account the number of around 17,000 people working within the municipal administration of the city of Cologne in Germany.

What Does the Commission Do?

The tasks of the European Commission can be divided into four areas of responsibility. First, the Commission is the sole EU institution to proposes new laws. Thus, with only a few exceptions, this is the only way for the Parliament and the Council to pass a law. Second, the Commission enforces EU law and treaties. The Commission issues binding regulations and directives that the member states must apply. In addition, the Commission negotiates international agreements for the EU with so-called third-party states or other international bodies. Third, the Commission is the guardian of the treaties. If a law is not properly applied in one of the member states, the Commission may initiate infringement proceedings at the European Court of Justice. Finally, the Commission is significantly responsible for the planning and spending of the EU budget. allocates EU funding. The Commission decides on the majority of the EU financial resources.

Source: https://europa.eu/european-union/about-eu/institutions-bodies/european-commission_en [English website; accessed: July 23, 2017]

European Parliament

Like in a national parliament, the European Parliament is composed of delegates that are directly elected by the people of the European Union. The members of the European Parliament (MEPs) are elected for five years. For the election of the European Parliament, the candidates are nominated by the national parties and put on national lists from which the voters can choose. This means that there are no direct candidates for each electoral district. There are 751 delegates from all EU member states in the European Parliament. The number of MEPs for each country is roughly proportionate to its population.

However, after the election, the delegates from the different EU member states work together based on political affiliation, not on nationality. Some of the biggest political groups are the European People's Party, the Progressive Alliance of Socialists and Democrats , the Alliance of Liberals and Democrats for Europe and the Greens (also: European Free Alliance). Even Eurosceptics, like the European Conservatives and Reformists, are represented in the European Parliament.

What Does the European Parliament Do?

The Parliament has three main roles. First, the European Parliament is heavily involved in the legislative process. Second, the Parliament must approve the EU budget. Not until the president of the Parliament signs the budget plan, the EU is provided with the financial resources for the following year. Finally, the Parliament is responsible for the democratic scrutiny of all EU institutions. Originally the Parliament was only in charge of supervising the European Commission. By now, the Parliament is supervising the Council of Ministers, the European Council as well as other political cooperations like the common foreign and security policy.

Source: https://europa.eu/european-union/about-eu/institutions-bodies/european-parliament_en [English website; accessed: July 23, 2017]

Council of the European Union (or Council of Ministers)

In the Council, government ministers from each EU country meet to discuss and, if necessary, amend laws. The ministers have the authority to make binding decisions in the name of their governments. Therefore, the Council of the European Union is often called Council of Ministers, too. There are no fixed members in the Council of the European Union. Instead, the Council meets in ten different configurations. Each configuration correspondsto the policy area being discussed. For example, when the Council debates economic affairs, it is attended by each country's economics minister. How often the EU ministers meet in the Council, depends on the policy area being discussed. Usually, the ministers meet every three months. The presidency of the Council rotates among the EU member states every six months. To be passed, decisions usually require a qualified majority. This means, 55% of countries representing at least 65 % of the total EU population are necessary to reach a decision.

What Does the Council of the European Union Do?

The Council negotiates and passes EU laws, together with the European Parliament, based on proposals from the European Commission. Furthermore, the Council has a central role when it comes to the EU foreign and security policy since the EU

High Representative for Foreign Affairs and Security Policy is the permanent chairperson of the Foreign Affairs Council.

In addition, the Council develops the EU's foreign and security policy based on the European Council's guidelines. Besides, the Council makes important decisions for the Eurogroup. Eurozone countries coordinate their economic policy through the Eurogroup which consists of their economy and finance ministers.

Source: https://europa.eu/european-union/about-eu/institutions-bodies/council-eu_en [English website; accessed: July 23, 2017]

The European Council

The European Council brings together EU heads of state or government to set the EU's political agenda. It is convened by its President, who is elected by the European Council itself for a two-and-a-half-year term. The European Commission President and the High Representative for Foreign Affairs and Security Policy are also present, when the European Council is meeting. The European Council decides on the EU's overall direction and political priorities. The European Council usually meets four times a year. But the President can convene additional meetings to address urgent issues. Decisions are normally made based on consensus. However, some issues require that the decision is made by unanimity or qualified majority. Only the heads of state or government can vote.

What Does the European Council Do?

As mentioned before, the European Council decides on the EU's overall direction and political priorities. However, it is not allowed to pass laws. The European Council is responsible for nominating and appointing candidates to certain high profile EU positions, such as in the European Central Bank or the European Commission. In addition, the European Council can demand the European Commission to make a relevant proposal on the solution of a specific issue.

Source: https://europa.eu/european-union/about-eu/institutions-bodies/european-council_en [English website; accessed: July 23, 2017]

Andreas Christ

2.1 The Game with the Cucumber

Topic	EU-Mechanism
Type	Scenario Game
Duration	10–45 minutes
Group Size	flexible
Level	Beginner

Short Description

A legislative act concerning cucumbers is discussed by the Commission, the Parliament and the Council, in order to illustrate the basic principles of the legislative procedure (co-decision procedure).

Learning Objective

The participants learn to differentiate between the various institutions and get to know the co-decision procedure. In addition, they get an impression of the complexity of allegedly easy matters.

Process Description

The teamers briefly present the game and divide the participants into three groups, so that there is a group that represents one of each of the relevant institutions (European Commission, European Parliament and Council of the EU). The group that represents the Commission should be comprised by a maximum of two participants, the group that represents the Parliament should consist of an odd number of participants (to carry out majority voting) and the group that represents the Council should consist of at least five people. Participants in the Council are assigned to European Member States (e.g. Germany, France, Italy, etc.).
First, the Commission proposes to regulate the cucumber markets. Cucumbers (when marketed commercially) must not be

bended more than a maximum of ten millimeters on a length of ten centimeters. Other cucumbers should only be sold regionally (e.g. on weekly markets).

Second, the Parliament discusses this proposal from the Commission, where appropriate, with the help of committees (economy, agriculture, environment, internal market, etc.). At the end of this phase, the Parliament votes on amendments. If a proposal has found the absolute majority of the members, it is sent to the Council.

Third, the Council discusses the Commission's proposal and Parliament's amendments, votes on both or decides on its own amendments. Concerning the vote, a majority is reached, when an absolute majority is reached by the member states. At this point in the game, it should be pointed out that voting in the Council is not only based on a majority but the the scenario game simplifies this procedure.

The second and third phase can optionally be repeated until Parliament and Council agree, the proposal is rejected of both houses or until it is clear that no agreement can be reached. During these phases, both bodies have the opportunity to consult the Commission directly on their proposal. Subsequently, it is necessary that the result of the game is discussed with the group. It should be pointed out that a corresponding regulation was introduced, but that it was repealed in 2009. It is important to note that this regulation was not called for by the EU, but was desired by commerce to have uniform rules in the internal market, equivalent to already existing grade of goods.

Material and Master Copies

- a cucumber
- nameplate with the institutions' names
- Material with information for the groups

Variations

In order to involve more players, it is possible to propose that the committees can conduct hearings with experts and lobbyists. For this purpose, the corresponding groups have to be determined among the participants. During the so-called "hearings", it is important to ensure that supporters and oppo-

nents are always there to create a balance and to offer space for all arguments.

It is also possible that participants playing the role of MEPs assign themselves to political parties. This allows the discussion to become more vivid and different party ideologies become clear.

Sources, Recommended Reading, Further Internet resources

- bpb-description: http://www.bpb.de/internationales/europa/europaeische-union/42965/grafik-gesetzgebung [German website; accessed: July 23, 2017]

Experience Report by Andreas Christ

This method can easily be used after a short theoretical input on the institutions and the power triangle. At first, the participants are often amused, why one should deal with such profane questions. During the game, however, they realize that there are valid arguments for this problem and that this question can be quite complex. It is helpful if you have a few arguments up your sleeve. Alternatively, material with information for the group may be provided on a designated table.

Jacqueline Rudolf, Christian Gonder

2.2 Talkshow Europe-Connect

This scenario game was developed during the European elections 2014 (minor updates have been made).

Topic	European Elections
Type	Scenario Game
Duration	at least 90 minutes
Group Size	15–35 participants
Level	Advanced

Short Description

Various European players discuss predetermined topics in a talk show.

Learning Objective

The participants will get to know different political players of the European Union and will be able to find out which topics are currently defining the European debate.

Process Description

First, the teamers present the scenario and the topic that is to be discussed to the participants: a TV station has invited key European players to a talk show to present their opinions and to persuade voters. Thereupon, the participants are divided into different groups and receive cards that specify their designated roles. The following groups take part in the talk show: spokespersons from the European Commission, MEPs from different parliamentary groups (e.g. EPP, S & D, Conservatives and Reformists), the Council of Ministers of the European Union and a moderation team.

After the grouping, a working phase follows, in which the participants familiarize themselves with the material. The material can be presented on different material tables. After the

working phase, a discussion phase follows: At the beginning of the talk show, all the players present themselves with a short opening statement. Afterwards, a discussion takes place, which is led by the moderation team.

Material and Master Copies

- role cards
- information for a material table

Experience Report by Vera Katzenberger

This scenario game is only suitable for groups with prior knowledge of the European Union and can be used after a theoretical input. The material should always be adapted to the target group.
It is particularly important to update the material before each usage. Furthermore, it is also important to ensure that the material reflects controversies and provides different arguments. In case of a large number of participants, additional role cards (e.g. a citizens' initiative for a more direct democracy in Europe or the Committee of Citizens, Committee of the Regions, etc.) can be created and distributed. Alternatively, an audience can be selected for the talk show. During the working phase, the audience members could develop questions with the help of the material and then ask the participants these during the talk show.

Material:
2.2 Talkshow Europe-Connect

Members of the European Parliament (European Conservatives and Reformists)

You are Members of the European Parliament (MEPs) and members of the European Conservatives and Reformists group, in short, ECR. The ECR is a young parliamentary group: founded in 2009, the conservative and Eurosceptic group is the third-largest parliamentary group in the European Parliament (as at July 2017).

Full of anticipation, you can look forward to the upcoming European election – even if a dilemma is causing you a headache during the election campaign: on the one hand, Eurosceptical parties are quite successful with voters at the moment. On the other, far more extreme parties are trying to persuade voters on the far right . You are facing the difficult balancing act of making Euroscepticism socially acceptable – albeit you do not want to have anything to do with the extreme rights.

What does this mean? For you, furthering the European integration is not acceptable. On the contrary: You are calling for a "Europe of the motherlands", in which the national states are still the most important entities in the process of integration. Recovering and preserving their sovereignty is your political mission.

Your positions are:

1) Neither have you considered the introduction of the euro to be the right choice, nor are you supporting the rescue program for the crisis countries that are threatened with bankruptcy. You are insisting upon the No-Bail-out clause, which is laid down in Article 125 of the TFEU. Generally, you think that the European Monetary Union is doomed. That is why you are calling for the division of the eurozone into regional monetary alliances, for example a northern and a southern euro area.
2) That Europe's core questions are decided behind closed doors has long been unendurable for you. You think that the EU lacks democratic legitimacy. This problem is increased by different cultures, languages and, last but not least, by the lack of European media dealing with an all-European political discourse.

3) The judgment of the Federal Constitutional Court in Germany, which declared the three percent election threshold that has been valid until then for European elections, unconstitutional, affects you as Members of the European Parliament (MEP) directly. National decisions have a priority for you. You would like the European Parliament to reflect the opinions of the European population as well as possible. The elimination of such restrictions is essential for this.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality.)

Council of Ministers of the European Union

You are the spokespersons of the EU Council of Ministers – and thus one of the key players in the EU decision-making process, because you have legislative competences. You do not think that the upcoming European elections have any historical importance. The only thing you are afraid of is the strengthening of the right, anti-European parties.

Your political positions reflect the opinions of all the governments of the Member States. This is clearly illustrated by the following topics:

Your positions are:

1) Whether confederation or federal state – you rather would not like to breathe a single word about the finality of the European integration project. Instead, you are calling for the abandonment of ideological overload. The convenience of the European integration process determines your political conduct. As representatives of the national governments, you also do not want to alienate any potential voters. For this reason, you are neutral regarding the demand for furthering the European integration.
2) As representatives of national governments, you are not exposed to any direct influence by the results of the European elections. Likewise, you are not interested in the verdict of the Federal Constitutional Court in Germany, which declared the three percent election threshold, which had been valid until then for European elections, unconstitutional. National decisions are accepted, no matter how they turn out. Neutrality is the order of the day. The only thing you are afraid of is the strengthening of right-wing extrem-

ist and populist parties such as the European Reformists and Conservatives.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality.)

Media and Moderation Team

You are representatives of the national media, and thus the moderators of the talk show. Your job is to ask uncomfortable questions, follow up on them and to criticize. As attorneys for the civil society, you have to provide the public with information and to explain the situation.

In the light of the European integration process, you are accused of reporting too little, and in particular too negatively, about Europe. Last but not least, the EU lacks the possibilities of dramatization and personalization, clear conflict lines, spectacular votes, and a political showdown for power from time to time. It is your job to produce this drama – during the talk show you should pay particular attention on this detail.

As a media representative, neutrality is your top priority - this also applies to the European integration. You see three basic problems with the current European policy:

1) The leadership question is not clear. Who takes responsibility for what? You criticize the "summititis" of governments and ask for more transparency, so that the central questions of Europe are not settled behind closed doors.
2) The EU is a non-transparent phenomenon for you. You promote transparency. If nothing else, the lack of transparency is the reason for the alienation of the citizens of Europe.
3) The issue of legitimacy is one of the basic problems in Europe. Your try to capture the concerns of the European public, some of which do not feel at home anymore in Europe or do not have the feeling, that they are represented by the institutions of the EU.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality.)

Members of the European Parliament (Group of European People's Party, Socialists and Democrats)

You are Members of the European Parliament (MEP) and members of different European parliamentary groups, including the two main parliamentary groups, the European People's Party and the Progressive Alliance of Socialists and Democrats. Together, you represent more than half of the MEPs (as at July 2017).

You look full of anticipation towards the upcoming European elections, especially since this election will change a lot. On the downside, some recent developments cause you a headache. Eurosceptic parties are succeeding more and more with the voters. In addition, far more extreme parties are electioneering on the far right margin. You are faced with the difficult balancing act of not letting Euroscepticism become socially acceptable and still taking the concerns and fears of the voters seriously.

What does this mean? You want further European integration. You advertise a "Europe of Diversity in Unity", in which many players (nation, region, EU) are important entities in the process of integration. It is your job to provide the European Union with competences so that it remains operational and that its capacity to act can be improved.

Your positions are:

1) You stand firmly behind the introduction of the euro and support the rescue program for the countries threatened with bankruptcy. Nevertheless, you criticize ignoring the convergence criteria. In principle, you see the European Monetary Union as the heart of the European Union. That is why, you reject the division of the eurozone into regional monetary associations, such as a northern and a southern euro area. You do not rule out further rescue packages either for economic or political reasons. "More Europe" is instrumental in your opinion!
2) The judgment of the Federal Constitutional Court in Germany, which declared the three percent election threshold that has been valid until then for European elections, unconstitutional, concerns you as MEPs directly. National decisions are acceptable to you, as long as they are in accordance

with the treaties. You would like the European Parliament to reflect the opinions of the European population as well as possible. Nevertheless, you reject the explanation of the German Federal Constitutional Court, according to which the EP is qualitatively in an inferior position to national parliaments and is therefore not hindered by its fragmentation. In addition, the predicted success of the right-wing extremist and populist parties such as the European Reformists and Conservative troubles you.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality.)

European Commission

You are the spokespersons of the European Commission – and thus one of the key players in the decision-making process of the EU. You are heavily involved in the legislative process of the European Union. You are interested in the forthcoming European elections as one of the top candidates could become the future President of the Commission. In addition, you fear the strengthening of right, anti-European parties. Your political positions are intended to reflect common European interests.

Your positions are:

1) Whether confederation or federal state – you want to further the integration and a strong, effective union towards the outside. An ever closer cooperation within the EU is what you preach. The vision of a united Europe, which speaks with a strong voice, determines your political action. However, as the Commissioners are suggested by national governments, you must also keep an eye on their interests. This is a balancing act.
2) You are interested in the European elections with the top candidates for the office of the President of the Commission. According to the Lisbon Treaty, the heads of state and government of Europe must take into account the results of the EU parliamentary elections when appointing this office (article 18, paragraph 7). It remains to be seen whether the majority situation in Parliament will allow the nomination of one of the top candidates. The direct election of the President of the Commission is, in your opinion, an interesting thought to counter the crisis of legitimacy in Europe and to strengthen your position through the biggest possible legitimacy. You are looking for people, who can lead the EU, people who unite and serve the European identification.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality.)

3 Values and Identity

Moritz Bartsch, Clarissa Benning, Vera Katzenberger

Background Facts: History of the European Union

The Name Europe

The European banknotes are identical across Europe. Contrary the euro coins are very different and usually depict well-known building or famous persons from each of the corresponding countries. Have you ever looked at the different kinds of 2-euro-coins? The Greek coin depicts a woman riding a bull. The woman is called Europe and she is the daughter of a king. The coin shows how she was kidnapped by Zeus who transformed himself into a bull to approach her. He took her across the sea to Crete. There, he transformed himself into an attractive man and they fell in love and married. Finally, Europe gave birth to three sons.

Idea and Aim of the European Integration

The aim of the European integration (often called "European idea") is to create lasting peace and prosperity across Europe after centuries of war, violence, hostility, and intolerance. The last century was shaped by two world wars, which led to flight and expulsion as well as the division of Europe into two pieces. Only the Fall of the Berlin Wall on November 9, 1989, helped to finally reunite Europe again.

1517

While in some regions of Europe medieval ways of thinking and practices were still prevalent, humanism developed in other European regions. Humanism is an ideology that emphasizes tolerance, freedom of violence, as well as individual freedom and freedom of conscience.

1795

A famous man sets foot on the world stage: Immanuel Kant. Spending his whole life in Königsberg in Prussia[1], he wrote his famous book called "Perpetual Peace". His philosophical writings promoted the peaceful coexistence of the people in Europe.

1918/1919

After World War I, there were first demands to create the "United States of Europe". Winston Churchill picked up on this idea in his speech in Zurich in 1946.

1925

The French Foreign Minister, Aristide Briand, suggested the construction of the "European Union" to his German colleague Gustav Stresemann. However, his idea was rejected at that time.

1 Note of the translator: Today the city is called Kaliningrad and belongs to Russia.

1950

On May 9, 1950 (later remembered as the birthday of peace in a united Europe and thus celebrated as Europe Day), the French Foreign Minister Robert Schuman proposed a plan for France and (West) Germany to pool coal and steel production supervised by joint authorities. This plan became known as the so-called "Schuman Declaration". Coal and steel were important goods to produce weapons and other military equipment. Mutual supervision was supposed to prevent armament of both countries.

1951

In April 1951, Schuman's plan led to the Treaty of Paris, which set up the European Coal and Steel Community (ECSC) and a controlled market for coal and steel. It included six countries: Belgium, France, Italy, Luxembourg, the Netherlands and the Federal Republic of Germany (West Germany).

1957

Only a few years after the creation of the European Coal and Steel Community, its six members signed the Treaty of Rome, thus setting up the European Economic Community (EEC). The EEC aimed at creating an internal market and a customs union. This meant, the members of the EEC adopted a common customs policy and introduced a common external tariff. A few years later again, Great Britain, Ireland and Denmark joined this European Community.

1979

The first direct election of the European Parliament took place in 1979. Ever since European citizens are called to vote the European Parliament in Strasbourg every five years. Only shortly after that, Greece, Spain and Portugal joined the European Community.

1987

The Single European Act came into effect. The Single European Act increased the legislative powers as well as other competences of the European Parliament. In addition, the four freedoms of the European internal market are established: free movement of goods, services, capital and persons.

1995

Austria, Finland and Sweden joined the European Union.

2002

Euro notes and coins came into circulation as a common currency in twelve member states.

2003

A first draft of the Constitution of the European Union was presented in 2003. In 2004, the draft is signed but stopped during the ratification process, i.e. in the process of recognition and transfer into national law. Twelve countries in Middle and Eastern Europe joined the European Union in 2004.

Since 2007

Since 2007, the EU has been fighting for keeping the common currency, Greece has been threatened by national bankruptcy, and numerous summits were organized to stabilize the situation. Even though the risk of Greek bankruptcy was averted, high government debt remains a problem. This is a problem that has not been solved so far.

2009

The Lisbon Treaty came into effect in 2009. The Treaty is a replacement for the failed efforts to create a European Constitution in 2003.

2014

In 2014, voters all around Europe elected the European Parliament. This election was the first time, the choice of the Commission's President was connected to the result of European elections. Normally, the President of the European Parliament is a member of one of the two biggest parliamentary groups.

Source: http://www.europa.eu/about-eu/eu-history/index_de.htm [German website; accessed: July 23, 2017] and http://www.bpb.de/internationales/europa/europaeische-union/ [German website; accessed: July 23, 2017]

2015

Since autumn 2014, the numbers of refugees demanding asylum had been rising significantly. This was the reason why several unscheduled summits were called upon and why the EU entered an agreement with Turkey. The agreement states that refugees can be returned to Turkey in return for visa facilitations for Turks and financial aids for Turkey. In 2015, around 700,000 people entered the EU via Greece and the so-called Balkan route. In many European member states this caused debates about the direction of the European policy on asylum. As a consequence, a new department was created: the EU commissioner on migration. Again and again, the quota system was debated in the member states. The refugee crisis has far-reaching implication for the EU and will maintain to be one of the most important topics the EU must deal with in the future.

