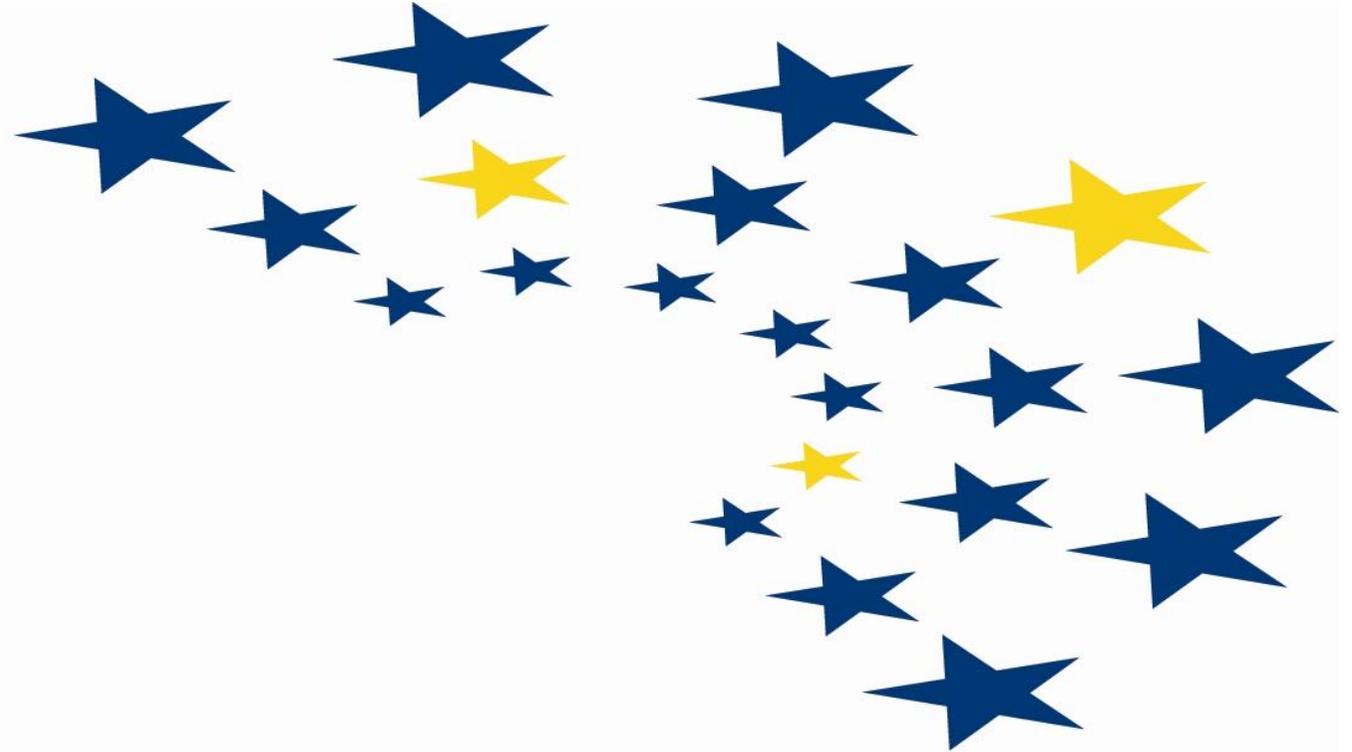


# EYP – In Your Classroom



EUROPEAN **YOUTH** PARLIAMENT  
PARLEMENT EUROPÉEN DES **JEUNES**  
**SVERIGE** SUÈDE SWEDEN

# EYP – In Your Classroom

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## Introduction

**The world of tomorrow is today's challenge.** It is extremely important that young people engage in the challenges of today because it is them who are the citizens of tomorrow. Classical school education is rarely able to inspire students to engage with society and take interest in current political issues. Politics is often viewed as something boring, partly due to the restriction of individual opinions and initiatives caused by partisan and religious factors. To realize the full potential of young people and inspire them, a complement to classical education is needed. A common alternative is role-playing. Many role-plays, however, restrict the personal opinions and inherent greatness of the individual. By using the EYP method students are given the opportunity to express their own opinions and be inspired by others. The EYP session format lets students work together in groups and it encourages them to develop as a team without restricting the individual. By working towards a common goal, students learn to compromise and to appreciate diversity.

**“To realize the full potential of young people and inspire them, a complement to classical education is needed.”**

## “...spark an interest in current European issues among young people”

This is a project for young people by young people with the purpose of bringing Swedish youth closer to Europe. In the form of an educational program by the European Youth Parliament (EYP) Sweden aim to, in a democratic and inspiring way spark an interest in current European issues among young people. It will show how you as a teacher can use a well-tried education method in your teaching. The goal is to inspire youth to think European and encourage an active interest in political issues.



The material aims to, in a fun and reality-based way

- Let young people discuss important issues independently from religion and partisanship
- Add a European dimension to Swedish education
- Inspire interest in current issues in today's and tomorrow's Europe
- Teach youth the principles of the democratic process
- Develop the ability to cooperate and work as a team
- Encourage youth to take personal initiatives and engage with society
- Inspire young people to think European and thereby contribute to the content of the European citizenship
- Gather up interdisciplinary knowledge often neglected in “classical” education
- Develop language skills

“...a project for young people by young people...”

## The European Youth Parliament

The European Youth Parliament has long been a forum for open and unprejudiced debate for young people. Consequently, EYP has comprehensive experience of how to, in a stimulating way, inspire and teach youth about democracy and politics.

