

## Module 1: You and the EU – What does the EU actually do and how does it affect my everyday life?

Phase	Content	Class arrangement	Material / Method
<b>Introduction</b>	Decision game: What decisions does the EU take?	Teacher's stimulus Classroom discussion	M 01.01 Decision Game Info 01.01 Information and Solution
<b>Transition</b>	What are the EU's responsibilities? What does the EU actually do?		
<b>Working Phase I</b>	Working out of the EU's directives and regulations concerning our everyday life, complemented by issues from M 01.01 where applicable, Naming 4-5 superordinate fields of action / areas of responsibility of the EU; Results are recorded on post-its.	Individual work / partner work	M 01.02 The EU in my everyday life <b>Think Pair Share</b>  <b>Post-it investigation</b>
<b>Memorising Phase I</b>	Results on post-its are discussed in class und sorted. → Identification of superordinate fields of action / areas of responsibility	Teacher-class dialogue	Board Post-its
<b>Transition</b>	How does an implementation of an EU regulation / directive work? What are their consequences?	Teacher's stimulus	
<b>Working Phase II</b>	Video about sample problem "Directive on reduction of plastic waste" (2018) and its implementation: Students watch video and work out aspects and consequences of a specific implementation of an EU directive based on the assignments. Students record their results.	Individual work	M 01.03 video: Plastic waste
<b>Memorising Phase II</b>	Results are discussed in class.	Teacher-class dialogue	
<b>Working Phase III</b>	Additional text about regulation on plastic bags (2015) → Passing a law is a very complex matter, lobby's influence Students work out the information of the text		M 01.04 From draft directive to law
<b>Memorising Phase III</b>	Results are discussed in class and may be presented by means of a fictional interview.	Class discussion	<b>(Fictional interview)</b>
<b>Consolidation</b>	Students work out the text's information about the influence of lobbyism and the EU's opacity.  Results are recorded.	Individual work	M 01.05 Text about opacity and lobbyism's influence <b>5-Step-Reading-Method</b>
<b>Memorising Phase IV</b>	Discussion of text and results in class	Teacher-class dialogue Class discussion	
<b>Addition</b>	Expert's interview with Dr. Freise about democratic deficit and possibilities to overcome it		Additional material: Expert's interview Freise

\* Info = factual information for teachers

\*\*M = teaching material

<b>Transition to module 2</b>	<u>Conclusion:</u> Knowledge about the EU is limited, tasks and functions of the EU seem rather complex and non-transparent for individual	Teacher-class dialogue	
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