Source: http://www.bpb.de/gesellschaft/migration/kurzdossiers/ [German website; accessed: July 23, 2017]

2016/2017

On June 23, 2016, the UK held a referendum on whether or not to leave the European Union. 52 percent of voters chose to leave the union. The UK is the first EU member state to leave the EU. Article 50 in the Treaty on the European Union states that "any member state may decide to withdraw from the Union in accordance with its own constitutional requirements". The referendum caused immediate consequences for the British economy: On the day of the referendum, the pound plum-

meted. On March 29, 2017, Theresa May triggered the Brexit process starting a two-year EU negotiation period so that the Brexit can take place up until March 29, 2019. For the EU, the Brexit means that the union will lose the finance capital London and its third-largest member state. For the UK, consequences will include losing the access to the European internal market – unless the UK and the EU settle an agreement. Several models are discussed as potential post-Brexit options for the UK including the Norway model, the Switzerland model, the Turkey model, the Canadian model or the WTO model.
What consequences will the Brexit cause? Which other events are yet to happen and to be added tothis list? It is hard to foresee political processes or economic crises – so let us stay curious and wait for the future to come. However, climate change, increasing national debt and demographic change are a safe bet – other topics will be more surprising.

Source: http://www.bpb.de/internationales/europa/brexit/ [German website; accessed: July 23, 2017]

Marie Bornickel

3.1 Lemons Game

Original method "Meine Zitrone" or "Zitronenübung"

Sources: Bertelsmann Stiftung, Anti-Defamation-League (Hrsg.): Eine Welt der Vielfalt - Praxishandbuch, 2004 und http://www.platz-fuer-unterschiede.de/fileadmin/methodenkoffer-daten/Daten/Module/Modul_2_Zuschreibungen/Modul_2.pdf [German website; accessed: July 23, 2017]

Topic	Values, Intercultural Dialogue, Identity
Type	Warm-Up
Duration	15–30 minutes
Group Size	flexible
Level	Beginner to Intermediate

Short Description

Each participant receives a lemon at which s/he should identify special characteristics.

Learning Objective

With this exercise participants learn two things: One, objects that seem to be very similar at first glance can be described with great detail under close examination. Two, the perception of seemingly similar objects can differ due to an individual point of view. Although diversity can only be discovered in the details, a "relationship" can be formed that allows for easy recognition of the object. A simple lemon turns into "my lemon".

Process Description

First of all, the participants are divided into groups. Each group receives a lemon and the task to describe it as detailed as possible. Writing the following categories on a flipchart can help: seize, weight, colour, smell, shape, origin, age, texture and look of the skin. The participants take notes on their observations.

Furthermore, they can assign a name to their lemon and come up with a life story.

After that, the different groups present their lemon to the rest of the participants. Next, all lemons are collected, put into a basket and shuffled. Then, the participants have to retrieve their lemon. In the following reflection these questions can be asked: What was most surprising about this exercise for you? Which relationship formed between you and your lemon? Can you see a connection between this method and the topic of "prejudices" and what can you say about it? How does this method engage in the topic of (in-)equality?

Material and Master Copies

- lemons or other fruit
- basket or similar object to collect the fruits

Variations

Lemons can also be collected without presenting them at first. The group size can be adjusted to fit the overall number of participants.

Experience Report by Nils Brickwedel

This method requires a minimum of preparation and can be conducted in every grade and with any number of participants. The peer teamer should only make sure to give an extensive and creative example to show which aspects can be taken into account when describing your lemon. For this method the reflection at the end is very important in order to find a meaningful transition to topics like "prejudices" or "thinking within boxes". Thus, the teamer should think of helpful guiding questions as impulse for reaching a meta level.

Michael Rosenthal, Sandra Isenburg

3.2 Value Hierarchy

Topic	Values, Identity
Type	Group Discussion
Duration	30–60 minutes
Group Size	at least 15 participants
Level	Beginner

Short Description

The participants get to know that they can assign different priorities to values. For this goal they sort a list by using self-created criteria and evaluate the developed ranking.

Learning Objective

The participants think about which values are important for them and understand the difficulty about fixing a ranking.

Process Description

The scenario cards are distributed to the participants. Afterwards, the teamer define ten values which shall be discussed by the participants. Possible values are e.g.: freedom, solidarity, peace, justice, equality between men and women, property, freedom of speech and religion. The values should be chosen according to the experiences, interests and previous knowledge of the participants. As a suitable introduction the participants write down their own definition of the term "value". Next, the prepared values are presented. At first, the participants each arrange a personable ranking. This should take about five minutes and should not be discussed.

As a second step, teams of four to five people get together and work on a shared ranking by using their personal lists as a basis. The next step aims at a consensus about the ranking of the ten values in the whole group. There are two approaches for that:

a) Every group of the second step elects a speaker. The speakers debate together representatively for the groups.
b) Every group has as many votes as they have members. In this variation the whole class tries to work out a consistent ranking on a democratic basis.

In both variations it is important that the participants do not call an opinion wrong or right. After having worked out a ranking, the group has to "ratify" the ranking. An evaluation by having a discussion should be necessarily conducted. The following questions could be asked: Are you happy with the result? What would you have done differently now that you experienced this method? Which differences do you see between the group work and the debate with the entire group? Which value was the most difficult to rank? Which connection do you see to Europe? The Europe-wide results on Europeans values as found in the Eurobarometer can be included in the evaluation.

Material and Master Copies

- space for visualization (e.g. blackboard or flipchart)
- scenario cards (see appendix)
- if necessary moderation cards
- results from the Eurobarometer can be used for a comparison with the public opinion

Variations

The values can be worked out in the entire group. However, this variation especially makes sense for smaller groups. Experienced groups can decide which procedure they want to use to find the majority of votes.

Experience Report by Sandra Isenburg

Every time this method was used it worked out very well and the participants discussed very intensely about the values' rankings. However, when working on the final list for the entire group, one has to pay attention that the participants really discuss and do not just adopt one list. Short impulses can be used if the discussion does not get off the ground right away.

Depending on the age, the values' complexity has to be carefully chosen because all participants should have a rather clear understanding of the values. Thus, in younger classes the particular values should be shortly discussed and defined. For instance, on a basic level, freedom of speech can be explained as 'Everyone can say what she or he wants to say'. If the method is used in a more experienced group it is possible to talk about the history and the meaning of the EU's values before or after this method itself. Moreover, a discussion can be added about the question how important it is that everyone shares the same values and the same value hierarchy.

Material:
3.2 Value Hierarchy

Scenario card

Your plane has crashed down on a lonely island. You know that you will have to stay on that island for a long time because civilization is far away from you. After having enjoyed the beach and the good weather for some time you have to face first problems. You start to argue about food, accommodation and common rules for the group.

It is not possible to concentrate simultaneously on everything and that is why you have to find a hierarchy of values. What is most important for you and what can you rather go without?

Marie Bornickel

3.3 Value Auction

Topic	Values, Identity
Type	Warm-Up
Duration	15–45 minutes
Group Size	max 30 participants
Level	Intermediate

Short Description

The collective values of the EU are auctioned between the participants, thereby they rate the values. Through this, they shall understand which values are important for them.

Learning Objective

The participants get to know the different values of the European Union.

Process Description

The teamers present the values to the participants. The following values are recommended: democracy, security, property, privacy, data protection, religious freedom.

The teamers can write the values on flash cards. The participants are separated into groups. Each group gets a fixed number of play money (e.g. sweets).

Subsequently, the auction begins and each value can be bought by the groups. The teamers manage the auction. It is allowed for the groups to bid together with other groups on a value, thus to form bidding consortiums. During the auction, the teamers note at which price the values are bought.

In the following, the teamers present which value was the most expensive one and discuss with the class if this value is special and why. At this point the participants can name more values which are important for them but were not in the auction.

Material and Master Copies

- flash cards
- play money (e.g. sweets, gummy bears …)
- The Eurobarometer can be used for a comparison with the public opinion

Variations

With an unequal distribution of the play money between the groups the theme "inequality" can be included. Instead of values also fundamental rights can be auctioned (you can use the European Convention of Human Rights or the Charter of Fundamental Rights as source). Moreover the repurchase of values can be allowed.

Experience Report by Marie Bornickel and Sandra Isenburg

Like no other method the value auction is suitable to show the participants the transnational set of values of the European Union. In preparation of the method the teamers should choose about 20 values. It is advisable to choose values which are very easy to understand and mostly positive. In a discussion before the auction the teamers can ask the following questions: What are values? What are political values? Where can you find political values in the European Union? It is advisable to give a time limit to find bidding consortiums during the auction. Thus, all participants have the same chances to find bidding consortiums.

Nicole Herbert, Charlotte Schulz-Knappe

3.4 Scenario Game "Class Council"

Topic	Values, Identity
Type	Scenario Game
Duration	90 minutes
Group Size	20–30 participants
Level	Intermediate

Short Description

The participants form a class council with a spokesperson and work out a class convention by using democratic principles.

Learning Objective

Through the democratic principles the participants get to know children's rights.

Process Description

First of all, the teamers give a short input presentation about the topic "What is democracy?". Afterwards, the participants discuss in groups of four to five people for about ten minutes how they already could involve democratic principles in their everyday life. After this group work, the results are presented which takes about another ten minutes. Next, work within the class council with two participants as spokespersons starts. The participants should reach an agreement on common values for their community. The results are written down in a class convention which is signed by everyone. About 30-45 minutes are required for this work session. After that, the teamers draw a connection to the *Convention of the Rights of the Child*. The class discusses the connection between the scenario game and the *Convention of the Rights of the Child*. The following questions can be used for the evaluation: Are you happy with the list of rules and rights? Is there something missing? What do you find especially surprising or interesting?

Material and Master Copies

- (simplified) *Convention of the Rights of the Child*

Variations

The groups get the task to translate their results creatively into role-playing games, freeze frames, or into short plays.

Experience Report by Jacqueline Rudolf

The input presentation about democracy should be short and connected to the participants' experiences: e.g. participation could be a focus. Also, the teamers can make a short reference to human rights. To stimulate the group work, pictures (e.g. of human rights violation) or leading questions (e.g. "What do you need in your life to feel well?") can be prepared.

For the class council meeting an easy to understand system of rules for discussions can be presented. Ideally, two participants moderate the meeting and are responsible for supervising the rules. In this way, the discussion atmosphere in the group work session stays well-regulated and fair. The following questions can be used to refer from the result of the class council to the *European Convention of Human Rights*: Are the results of the class council similar to the *European Convention of Human Rights*? Are you happy with this official list of rules and rights?

Mathias Großklaus, Kalle Kosthorst, Katharina Below

3.5 Moot Court: European Court of Human Rights

Topic	Human Rights, Migration
Type	Scenario Game
Duration	at least 45 minutes
Group Size	approx 10 participants
Level	Advanced

Short Description

A case of the European Court of Human Rights is reenacted.

Learning Objective

Participants learn about human rights and the *European Convention on Human Rights* and deal with the relevance and scope of different human rights.

Process Description

Participants reenact a trial of the European Court of Human Rights. It is about filing a lawsuit involving human rights (or the *European Charter*) in the context of asylum policy. The following roles will be assigned in this scenario game: judge, deputy judge, plaintiffs, attorneys, maybe NGOs (joint plaintiffs), the defendants and their attorneys, as well as consultants and witnesses. The role cards are distributed to the participants. In addition, the participants receive a real case, which the European Court of Human Rights has already tried.
The participants should now analyze the case and ponder which human rights are concerned. On this basis they will negotiate and debate. The judges announce the judgment after the conclusion of the discussion phase. Finally, the group reflects and debates the actual judgment.

Material and Master Copies

- material on the *Human Rights Convention*
- role cards
- case description

Sources, Recommended Reading, Further Internet Resources

Europäische Menschenrechtskonvention:

- http://www.echr.coe.int/Documents/Convention_ENG.pdf [English website; accessed: July 23, 2017]

European Convention for the Protection of Human Rights and Fundamental Freedoms:

- http://conventions.coe.int/Treaty/ger/Treaties/Html/005.htm [English website; accessed: July 23, 2017]

Case 1: press release and description of the case including judgment:

- https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-is-new/news/pdf/grandchamberjudgmenthirsijamaaandothersvitaly 2302121_en.pdf [English website; accessed: July 23, 2017]

Case 2: judgment and summary of judgment:

- http://www.echr.coe.int/Documents/FS_Collective_expulsions_ENG.pdf [English website; accessed: July 23, 2017]
- http://www.asylumlawdatabase.eu/en/content/ecthr-sharifi-and-others-v-italy-and-greece-no-1664309-article-2-3-13-article-4-protocol-4

Case 3: judgment and summary of judgment:

- http://hudoc.echr.coe.int/eng#{"itemid":["001-148070"]} [English website; accessed: July 23, 2017]

Experience Report by Tobias Warkentin

One should selectively reduce the scope of the material according to the target group before using it. Furthermore it may be necessary to simplify the content and to offer translations in the group's native language. This method is not suitable for inexperienced participants because they are often overwhelmed by the extensive reading material.
The teamers should be prepared that the discussions and court hearings might be briefer when the group is demotivated or simply lacks the desire for discussion. For this case, the teamers should prepare alternative methods or inputs to fuel the debate or continue the workshop in a different but similar way.

Material: 3.5 Moot Court: European Court of Human Rights

Case 1

On May 4, 2009, 20 Somali citizens headed for Europe. They tried to get from Libya to Italy via boat. On May 6, 2009, the Italian coast guard picked up the refugees about 35 kilometers south of the Italian island of Lampedusa. The refugees were taken to a military base by the authorities and from there to the Libyan capital Tripoli. Italy and Libya have a treaty since February 4, 2009, which allows the Italian authorities to bring illegal African refugees to Libya.

Neither did the authorities ask for the reason of their escape, nor for their identity. Therefore, they had no chance to explain their flight or even to apply for asylum.

The Italian authorities defend their actions. Picking up and returning refugees is a measure permitted by the treaty between Italy and Libya.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality.)

Case 2

36 refugees, 32 of them from Afghanistan, two from Sudan and two from Eritrea, were picked up in various Italian ports and tried to apply for asylum there. Italy deported them all to Greece because they had already applied for asylum there and the Dublin II Convention stipulates that refugees have to apply for asylum in the first European country they reach.

The Greek asylum procedure is inadequate, and it is uncertain whether the asylum seekers can file a reapplication there and get an accommodation. The plaintiffs also argue that they did not have a chance to submit an application in Italy. For them, this action constitutes a violation of their rights laid down in the Charter of Human Rights.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality.)

Case 3

An Afghan family with six children between the ages of two and fourteen fled from Turkey to Italy, where the parents were registered as refugees on July 16, 2011. Due to the bad conditions in their accommodation, they traveled to Austria first. Later, under the threat of deportation, they moved on to Switzerland. There they applied for asylum on November 3, 2011.

Switzerland rejected the application and refers to Italy's responsibility, because the Dublin II Convention stipulates that refugees have to apply for asylum in the first European country they reach. The family filed a law suit against this decision based on the uncertainty whether they will be able to stay together as a family in Italy and because their application has not been adequately examined.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality.)

Role Card for the Judges

You are judges at the European Court of Human Rights and are leading this lawsuit.

- In preparation, read through the *European Convention on the Protection of Human Rights and Fundamental Freedoms* and think about, to which of these articles the plaintiffs could refer to or what kind of arguments the Italian government might put forward.
- Listen to the arguments of both sides. Question both sides more closely about the incidents and their arguments. Give both sides the opportunity to ask the opposite party questions.
- Finally, withdraw for deliberation, weight the arguments in light of the legal texts, reach a judgment and announce it.

Role Card for Plaintiffs

You are refugees from Somalia and you are taking legal actions before the European Court of Human Rights because you think that you were violated in your human rights.

- Read through the *European Convention on the Protection of Human Rights and Fundamental Freedoms* and think about, to which of these articles/human rights you could refer to.
- Think about a strategy and an opening statement.
- Consider how the opposite party could argue and prepare for possible counter-arguments.

Role Card for Counselors

You represent the involved government, against whom an action has been brought before the European Court of Human Rights.

- Think about a strategy and an opening statement.
- Read through the *European Convention on the Protection of Human Rights and Fundamental Freedoms* and think about, to which of these articles/human rights the opposite party could refer to. Consider how you could react to these arguments.

Cihat Gündüz, Anna Rößler, Moustafa Tarraf

3.6 Past Café

Topic	Competences
Type	Scenario Game
Duration	at least 60 minutes
Group Size	20–30 participants
Level	Beginner

Short Description

This method explains the development of the various sets of rules in the different states and shows how cooperation between these states can be organized.

Learning Objective

The past café motivates the participants for the workshop and gives simple explanations why the EU exists and why it is useful.

Process Description

The teamers explain the scenario game. Subsequently, the participants are separated into groups of five persons. Each group gets an introductory text which presents the scenario and the task to create rules to guarantee a peaceful community with prosperity for the group within 20 minutes. After this first group phase, the groups present their respective results to each other.

Next, the teamers hand out scenario cards to the groups and ask them to develop the best possible solution for the given problems. After the groups have worked on their scenario cards in the second group phase, they present their results again. Moreover, all results are discussed among all the participants. For evaluating this method the teamers can discuss the following questions with the participants: "Did the different rules, the groups gave themselves, significantly affect the coopera-

tive work on the scenario cards? Where can you see a connection between the scenario game and the *Charter of the EU* or the treaties of the EU? Which principles of the EU do you know? In your opinion, are they implemented in the present EU?

Material and Master Copies

- introductory text
- scenario cards

Variations

The groups can have the same group size (e.g. four groups with five participants) or they can have different sizes (e.g. two groups with six participants and two groups with four participants). The scenario cards can be changed and present other problems (e.g. shortage of water or energy, lack of specialists etc.).

Experience Report by Sandra Isenburg

It is useful to separate the group for this method into four to five smaller groups and to arrange for multiple tables in the room for participants to work on. It should be noted that every group member should have the materials, so that everyone can read it independently. The groups should be instructed to think creatively about an own "currency" (e.g. bread or apples) to make swap transactions. The rules each group creates can be written down on posters.

Material:
3.6 Past Café

Introductory Text for Each Group

Imagine that you are the only humans on Earth. There are no rules and laws. Your food is limited, which means that there is not enough food to nourish everyone. You have enough food and drinks reserves for one week before you need to find other sources for your meals. Your task is to organize yourself in a way that everyone survives, has enough food and drink and that you live together in peace. Create rules for your group and think about how you can cooperate with other groups later.

Scenario Card for Group A

Your community suffers from water shortage. Since you live in a hot region, your water needs are high. However, there are many resources and materials of high quality in your region which are needed to build houses. To survive, you have to cooperate with other groups. Think about how you can organize this.

Scenario Card for Group B

Your apple gardens grow magnificently. Thus, you have more apples than your community can eat. Unfortunately, you have no cereal crops and also no bakeries. Think about how you can cooperate with other groups to ensure your supply.

Scenario Card for Group C

In your region there are many crystal clear sources, thus you have more water than you can drink. Unfortunately no apple trees grow in your region and therefore you have no apples and you are often hungry. Think about how you can cooperate with other groups to ensure your supply.

Scenario Card for Group D

In your community there are many qualified bakers , who bake very good bread which is known and loved over the borders of your region. Unfortunately, you lack good building material to build houses for the bakeries and for the families of your community. Think about how you can cooperate with other groups to ensure your supply.

4 Borders and Expansion

Cornelia Pürschel

4.1 Map Walking

Topic	Education, Mobility
Type	Warm-Up
Duration	5–10 minutes
Group Size	flexible
Level	Beginner

Short Description

The participants answer geographical questions by moving around on an imaginary European map.

Learning Objective

The participants get an overview about the European countries and deal with mobility in their biographies.

Process Description

The floor represents a European map. You can fix or project a European map to the wall for visualization. The teamers ask different questions. Possible questions can relate to the place of residence of the family members or the favourite holiday region. The participants answer by moving close to the spot on the floor map where the respective country can be found. At the end the teamers can ask the following questions: Did you already visit many countries in Europe? In which place could you find the most participants?

Material and Master Copies

- a map of Europe

Variations

The method can also be played as a quiz. For that, the teamers ask questions and the participants have to guess. Possible questions are for example: In which country is the European Parliament? Which countries were founding members of the European Coal and Steel Community? Which was the last country to establish the euro? After the participants moved around the teamers give the right answer. Thus, the method can be used as an introduction to another theme.

Experience Report by Charlotte Schulz-Knappe

The method is a good introduction for the themes "migration", "borders", and "intercultural dialogue" because it makes the participants aware of the relevance of these themes in their everyday life. For this it is important to have enough space in the room, so that tables and chairs can be put to the side of the room. Masking tape can be used to visualize the cardinal directions on the floor and to mark the native country of the workshop's participants. Before starting, a practice round is useful.

Alice Schmidt

4.2 Drawing Borders

Topic	Borders, Migration
Type	Warm-Up
Duration	15 minutes
Group Size	flexible
Level	Beginner

Short Description

The participants draw borders on a blank map of Europe.

Learning Objective

The participants think about European borders and their meaning. Furthermore, they create their own criteria for EU-membership.

Process Description

At the beginning, the participants receive a map of Europe without borders (maps like these are also called "silent maps"). Afterwards, the participants are asked to draw their own borders, as well as the currently existing borders between countries of the EU and the EU's external borders. The EU's external borders should be marked clearly.

After this first round, the participants form groups and develop their own criteria and requirements for EU membership. After that, the groups present their results, compare them to the Copenhagen criteria and discuss differences and similarities. The teamers could pay special attention on potentially developed cultural criteria and in which way these are reasonable for the EU's advancement.

Material and Master Copies

- printed EU maps without borders

Sources, Recommended Reading, Further Internet Resources

- https://ec.europa.eu/neighbourhood-enlargement/policy/conditions-membership_en [English website; accessed: July 23, 2017]

Experience Report by Jacqueline Rudolf

A so called "silent map" is necessary to use this method. The master copies can be easily found by using a search engine on the Internet.
In the beginning, it is important to explain what borders are. The participants can draw all the borders they want but in the end they should be able to explain their decision. If the participants do not draw any "remarkable borders" the discussion can be stimulated by the following questions: How are borders formed? When were the European borders formed? Can you compare this to the formation of the African borders? Which differences can be recognized between the European and the national borders? This method is a great introduction for deeper work on the topic "borders and migration".

Jacqueline Rudolf

4.3 Expansion Wave

Topic	Borders, Migration
Type	Warm-Up
Duration	5–15 minutes
Group Size	at least 8 participants
Level	Beginner

Short Description

The participants familiarize themselves with the terms "expansion", "borders", "bridging" and "privileged partnership".

Learning Objective

The participants train their concentration and reaction, get in touch with the dynamics of political processes and learn new terms.

Process Description

Before the start of the game all participants form a circle. The teamer calls a signal ("clapping") to start the game. Then, the participants pass on the signal within the circle by shouting different terms ("expansion", "border", "bridging" or "privileged partnership"). The participants can change the signal's direction, "throw" it to the other side of the circle, or duck to avoid the signal.
For the passing on the signal the participants can use the following terms:

- signal for to standing next to you participant: "Expansion!"
- signal for changing the direction: "Border!"
- throwing the signal impulse to the other side of the circle: "Bridging!"
- avoid the signal by ducking and shouting: "Privileged partnership!"

Variations

It is harder if the teamers give multiple signal to the cycle. The action "duck" can be replaced through the action "hop". Content-wise the game can be used for all themes. E.g., for the theme "economy", you can use terms like "debts", "reschedule", "debt relief" or "ESM" to move the signal through the circle.

Experience Report by Jacqueline Rudolf

Before starting the first round you can check if all participants got the different signals right. This can be checked by a test round. Moreover, the teamers should make sure that the game is played in an adequate speed and not too slow. Therefore, you can give second signal, so that two signal go through the circle. This encourages a high concentration and a kind of "hunting" or "flight effect" and thus a higher speed. You can also make two groups and give a time limit to create a competition situation.

5 Economic and Monetary Union

Moritz Bartsch

Background Knowledge: Crisis Summit and Mountains of Debts

I) The Five Most Discussed Terms of Financial Crisis

Austerity Policy

The term austerity policy determines the spending discipline of a state to hold up the ability to act in times of crisis. The term was coined in Great Britain during the Second World War. Austerity policy is in general done through reduction in public expenditures. A balanced state budget is supposed to improve the macroeconomic situation.

However, critics stress that the reduction of state expenditures in times of crisis or recession can escalate the crisis. Cuts in the welfare budget as well as low public investment activities limit the economy even further in times of crisis. Recently, the term austerity policy was mentioned again and again in context

of the reform efforts in particular those of Greece. Let us have a look at a decrease of state expenditures in a theoretical model of the easiest case: a closed national economy without external trade. A reduction of public expenditures is a negative macroeconomic shock. In the primary stage, meaning without adjustment of the interest rate, the macroeconomic level of income initially decreases. The level of income consists of different components: consumption, investments, public expenditures, and net export. If only one of these components falls, the whole level of income reduces, even if the other components stay the same. In the secondary stage (meaning we assume that quantities are modified faster than prices ("prices are sticky") and that the adjustment of interest rate only occurs with delay) a decline in income also leads to a decline of transaction cash management. Due to the unidirectional relation between income level and transaction demand a decrease of the income level ($dy < 0$) results in a decrease of the transaction demand. Thus, a surplus of transaction demand is created which is taken in over an interest rate change by the speculative demand. Economist speak of an "absorption".

The transaction demand positively depends on the income level, the speculative demand on money negatively depends on the interest rate. The speculative motive of the cash holdings helps to avoid expected losses of the security holdings. Economists talk about an inverse connection between interest level and speculative demand holding.

The reduction of the interest level triggers an increase in investments because companies have more incentives to do so. This in turn initiates a process of multiplication. Furthermore, this leads to an increase of production and thereby an increase of income and employment as well as an increase of consumption.

Unfortunately, for several reasons reality is not as simple as this coarse analysis. Normally, austerity policy does not merely indicate a marginal reduction of public expenditures but rather a radical cut, which directs at reducing the public investments to a minimum. Critics point out the danger connected to the amount and speed of the realisation: One have to take into account that the expectations of the market participants collapse completely and that due to the changing expectations a double contractionary effect is caused.

The vicious cycle of a radical expenditure cut can easily be outlined: A decline of the public expenditure causes the macroeconomic demand to fall, which in turn leads to a reduced production level as well as a rising unemployment rate. Then, a higher unemployment rate causes a decrease of private consumption, thus creating a vicious cycle, which could be avoided by government stimuli, which are cancelled due to austerity policy.

Banks

Banks are so called financial intermediaries. This is a term used for institutions, which regulate the interaction between suppliers of capital (e.g. savers) and parties seeking capital (e.g. entrepreneurs who want to expand their production capacity) at the capital market.

The classic task of the banks is easy to describe: They supply the economy with sufficient amounts of money. To do this they receive investments and pay their capital providers, or rather savers, an interest rate, which compensates the savers for the time when they do not have their money at their disposal. A company can get a credit from the bank, e.g. to buy a new expensive machine, but has to pay a higher interest rate to the bank than the bank pays its savers. The difference between the interest rates is the amount the bank gets for the transaction. Thereby the banks fulfil an important function: They transform maturities and risks. Maturity transformation means that short-term savings are assigned as long-term credits. Whereas, risk transformation means that the bank spreads out the risk that an individual credit default occurs over all other credits and investors of the institute so that the investor can exclude the risk of a debt default. Furthermore, banks conduct so-called lot size transformation, which means that the banks accumulate many little investments in order to rend these as a credit.

Deflation

Deflation is the opposite of inflation. It describes the process of price reduction over a longer time period on a broad level. Deflation can caused by a significant reduction of the money

supply of a national economy which in turn can have various reasons.

If companies and consumers defer purchasing decisions and investments, overproduction and unemployment can occur. Through the resulting income losses the macroeconomic demand continues to fall and the process of constant price reduction speeds up.

At the same time, the value of liabilities increases, causing debtors to have to pay more, which in turn causes a further decrease of demand.

A deflation usually occurs together with an economic depression and requires economic countermeasures, i.e. measures to increase the economic demand.

Convergence Criteria of Maastricht

The Convergence Criteria were determined in 1992 in the Treaty of Maastricht. Members of the Eurozone need to fulfil the following economic criteria:

1) The annual new indebtedness of a state has to be under three percent of the gross domestic product (GDP).
2) The amount of all debts from public service at all levels ("overall debt") has to be under 60 % of the GDP.
3) The average inflation rate should be under 3 % or rather not higher than 1.5 percentage points than the inflation rate of the three member states with the highest price stability.
4) There are usually two additional points of the treaty mentioned in literature: First, the nominal interest (i.e. the real interest rate minus the inflation rate) of an EU state should not be higher by more than two percentage point of the nominal interest of the three member states with the highest price stability (i.e. the lowest inflation rate). Second, the Treaty of Maastricht demands an exchange rate stability for two years before entry into the Eurozone.

Inflation

The general price level in an economy rises step-by-step. The lasting process of currency devaluation is called inflation. The obvious consequence of an inflation is a decreasing purchasing power.

Increasing prices lead to higher wages which cause an increase in demand but also further increasing prices since companies have to compensate higher wage costs. As a consequence, wages and prices increase alternately and cause a wage-price-spiral. Inflation leads to devaluation of savings due to lower interests on savings.

Problems of Inflation:

1) Recipients of fixed incomes have a disadvantage, if the inflation rate rises faster than the level of wage increases and suffer from a loss of purchasing power.
2) The population loses trust in the value of money.
3) Money loses the role as storage of purchasing power.
4) Savings lose value which is especially true for the worst case that the inflation rate is higher than the interest rate
5) The populations' tendency to save falls and can support a short-term upward trend, but in the long run, an increase in demand leads to increasing prices and then again to an inflation. Thus, there is a tendency of self-acceleration of inflation.
6) Debtors can pay off their debts more easily and the state benefits for a short time. However, in the long run, it suffers from the falling economy, rising costs, falling ethic of taxation and the growing informal economy.

II) Economic Cycle

When working with a model, one has to pay attention to the following principles: First, a model is simply a portrayal of reality but never reality itself. Furthermore, it is important to note that a model is defined through shortening and pragmatism. Therefore, not all the characteristics of the original object in question are included in model, but only the most important aspects. Last but not least, one has to keep in mind that models can serve different purposes and are always shaped by this purpose in some way or another.

The economic cycle is a common model used in economics to analyze macroeconomic policy. It can illustrate

- which groups are included in economic processes
- which relations exist between these involved groups
- how the state can intervene in the economy

- which effects economic decisions and processes have on single groups as well as big economic entities
- which interests the involved groups have

In sum, the economic cycle depicts the constant exchange between companies, private households, states and foreign countries.

Furthermore, the economic cycle shows that there basically are two markets: goods market and factor market.

The model of the economic cycle assumes that companies produce consumer goods which are bought by the private households. In order to do so, companies buy intermediates for further processing (so-called raw materials, auxiliary materials and operating materials).

In return, private households offer labor. These flow of goods (product cycle) are connected with flows of capital (cash cycle). Private households have to pay for the consumer goods offered by the companies , but also get wages from the companies in return. The state influences the economic cycle from two sides: On the one hand, it imposes taxes (e.g. wage tax or sales tax on purchases and sales), on the other, it also pays subsidies, which are the opposite of taxes.

III) Literature

There is a wide range of literature about the economic crisis. Here a selection from the bpb-Website (only in German):

- www.bpb.de/politik/wirtschaft/schuldenkrise/ [German website; accessed: July 23, 2017]
- www.bpb.de/politik/wirtschaft/finanzmaerkte/ [German website; accessed: July 23, 2017]
- www.bpb.de/nachschlagen/lexika/lexikon-der-wirtschaft/ [German website; accessed: July 23, 2017]

Lukas Pollmann

5.1 Mood of Crisis

Topic	Economy
Type	Warm-Up
Duration	5–15 minutes
Group Size	at least 10 participants
Level	Beginner

Short Description

The participants get to know key terms of the debt crisis in a playful way. Additionally, the method leads to motion in the room and can therefore be used as an energizer.

Learning Objective

The participants get introduced to the topic of the European debt crisis and learn some key terms of the subject.

Process Description

All participants form a circle. One person positions himself/herself in the middle of the circle. The person in the middle of the circle points at someone and says one of the four key terms: "European rescue fund", "haircut (on debt)", "European troika", "market turbulences". The person who is pointed at (M) and his/her neighbours (N) have to perform the corresponding actions to the term called out. If the participants need too much time or perform the wrong action, M has to move into the middle of the circle.

European Rescue Fund

M is protectively holding his/her hands over the heads of the two Ns who are pretending to count money.

Haircut (on Debt)

The Ns pretend to cut M's hair.

European Troika

While the Ns are thoughtfully look around in the room, M pretends to write something.

Market Turbulences

M jumps up and down, while the Ns move in circles.

Variations

The terms for the different actions, as well as the actions themselves, can be adapted to other topics or key aspects of a workshop.

Experience Report by Sandra Isenburg

To use this method you have to make sure that the participants have enough space to perform the action. Before the game starts the teamers should explain the actions together with some of the participants. You can play a test round without consequences for reacting too slowly or incorrectly to ensure that all participants have understood the different actions.

Sandra Isenburg, Vera Katzenberger

5.2 Figures of the EU Crisis

Topic	Debt Crisis
Type	Warm-Up
Duration	15–20 minutes
Group Size	flexible
Level	Intermediate

Short Description

The participants compare different figures of the debt crisis to everyday things (e.g. conversion into hamburgers). Thus, abstract numbers get more tangible.

Learning Objective

The participants get to know important terms of the debt crisis, e.g. public debts or economic growth, and they are qualified to assign the different numbers to more concrete examples.

Process Description

First, there is a short input about the debt crisis. Then, the participants as a group match abstracts figures with more concrete examples. Here are some possible figures to start with: height of public debts, size of the European Financial Stability Facility, bond volume, bond yields, unemployment figures or rates, the euro exchange rate, rates of economic growth, etc. (for figures which cannot be expressed in monetary units but in percentage have a look at the variation underneath). The prepared flash cards are displayed on the floor or on a table. Next, the participants are asked to match the numbers with a suitable conversion: To be able to do so, each group gets the price of an iPhone, a small car or a BigMac (on a flash card). Taken this information into account the participants are asked to calculate how many of these products they can buy with the value of

one of the big figures of the debt crisis. In the end, the teamers give the right solutions and discuss them with the participants.

- flash cards with figures of the crisis (e.g. card with the current height of the German GDP)
- flash cards with positions of the crisis (e.g. GDP, public debts, inflation etc.)
- flash cards with comparisons (e.g. Big Macs, iPhones, small cars)

Variations

This method can be played together with all participants in a big group. Optionally, you can also make four groups. Each group gets a big figure and an objects for comparison. After each group is ready with its task, one participant of each group presents the results and writes them on the board. Then, the results are discussed in the whole group.

Experience Report by Sandra Isenburg

An advantage of this method is that also inexperienced participants get to know the size of different figures of the crisis. Everyone can imagine the price of a hamburger. Yet, also skilled participants have fun with this method, especially if you use the method as a challenge. Values which are not given in monetary units, like unemployment rates, should be avoided, because they cannot be compared to the price of everyday objects. For these figures you can use glasses with little stones and give the participants the task to fill the glasses to the amount that represents the percentage.

During the reflection of the method you can explain especially important terms like public debts or economic growth (again).

Julia Schöfer, Christian Gonder

5.3 Timeline of the Crisis

Topic	Debt Crisis, Economic Crisis
Type	Introduction
Duration	at least 30 minutes
Group Size	10–30 participants
Level	Intermediate

Short Description

On a timeline, the participants bring events and incidents of the debt crisis into the correct order.

Learning Objective

Origins, development and players of the debt crisis will be discussed.

Process Description

To prepare this method the teamers need to provide an empty timeline on a table or the floor. Next, the participants will be divided into groups. Each group receives a and read newspaper article, in which one specific event of the debt crisis is discussed. Then, they have the task to bring all articles into the right chronological order. The entire group has 15 minutes of time in total for the completion of this challenge. When all articles are put into place, the teamers check the results. A theoretical input covering the debt crisis in detail can be included after this method.

Materials and Master Copies

- timeline
- newspaper articles

Variations

With smaller groups, it is also possible that each participant receives a newspaper article. To increase the level of difficulty, the teamers can remove both the headline of the article and the date of publication. Photos and videos (which are shown via a beamer) can additionally be used instead of newspaper articles. Furthermore, the teamers can prepare little information texts by themselves and then handout these texts to the participants.

Experience Report by Julia Schöfer

It is advisable to use newspaper articles from different sources with diverse levels of difficulty. It should also be taken into account to adapt the articles to the target group. To make things easier, the teamers can already include some articles or event into the timeline at the beginning so that the participants have reference points for orientation. Teamers should also pay attention to the number of newspaper articles: twelve articles should be enough for a group of 22 participants. Finally, the teamers are required to have detailed knowledge concerning the debt crisis, so technical terms such as "haircut", "European troika" and "European rescue fund" can easily be explained on short notice during this method.

Jacqueline Rudolf

5.4 Internal Market in Pictures

Topic	Internal Market
Type	Visualisation
Duration	approx 30 minutes
Group Size	max 30 participants
Level	Intermediate

Short Description

The participants deal with the subject of the four freedoms of the internal market. In the end they visualize this in freeze frames.

Learning Objective

The participants get to know the four freedoms of the European internal market.

Process Description

At first, the teamers give a short content input on the internal market. Afterwards, the participants are divided into four groups. Each group gets one role card (with one of the four freedoms). The task is to create a freeze frame or a short mimed scene which presents the freedoms as precisely as possible. In the working phase the teamers can be asked for clarification e.g. on certain technical terms. After 30 minutes of working time the participants present the results.

Material and Master Copies

- role cards

Variations

This method can be also used for other topics, e.g. migration or education

Experience Report by Sandra Isenburg

The participants enjoyed this method a lot. To make sure that the teamers can support the participants, they should think about possible visualizations of the freedoms before the beginning of the workshop. The participants can also work out short silent plays instead of freeze frames to expand the method.

Material:
5.4 Internal Market in Pictures

1

The four freedoms are the basis of the internal market of the European Union. The legal basis is the Treaty on the Functioning of the European Union (TFEU).

Movement of Goods

Basically, there are no restrictions for the trade between member states. For instance, the member states are all in a tariff union with a ban on import tariffs and export tariffs as well as a ban on quantitative restrictions for import and export.

2

The four freedoms are the basis of the internal market of the European Union. The legal basis is the Treaty on the Functioning of the European Union (TFEU).

Movement of Labor

The general freedom for union citizens is establish through Art. 21 TFEU. "Free movement of workers" especially refers to the freedom to live and work in another country than the home country. Further important aspects are the reduction of security checks on individuals, the right to permanent residency, the approval of educational documents, the freedom of social insurances, and the reduction of tax barriers.

3

The four freedoms are the basis of the internal market of the European Union. The legal basis is the Treaty on the Functioning of the European Union (TFEU).

Freedom of Service

This freedom ensures that every entrepreneur with an office in a member country can offer and conduct his/her services in other member countries.

Citizenship holders of a member country with an office in a member country (and permission to conduct their services) and who do a service in another member country, also if they do not deliver products, are allowed to use this right.

4

The four freedoms are the basis of the internal market of the European Union. The legal basis is the Treaty on the Functioning of the European Union (TFEU).

Freedom of Capital

The freedom of capital allows the transfer of money and bonds of any amount not just between the member countries but also between member countries and third countries.

This freedom is special because it also includes members of third countries. However, on this special case there are some restrictions possible.

Andreas Christ

5.5 Experience the Internal Market

Topic	Economy
Type	Scenario Game
Duration	at least 30 minutes
Group Size	at least 12 participants
Level	Intermediate

Short Description

Based on personal experiences the pros and cons of a European internal market should be illustrated.

Learning Objective

The participants get an overview of the market process and experience the meaning of a common currency and the European internal market.

Process Description

You use the economic method "ceteris paribus" (lat. "all other things being equal"). This means that in every round only one component is changed. Afterwards you observe the consequences of this change.

First Round

The teamers hand out role cards for suppliers and consumers to the participants in equal number. The role cards contain descriptions of the different roles and their aims. Optionally, you can include a role card for government members. The suppliers get products and the consumers play money. Next, the participants have the opportunity to trade with each other. During this period the consumers have the aim to buy the highest possible amount of products for the lowest possible price. However, the suppliers try to sell their products for the highest

possible price. The round is finished as soon as all participants achieved their aim. The teamers observe the market process to identify the winner. On the supplier side, the person who achieves his/her aim at first wins. On the consumer side, the person who has the highest amount of money left wins.

Second Round

The class gets divided into two halves, with a border between them which cannot be passed. Next, the teamers make sure that the conditions in both halves are not well balanced at all. The participants should try to achieve the aims that their role cards contain again. However, due to the unbalanced conditions it is highly unlikely or rather impossible to achieve the aims. The participants should notice that all needs could have been fulfilled if they they had been allowed to cross the border. The teamers interrupt the round without winners.

Third Round

In the third round it is possible to cross the border. However, the transition is only possible through a single entrance. To pass the border the participants have to pay ten percent customs. The teamers function as custom authorities. As in the first round, this phase ends when all participants have achieved their aims. The winners are selected via the same mechanism as in the first round.

Fourth Round

At the end of the game, the border opens completely. There will be no customs any more. Before the participants start their trade they are asked to predict how the situation will change in comparison to the third round. The game ends as soon as all participants have achieved their aims. The teamers identify the winners of the round again.

Material and Master Copies

- role cards (see material appendix) material to form a border, e.g. masking tape
- play money (you can take the toy money from other games or buy some in a toy shop)
- products to sell (e.g. beans)

Variations

There are countless variations of this method depending on the previous knowledge of the participants and the available time. Here are some possible alternative procedures: You can introduce more products and corresponding needs on the consumer side (especially recommended for bigger groups), further restrictions/regulations of the trade through taxes, new intermediate stops, side markets like second hand suppliers or a black market, the global market (markets of third party countries outside of the EU, followed by an explanation of protectionism), or additional currencies and banks to change money (to illustrate the meaning of a common currency).

Experience Report by Tobias Warkentin

At the beginning, the teamers should give a short summary of the different phases. They should take time to explain the entire game. Experience has shown, that the participants experience the method to be more interesting when additional players or difficulties are included, e.g. a black market or different currencies. It is advisable to set a time limit of about 7 minutes for each phase.

6 Budget

Paul König

6.1 Budget Relations

Topic	Budget
Type	Introduction
Duration	15–20 minutes
Group Size	flexible
Level	Beginner to Intermediate

Short Description

By comparing the EU budget with the budget of a single state, e.g. Germany, the participants learn facts on the budget of the EU.

Learning Objective

This method helps the participants to get a perspective for the many large numbers involved in statistics about the EU. Thus, this method helps enables a better understanding of news reports by putting numbers into context.

Process Description

The opposite sides of a room are marked with colourful signs to signal a single state on one side and the EU on the other side. Optionally, flags can be used for marking the opposite sides. First, the teamers ask several questions which the participants have to answer mainly by guessing. Then, the participants need to position themselves on one of the two sides of the room accordingly to their estimation concerning the question. It is advisable to ask questions concerning the size of the budget, the number of staff members, the financial expenses for development assistance, agriculture, education or the military. After each question, the teamers are required to give a short theoretical input on the mentioned item of expenditure. At the end of this method, especially surprising or unexpected facts can be discussed with the entire group.

Materials and Master Copies

- signs/flags for marking the room

Variations

Instead of comparing just one state to the EU, it is also possible to add multiple countries for comparison. It is advisable to visualize the values of each item of expenditure after each round, e.g. with a small glass filled with a specific number of beans.

Experience Report by Sandra Isenburg

This method serves as a good introduction or as a warm-up after a break. Displaying the questions within a PowerPoint presentation makes it easier for the participants to understand them correctly. If this method is used in a workshop on EU mechanism, it is also possible to elaborate on the details of competences of member states and the the EU.

Andreas Christ

6.2 Budget Cake

Topic	EU Budget
Type	Scenario Game
Duration	approx 90 minutes
Group Size	at least 15 participants
Level	Advanced

Short Description

Using the image of a cake this scenario game shows the parts and possibilities of the budget. Furthermore, the participants draw up their own budget.

Learning Objective

The participants realize the difficulty of creating a budget. The participants deal with the following questions: What is a budget and which function does it have? How is a budget drawn up? Which possibilities exist to include focuses?

Process Description

Before the scenario game starts the teamers give a short presentation about budget. In the first round, the participants bake a cake by using symbols. They see the possible ingredients on a graphic: flour, sugar, eggs, baking powder and optionally chocolate or nuts. The particular ingredients have different prices and the participants get budgets for their cake. Next, all participants have to bake a cake by using one basic recipe and but can make minor adjustments depending on their taste. The teamers visualize the ingredients' proportions in a pie chart with the beamer. In a second step, the basic recipe and its ingredients are replaced by last year's budget and its ingredients: For instance, flour is replaced by smart and inclusive growth, sugar by sustainable growth, protection and cultivation of natural

resources, butter by security and union's citizenship, eggs by Europe's position in the world, baking powder by administration.

Considering their own opinion, the participants compile their budget by using the the different ingredients. They have to keep in mind that if one ingredient is overrepresented, it can quickly become the predominant taste of the whole cake, but if one ingredient is missing, the cake cannot be baked properly.

In the last step, the participants evaluate their experiences and the teamers present the current budget plan of the European Union.

Material and Master Copies

- pie chart to visualize the status of the debate
- graphics with ingredients and prices

Sources, Recommended Reading, Further Internet Resources

- http://ec.europa.eu/budget/index_en.cfm [English website; accessed: July 23, 2017]

Experience Report by Vera Katzenberger

The teamer can present the cake ingredients by using a beamer to project them or by (self-drawn) cards. Experience has shown that especially during the second step, when the ingredients are replaced by parts of the budget, it is helpful to clearly visualize the replaced ingredients on a flipchart or a beamer projection. During the baking phase the teamers simultaneously visualize the particular ingredients in a digital pie chart. This task can also be conducted by an skilled participant. During the evaluation it is important not just to argue with figures and facts about the EU's budget. Comparing the EU's budget to the participants' home country's budget can make the topic clearer for the participants.

Mona Qaiser, Felix Krüger

6.3 Budget Cuts During the Debt Crisis

Topic	Economy
Type	Scenario Game
Duration	at least 90 minutes
Group Size	approx 25 participants
Level	Intermediate to Advanced

Short Description

A fictitious state is highly indebted. As the conditions of a desperately needed aid package demand budget savings, the state's expenses need to be cut. Without budget cuts, it is hopeless to obtain an aid package. The fictitious government has to decide how and where to cut expenses.

Learning Objective

The participants experience the difficulty of reaching a consensus on budget cuts during state bankruptcy.

Process Description

The scenario game is composed of three phases. Before the beginning of the actual game, the teamers briefly present the scenario game, its procedure and the groups involved. First, a government is appointed which should consist of three to five participants. A government representative and a head of government are appointed. Subsequently, the remaining participants are divided evenly into the groups "employment agency", "public service", "education", "security forces and military" and "umbrella organisation of the industry".

Phase 1: Preparation

Each group is given a role card and the task to identify the most important arguments against cutting their subsidies. Each group appoints a spokesperson and an assistant who will present the key goals and interests of the group in up to five sentences in the opening round.

Simultaneously, the government allocates the respective funds to the groups. Play money (available in toy stores) or sweets are suitable as currency. In this phase, the government is already informed by the teamers about by how many units it will have to cut its budget. This information should be passed on from the government to the other groups before the opening round.

Phase 2: Opening statements

The opening statement represents the beginning of the official assembly. The government welcomes all present interest groups and asks for their opening words. Each group briefly introduces itself and refers to the budget cuts with their arguments. The government closes the initial phase and opens the debate.

Phase 3: Debate

The government chooses the group who will be allowed to present their arguments first, within 5 minutes or less. If this time frame is exceeded, the government may intervene and end the presentation.

After the initial statements, the government keeps a list of speakers, in order to ensure that each group has their say at least twice during the debate.

After an adequate exchange of positions, the government closes the debate. It provides all groups with an option to retreat for consultation for up to 10 minutes. Finally, it re-invites all groups to debate.

Phase 4: Final Statement

Based on the earlier debate, each group decides during the retreat phase which concluding arguments it wants to present to the government. These are again presented by their spokesperson in a maximum of two sentences.

Phase 5: Decision

The government retreats for consultation. It is given 15 minutes to decide based on their notes which group's budget will be cut and by how many units. It bases the decision on the arguments presented in the debate. When the decision is reached, the government calls together all members of the assembly to announce and explain its final decision.

Material and Master Copies

- role cards
- play money

Variation

If the sums of money are easy to memorize, no play money is needed. Instead, the budget as well as its cuts may simply be written on a blackboard or flipchart.

The allocation of the initial budgets may either be even (with each group receiving the same sum) or uneven (with groups receiving different sums). An uneven allocation should be explained and discussed by the teamers in a final discussion.

To strengthen the government representatives' role, each of them may be appointed as a minister (e.g. of education, labour, …). Hereby, the participants can campaign for the representative of their respective field. They should however remain impartial during the debate.

Experience Report by Sandra Isenburg

This method is generally very well received by the participants. The duration of the scenario game varies greatly depending on the participants' creativity and joy for discussion. It is crucial for the teamers to allow the groups enough time and, if necessary, offer assistance to develop their arguments.

Experience has shown that the group "security forces and military" is prone to trying to avoid budget cuts entirely by organizing a coup. To prevent this situation which is highly challenging to all parties, the game master should counteract early on. Allowing coup attempts is possible only in very experienced groups.

Material: 6.3 Budget Cuts During the Debt Crisis

Role Card "Employment Agency"

As the conditions of a desperately needed aid package demand budget savings, some of the state's expenses need to be cut. You fiercely oppose any cuts concerning your field.

First, give yourselves as member of the employment agencies a name with which you will later present yourselves to the other groups. Appoint a spokesperson and an assistance, who will represent your point of view well in the upcoming debate.

Due to your field of activity and your daily work with people in need, your knowledge of the less affluent social groups' situation is solid and derives from your contact with lived reality. Your task in this scenario game is to lose as little as possible of your original budget. To reach this aim, you can join forces with other groups to gain an advantage in the argumentation.

Possible arguments against cutting your budget may include:

1) The people who come to you and ask for assistance are the society's weakest links. They cannot earn their livelihood by themselves and they barely reach the subsistence level even with state support. Cutting their income could lead to severe problems and endanger their lives.
2) Cutting funds and reducing personnel costs will overburden the agencies and render the already immense administrative workload unmanageable.
3) Cutting funds for the poor will further worsen their standing with regard to the rich, as well as further widen the gap between rich and poor. This could result in an intensification of the security situation (growing crime rates, riots, violent confrontations). Hence, cost savings in social security systems may have severe consequences.

This is not a complete list of arguments against budget cuts – be creative and find further arguments for your field!

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality.)

Role Card "Public Service"

As the conditions of a desperately needed aid package demand budget savings, some of the state's expenses need to be cut. You fiercely oppose any cuts concerning your field.

You represent the public officials. To state your case in the current debate on budget cuts, you founded a union (invent a catchy name for your union!). To avoid overlaps with the field of education, you do not represent teachers or educators. Your union is convinced that only minimal budget cuts in your field would be possible and justifiable.

Appoint a spokesperson in your group and an assistant, who will represent your point of view well in the following debate. Your task in this scenario game is to lose as little as possible of the budget at your disposal. To achieve this aim, you can join forces with other groups to gain an advantage in the argumentation.

Possible arguments against cutting your budget may include:

1) You believe that the public sector constitutes the backbone of the state. You announce to call a general strike in case of massive budget cuts which will shake the foundations of the state. For instance, you remind the government of the consequences of a two weeks strike of the public emplyoees in the waste management sector.
2) Cuts for public employees will further worsen the financial situation of many low-income earners. The state should rather ask the more affluent to pay the bill in order to lessen the gap between rich and poor.
3) The image constructed in the public of your group angers you. You feel wronged as you work hard and bear no responsibility for the crisis at hand.

This is not a complete list of arguments against budget cuts – be creative and find further arguments for the field of public service!

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality.)

Role Card "Education"

As the conditions of a desperately needed aid package demand budget savings, some of the state's expenses need to be cut. You

fiercely oppose any cuts concerning your field.

As a group, you represent the educators, teachers and university professors and provide the youth's education within the state's territory. To state your case in the current debate on budget cuts, you founded a union (invent a catchy name for your union!). The union believes cuts of your budget would only be feasible and justifiable on a very small scale.

Appoint a spokesperson in your group and an assistant, who will represent your point of view well in the following debate. Your task in this scenario game is to lose as little as possible of the budget at your disposal. To achieve this aim, you can join forces with the other groups to gain an advantage in the argumentation.

Possible arguments against cutting your budget may include:

1) Skilled workers are crucial for the country's future, which is why education cannot be economized on. Education is the only way to ensure competitiveness and curb the debt crisis. If education is skimped on, the economy might lack qualified employees and specialists in just a few years. The state would consequently depend even more heavily on foreign countries and its problems would increase further.
2) Without sufficiently skilled personnel in the education sector who are adequately payed, quality-education cannot be ensured. Motivating these personnel is essential for them to teach their subject matters in a comprehensible manner. When teaching personnel is discharged, there are not only more people unemployed, but education furthermore becomes not accessible for some.
3) Good equipment of day care centres, kindergartens, schools and universities is crucial for good education. If these institutions should become unable to purchase the materials needed, their employees will be faced with an immense problem: How to work well with those entrusted to their care, if even the books are several decades old or there are no toys left which are suitable for children.

This is not a complete list of arguments against budget cuts – be creative and find further arguments for the field of education!

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality.)

Role Card Security Forces and Military

As the conditions of a desperately needed aid package demand budget savings, some of the state's expenses need to be cut. You fiercely oppose any cuts concerning your field. You are strictly against cuttings that affect your sectors.

Your group consists of Parliamentary Commissioners for the Armed Forces who represent the interests of security forces (police) and military. You are not members of the military or the police, but liaison persons between the government and security forces. Appoint a spokesperson in your group and an assistant, who will represent your point of view well in the following debate. Your task in this scenario game is to lose as little as possible of the budget at your disposal. To achieve this aim, you can join forces with the other groups to gain an advantage in the argumentation.

Possible arguments against cutting your budget may include:

1) Since rigid austerity programs will be implemented that entail harsh cuts for large parts of the population, demonstrations and considerable social upheavals are likely to occur. These not only endanger public security, but also the property of many people as well as their guaranteed personal security. Furthermore, possible unrests would pose a risk to the important tourism sector. In order to guarantee public and personal security, security forces have to be excluded from savings.
2) Basic security of a country includes well qualified security forces as the police, because they ensure order and peace in our contemporary society as well as the observance of laws.
3) Being a part of NATO and EU, the state has to adhere to its alliance obligations. A large aspect of this entails the protection of external borders. This is why the state has the duty to maintain a powerful army. Employees in this field are especially important for combating international terrorism.
4) The military and police employ many people and offer a regular income. Additionally, they allocate a significant amount of tasks to local companies, for example for equipment, buildings and vehicles. Thus they ensure workplaces in other sectors as well.

This is not a complete list of arguments against budget cuts – be creative and find further arguments for the security sector!

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality.)

Role Card Umbrella Organisation of the Industry

As the conditions of a desperately needed aid package demand budget savings, some of the state's expenses need to be cut. You fiercely oppose any cuts concerning your field.

You are strictly against cuttings that affect your sectors.

Your group of the umbrella organisation of the industry of your country represents employers. It is your first and foremost goal to stimulate economic development. In the view of employers, harsh austerity policies aggravate the crisis. In order to prevent this, you demand to exclude business development from the cuttings. Appoint a spokesperson in your group and an assistant, who will represent your point of view well in the following debate. Your task in this scenario game is to lose as little as possible of the budget at your disposal. To achieve this aim, you can join forces with the other groups to gain an advantage in the argumentation.

Possible arguments against cutting your budget may include:

1) When economy is weak, businesses make less profit and have to fire employees, leading to a degradation of the social situation. In order to prevent an aggravation of the crisis, the state has to protect the economy.
2) More unemployed citizens entail more social spending for the state, which leads to the accumulation of debt. This downward spiral has to be interrupted by significant funding of the economy instead of budgetary cuttings.
3) With this money, companies can invest and modernize their production facilities, for example enabling them to buy new machines and develop products. This creates jobs and makes economy more competitive for the future.

This is not a complete list of arguments against budget cuts – be creative and find further arguments for the security sector!

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality.)

Role Card Government

As the conditions of a desperately needed aid package demand budget savings, some of the state's expenses need to be cut. You fiercely oppose any cuts concerning your field.

Being the government, you are the authority that decides upon the level of savings concerning the individual sectors of

the budget. So you are the group that all other groups comply with.

First, give yourselves as government representatives and your fictional state a name with which you later present your group to the others. One of your tasks in the scenario game is to assume the moderation during the meeting. Furthermore, in the last phase of the scenario game you decide upon the level of financial cuttings for the other groups. Cuttings have to be made! (The level of savings will be determined by the teamers of the workshop!)

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality.)

Eric Ehses, Alice Schmidt, Daniela Nguyen

6.4 How Does Money Reach the Projects?

Topic	Budget
Type	Puzzle
Duration	15–20 minutes
Group Size	flexible
Level	Intermediate

Short Description

The EU's spendings as well as the several areas of activity which belong to the individual expense categories are visualized in three game rounds.

Learning Objective

The participants get to know something about the EU's spendings and how the EU budget is built up.

Process Description

At the beginning, the participants are divided into groups. Each group starts with all cards with the general areas as well as all cards with examples for different, concrete expenses in these areas (e.g. a card with the area of "Competitiveness for Growth and Employment" and "support for professional's qualification" as a concrete example in this area). In the first round, the participants match the concrete examples to the general areas.

In the second round, the participants create a ranking list. The participants guess which area requires the most money in the EU budget and put it at the top of the list.

After all groups finished both tasks, the solution is revealed.

The third round is a discussion of the results from the first two rounds.

Material and Master Copies

- cards with general areas
- cards with an example for a concrete expense
- posters for the ranking list

Variations

For larger groups, this method can also be conducted on the blackboard. For this variation each participant gets a card in the first round to match in a diagram. In the second and third round the results of the first round will be discussed with the whole group. In the course of the discussion the teamers can point to the principle of co-financing for many projects (i.e. there is an individual contribution that applicants must contribute if they apply for EU money in accordance with its funding guidelines).

Sources, Recommended Reading, Further Internet Resources

- http://ec.europa.eu/budget/financialreport/2014/foreword/index_en.html [English website; accessed: July 23, 2017]
- http://ec.europa.eu/budget/annual/index_en.cfm [English website; accessed: July 23, 2017]
- http://bookshop.europa.eu/de/mehrjaehriger-finanzrahmen-2014-2020-und-eu-haushalt-2014-pbKV0413055/;pgid=Iq1Ekni0.1lSR0OOK4MycO9B0000mu03i7yM;sid=OKWX11nqUzKX0wwnmRkJcDvPmmbrh_spRPU=?CatalogCategoryID=mpgKABstFogAAAEjbIUY4e5K [German website (but it is possible to order the publication in English and French as well); accessed: July 23, 2017])
- http://ec.europa.eu/budget/mff/index_en.cfm [English website; accessed: July 23, 2017]

Experience Report by Sandra Isenburg

The method is suitable for the introduction into the topic or to repeat contents from an input in a playful quiz. For younger participants you can turn this method into a competition: The groups play against each other and the fastest get a little prize. It is good to explain the budget of one EU member and to compare it with the EU budget at the end of the method because inexperienced participants are often unable to image those huge numbers without any point for comparison. It should be clear that the EU budget is low compared with the budgets of the member countries. If possible projects from the region of the participants can be integrated.

7 Education and Mobility

Jacqueline Rudolf

7.1 Your Erasmus+

Topic	Internal Market, Education, Mobility
Type	Group Work
Duration	at least 60 minutes
Group Size	max 30 participants
Level	Beginner to Intermediate

Short Description

The participants work out five aspects of the Erasmus+ program and improve their knowledge.

Learning Objective

This method establishes knowledge about Erasmus+ and teaches competences to work out content.

Process Description

In the beginning, the teamers give a short presentation about Erasmus+. Afterwards, the participants are divided into five groups and every group receives a role card with the description of an educational project (for example Grundtvig, Leonardo, Comenius, Erasmus and European Voluntary Service). The participants prepare an at most 5 minutes advertisement or short play/role play about the project to emphasize its advantages. During the preparation time the teamers answer questions and help the participants if needed.

Material and Master Copies

- role cards with project description

Sources, Recommended Reading, Further Internet Resources

- https://www.kmk-pad.org/pad/english.html [English website; accessed: July 23, 2017]
- http://eu.daad.de [German website; accessed: July 23, 2017]
- https://ec.europa.eu/programmes/erasmus-plus/node_en [English website; accessed: July 23, 2017]
- https://www.na-bibb.de/bildungsprogramme/leonardo_da_vinci_im_programm_fuer_lebenslanges_lernen.html [German website; accessed: July 23, 2017]
- https://www.na-bibb.de/bildungsprogramme/grundtvig_im_programm_fuer_lebenslanges_lernen.html [German website; accessed: July 23, 2017]
- http://eacea.ec.europa.eu/LLP/leonardo/leonardo_da_vinci_en.php [English website; accessed: July 23, 2017]
- http://eacea.ec.europa.eu/llp/comenius/comenius_en.php [English website; accessed: July 23, 2017]
- http://eacea.ec.europa.eu/llp/grundtvig/grundtvig_en.php [English website; accessed: July 23, 2017]
- https://www.go4europe.de/#raus-finden [German website; accessed: July 23, 2017]

Experience Report by Tobias Warketin

The educational projects can be replaced by other programs. The participants can also use freeze frames, posters and songs to work with the role cards. It is nice to actually record the advertisements and then show them on a big screen. Therefore, the teamers should prepare or ask for enough video cameras, smartphones or tablets with good cameras for filming. Experience has shown that this method takes longer than 60 minutes.

Simon Bäumer, Julian Bergler

7.2 Where Do EU Funds Go? Support for Young People Through Erasmus+

Topic	Education, Mobility
Type	Group Work
Duration	65–100 minutes
Group Size	flexible
Level	Beginner

Short Description

The participants learn about the possibilities of Erasmus+ in three rounds (flashlight, group work and finally an idea lab for EU projects).

Learning Objective

This method provides first insights into the EU's scholarships and opportunities for young people. Furthermore, it is created to motivate the participants to inform themselves more deeply about various EU projects.

Process Description

First, the teamers conduct a flashlight, i.e. they ask a short question that can be answered in a few sentences. The brief answer by all of the participants are not commented but used to create a mindmap on the question "Where does the EU's money go?". This first round should take about 10 minutes.

For the second round, which takes about 45 minutes, the participants are divided into groups. Each group receives a text about examples of youth projects or initiatives that have been supported by the EU. The participants outline the most important information from these texts. Afterwards, all the projects

are shortly presented to the entire group. In choosing the projects, the teamers can make sure to cover different types of support in the areas of "personal encounters", "European Voluntary Service", "youth worker mobility", "strategic partnership", "transnational youth initiatives", "capacity building in the field of youth" as well as "structural dialogue".

Depending on the approach, the third and final round takes between ten to 60 minutes. It is possible to conclude this method by either generating ideas for new projects in small groups or by doing a short brainstorming session with all participants at once.

Material and Master Copies

- descriptions of example projects
- in German: https://www.jugend-in-aktion.de/service/projekte-guter-praxis/?projekteGuterPraxisGalerie%5Bfoerdermoeglichkeit%5D=10 [German website; accessed: July 23, 2017]
- and English: http://eacea.ec.europa.eu/youth/programme/about_youth_en.php [English website; accessed: July 23, 2017]

Experience Report by Sergej Fröhlich

This method is a great way to facilitate a playful learning process about European projects. It is highly recommended to always include current projects and those of the region the participants live in. In the project descriptions, please note that the language used should be altered to fit the respective target group's age and background. Also, each description should not be too long. The best moment to use the method is usually after a presentation about European projects or EU budget and finances.

8 European Energy and Climate Policy

Helena Günter, Sven Witthöfft, Markus Lam, Katharina Below, Rebecca Knecht

8.1 Scenario Game "Energy Policy"

Topic	Energy Policy, Environment, Climate
Type	Scenario Game
Duration	at least 4 hours
Group Size	at least 25 participants
Level	Advanced

Short Description

The budget of the European Union provides funds for energy projects. The European Commission intends to promote one out of two possible programs to receive the funds: a pipeline project between Russia and Germany, going through Poland and an offshore windpark off the coast of Great Britain. It is now up to the European Parliament and the Council of the European Union to decide which project gets the funds. However, the European Parliament and the Council of the European Union

are influenced by experts, the public and the different politics in their decision process.

Learning Objective

The participants get to know various political players within the field of energy policy. Furthermore, they get in touch with the differing positions of various parties and organisations in the field of energy, climate and environment.

Process Description

The participants are divided into groups. The following groups will be needed for the scenario game: the European Parliament (conservatives, social democrats, liberals, greens), the Council of the European Union (member states: Germany, France, Great Britain, Poland, the Alliance of South European Member States), the Geostrategic Institute, Russia, the German-Russian Institute and the Organisation Peace in Green. Every group gets a role card with their points of view for the game. The teamers take the role of the European Commission and present their budget for an energy project. The funds can either be invested into an oil pipeline between Russia and Germany or into an offshore windpark off the coast of the United Kingdom. The teamers as representatives of the European Commission invite all groups to a press conference. The preparation time for the press conference is about 45 minutes. During this time the participants read their role cards and get an overview about further material.

During the press conference the teamers act as moderators. Each group chooses a spokesperson who will then present the position and point of view of his/her group in a one-minute-statement. After that, the various opinions are discussed.

The press conference is followed by political talks, during which the groups discuss with each other. In this way the representatives of the four different parliamentary groups of the European Parliament and representatives of the various interest groups are looking for common ground regarding their points of views and try to find compromises. The ministers, which make up the Council of the European Union, discuss amongst each other and attempt to seek for common positions or a com-

promise. After the talks, there is a second press conference, during which the results and potential compromises between the groups are presented. The teamers do the moderation of this second press conference again.

Finally, the teamers introduce the consultation phase. At a big conference desk the Council of the European Union and the Parliament of the European Union discuss the two possibilities of funding and try to settle a compromise. The representatives of the interest groups are allowed to ask questions by hand sign.

During a final vote, the decision will be made if the funds are invested into the oil pipeline or into the offshore windpark. The vote can either conducted via voting slips or via hand sign. Finally, the scenario game should be discussed with the entire group. The following questions are suitable for an evaluation: How hard was it for you to find a compromise with other representatives? How real were the negotiations?

Material and Master Copies

- role cards (see below)
- further information materials for an "information desk"

Experience Report by Vera Katzenberger

For this method, the teamers should plan a whole morning or afternoon. Additionally, this method can only be used for participants with sufficient previous knowledge concerning the European Union. The scenario game is complex. That is why, it is important that from the beginning the teamers take sufficient time in order to explain the procedure in a very detailed and clear way. An overview of the procedure can be pinned onto a flipchart. In addition, it is advisable to set up an information desk. On this desk further information materials regarding energy generation, the pros and cons of renewable energy sources or of conventional ways of energy generation via coal and gas can be provided.

Material:
8.1 Scenario Game "Energy Policy"

Overview Card for All Groups

I) Preparation Phase

1) You as a group draw a role card which determines your acting during the whole scenario game.
2) Think of a suitable name and prepare name tags. Please only address other participants with their fictitious name.
3) It is best if you read your information material first and try to understand what your interests and aims are. Clarify all questions within the group first. If you have not found an answer you can also ask the teamers.
4) Find a person who represents your point of view (group speaker).
5) Prepare yourself for the press conference by thinking of arguments to support your point of view. You will also need them for the discussion.

II) Press Conference

6) As group speaker you shortly present your group's point of view and justify it with an argument (in approximately one minute). During the following discussion you try to convince the others with your arguments.

III) Political Talks

Now you have time to discuss with other groups and to find supporters for your point fo view.

7) Try to search for common ground and compromises with other groups.
   If you are a representative of an interest group, you are present during the talks and try to influence the results in your direction.

IV) Second Press Conference

8) The group speaker presents the results of the talks.

V) Consultation Phase

The Parliament of the European Union and the Council of the European Union meet and attempt to reach a majority.

9) During the discussion with all the other groups you as representatives of the Parliament of the European Union or of the Council of the European Union try to work on a solution. As representatives of interest groups you can always ask questions.
10) At the end of this phase you think about how you are going to vote in the following poll. You look for a good argument why you decided to take that position.

VI) Poll

11) As group speaker you vote in the name of your group.

Role Card: France

You are the representatives of France. France is one of the biggest member states of the European Union and relies on energy supplies via coal and nuclear power. You are aware of the consequences of climate change and therefore you consider a reduction of your energy consumption and more environmental friendly way of energy production. For you, nuclear power is an environmental friendly energy source and you are the second biggest producer of nuclear power behind the United States of America. Generally you are interested in alternative energy sources. Besides nuclear power you apply hydroelectric power stations, wood firing and techniques which can generate energy from urban waste. Coal, on the contrary to nuclear power, is a limited energy source. Coal, which is very important for the the national energy supply is getting scarcer and therefore more expensive. This problem is fueled by the fact that France can only produce half of its energy demand by itself. Compared to other European countries, you are poorly endowed with energy resources (e.g. there is coal in Germany and Spain, oil, gas and coal in the United Kingdom, gas in the Netherlands). In your energy policy you pursue two main aims: France does not want to be dependent on other countries but rather wants to reach energy independence. This independence is meant to guarantee the security of supply of the French population. This shall secure that France does not suffer from crises in other countries. The second main aim is environmental sustainability. During energy production human health and the environment shall be protected. For that, you

want to actively combat the greenhouse effect and its consequences.

With the construction of a natural gas pipeline from Russia, your energy independence is questioned, but you also get a new possibility of supply. If investing into the pipeline, you should consider that natural gas also is a nonrenewable resource. You would rather want to avoid investing into a nonrenewable energy source because you consider yourself being in a very good position as second biggest producer of nuclear power.

Besides the energy aspect itself you are also aware that with a natural gas pipeline you get a chance to improve your diplomatic relationship to Russia. There are still debates on the national level how you should position yourselves with regard to Russia.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality. The scenario game was developed in 2011.)

Role Card: United Kingdom

You are the representatives of the United Kingdom, a rather Europe-sceptical member states of the European Union. Despite that, you want to actively participate in climate protection along with other member states of the European Union. You even plan to assume a leading role in global climate protection. You want to reach that through projects like offshore windparks and nuclear power plants.

But also well-known energy sources like coal have to play a big role, because the effective usage of alternative energy sources is still unclear. However, the electricity generation from renewable energy sources in the United Kingdom has doubled during the last years. In 2020, 30 percent of the British electricity are meant to be produced by renewable energy sources. Coal can only play an important role in the national energy policy as long as there are supplies. Yet, there are still enough supplies of coal, natural gas and oil, which could get scarce in the decades to come, though.

The ambitious project, to increasingly focus on renewable energy sources, is facing more and more critique, because this could lead to a shortage in electricity supply since new technologies cannot reliably produce electricity.

The United Kingdom sceptically looks at the construction of a pipeline from Russia. As a country which itself still possesses enough resources of natural gas, you do not want to make yourself dependent on other outer European countries. In addition to that, you are aware of the limitedness of natural gas resources.

You favour the project to build an offshore wind park off the coast of Great Britain since you reinforce wind energy and you are already expanding your off shore wind parks.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality. The scenario game was developed in 2011, thus, before the Brexit referendum.)

Role Card: Germany

You are the representatives of Germany in the Council of the European Union. On a national level you are not yet sure whether you should favour the Russian pipeline or the off shore wind park off the coast of the United Kingdom since you would profit from both projects.

Germany possesses a strong steel industry and with the construction of a pipeline it could obtain a new boom and therefore create new job opportunities. Of course, this would positively influence the German economy. The pipeline would end in Germany so you would profit from a secure energy source.

However, the German industry is also strongly involved in new technologies, e.g. in constructing components for wind power stations. Thus, new job opportunities could be created in this industrial branch as well. For this to happen, you would have to opt for the promotion of the offshore wind park in the North Sea. The German North Sea coast would also be a possible location for new wind parks. Thus, Germany would be energy supplier and would profit from the European funds.

Despite all that, Germany considers itself as a pioneer regarding renewable energies and climate policy. You actively want to protect the climate, but have to choose between costs, benefits and security of energy supply for your citizens. Furthermore, you have to make a decision on how your relationship to Russia might be stressed or improved by constructing or not constructing the pipeline.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality. The scenario game was developed in 2011.)

Role Card: Poland

You are representatives of Poland. For you the possible construction of a natural gas pipeline is an economic and political problem. The biggest fear is the expansion of power of Russia. With the pipeline, Moscow could strengthen its power in the Baltic region. The bad experiences from Soviet communism times fuel the concern that this may be the start of a new dependence from Russia. You want to warn the other European countries of a dependence from Russia.

The pipeline would also be constructed without the participation of Poland, so Poland would not profit from the pipeline (there will be no income from transit fees for Poland anymore, and also not for other middle and eastern European countries). Furthermore, you see the newly planned pipeline in the Baltic Sea as competition for already existing terrestrial pipelines.

You are only willing to agree to the pipeline if your country could also profit from the construction and usage of the pipeline.

In general, you do not oppose the idea of the offshore wind park project, but it also does not imply direct advantages. Your country still strongly uses fossil energy sources like coal, but you are ready to use renewable energy sources in order to reduce your CO_2 emissions. The plans for the next years consider the construction of nuclear power plants in the Northwest of Poland and in Lithuania. With that you want to secure the energy supply for your country. France has offered help regarding that matter.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality. The scenario game was developed in 2011.)

Role Card: Alliance of South European Member States

You are the voice for Southern Europe in the Council of the European Union. You represent Italy, Spain, and Portugal. As South Europeans you do not directly profit from either of the two projects, but should make up your mind about the different options nevertheless since decisions on energy policy affect the whole of the European Union.

Fossil fuels like natural gas are a reliable energy source. The Northern pipeline through the Baltic Sea does not bring any advantages for you. In contrast, a Southern pipeline going along the south/south-east European border of the European Union would be an ideal solution, because you would have direct access to natural gas and the construction of the pipeline would create new job opportunities in your countries. Thus, you favour a pipeline in general.

You could imagine that renewable energies are the future. The investment into solar energy would be profitable for you. Wind energy is less interesting for you.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality. The scenario game was developed in 2011.)

Role Card: Geostrategic Institute

As representatives of an institute for geostrategic research you do not represent your own interests but you act as consultants. Geostrategy includes all matters which have to do with relations between countries: independence, diplomatic relations etc. You should point out the consequences of promoting either one of the two projects to the countries of the Council of the European Union as well as the parliamentary groups of the Parliament of the European Union. You can use various ideas.

Possible arguments in favour of a pipeline are: The construction of a pipeline would presumably improve the diplomatic ties between the European Union and Russia because it would create a common economic interests. To say it clear: Russia wants to be able to sell its gas and make profit, the European Union (especially Germany, where the pipeline ends) wants to be able to rely on future gas supplies. This would increase the chance to find common ground in conflict situations.

The following arguments are against the pipeline: Gas deliveries create a dependence between the European Union and Russia. This could lead to consequences like the ones Ukraine faced when Russia stopped its gas deliveries. During this crisis the Ukrainian radiators stayed cold. Of course this is an extreme example but one have to keep in mind that getting energy from a different country means that this country is able to dictate the prices.

Furthermore, the construction of a pipeline would probably be refused by Poland because it does not want to get dependent of Russia.

Possible arguments for the wind park are the following: Wind energy is not restricted to one single place. It can be produced by many small plants, wherever it is needed. This helps the countries to get independent from each other. Each country could design its own energy market. Wind energy as a representative of the renewable energy sources leads to the future, in which scarce fossil fuels play an ever decreasingly important role. The danger to get involved in a war for energy sources (e.g. oil in the Middle East), decreases when deciding for renewable energy sources.

Arguments against a wind park: At the open sea, borders are not as clearly regulated as on land. This might lead to conflicts since there could be confusion about in whose territory the wind park is supposed to be built.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality. The scenario game was developed in 2011.)

Role Card: Peace in Green

As representatives of the non governmental organisation Peace in Green your point of view is clear: a further expansion of renewable energies is a must and the usage of fossil energy sources has to be reduced! For you, it is obvious that the promotion of such a big programme unofficially determines the strategy of the European Union regarding energy. Because of that, you try to get more supporters favouring the off shore wind park, at any cost.

Since you are not involved in the direct decision process, you try in advance to convince the parliamentary groups of the Parliament of the European Union and the representatives of the member states of the Council of the European Union. You should focus on those, who are still unsure regarding the off shore wind park.

Renewable energy sources do not harm the climate. During the generation of electricity from solar energy, hydroelectric energy or wind, no CO_2 is emitted. The greenhouse gases which are emitted during construction of renewable energy plants are so small and therefore neglectable.

Wind power stations are a technology for the future. Since the German reunion in 1990 it is the strongest growing energy source of all. For instance, there are already several German federal states which produce half of their electricity needs from wind energy.

Furthermore, wind energy creates job opportunities. In Germany alone, ten thousands of jobs in this industry were generated due to the increased demand for wind energy. So far, there are more than 370 000 jobs in the renewable energy branch, of which wind energy comprises 40 percent.

Wind blows everywhere and therefore makes countries independent. The suggested program is about off shore wind parks but you can basically build wind turbines anywhere. So every country can build up enough wind parks to be self-supporting and thus become independent from big providers which can regulate prices and offer on their own behalf.

Wind blows at any time. Therefore the argument that energy from wind power plants is unreliable and that the energy would not be readily available, when needed, does not hold true with off shore wind parks. At the open sea the wind blows way stronger and more continuously than on land or at the coast. Above that, electricity that is produced during peak times or when it is needed less can be stored and be available later.

Your arguments against a further expansion of energy generations from fossil energy sources and therefore against the pipeline program:

Fossil energy sources harm the climate. Burning fossil fuels releases CO_2 into the atmosphere and accelerates climate change. In the case of natural gas these are 1.5 tons per coal equivalent burnt ("coal equivalent" is a unit for measuring energy sources). The consequences for climate change will be huge and catastrophic: The rise of the sea level, caused by melting glaciers and polar ice, will lead to the flooding of entire insular states. Moreover, deserts will expand further and former fertile land will dry out, also, natural catastrophes like flooding and tornados will increase. These consequences cause further economic and social problems: On the one hand, there will be monetary damages, and on the other, there will be millions of refugees pushing from uninhabitable regions into other countries. Fossil energy sources are the past. Even now it is clear that fossil energy sources sooner or later will run out. In the case of

natural gas, experts think that resources of natural gas are running out around 2070. Thus, in your opinion, investments into fossil fuels are not wise.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality. The scenario game was developed in 2011.)

Role Card: German-Russian Institute

You are the representatives of the German-Russian Institute. For you, a good relation to Russia is your first priority. The pipeline is of strategic significance for the relations between Russia and the European Union. The project is a new phase in the European-Russian partnership which has grown over many decades. It does not only support peaceful cooperation but also a further development of the partnership regarding economy and energy.

Taking into account the higher emissions during traditional domestic electricity generation from coal and the planned nuclear power exit in some European countries, natural gas is a useful substitute energy source. Although the different countries actively search for alternative energy sources, the demand for natural gas in Europe will grow further. That leads to a supply gap according to experts. In order to meet the natural gas demand in the member states of the European Union it is crucial for Russia to get direct access to the European market. The project will be an important contribution to the security of natural gas supply for the European states (and especially for Germany). Russia would gain a high stability regarding natural gas demand with reliable customers in Europe.

The planning for the construction of the Baltic pipeline ("North Stream") have been supported by the European Union and the project already got the status of a priority project in the program Transeuropean Nets in 2000. With the natural gas dispute with Ukraine the public opinion regarding this project has suddenly changed. There is no reason to worry about Russia's unreliability. The conflicts with Ukraine and Belarus do not tell anything about the reliability of Russia regarding the European Union, because for more than 30 years Russia has always obeyed the delivery contract – even during many political crises. You have good reason to say that this cooperation has been time-tested very well. The European Union also

does not want themselves to be dependent on other regions like Middle East.

Another basic argument for the pipeline are the transit fees. There would be no transit fees for Russia and Germany. However, critics warn of the environmental consequences with the construction of the pipeline, but these are kept low. The experts have found an ideal route and have therefore planned the pipeline as environmentally friendly as possible.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality. The scenario game was developed in 2011.)

Role Card: European People's Party

You are representatives of the conservative European People's Party in the Parliament of the European Union.

Regarding energy supply you rely on well-tried technologies like natural gas, coal and nuclear power because energy security is a priority for you. You do not generally refuse new technologies like solar and wind power since you are aware of the consequences of climate change and the outrunning fossil energy sources. But it is problematic for you, that the new technologies cannot compete with the conventional energy sources yet, and that they are relatively expensive in comparison to the conservative sources. You think that further research and development in this sector is needed and you support that. You are also aware that Germany is a leading nation regarding environmental technologies. In this, you especially see economic potential since this sector is a globally growing market and because it secures high incomes and secures jobs in the future.

However, energy policy is not only a technological matter. Especially with regard to foreign affairs it is a challenge because the energy resources are globally distributed in an unequal way and particularly unstable countries like Iran, Iraq, Venezuela or Libya are well equipped with energy resources.

You trust Russia as a long-time energy supplier. Nevertheless, recurrent winter gas crisis with Ukraine, that also affect western European states like Germany, should not occur anymore in the future. A pipeline from Russia would, from your point of view, lead to a deepening of economic ties to Russia and strengthen the partnership.

Since a possible pipeline could end in Germany, you see chances the national steel industry and big energy supplier companies there to profit from the project.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality. The scenario game was developed in 2011.)

Role Card: Green European Alliance

You are representatives of the parliamentary group of the Green European Alliance. You criticize that the European Union puts the focus on economic growth and neglects social, cultural and ecological values. You want to give the European community of states a new orientation in which sustainable actions and environmentally safe life styles are primary goals.

You especially stress the importance of sustainable usage of resources. You emphasize alternative energy sources like hybrid motors for cars or solar panels for roofs. As climate change is more and more recognized by humanity, you think that all citizens are responsible to care for a livable earth.

Everybody should do something for the environment, even if it is just "peanuts" like waste separation or the usage of public transportation. Of course, the European Union also has the responsibility to ensure the well-being of all citizens and the environment with its decisions on major projects.

Research keeps developing better technologies in order to use alternative energies like sun, wind or water more effectively and sustainably. Contrary, besides their limited availability, energy sources like oil, natural gas, or nuclear power bring along certain risks. You see that the oil and natural gas producing countries have a certain power status due to the limitedness of these energy resources and you see countries who are using oil and natural gas and who are making themselves dependent from these states.

Oil and natural gas cannot be fully replaced by alternative energy sources in the short term, but the European Union is able to set the right course for the future of Europe by making the right decisions regarding the European Energy Policy.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality. The scenario game was developed in 2011.)

Role Card: Alliance of Liberals and Democrats for Europe Party

You are representatives of the parliamentary group of the Alliance of Liberals and Democrats for Europe Party in the Parliament of the European Union. Your environmental and energy policy is liberal, because you see what consequences climate change has and what risks it bears but you resist that the European Union dictates the member states certain forms of energy like solar panels and wind parks. You are convinced of personal responsibility of individuals for the future of the planet. Competition on the European market is meant to filter out the best ideas and instruments for future energy technologies.

You try to bring together climate protection, security of supply and economic feasibility. That means, that even the best energy instrument like for instance a wind turbine will not be constructed if it does not guarantee the security of supply of all European citizens. You ask yourselves how to be sure that there is enough sun and wind to meet Europe's energy demand. You are not quite sure how reliable these energies are. Even when oil and natural gas will get scarce in the long term and have potential to harm the environment they still support the European citizens reliably with energy. As liberal European party you demand that the European Union makes an effort regarding compulsory environmental protection but only where it really is effective. You support the expansion of the system which enables the exchange of emissions (emissions trading system). In this way, each state can protect the environment where its economy allows it. Some states might do it in the energy industry, others might do it in the waste economy.

The European Union should keep their energy policy transparent and should opt for well-tried energy, which guarantees the security of supply for the European citizens. You also see that energy sources like oil or natural gas also bring along other aspects: the construction of a Russian-European gas pipeline keeps the political relations to Russia vital. Competition with outer-European states would increase.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality. The scenario game was developed in 2011.)

Role Card: Progressive Alliance of Socialists and Democrats

As representatives of the parliamentary group of the Progressive Alliance of Socialists and Democrats in the Parliament of the European Union your focus lies on the people, i.e. issues like job opportunities, security of supply and environmental protection.

You see the strength of the European economy in the traditional industries: steel and metal industry, mechanical engineering, and automobile industry. The construction of a pipeline with German steel might, in your opinion, create valuable job opportunities in economically underdeveloped regions like the Ruhr area. In the new environmental industry you see good perspectives for the long term and want to support the development and research in this sector in order to secure job opportunities.

You consider climate change as a threat of living conditions and of opportunities for future generations and therefore make an effort for renewable energies. However, You look sceptically at the big scale usage of wind energy and solar energy because the technologies are not fully developed and the supply of the entire country is not possible yet. Especially regarding stability of energy supply you rely on coal and natural gas.

The security of supply is one of your main your focuses. The European Union should protect itself of delivery shortages by various energy sources and suppliers from countries and should try to organize the supply by itself as best as it can.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality. The scenario game was developed in 2011.)

9 Europe's Role in the World

Marie Bornickel

9.1 CFSP Simulation of Institutions

Topic	Borders, Expansion, Common Foreign and Security Policy
Type	Simulation
Duration	20 minutes
Group Size	20–30 participants
Level	Intermediate to Advanced

Short Description

Through this method the participants should experience the path of decision makingand the connected difficulties in the Common Foreign and Security Policy (CFSP). The problems that arise in the political process are symbolised by a ball or another small object that is passed around.

Learning Objective

The participants learn how decisions are made in the CFSP and which institutions contribute to them. Furthermore, one can use the method to secure previously acquired theoretical knowledge or as a test for the group.

Process Description

First, the participants are divided into eight groups that represent the following institutions: High Representative of the Union for Foreign Affairs and Security Policy, member states, European Council, Council of the EU, European Parliament, European External Action Service (EEAS), Political and Security Committee and the European Commission.

In addition to the European Commission, the High Representative and the member states have the right to present a bill so that it can be voted upon. The teamers suggest a topic for drafting a bill, e.g. a common European military unit or sanctions against another non-European country. The participants have to know which institution can introduce the bill. As a symbolic act, e.g. a ball is given to that person. Throughout the method, the teamers are there to check and, if necessary, correct the participants' decisions. Next, the participants have to which of the remaining six institutions is next in line to receive the ball. The decisions should always be justified by the whole group. The eight participants that represent the institutions donot take part in the discussions, they simply follow the instructions of the others. There is not always only one right order for all the institutions in which they should follow one another. The following order is an exemplary decision making order that serves as an orientation:

The European Commission sends the High Representative a proposal for a bill. The High Representative accepts and consults with the Political and Security Committee about the proposal. After the consultancy, the proposal goes back to the High Representative. They can question the Parliament concerning the proposed bill. They have to take into account the Parliament's opinion, but the Parliament can not vote upon that bill. The proposed bill will be passed on to the European Council. The European Council decides on the fundamental guidelines

and goals and passes those on to the Council of the EU. The Council of the EU can decide whether to realize the suggested bill. If they support it, the decision will be given back to the High Representative for implementing the decision. It can be supported by the European External Action Service. The member states receive the decision and must implement it as well.

The game is concluded by an evaluation phase, discussing all that happened during the game with the participants. The teamers can ask the following questions to evaluate: Why does the proposal have to be discussed at so many levels before being decided upon? Do you see this long process as something positive or negative? Which advantages and disadvantages could be connected to it? How does it seem to you that the parliament, the only directly elected institution, cannot vote upon the proposal?

In general, one can address difficulties that came up during the discussions on the correct order, so that the group can think about ideas for improvement.

Material and Master Copies

- pictures of the European institutions (i.e. people, buildings)
- ball (as a symbol for the bill)

Variations

Alternatively, the group can be divided into several teams so that several topics can be worked upon and presented afterwards. The main institutions could be given a certain part of the room, e.g. by sticking tape to the ground to indicate the institution's place of work. The High Representative would then stand with one foot on the Commission and with the other one on the Council on Foreign Relations.

Sources, Recommended Reading, Further Internet Resources

- www.auswaertiges-amt.de/DE/Europa/Aussenpolitik/GASP/InstrumenteGASP_node.html [German website; accessed: July 23, 2017]
- www.bpb.de/internationales/europa/europaeische-union/42920/grafik-gasp-strukturen [German website; accessed: July 23, 2017]

Experience Report by Marie Bornickel

The simulation serves very well to bring a bit of movement into the group after a rather theoretical presentation on the mechanisms of foreign policy. The knowledge from a previous presentation can be applied directly. This is especially important since a lecture on methods is never as well retained by participants as becoming active as a group. Therefore, the teamers should help out the group with explanations as often as necessary.

The feedback from participants showed us that participants liked the exercise. It was always positively noted that many participants were able to walk through the room . Since the ball was always passed on as symbol for the proposed bill, abstract politics became tangible.

However, this method only works with higher education levels since a certain knowledge is necessary to start with. For example, the group needs a basic understanding of the meaning of a proposed bill and how democratic decision making works. Class discussions were always best when the class also had a basic understanding of the European institutions.

10 Migration and Integration

Kalle Kosthorst

10.1 Migration Atlas

Topic	Migration, Mobility
Type	Dialogue, Visualization, Warm-Up
Duration	20 minutes
Group Size	approx 15 participants
Level	Beginner

Short Description

Migration will be visualized by using individual backgrounds. The participants search for examples of migration by using the stories of their parents and grandparents. Additionally, the participants are asked to look for reasons why their relatives have moved away from their place of birth, respectively why they have migrated.

Learning Objective

This method was developed to playfully raise awareness for the fact that migration and its consequences are neither exotic nor conflictual.

Process Description

At the beginning, the participants are asked to write down, where their parents and grandparents were born, to which places they have moved and what reasons where responsible for their relocation. The teamers either put a world map on the wall or lay down a map of the world on the floor. Next, the participants mark their own place of birth with a green mark, the place of birth of their parents with a yellow mark and the place of birth of their grandparents with a red mark on the world map. To initiate a debate, the teamers can ask the participants the following questions:

- Why did you or your relatives move?
- What were the reasons for this?
- When does a change of location take place voluntarily or by force?
- Where would you like to live or work in several years?

Material and Master Copies

- Map of the world or a map of Europemarkers

Variations

When time is scare, this method can also be conducted by dividing the room into two halves. One half represents "YES" and the other "NO". The questions asked by the teamers can be answer with these two option, e.g. "Were you born in the same city in which your mother was born?". The participants then move through the room to show their answer.

Experience Report by Kalle Kosthorst

This method serves as a proper introduction to the theme of migration. Through personal conversations with the participants, in which they talk about reasons and motives of their family-related migration, this method raises awareness for the issue of migration. Additionally, this method gives the participants the chance to connect own experiences to the feelings and opinions of others. Normally, not all participants have relatives abroad. Therefore, it is essential to underline that each experience of migration is relevant in this context because this method is about elaborating on various reasons for migration. Consequently, it is advisable to also provide a regional map on which participants can mark migration within short distances.

Alice Schmidt

10.2 Talk Show on Refugee Policy

Topic	Borders, Expansion, Refugee Policy
Type	Scenario Game, Talk Show
Duration	45 minutes
Group Size	at least 11 participants
Level	Intermediate

Short Description

Participants take on the role of various players in the foreign and security policy and discuss different opinions on refugee policy.

Learning Objective

In this scenario game, the participants will learn something about the positions of various players in the field of the European refugee policy.

Process Description

The chairs in the workshop room are arranged to enable a panel discussion. At the beginning, the teamers present the method and the topic and distribute the role cards to the participants after that. The participants get about 15 minutes to read the material, clarify their positions, reinforce them with arguments, and prepare their opening statement. During this time, the moderation team prepares the questions for the panel discussion.

At the beginning of the panel discussion, the moderation team first presents the guests and asks them for a one-minute opening statement. After this, the moderation team leads the discussion and ensures that it remains balanced. At the end, it is possible to allow questions from the audience. After the talk show, different points of view of the participants can be discussed for evaluation.

Material and Master Copies

- name tags for the groups
- role cards
- maybe further information for an information table

Variation

It is possible to put an empty chair on the podium, on which participants from the audience can sit to actively participate in the panel discussion.

The discussion does not have to take place on a podium, but can also be conducted as a thesis paper discussion with the groups. For this purpose, create a U-shaped seating arrangement in the classroom with the moderation team in the middle. The participants now have the task to work out a common position.

Sources, Recommended Reading, Further Internet Resources

- http://www.bamf.de/DE/Infothek/Statistiken/Asylzahlen/AktuelleZahlen/aktuelle-zahlen-asyl-node.html [German website; accessed: July 23, 2017]
- http://www.bamf.de/EN/Infothek/Statistiken/Asylzahlen/asylzahlen-node.html [English website; accessed: July 23, 2017]

Experience Report by Vera Katzenberger

The method is particularly suitable for workshops on foreign policy and refugee policy in the EU. The talk show format is best used after a short theoretical input, in which essential terms like "Frontex" or "Dublin II" have already been explained. For the preparation time a small information table with additional information can be provided. If this is the case, the teamers should ensure that the information provided is always up-to-date and, if possible, regionally relevant. The moderation of the discussion can be conducted either by a teamer or by a participant. In order for the participants, who are sitting in the audience, to remain alert and calm, it is important that the moderation team regularly asks for questions from the audience.

Material: 10.2 Talk Show on Refugee Policy

Scenario Card for All Groups

It's time again: the Sunday evening talk show is on. This time the guests will talk about a highly controversial topic that is affecting many people in Europe: the European refugee policy. More and more people are fleeing from war and conflict areas to Europe. The passages by sea are dangerous. Thousands of people have died on the passage during tragic boat accidents or are missing since then. The European Border and Coast Guard Agency, Frontex, expects a sharp increase in the number of refugees this year.

Most refugees first arrive Mediterranean countries such as Greece, Italy, or France. But most of them travel further, for example to Germany. Until a decision is reached in the case of their application for asylum, they live in refugee shelters.

As more and more refugees come to Europe, many organizations and governments in Europe are faced with major challenges. The European Union must finally act and react with new legislation to the influx of refugees. In this talk show, all the players involved are discussing this problem with each other. Among them are: a supporter of PEGIDAR, a refugee from Somalia, a representative of the Left Party, a representative of the conservative government, a spokesperson of "We for Asylum" and the director of Frontex.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality. The scenario game was developed in 2014.)

Role Card: Supporter of PEGIDAR

You're pissed off. Without asking the residents, a refugee shelter has just been built in your village. Now, you are afraid that crime will rise in your village and that you will not be able to let your children outside alone. None of the refugees go to work and you think that it is not fair that you have to pay for them with your tax money. You also think that there are already too many refugees in Europe and that border protec-

tion at European borders should be intensified. You do not feel that your worries are being understood by the current administration and have therefore joined the movement PEGIDAR. PEGIDAR stands for "Patriotic Europeans Guarding Independence and Democracy Against Refugees". You want to use the talk show to clearly tell the politicians off.

Create a summary of your main arguments and prepare a one minute opening statement. In this statement, you should introduce yourself briefly, present your opinion and already give some arguments. Inform yourselves about the positions and opinions of the other participants. Think about how you can react to their opinions and how you can refute their arguments.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality. The scenario game was developed in 2014.)

Role card: refugee from Somalia

You are a refugee from Somalia. There was no protection in your home region because radical religious extremist established their so called Islamic law. You were forced to marry a much older man very early. When rumors arose that you looked around for another man, you were condemned by a court. Luckily, you managed to scramble together your last savings in time and found a human trafficker that took you to the Italian border for $ 8,000. This exhausting voyage was followed by a lengthy stay in a refugee camp in Italy and now you have made it to this country and are waiting for a decision on your application for asylum. Although you would like to work, you are forbidden to work as long as your are still an applicant for asylum. How are you supposed to be able to integrate and improve your standard of living? In the discussion, you advocate that the European countries should treat the refugees better and should take in even more refugees. After all, colonialism is one of the reasons for the chaos in your home country and the European countries are guilty of this.

Create a summary of your main arguments and prepare a one minute opening statement. In this statement, you should introduce yourself briefly, present your opinion and already give some arguments. Inform yourselves about the positions and opinions of the other participants. Think about how you can

react to their opinions and how you can refute their arguments.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality. The scenario game was developed in 2014.)

Role card: Representative of the Left Party

You are a representative of the left-wing party and spokesperson of this party in your national parliament. You and your party are committed to open borders, better conditions for refugees in Europe, the abolition of border guards and more funds from your country to support the southern countries in Europe when they take refugee. You reject the opinions and suggestions of PEGIDAR. You want to make it clear during the discussion that your party represents the only humane position. In addition, you think that immigration is a tremendous opportunity for your country, because the aging of the society leads to an enormous shortage in skilled workers . Most of the refugees are very young, so in your eyes, they should be educated and integrated. You are convinced that the ban on employment for refugees in your country should be abolished. You want to use the talk show to present your party positively and to show that you have the best arguments.

Create a summary of your main arguments and prepare a one minute opening statement. In this statement, you should introduce yourself briefly, present your opinion and already give some arguments. Inform yourselves about the positions and opinions of the other participants. Think about how you can react to their opinions and how you can refute their arguments.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality. The scenario game was developed in 2014.)

Role card: Member of the Government

You are a member of the government and must try to win the goodwill of as many voters as possible. As a member of the government, you reject direct confrontation and focus more on dialogue and compromise. You are convinced that your country should continue to take in refugees. However, you refuse poverty as a valid reason for flight. In your opinion, only ref-

ugees from war and conflict areas should get an opportunity to stay and work. In general, you want to improve the status of refugee shelters, but in your opinion, it should not only be your country to do this. During the talk show you especially want to show the Left Party that their demands for open borders are wrong.

Create a summary of your main arguments and prepare a one minute opening statement. In this statement, you should introduce yourself briefly, present your opinion and already give some arguments. Inform yourselves about the positions and opinions of the other participants. Think about how you can react to their opinions and how you can refute their arguments.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality. The scenario game was developed in 2014.)

Role Card: Spokesperson of "We for Asylum"

You are the spokesperson of "We for Asylum", an organization that has been campaigning for the rights of refugees in your country and other European countries for many decades. You know how bad the conditions in the Italian refugee camps are, how much racism prevails among the authorities against the refugees, how border guards overstep their rights and cause deaths, and thus you argue that your country has been neglecting its responsibilities for too long. In particular, you want to influence the government, since it does nothing else than finding excuses in your eyes.

Create a summary of your main arguments and prepare a one minute opening statement. In this statement, you should introduce yourself briefly, present your opinion and already give some arguments. Inform yourselves about the positions and opinions of the other participants. Think about how you can react to their opinions and how you can refute their arguments.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality. The scenario game was developed in 2014.)

Role Card: Director of Frontex

You are the director of Frontex, a European border protection organization. Your organization has been set up to ensure the protection of the borders of the European Union. By trying to block illegal access to European borders, you are only pursuing your duty of protecting the borders. In addition, you are also responsible for collective deportations of illegal refugees. All this requires resources and money. You want to use the talk show to influence the government, so that it increases your budget. After all, your country has also advocated the founding of Frontex. In addition, you are convinced that Frontex is equipped with too few weapons to protect itself. You think that the demand of the Left Party for open borders is quixotic.

Create a summary of your main arguments and prepare a one minute opening statement. In this statement, you should introduce yourself briefly, present your opinion and already give some arguments. Inform yourselves about the positions and opinions of the other participants. Think about how you can react to their opinions and how you can refute their arguments.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality. The scenario game was developed in 2014.)

Role card: Moderation Team

Your task is to shape the panel discussion in such a way that it is a challenge for the participants and exciting for the audience. Devise controversial questions for the participants of the discussion and look for interesting facts that can bring your guests out of their shell. Think of whom you want to ask which questions and which side might express a controversial opinion. You should also think about how you can involve the audience.

During the panel discussion, you should ensure that all the parties have the same amount of speaking time. It is also important that you keep the discussion alive with your own contributions and facts.

(*Note*: The scenario game is based on a fictitious scenario. The information and the players' positions do not show reality. The scenario game was developed in 2014.)

Part II:
Methods Box

http://www.bpb.de/shop/lernen/thema-im-unterricht/36913/methoden-kiste

1 Introduction

1.1 Introduction with Pictures

Pictures can often visualize imaginations, opinions, experiences and attitudes much better than words or beginnings of sentences. The saying "A picture is worth a thousand words" holds true. Pictures can be memorized much easier. They remain in the memory permanently and allow to be quickly recalled. Moreover, pictures quickly bring the viewer into contact with the displayed topic. They are therefore well suited for the beginning of teaching lessons.

To make use of this method, a collection of pictures such as photos, cartoons, symbols, or drawings is needed, e.g. for the issue "Youth of today". The collection of pictures can also be put together by the students themselves. Images can, e.g. be taken from magazines or from the Internet. In the first teaching lesson regarding a specific issue, the images will be distributed in the middle of the classroom. Now each student is asked to choose an image which appeals to him or her specifically and which sparks explicit thoughts, imaginations, experiences, or opinions.

Next, everybody uses the method "Rotating Partner Conversation" to describe and show his/her picture to the person sitting opposite to him/her and why he/she chose this picture.

1.2 My Calling Card

New study group, new topic – this combination brings along two unknowns which in return can cause uncertainties, especially when each individual participant is asked to say something about him- or herself and about a specific issue as well. This method helps to reduce these kinds of uncertainties, to spark initial conversations or to enter a new topic.

Each participant needs a DIN A 3 piece of paper, which should be separated into four equal rectangles. The participants write down their name in the middle of the sheet. They can

add a symbol or a mark to their name, which they have individually chosen.

In each rectangle, the participants are asked to write down the beginning of a sentence. This sentence beginning serves as an impulse for a specific topic or issue. Before doing this, the entire group has agreed on four sentence beginnings. Optionally, the teacher can determine the sentence beginnings. Each sentence then needs to be completed by the participants. After each participant has filled out his or her calling card, all group members spread across the room. Next, each participant looks out for a group member, he or she does not know very well at this point. They show each other their name tags and talk about their calling card's content. This procedure can be repeated three to five times.

1.3 Rotating Partner Conversation

People who have learned in school to talk openly, issue-related and to listen to each other have already gained this basic qualification for the ability of "communication competence". This competence is highly important in both private and business situations. Also in class, there are enough opportunities to strengthen one's communication skills. However, the focus of training should be put on making students talk to each other rather than motivating students to talk to their teacher.

One method to encourage students to share thoughts, results or even homework with each other is the so-called "rotating partner conversation" which can also be referred to as "communicative seat rotation".

Using this method, the entire group needs to form a large circle of chairs. After the circle of chairs has been formed, the students are asked to count: A – B, A – B, A – B … The B-students now take their chair and carry it into the inner area of the circle. The B-students are asked to sit in front of the A-students, which were previously sitting next to them on their right side.

First, the B-students tell the A-students something that is related to a specific issue, such as assignment results or homework findings. Second, the A-students need to sum up what the B-students have just told them. Then, the A-students pres-

ent their findings on the same issue to the B-Students .When a signal is given by the teacher, the B-students move two seats to the left. They now sit in front of a different A-student. The procedure of presenting personal results is repeated. However, this time the A-students start with talking about their results.

The B-student repeats the most important information and then presents his or her results. After this first step of information exchange has taken place, the students who sit in the inner area of the circle move two seats to the left again and start to present their results to their new partner. This new partner repeats the most important facts and then talks about his or her findings etc.

Because half of the students speak at the same time, it is advisable to ask the students to speak in a muted voice.

It depends on the diversity of assignment results, when to end the process of rotating partner conversation. If the results are nearly the same and if the results are simply repeated in each round of rotation, it is advisable to stop the process after three or four rounds.

The rotating partner conversation can also be conducted without chairs.

2 Collecting Ideas

2.1 Impulses

In the field of society or politics, most people have views, opinions, and prejudices. These are often associated with rejection, approval, or an undefined attitude. These pre-settings, which are often unconscious and only reach the surface through a conversation, should be discussed at the beginning of a discussion concerning a topic or a problem. What do you think about this?

Impulses with Terms

The teacher provides the beginning of a sentence including a central term of the topic which is currently under discussion in class, e.g. "family", "third world", "political parties". Then, students are asked to complete the sentence by writing down their thoughts and other associations which come into their minds when hearing this impulse term.

Examples for such sentence beginnings could be:

- When I think about "family", I think about…
- "Political parties" have the following meaning for me…
- When I think about "friendship", I think about…
- When thinking about the impulse term "my future", the following things come into my mind…

Before conducting this method, the entire group should agree on a shared impulse task. Each student could be asked to associate additional words or thoughts to the impulse term. It is also possible to add further associations to the associations of other students. After adding associations to other student's associations, students can exchange their associations with other students via the "rotating partner conversation" method.

After three or four rounds of information exchange, students should form groups of four to five people. Next, it is the group's responsibility to select a few terms which were the results of the previous association process. Finally, all terms which were selected by the groups are put together. These terms serve as the foundation for further elaboration of the issue which is currently discussed in class.

2.2 Letter Connections

Initiating and formulating associations is easy when using entire impulse terms combined with sentence beginnings. However, it is more difficult to formulate associations with the help of single letters. These single letters could either be the beginning letters of an impulse term or simply letters of the alphabet.

Alphabet

Example: Take the letters of the alphabet as beginning letters for words which students associate and connect with the given impulse term, such as "environment."

A	Acid rain
B	Biodiversity
C	CO_2 emissions
D	Dumping ground
E	Ecology

Letter Impulses

With the beginning letters of an impulse term, students are asked to write down words which they associate with the impulse term, e.g. "democracy".

D	Direct vote
E	Election
M	Monarchy
O	Opposition

Impulse Letters

Write the letters of a word horizontally but make sure to leave space above and underneath it. Use those letter to include them in vertically written words, which you can associate with the impulse term. Here you can see an example for this method with the impulse term "justice".

		R				
	T	E				
	R	A		R		
J	**U**	**S**	**T**	**I**	**C**	**E**
U	T	O	R	G	O	Q
D	H	N	I	H	U	U
G			A	T	R	A
E			L	S	T	L

2.3 Brainstorming

Brainstorming is a well-known method to spark creativity among participants. In doing so, spontaneous ideas for the solution of problems are collected and written down without comment and without evaluation. Every idea is equally important to others.

To successfully conduct the brainstorming method, students should take the following factors into account:

1) Formulating the Problem

At first, a problem is formulated and presented either by the teacher or a student. For example:

Some students are the victims of bullying in the class community. These students are unhappy and would like to leave the class. What can the class community do against this problem?

2) Brainstorming

All class members are required to propose solutions to the problem rapidly and relatively spontaneously. These proposals will be written down on flash cards or the blackboard. The duration of the brainstorming process should not exceed 15-20 minutes.

During the brainstorming process, the following rules apply:

- Every idea is immediately and briefly pronounced.
- There is no assessment or criticism of a proposed idea.
- Each idea is recorded in keywords (on a flash card, on a flipchart or on a blackboard).

3) Evaluation

After the process of brainstorming, all ideas are looked through, organized, and evaluated. When organizing the brainstormed ideas, it is advisable to sort the ideas by general terms. Finally, the ideas can be prioritized, e.g. through a voting procedure.

For a brainstorming, it is recommendable to have groups with a maximum of eight to ten people.

2.4 Method 6-3-5

This method also helps to find ideas. Contrary to oral brainstorming, everyone writes down ideas, which is why this method is also called "brainwriting". This is done in a certain time and procedure, which also coin the name 6-3-5.

Brainwriting

Six students sit around a table and develop solutions for a given problem. Within a certain time frame (e.g. 7 minutes), everybody finds an idea to write in each of the three boxes given on a sheet of paper. The sheet is handed to the left neighbour. This happens five times in a row.

So, everybody reads the sheet he/she receives, lets the written suggestions inspire new ideas, adds three of his/her own ideas in the horizontal line underneath and passes on the sheet.

You are not allowed to talk to each other during this phase of finding ideas. Also, you should write clearly.

Evaluation

The sheets of paper are hanged up, so that everybody can look at them once again. Every student should now evaluate the ideas: on each sheet, everyone should mark three (or two) appealing ideas in blue and three (or two) dissatisfying ideas in red. This can either happen during the sheet hang at the wall, or after you have returned to your seats and the sheets are again passed around.

Afterwards you look at the evaluation together and determine a ranking order or a list of ideas.

This method is especially suitable for a specific and limited problem or can arise from a text read together.

Example for a brainwriting sheet:

Topic "Which rules should apply to the use of cell phones in schools?"

ban	set times	only emergency calls
allow	only on Fridays	only for older students (grade 10 and up)
use during class to help each other	use for research	send material to sick students

2.5 Written Conversation

Most of you are already pretty familiar with the method "written conversation", although you are probably not aware of it. Because talking is often forbidden during class, you create small notes with written or drawn comments that concern all possible topics and are passed around under the tables. By the way, texting is nothing other than a written conversation.

"Written conversation" as a designed teaching method generally works similarly: In a quiet atmosphere without talking, comments, statements and opinions concerning a certain topic or problem are formulated. The difference: This does not happen on small notes hidden under the table, but openly on big sheets of paper (poster, flipchart paper etc.). Additionally, it is not a private conversation between two or three good friends, but an open one that involves every group member.

How You Proceed

One topic is broken down into five questions or theses. These can also be provocative statements or impulses. The short texts or headlines are each written on a large piece of paper (poster) and spread on several tables. You now move between the tables and add your opinions, remarks and comments. You can also leave symbols, smileys or small drawings. These in turn can be commented or refined by others. This is how in the course of the method, posters develop that are more and more filled with commentaries, ideas and notes.

Evaluation

The groups now draw lots that determine which poster they evaluate. The task can for example be to summarize and present the message of the poster in a few sentences or theses.

Example: Five theses for a written conversation concerning the topic "Europe"

- "Europe for me stands for…"
- "Germany is much more important to me than Europe."
- "We should focus on the problems of the world a lot more than on Europe."
- "We can be proud of Europe."
- "Europe is far too weak to assert itself over the USA or China."

2.6 Mind Map

Most of the times, we write linearly from the top to the bottom and from left to right. However, this form of writing something down is only limited suitably for writing down ideas and other forms of creative writing. A mind map meets the needs of the brain in order to write down thoughts, ideas and correlations without having to adhere to a strict structure. It is a diversely applicable graphic tool that can be developed by everybody.

Draw a circle (or an oval) in the middle of a sheet of paper in horizontal format and write the topic inside the circle. To let your thoughts flow freely, draw branches starting at the circle and going in all directions on which you write the first thoughts that come to mind. Use keywords! Little by little you have more ideas, you think of more subtopics to the notes on the branches – then you can add twigs to the branches, on which you write your notes. By doing so, you arrange the developing landscape of ideas according to your imagination. You can even increase the vividness of your mind map by including symbols and images.

You can also prepare mind maps

- as a cheat sheet for presentations including free speech
- as a mode of presentation of the content of a topic or text.

Mind mapping is a creative working technique corresponding to the network structure of our brain. You recognize the most important terms and connections of a topic at first sight. Moreover, mind mapping can actually be quite fun!

3 Working On Your Own

3.1 The Five-Step Reading Method

Factual texts, especially newspaper articles, are often written in a complicated way. With the five-step reading method it can become easier to grasp the content.

How You Proceed

1) As a first step, you get a rough overview of the text. The headline, the beginnings of the individual passages, key words or familiar terms can give you an idea of the content. The text is being scanned.
2) You think about the important questions or topic of the text. You ask yourself: What is the text about?
3) Next, read the text thoroughly. Underline and highlight the most important statements (not entire sentences!) or key words. Pay attention to not underlining too much, in order to maintain an overview of the most important messages of the text. Make notes of unfamiliar terms and explain them by using an encyclopaedia or asking the teacher. Allow yourself enough time to be able to grasp the content in-depth.
4) Summarise each passage shortly in your own words and formulate headlines.
5) Repeat the most important information of the text. With the help of the underlined key words, you can give a short presentation about the article in front of your group or your whole class.
6) Look for a text in your daily newspaper that you can try the method on.

3.2 Critical Picture Analysis

Pictures can reveal, enlighten, and lead to realization and forming judgement. But images can also deceive, lie, keep secrets and transport interests and ideologies. This is why, it is necessary to consider pictures, figures, photos and visual texts critically in order to identify their intention.

The following questions can be helpful:

1) Who or what is shown?
2) Which actions, activities, relations are recognizable?
3) What is the meaning of: perspective, picture detail, surrounding, light, colours, appearance, posture, gestures and facial expression of the depicted person?
4) Is there a certain impact that is supposed to be transmitted? Which one?
5) How do I experience the scene? What impression does it convey?
6) Which additional information do I need to understand the picture appropriately?

3.3 Carica-Tour

A caricature is a graphic form of presentation by which the caricaturist expresses and interprets a political, economic or social situation in an exaggerated way. Very often you can find caricatures in daily or weekly newspapers.

With the help of several caricatures, the method "Carica-Tour" makes it easier to obtain an overview of the various interpretations of a topic. In order to do this, you put four or six caricatures on the wall of your classroom. Now you form small groups and while looking at the individual pictures, you ask yourselves the following questions: How does the caricaturist view the topic? Which problem does he draw attention to?

After 2-3 minutes, on a sign of the teacher the groups move on to the next caricature in clockwise direction, which is then looked at with the same questions. At the end of the tour, the pictures are put down. The teacher collects them and lets each group draw one caricature in private.

With the question guideline, the groups now discuss "their" caricature in-depth.

Question Guideline for the Caricatures

1) What does the artist display?
   - message or topic of the caricature

1) How and by which means (figures, objects, symbols) is the topic depicted?
2) Graphic elements

3) Does the caricature reveal a certain attitude, opinion or interpretation of the artist?
4) tendency of the caricature
5) How do you judge the message of the caricature?
   - own opinion
6) Which questions do you have that arise from the caricature?
   - further questions
7) An interesting method to exchange the results of your work in small groups is the fish-bowl-method for example.

Documentation of the Answers

You can note your answers in a table with the following headings:

- Message/Topic
- Graphic Elements
- Tendency of the Caricature
- Own Opinion
- Further Questions

3.4 Planning Aid

Demanding lessons often focus on problems which have to be dealt with independently. Therefore, it is important to work systematically and clearly structured.

This planning aid is structured into four steps guiding questions, as well as methods and working techniques.

Here are some propositions to put that approach into action:

First Step: Capture the Problem

a) Central Guiding Question: What is the problem about and what does it have to do with me/us?

b) Further Guiding Questions:

- What is the issue, event, topic or problem?
- Who is concerned by the problem?
- What is my opinion on the topic?
- How do I feel and think about it?
- What kind of experience do I/we have concerning it?

- What do we already know about it?
- Which different opinions and attitudes towards the topic do exist?
- Which interests do the involved players have?
- Which questions do we have to ask ourselves?
- Which assumptions and solutions can be considered?

c) Methods and Working Techniques (Examples):

- Brainstorming
- Impulses
- Flash Feedback
- Carica-Tour
- Exchange of pros and cons
- Card query and cluster

Second Step: Draft a Learning and Working Plan and Carry It Out

a) Central Guiding Question:

- How do we proceed to solve the problem?
- How do we organize our work?

b) Further Guiding Questions:

- What can we do to answer our question?
- Which information is missing?
- Which working and learning techniques do we use?
- Which working materials do we need?
- How do we distribute the tasks?
- How much time do we need?
- Which criteria does our result have to fit?

c) Methods and Working Techniques (Examples):

- source and text analysis
- look-up, research (e.g. on the Internet)
- interview
- observe, explore
- prepare a learning and working plan: While carrying out the different steps you already pay attention to potential information material (texts, sources, pictures, items) which are suitable for presenting your findings.

d) Working Plan and Time Table:

Who	does what	with whom	until when

Third Step: Present Your Results

a) Central Guiding Question:

- How can we publish our results in the most interesting way?

b) Further Guiding Questions Concerning Content:

- What are our results or conclusions?
- Which meaning and impact do our suggestions have for the answering of our questions or the solution of our problem?
- How can we get active, have an impact on society or take part in a movement?

c) Further Guiding Questions Concerning the Presentation:

- How can our results arouse interest?
- How do we want to present our results?
- Which tools do we need for the visualisation and presentation?
- Do we want to interact with the audience?

d) Methods and Working Techniques (Examples):

- handout and presentation
- graphical visualisation, figures, mind maps
- presentation with slides on overhead projector or computer
- collages, wall newspaper
- role play, scenic representation, debate
  excercise sheets, riddles, cloze tests for the fellow students

Fourth Step: Evaluate Your Own and Your Group Results and Reflect the Working Process

a) Central Guiding Question:

- By what criteria do we evaluate our results and how can we improve our work?

b) Further Guiding Questions:

- Are we happy with our results?
- Which problems and discussions did occur?

- How did we try to solve these problems?
- What do we have to do better or different the next time?

c) Methods and Working Techniques (Examples):

- cards query
- flash feedback
- conversation in class
- feedback
- Survey
- evaluation target and other graphical evaluation instruments

3.5 Information Search

We live in a society in which knowledge and information are very important. Moreover, knowledge grows every dayin an unbelievable amount. Researchers of the University of Berkeley have found out that the growth of information adds up to 5 million terabyte every year. If this amount of data was printed, it would produce a row of books with a length of about eight metres for every single of the 6.8 billion people on Earth.

To find knowledge and information has become very easy in today's world. Next to libraries it is mainly the Internet with its well-known "world wide web" which provides digital data globally.

Four steps should be considered during every research for information:

First Step: Think About What You Search

The more precise you know what you search the better you can evaluate if the information you found fits your expectations. It is helpful to actually write down questions or a structure of your topic.

Second Step: Think About Where You Search

You can get a first overview of your subject in a library. The books, newspapers, and journals are ordered and clearly arranged. The information is reliable and accessible for years. However, libraries are rarely up to date and there is only a limited amount of publications.

The Internet provides an unwieldy amount of material, is up to date and accessible everywhere. However, it is difficult to find the most important, relevant, and reliable information. Therefore, you have to find your own criteria and apply it to the material found.

Third Step: Think About How You Search

It is very important how you approach your search. In a library you can use catalogues and have the possibility to ask someone to give you a hint or to help you. When you search via a search engine on the Internet you get countless entries, texts, and websites, which contain your keywords. By clicking on them you can access them directly. But pay attention: There is a lot of junk data.

Fourth Step: Evaluate Your Research Findings: How Good Are They?

Do your findings help you to answer your original task? Did you find the relevant information? Do they fit your quality standards? Are the providers of the information reliable? Which questions do you still have? How and where can or must you continue your search?

Tips for Research on the Internet

The easiest way to start your research on the Internet is via search engines and web directories. You can search for one or more keywords and you get suggestions for websites which contain these search words. Search engines look for keywords independent from their context. Therefore, you should formulate your search very precisely. Furthermore, you should check the credibility of the information.

Some Examples for Search Engines:[1]

www.google.com www.scholar.google.com[2], www.ecosia.org[3], www.bing.com[4], www.archive.org[5], www.search.yahoo.com[6]

Web directories are supervised by editors and show chosen links in a "table of contents". Thus, the search is more focused on a certain topic.

Tips to Improve Search Requests:

- multiple words clearly define the search
- By putting a + in front of every part of the search term every word has to be part of the search results.
- With a – (minus with a space in front) unwanted results are excluded from the beginning, e.g. ambiguous or composed names and terms.
- With quotation marks in front and behind of multiple search words the search engine is looking for that exact expression.
- Via the "advanced search" every search engine gives you further options to improve your search.

Questions to Check the Credibility of Found Information:

- Who is the provider of the information? Is he/she known and reliable (e.g. public agency, big daily or weekly newspaper)?

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1 Note by the translator: The original text also listed www.infoseek.de; www.lycos.de; www.altavista.com; www.vivismo.de und www.metaspinner.de. These search engines where crossed out because they are not up-to-date anymore.

2 Note by the translator: added to the original text; shows only scholarly journals and articles

3 Note by the translator: added to the original text; uses part of its income to support environmental projects

4 Note by the translator: added to the original text

5 Note by the translator: added to the original text; saves websites so they can be found even if they are discontinued

6 Note by the translator: added to the original text

- Does the website have an imprint or an "about us" section which clarifies who is the provider of the website and who is responsible for the content? With none of these information the website is not respectable.
- How up-to-date are the information?
- Does the website name sources or authors?
- What kinds of information are given (scientific article, primary source, press releases, commentaries, private opinions)?
- Is the information verifiable, consistent, and sound?
- Is the subject portrayed controversially? Is it obvious that some information is missing?
- How professional does the website look?
- How important is advertising for the website?

Copyright:

A website of the Federal Agency for Civic Education informs about the subject of copyright on the internet: www.bpb.de/gesellschaft/medien/urheberrecht [German website; accessed: July 23, 2017]

4 Sharing

4.1 Group Puzzle

With this method you learn how to share results of group works with different or separated tasks to each other. Contrary to the typical group presentations, all students are involved in the transfer and exchange of the group results and not just particular students.

First Step:

First, work on your tasks, e.g. "What comes to your mind when you think about Europe?" or "What can everybody individually do against climate change?"

Second Step:

Sit together in groups. These groups are called home groups. Name these groups with a letter (e.g. A to E). Compare the results of each person's individual work by answering the following questions:

- Do the thoughts and ideas match with each other?
- What are the differences?
- Which images, associations, feelings, and positions are mentioned? Give a short summary of your ideas and suggestions.
- Name five topics which are especially important for you with regard to the topic. Write each on one individual flash card.

Third Step:

Make sure that every group member has understood the task and the results of your group work because each one of your group will present the results as an expert to other groups in the next step.

All of you become an expert in the group puzzle.

Fourth Step:

All members of the home group present the results. This happens in a new group called expert group as all members of the new group are experts of different home groups.

To form these expert groups you distribute the same amount of different numerals (e.g. 1-5) or something similar to each home group. The home groups (A-E) turn into expert groups (I-V).

Task for the members of the expert groups: Present to each other the results of your home groups' tasks and questions.

Fifth Step:

Next, go back to your home group. Summarize the results of the exchange from the expert group.

Sixth Step:

Afterwards, talk with the class about the results and the procedure.

4.2 The Quad-Script

Group work results that can be divided into four significant aspects, can be presented by using the quad-script to have a clear and well-arranged presentation.

To keep the visualization easily accessible, it is important to write down the results in bullet points or otherwise compressed version. From the top left rectangle as a starting point the participants write one aspect in every rectangle in clockwise direction. In case of a group work write the results of your own group in the first rectangle at the top left and the results of the other groups in the other rectangles.

The circle in the middle of the paper can be used for titles or similarities between the groups. The script can be used for a presentation if you enlarge the script to a poster.

Of course, you can extend the quad-script to a six or eight participant's script.

4.3 Theses Methods and Games

Statements about political issues are often shortened and sharpened, e.g. in the form of theses ("We are the people!"). Opinions are put in a nutshell. They can be used as a reduced representation of political issues or as door opener for further factual discussion. Because of that, it is advisable to work with theses in class.

How You Proceed

Collect as many opinion and statements as possible on a controversial topic (e.g. climate protection, democracy in school) and form them into short sentences or rather theses. Consider the whole spectrum of opinions imaginable on the topic. Write these theses on separate flash cards.

Theses Picture

The aim of the game is to create a picture with theses which reflects your opinion about a topic. Every group gets the same amount of flash cards with theses. Read the theses within the group and discuss your opinion on the topic.

Think about a "picture" with all the flash cards you have that clearly shows your opinion on the topic. The most important thesis everybody can agree on could be, e.g. placed in the center or as basis. Less important or rejected theses can be put at the picture's edge. The picture can be a house, a tree, a landscape, a means of transportation, a dartboard, or something similar. Pin the flash cards on a large-sized poster and complete the picture through further visual elements. Ask your classmates to interpret the picture. Complete or correct their interpretation.

Theses Story

The aim of the game is to create a story, reportage, or article based on various theses which have been drawn randomly.

The theses, which are combined into one story, can fit together or contradict each other. Thus, it is important to use your imagination.

First, form groups. One representative of each group draws six flash cards. Read the theses and think about a possible connection between them to form one story. You can give back two flash cards which seem less suitable and draw two new flash cards.

Repeat this procedure of swapping for four rounds. Afterwards, you give back one flash card. Moreover, you additionally have the chance to give back one more flash card and draw a new blank flash card to use as a joker, i.e. you can write any statement you want on this flash card.

The group which can present a coherent story out of five flash cards wins. The second winner is the group which can present a story consisting out of four cards and a joker. If more than one group can present a story consisting of five cards you can vote for the winner.

Theses Grid

The theses are put into a table and are evaluated in a grid with five possible ratings:

++ I totally agree
+ I somewhat agree
o I do not have an opinion on this
- I do not agree
- - I totally do not agree

List of Priorities

In your group, cross out theses you do not agree with at maximum half of all theses). The rest of the theses are ranked, with number one being the thesis you can agree with most. Present your list in front of the class and explain your choice.

5 Debate

5.1 Pros and Cons Debate

Principle

Arguing in class? That sounds unusual, especially because arguing should be avoided normally. To carry out discussion with opposing opinion and interests is an integral part of democracy for reaching a compromise or agreement. Therefore, learning in class should also include arguing.

With this method you can learn to recognize your own interests, to state them, and to practise non-violent forms of struggle. Furthermore, you can learn to put yourself in the position of someone else and how to achieve and accept a compromise.

With a pros and cons debate different opinions can be expressed and illustrated in a role-playing game. A controversial topic or a yes-no question can be discussed. The aim is to convince the audience of your opinion. This can include a tough and energetic debate which have to remain fair nevertheless.

It is important to comply with the rules of the game (see below)!

Rules of the Game

1) First, inform yourself about the problem or question. Take a short vote on the topic to show a first range of opinions: What is your take on the problem or the question?
2) Form groups for the respective opinions. It is best to form the groups randomly (e.g. through drawing playing cards). This method is not about your own opinion towards a problem, but to present an explanation for an opinion through putting oneself into someone else's shoes.
3) The groups work with their theses and elaborate on "their" positions to form well-founded arguments based on additional material. In doing so, they should also recognize the arguments of the opposite party and find out how to disprove them. Afterwards, the group appoint two to three spokespersons for the group.

4) For the realization of the game a suitable seating arrangement should be introduced: The moderators (this can be students as well as teachers) should be at the front. The two conflicting parties' spokespersons sit at two tables facing each other and the rest of the students sit in the back as observers.
5) The moderators open the debate, welcome the observers, introduces the topic and the participants, as well as the process of the game. Next, the spokespersons of the groups give a 3 minutes statement. Then, the pros and cons debate starts (approx 15-20 minutes).
6) For the evaluation of the game, the moderators ask the observers to state which arguments where most convincing and which were not. Furthermore, the overall impression should be described with its positive and negative points.) At the end of the game there should be a vote on the opening question or problem.

The result should be compared to the initial voting result and if there are differences these should be discussed and analysed concerning possible reasons for the changes.

5.2 Argumentation Map

Speakers which are advertising their positions and want to convince the others choose often a short, clear, and concise portrayal. Often, topics or problems can be put in a nutshell with just four aspects.

The argumentation map is structured in four sections and can be presented in clockwise direction (beginning at the top right):

1) What is the current state? (STATE?)
2) How should the topic be presented or the problem be solved? (VISION?)
3) Why should the topic be presented differently or rather why should the problem be solved? (WHY?)
4) What has to be done (APPEAL)? For this, form a significant sentence or appeal which states what has to be done to solve the problem.

With some keywords the argumentation map can serve as a "cheat sheet" (manuscript) for a speech or for the presentation of results of the group on a large-sized poster.

The structure of argumentation can also be a resource for further research (research map).

5.3 Speech Balloon Text and First-Person-Narrator-Stories

To understand different points of view it can be useful to put yourself into someone else's position, e.g. into the position of a person in a photo (e.g. in a magazine). Furthermore, you can write a story from the perspective of another person.

Speech Balloons

Ask yourself "how does the person see the problem/topic/situation?" A simple way to find an answer to this question and to put yourself into the person's position is to create speech balloon text. Draw a speech or thought balloon next to a picture of the person and write what the person may think or say in this moment into the balloon and write what the person is thinking about and what he or she could say in that moment. If it is a picture with opponents, you can compare different views against each other with this method.

If you compare your results, you will probably be able to have an interesting discussion about different opinions and motives.

First-Person-Narrator-Story

Often, the media reports facts which involve multiple people with different opinion. When you try to understand their actions and motives, you have to put yourself into their shoes. You can use your imagination to slip into a different role and write a story from the perspective of another person.

You write from a first person perspective as if you were actually involved in or experiencing the story yourself.

6 As If

6.1 Improvisation and Role Play

You don't need to be an actor or actress to play a role. Besides the fact that everybody (un)consciously plays multiple roles during his/her life, playing a role is a useful method to make the diversity of a problem clear and understandable.

Improvisation is a game without lengthy preparation, in which a situation or problem is spontaneously staged. For this, you can re-enact everyday events and problems, as well as texts, poetry, and fairy tales. It is important to act spontaneously and as if you were a participant or an observer of the event you re-enact.

The role play is a variation of this method. The participants slip into a role in a given situation. A role play can be conducted in a very open or in a more restricted form. The open form only determines the overall situation but does not include any further regulations for the actors who can also play themselves. This form requires a high level of intuition and spontaneity and can lead to multiple variations.

Contrary, a more restricted role play setting assigns certain roles and limits the actions available to each role, e.g. through role descriptions on role cards. It is the aim of this method to stick closely to this description. Nevertheless, it is possible to repeat such a role play and switch roles. This can be especially interesting, if one person plays conflicting roles one after the other. It is important to talk about the role play afterwards.

Individual approaches and feelings be identified and understood in a role play. Therefore, it can be used to make yourself aware of your own behaviour and of the process of interpersonal communication. In a play role, perspectives can be changed, so other perceptions and interests can be recognized and understood. This makes it possible to put yourself in someone else's shoes and enables empathy.

6.2 Fictitious Interview

Everybody knows interviews from different media. A journalist interviews an expert or someone affected by an event to get to know their view on that particular topic. We can create something similar in class using role play. Imagine that you are a journalist or an expert. For that it is necessary to research in order to be able to accurately put yourself in the shoes of your role and imagine what they would very likely say and do.

A possible point to start could be a newspaper article, historical source, report, etc. To conduct an interview, both of you have to read the source and divide it into smaller parts. A student poses questions and another student answers them, assuming the role of an expert or rather the author of the text.

Example Text:

Human Rights

Forced into arranged marriages, imprisoned for having the "wrong" opinion, working in a clothing factory since childhood: Human Rights cannot be taken for granted, even in the 21st century. Although human rights are an integral part of politics and a moral demand in many countries, there are still many places where individuals, groups or even states violate them. More than sixty year after the Universal Declaration of Human Rights, we are still far away from worldwide acceptance of Human Rights. Nevertheless, these rights are valid for everyone on earth, regardless of origin, gender, religion, or age.

Possible Questions for the Interview:

- What is the state of human rights in the 21st century?
- Can you give us some examples where human rights have been violated?
- Who violates human rights?
- Who deserves human rights?

6.3 Freeze Frame Principle

When we talk about problems and experiences in class which we link to a certain topic or social situation, we usually use

words and terms. The freeze frame is a method to illustrate a problem or a topic without the use of words. So you can literally "embody" the topic.

A freeze frame is the representation of a problem, a topic or a social situation with the bodies of a learning group. Especially relationships between persons, attitudes and feelings can be illustrated – and all that without words.

A "director" (or "sculptor", "builder") creates and shapes the freeze frame step by step out of the bodies of his/her classmates. Thereby, the director expresses how he/she sees and interprets the addressed problem or topic.

The players who are shaped, adopt the positions demanded by the sculptor like puppets, including facial expressions and gestures.

The classmates observe the creation of the freeze frame without words and can discuss, change, or reshape the situation afterwards.

Practice:

This step is about practicing one important element of the freeze frame, namely stopping within movements or postures.

Examples:

- The students move through the room on imagined lines (with music) and after the call "Stop" (music break) spontaneously adopt a "frozen" position to a term given by the teacher (e.g. anger, fear, joy, political apathy, optimism for the future etc.).
  The terms can also relate to jobs or social groups (e.g. teachers, politicians, entrepreneurs, unemployed people etc.).
- The students get into pairs. One partner is shaping the other partner to a given term or topic. After the freezing the builders look at the other freeze frames. The roles change afterwards.
- The class is divided into groups. Without speaking they should spontaneously embody a given term, e.g. sadness, friendship, power, democracy, solidarity, unemployment, oppression etc.
  If possible: Take pictures of the freeze frames.

Topic Examples for Freeze Frames:

- parties in the election campaign
- the relationship between youth and politics
- non-voters
- family scenes: conflicts between parents and children
- clique and misfits
- debate in parliament
- Europe in crisis

Rules of the Game

How it works:

1) Together you choose a topic. This topic often results from the current subject of the class and can be a question, a personal experience, a certain opinion, an approach for a solution etc.
2) You select a director who has the task to create a freeze frame based on his ideas.
3) For this, the director chooses classmates who suit his ideas (look, height, clothes, gender) step by step.
4) The director puts these students into the desired position. Without words he show them which position, gestures and facial expressions they should adopt. Moreover, he/she works on the position of the different students towards each other. Objects of the classroom can be used as elements of the scenery.
5) The players and spectators are completely passive. There is no talking.
6) As soon as the freeze frame is finished the players freeze in the assigned positions for about half a minute on a signal from the director.
7) The spectators observe the freeze frame and take time to take it in.
8) Then, the freeze frame is discussed. First, the spectators describe and interpret the situation. Next, the players express their feelings and evaluations.
9) Finally, the director is asked about his intentions and ideas. He/She should comment on the interpretations of his/her classmates.

Variations

Freeze frames can be created in different variations:

- They can be created by multiple directors who can whisper to communicate with each other.
- Finished freeze frames can be changed, altered or expanded by other directors.
- A group creates a freeze frame to a topic they have secretly agreed upon. The audience guesses the situation and interprets the freeze frame.
- Every person in the freeze frame is assigned to a spectator who has to remember the position and attitude of the person. Afterwards the spectators have to imitate the freeze frame. The people who were in the freeze frame before and the imitators compare and interpret the freeze frames.
- After finishing the freeze frame the director taps on the shoulder of a person in the freeze frame. This person spontaneously says something about his attitude and his/her feelings.
- The director or one of the observing students steps behind one of the people of the freeze frame as ”alter ego“ (the other I). They lay their hand on the shoulder of the person and say in first person perspective what this person may be thinking at the moment.

7 Being Creative

7.1 Quiz, Puzzle, Cloze Tests

Besides being suitable for testing knowledge or introducing a topic, quiz questions, puzzle, and cloze tests are fun. With some practice, you can create them on your own.

Quiz

It is not always easy to ask significant questions. Moreover, it is not always easy to come up with wrong options for answering.

Example:

Free and spontaneous expressions are called:
A – assembly B – atom C – associations D – aroma

A visual exaggerated representation of (social) situations is called:
A – cadastre B – camel C – caravan D – caricature

Puzzle

A puzzle is made out of several cut out parts of a picture. The task is to match the different elements to each other. Also texts can be used as puzzles, in so-called text modules.

Cloze Tests, Cloze Charts

Delete the central terms or symbols from a text or a chart and write them underneath in alphabetical or random order. The task is to insert the terms or symbols into the right gap.

Example:

Through this, students learn to identify their own _____, _____ them, _____ non-violent forms of _____ and how to put themselves into someone else's _____, to reach a _____, and how to _____ this.

accept / compromise / interests / position / practise / struggle / students / talk about

7.2 Riddles

Riddles can liven up the lessons at different times - to introduce a topic, right in the middle, or at the end to make sure everybody understood the key terms. To do so, terms have to be guessed in a riddle. These can be important keywords which are relevant for the topic and should be learned and remembered. It is very interesting is to create own riddles e.g. for your classmates.

Here are some tips on how to proceed:

1) Determine the words which should be guessed and which are important (e.g. from texts you worked on in groups). Write a paraphrase for the word which should be guessed, e.g the head of state of Germany: _____
2) The word can be in different types of riddle: Crossword consist of empty boxes in horizontal and vertical direction. The letters of multiple words should cross (attention: around the intersections should be free or black boxes); Individual letters can be filled in to help to find the right answer.
   - In "word grids", all words are hidden in a box full of letters.
   - In a "box riddle" there are as many boxes as the word has letters, and some letters are filled in to help. The boxes are ordered horizontally so that a vertical row from top to bottom contains the solution word.
   - In a "riddle snake", the first letter and last letter of successive words have to be the same. The initial and last letters are given with empty boxes to fill between them
   - In a "syllable riddle", the words are divided into syllables. The syllables are listed alphabetically.

7.3 Creativity Pool

It is challenging, yet fun, to deal with topics creatively and to present them! Some little, not very complex methods, which are interesting, are presented here and can inspire creative actions.

Aspects of a topic can be…

- illustrated on an stamp
- presented in a pictogram
- described in five simple sentences
- illustrated on a button or sticker
- represented by a symbol
- drawn as a comic
- written in rhyme or in a poem
- illustrated on a poster
- designed as a website
- designed as a leaflet or flyer
- written in a slogan
- designed as a pamphlet
- rewritten into a fairytale
- rewritten into a manifest
- presented in a picture story
- "wrapped" in a riddle, quiz, or puzzle
- alienated into a learning text with mistakes for classmates
- transformed into a feature or audio play
- composed as a (rap) song or a pop hit
- set into a documentation
- written as a thrilling speech
- presented in a radio show
- presented in a video or a slideshow.
- expressed in an eulogy
- turned into an artwork or model.
- expressed in a freeze frame
- presented or played in a scene

7.4 Cinquain and Headstand

Cinquain

A particularly challenging and creative method is the cinquain. It is a poem with a strict five line structure without rhymes. It consists of only eleven words which are arranged in five lines (that is why it is called "cinquain", originating from the French word "cinq" meaning "five"). There is one word in the first line, two in the second line, three in the third line, four in the

fourth line and again one word in the fifth line. The last line is written as a request or appeal. This method forces you to reduce and compress certain aspects of a topic.

Example:

Politics
No, thanks?
Who is profiting?
It is my future
Participate!

Headstand

Like the actual headstand is a reversal of the normal human posture, the headstand method is a way to reverse a topic in class. Questions that are reversed in its opposite can inspire ideas or approaches to a solution for a problem.

How You Proceed (Example):

1) You have an initial question like: "How can an increasing interest and engagement in politics by the people be achieved?"
2) Thus, the headstand question is: "How can it be achieved, that absolutely no one is interested and involved in politics anymore?"
3) Collect every answer to the headstand question in a brainstorming.
4) The headstand question is turned around once again. Turn the collected ideas into their opposites or let yourselves be inspired by the headstand answers for new independent solutions for the problem.

8 Presenting

8.1 Charts

Political and social topics are often presented in charts (diagrams or statistics) to clarify complex connections. Diagrams are statistics that are often used to clarify proportions and numbers. In the following you will find suggestions for a structured presentation of information.

a) Tree Diagram shows elements or (organizational) units of the hierarchical structure of a system.
b) Cycle Diagram shows courses of processes.
c) Flowchart shows courses, processes and developments with special forms, arrows, and symbols.
d) Radar Chart
shows relations, dependencies, and connections based on a central aspect.
e) Pyramid Chart
shows different layers in the hierarchy of a system.
f) Venn Diagram shows differences and similarities of different fields.

Charts can also be designed to present your own results. They can put information and data relating to a topic in an order and visualize developments and connections in a structured and well arranged way.

g) (Horizontal) Bar Chart
shows the quantitative allocation on a proportionally divided "bar". The compared subsets must be illustrated true to scale considering their size.
h) Vertical Bar Diagram shows the change of data in a chronological sequence and its relations at certain times.
i) Line- and Curve Chart shows developments over a longer period.
j) Pie Chart shows percentage.
k) Pictograms hows relations and measurements with symbols or simplified figures. A comparison is possible using size rates or a different number of same-sized symbols

8.2 The Presentation Rectangle

The ability to give oral presentations, e.g. lectures, is a basic competence in school, studying, and work. Many people are nervous before they start to give a presentation. Yet, lecturing can be learned, and for this reason you should practise.

In preparation for a presentation, consider the following aspects and questions.

1) Topic

- Prerequisite: thorough and systematic preparation of the topic:
- Work out core statements of the lecture: What do I want to present?
- Think about the structure (introduction: 10% / main part: 80% / ending: 10%): How can I structure the subject appropriately and entertainingly?
- Decide for a lead in: How can I arouse interest?
- Create presentation slides: Use less text, but big font!
- Think about how to maintain the audience's interest: How can I liven the issue (pictorial representations, examples, comparisons, funny or entertaining elements)?
- Create a handout / thesis paper: Which information do I provide the listeners with at the end?
- Prepare your manuscript: What kind of written tools do I use (flash cards, cheating sheet)?
- Think about the summary at the end: What should the listeners "take with them"?
- Prepare feedback

2) Myself

- Preparation: Practise at home (in front of a friend or a mirror, voice recording on computer or by mobile phone): How do I deal with speech anxiety and stage fright?
- Before the Presentation (unobserved): Distract yourself, think of something beautiful (or previous good performances), relax your mouth, speak some sentences out loud, clear your throat, breathe in and out deeply three times.
- In Front of the Audience: Make and hold eye contact.

- Language: Speak freely, loudly, slowly, and clearly
- Confident Appearance: Remain calm and relaxed; there is no rush; wear clothes, in which you feel comfortable.
- There are studies about what we keep in mind that say: 10% of what we read, 20% of what we hear; 30% of what we see, and 50% of what we hear and see in combination will be kept in mind. When we talk about it ourselves, we keep 70%, and if we can try something out by ourselves it is 90%.

3) Audience

- Arouse and Maintain Interest: How do I manage to keep the audience interested in the topic and my presentation?
- Previous Knowledge: Which prior knowledge does the audience (probably) have? How can I connect to this?
- Explain the Process/ Express the Central Questions: Why do I tell this?
- Questions Thrown In: Before you start, clarify, whether questions during the presentation are allowed or should be asked at the end.
- Written Documentation: Indicate whether the audience has to take notes or whether they get a handout or something similar.

4) Atmosphere

- Decide for a Suitable Visualization of the Topic: Which "technique" do I decide for (e.g. projector, overhead projector, computer, black board, board, poster)?
- Prepare the Room: How should the room be arranged so that I can perform an optimal and trouble-free presentation (e.g. enough chairs for the audience)?
- Check Technical Utilities: Are all technical utilities available and functioning (e.g. extension reel with multiple sockets)?
- Avoid Disturbances During the Presentation: Is there any kind of disruptive elements (e.g. loud air-conditioning, caretakers repairing something etc.)?

9 Giving Feedback

9.1 Personal Feedback

After each performance (and learning also can be seen as performance), everyone has a right to know how successful the performance was. Success is one of the most important requirements and motivation to keep on learning and to develop.

Usually, grades in tests and certificates are used for the evaluation of performance. However, mistakes, deficits, and a comparative evaluation are in the focus of grades: What is right; what is wrong; and which place does the grade take in a performance ranking?

There are also several other ways of giving a feedback which have one specific goal: All of the people involved in the lessons tell each other regularly what they appreciate about each other and what is necessary so that everyone can learn and feel well. Basically, feedback should help us to become aware of our behaviour and performance and to understand our impression on others.

To give and to receive feedback has to be learned, especially in a school class situation. It is particularly important that feedback is constructive and helpful for the individual. Unfortunately this is something which is not always experience at school. Criticizing only is easier but it does not help the concerned person.

Some feedback rules have to be considered, one the one hand, by the person who gives feedback, and on the other, by the person who receives feedback: Offending and insulting statements are forbidden! A person only receives feedback, if he/she wants to.

Rules

Feedback needs an atmosphere of mutual trust, respect and esteem. Everyone has the right to be taken seriously and that people listen. This right also applies for the opposite direction, thus, it holds true for students and teachers alike.

Feedback Rules

Giving Feedback

- describe how you experienced the others
- refer to concrete behaviour
- describe concretely and not generally
- do not assess
- express yourself concretely and offer perspectives
- be open-minded and honest
- formulate subjectively (from first person perspective) and do not trivialize
- formulate regardfully and reasonably
- put achievements in the focus
- replace critique through suggestions for improvement

Receiving Feedback

- listen carefully and let others finish speaking
- ask if you did not understand something
- do not justify or defend yourself
- think about which suggestions are helpful for you to deal with in greater detail
- at the end, summarize what you have learned from the feedback
- Keep in mind: Giving feedback is not about finding out who is right, but about expressing individual perceptions. The person who receives feedback decides about the conclusions drawn from it.

Examples for Appreciating Phrases

- Giving Feedback
- "I observed that…"
- "I liked your presentation because…"
- "You succeeded especially in…"
- "I think it is good that you…"
- "Maybe you could…"
- "I would like to get to know more about… / I would like to know…"
- Receiving Feedback
- "Did I understand it right that…?"
- "Do you mean that…"

9.2 Learning Diary

Most pupils do not think about the way they learn. Nevertheless, it is especially important to know that. Unfortunately, it is often the case, that students learn ineffectively and make mistakes due to a wrong way of learning or because they do not learn from previous mistakes. In the following you learn how you can give feedback to yourself.

In a learning diary you write down observations, thoughts, and feelings about your way of learning. This can relate to part of a lesson, projects, homework or the entire school year. In this way, you think about your own learning and reflect upon the content you learned. Thus, you get to know your strengths and weaknesses. Moreover, following your process of learning during a longer time period, can help you to work on your weaknesses and improve your strengths.

Important Questions About a Lesson Can Be:

- What was new for me?
- Which part is most important for me?
- What attracted my attention (with regard to my content competence; related to me as a person)?
- What do I want to repeat or clarify?
- If I dealt with the topic again, I would…
- I plan to…

A learning diary is also a way of giving and receiving feedback in writing. For this, students exchange their learning diaries with each other and ask the others to write a feedback under the entries. Parents and teachers can also write down their remarks and especially positive comments in a separate space. In this way, the students receive suggestions about the evaluation of their learning process.

Tip: Themenblätter im Unterricht Nr. 94: Lust auf Lernen?

- www.bpb.de/Themenblaetter [German website; accessed: July 23, 2017]

Learning itself also has to be learned. However, this is often obstructed or blocked. Questions can help to become aware about your own way of learning and to estimate your learning possibilities.

Questions for the Self-Estimation About the Own Way of Learning

- What is easy for me?
- What is difficult for me?
- When do I prefer to learn?
- What do I like about learning?
- In which surrounding do I prefer to learn?
- Do I like to learn with music?
- What distracts me from learning?
- Do I like to be distracted?
- After how many minutes do I need a break?
- Which tricks help me to learn?
- Do I prefer to learn alone or with others?
- Which situations in school scare me?
- What is the reason for the anxiety?
- I learned especially well when…
- I had especially bad results when…
- What kind of learning type suits me best (auditive, visual, communicative, or haptic)?

You can find further learning tricks:

- www.schulweb.de/de/seiten/zeigen.html?seite=1328 [German website; accessed: July 23, 2017]

9.3 Civic Portfolio

Democracy and participation can and must be learned and practiced in school. You can document what you learn and where you are involved in a Civic portfolio.

You may be familiar with the European Language Portfolio, where you can document your language competences and their development. The Civic portfolio has a similar function, with the focus on citizen(ship) competences.

Citizen(ship) competences are skills that are necessary to be able to have a word in social matters and to participate in them. For example, it is necessary to be able to distinguish opinions from facts in order to form your own judgment. Furthermore, if I do not want others to decide about me, I must be willing to commit myself and take responsibility. These are competences of the independent citizen which can (and should) be taught at school.

The Civic portfolio is managed as a booklet or portfolio. In the first part, you list in a table where you have already participated in a number of occasions and places (when, where, how) or have acted as an active citizen (see page 60). This can take place in the classroom (e.g. expressing your opinion), in school (e.g. participating in the school council) or in the social environment (e.g. supporting elderly people).
The table can look like this:

Date	Class-room	School	Environ-ment	Type of Commit-ment

In the second part, you collect all the documents (info, texts, your own work, photos, certificates, etc.; keep in mind to record the date!) with which you can document your activities.

The Civic portfolio shows which citizen(ship) competences you have already achieved.

In the third part of the Civic portfolio, you can assess which citizen(ship) competences you have already acquired.

It is important to fill out the table with a pencil, so that you can make changes.

Citizen(ship) competences can include:	++	+	o
■ to express one's own opinion ■ to respect opinions of others to endure criticism ■ to ask critical questions to distinguish information from opinions ■ to work together with others ■ to gather information independently ■ to evaluate information critically to recognize interests ■ to argue reasonably ■ to assume responsibility ■ to deal peacefully with each other ■ to stand up for equality ■ to settle disputes ■ to support the weaker ■ to stand up against prejudices and insults ■ to plan and carry out own projects			

++ (I can do this very well) / + (I can do this well) / 0 (I still have to work on this)

9.4 Evaluation

Students like to receive good lessons; teachers like to give good lessons. Thus, everyone is interested to improve the lessons. Therefore, it is necessary that all participants reflect how successful the lesson was. This evaluation helps to get an assessment about the learning processes and to draw conclusions for further lessons.

In contrast to feedback, evaluation includes assessment, e.g. on a scale where the lowest number is the best and the highest one the worst classification (or reverse). Flaws can also be described.

Methods

Flashlight

Example: At the end of a teaching unit, all students should finish the beginning of a sentence which is written on a flash card: "I liked… about topic xy." Next, the flash card is given to the neighbour who reads out the sentence.

Position Line

The students literally position themselves along two poles of a (fictitious or marked) line through the classroom: The left pole symbolizes: "The topic was important for me!" The right pole symbolizes: "The topic was not important for me!" Everyone explains his/her opinion.

Evaluation in school means that teachers and students assume responsibility for teaching and learning. This works, if they draw conclusions together.

Questionnaires

Example: On a questionnaire students mark the box in a table which represents their opinion.

I considered the amount of homework…

too much				too little

I considered the exam....

too hard				too easy

The topic was…

too hard				too easy

The teacher's explanations were…

understandable				not understandable

Further Example: This is a questionnaire to evaluate a group work. The students mark the box which fits their opinion. You can add further questions which are important for the group work.

	Yes	Partially	No
We clearly defined our objectives in the group.			
The procedure and the order of our work was clear.			
The roles and tasks were clear.			
All participated actively.			
Agreements were met.			
The members of the group felt well.			
We have managed conflicts constructively.			

(Card) Query

The students react to the following impulses by writing on differently coloured flash cards:

"I liked the lesson because…" (green card); "I did not like the lesson because…" (red card)

9.5 Evaluation Instruments

The advantage of visual instruments for evaluation is that everyone can see at one glance how the lessons were considered. They can be looked at together in class. In addition to the examples collected here there are numerous other options.

Smilies

Tick smilies (or draw one on a master copy without mouth) is an easy and fast method to express one's satisfaction.

Target

Evaluate different aspects by marking a target. Like on a dartboard the middle (=1) is the best score.

With such a target you can evaluate the results of your work by placing dots in the right place. You can apply the following criteria to your assessment:

- relevance of the topic for me/us
- my personal learning success
- organization of the lessons atmosphere in class/group
- my well-being

"Evalandscape"

In the evaluation landscape you mark the place on the picture of the landscape which is a symbol for your assessment e.g. your learning success. You connect your assessments associatively with marks in the landscape.

Example: A mark on the way to the mountain's summit can mean: "I have increased my knowledge or rather improved my skills."

A mark on the shore: "I finally have solid ground beneath my feet."

10 Becoming Active

10.1 Activities

Here is a list with options to obtain information, to express your own opinion, or to become active. Think about further examples of becoming politically active!

Obtain Information

- ask offices (city administration, authorities etc.)
- ask parliamentarians, representatives of political parties or associations
- ask citizens' initiatives, support groups, environmental or human rights organizations for information material
  use libraries or archives
- follow news in newspapers or television
- research online conduct interviews or surveys (e.g. with your parents, friends, or people passing by)
- observe and investigate

Express Your Own Opinion

- write articles for your school's newspaper
- write letters to the editor of a newspaper
- sign petitions or letters of complaint
- be part of signature campaigns
- participate in rallies, demonstrations, and vigils
- participate in surveys and elections
- participate in town meetings and public discussions

Organize and Become Active

- in class: activities with the class or in the class council; participation in challenges; organization of class celebrations, class trips or projects
- in school: be a part of the school council, homework support, break buddies, crossing guards, mediators, or holiday care
- in your social environment: support elderly people
  participation in environmental projects, engagement in

social institutions, organizations, associations, and youth parliaments