EYPEJ is the international acronym including the English (European Youth Parliament) as well as the French (Parlement Européen des Jeunes) name. EYPEJ was founded in 1987 in Fontainebleau, France, to give high school youth in Europe the opportunity to meet and discuss common current issues in English and French, independent from borders, religious confession and partisanship. Through EYPEJ's sessions, young people also acquire insight into the parliamentary

“...inspire and teach youth about democracy and politics.”

“...independent from borders, religious confession and partisanship”

procedure of the European Parliament.

EYPEJ is supported by the European institutions and is since 2004 part of the politically and religiously independent Heinz Schwarzkopf Stiftung “Junges Europa”. Chairman of the foundation is André Schmitz-Schwarzkopf, undersecretary and head of the Berlin senate council. EYPEJ is under the high patronage of both the Speaker of European Parliament, Dr. Hans-Gert Pöttering and the secretary general of European Council, Terry Davis.

On a national level, EYP is represented by a national committee in each country, responsible for the selection of delegates to the international sessions through a national selection process and the achievement of EYPEJ's goals on a national level.

EYPEJ today has national committees in over thirty European countries. In Sweden, EYP is represented by Europeiska Ungdomsparlamentet (EUP) Sverige.





## Why use this educational method?

That prominent politicians have chosen to support EYP is no coincidence. EYP is a well-tried educational method.

For more than 15 years EYP Sweden has encouraged young people to take initiatives and engage with society. Young people today do not always have the opportunity to express their ideas and interests; within the framework of the EYP we strive to give young people that opportunity, independent from the religious and political factors that often restrict expression in today's school and everyday life.

We believe that students learn better if they themselves see the purpose of their learning and find a way to apply and relate their knowledge to the surrounding world. The

school of today offers a relatively strict and often limited way of learning. The EYP methodology can offer a unique and interesting complement to the "classical" education. With a different and inspiring education method, we want to offer students a creative and reality-based way of learning and acquiring interdisciplinary knowledge.

There are of course different ways of using this method in education. Why not have a project involving social science and a language being taught at your school? Students can learn the principles of the democratic process in an inspiring way while being taught European knowledge and language skills. Many of the goals specified in the curriculum for Social Sciences A and English A can be directly achieved through the project related to in this material.

“...a creative and reality-based way of learning...”



## A school session

A practical experience of the democratic process is one of the main objects of a session and the EYP aims to develop insight and understanding of democracy. A session is therefore most effective and meaningful if students have a general knowledge about democracy and the European Union. Our suggestion is to implement the EYP methodology as a complement to regular social science education and in conjunction with discussions about democracy and the EU.

On ordinary EYP sessions, delegates are expected to have researched their topics beforehand. On a school session, information gathering could replace teambuilding, since classmates already know each other well and have worked together before. A school session therefore consists of preparation for committee work, committee work, preparation for general assembly and general assembly. It is up to the teacher how much time is committed to the different tasks. Below we outline a balanced time plan and explain the different tasks.

”...implement the EYP methodology as a complement to regular social science education...”

## Lesson 1

Divide the class into committees with different topics. Teachers may decide the topics themselves or use topics from EYP sessions. We hope to have a comprehensible list of topics on our webpage – [www.eup.se](http://www.eup.se) – soon. It may make the discussion easier if students are shown the topics in advance and get to choose topics that reflect their interest. Committees should consist of 5-10 people.

The first thing students need to do is to make sure they have understood the topic their resolution needs to address. In order to be able to discuss it, they also need insight and knowledge about the facts regarding the topic. Finally, students need to go through the form of a resolution and look at examples of resolutions from the EYP and possibly from the European Parliament and United Nations as well. EYP has information on what kind of language is used in a resolution and in what way it is written. We suggest the remainder of the first lesson be used for this purpose and that the students have the responsibility to come to the next lesson well prepared.

A resolution has two parts: Introductory clauses and operative clauses.

- Introductory clauses are facts premises and establishment that outline the situation and give ground for measure layer proposed.
- Operative clauses are the business end of a resolution. They are the active measures proposed by the committee. Formal language is used and special resolution phrases will be provided.

“ EYP has information on what kind of language is used in a resolution and in what way it is written.”



## Lessons 2-4

During committee work, students discuss their topic and come up with measures that address their specific issue, resulting in a motion for a resolution. It is important that students receive help and guidance by their teacher in order to discuss their topic in a structured and effective way.

A few guidelines for committee work discussions:

- Briefly discuss what the question is all about and define difficult concepts so that everyone agrees on the extent and meaning of the topic. In that way, misunderstandings are prevented.
- Brainstorm. The objective of brainstorming is to creatively and without inhibition come up with ideas. A typical way is to give delegates a couple of minutes to individually write down ideas and points they associate with, or think play an important role for the topic on post-its. Then share them with the group. A good way to do this is for all the students to put their post-its on the whiteboard or to make a “display” on the table so that everyone can see what the others have written. Things mentioned while brainstorming are the base for future discussions.
- Group the brainstorming ideas into different categories. In order to bring all ideas and views together in a resolution, identify the problems you want to address and agree upon the aims of your

“Things mentioned while brainstorming are the base for future discussions.”



resolution. This makes it easier to come up with solutions and to write a resolution that reflects the opinions of the whole group.

- Discuss the ideas one by one and check them off. It is important to take notes and keep track of the discussion all the time. Things that the whole committee have agreed upon, be they facts, assessments or measures, are especially important, since they will make up the resolution.

## Lesson 5

In lesson 5 it is time for the students to type their resolutions. Students will need help, preferably from English teachers, when typing their resolutions.

When all resolutions are finished, the teacher looks them through and corrects them. Resolution Booklets must then be copied and handed to students before the next lesson. This gives the students a chance to read the other committees' resolutions and prepare questions and attack speeches.

“Students will need help, preferably from English teachers, when typing their resolutions.”



## Lesson 6

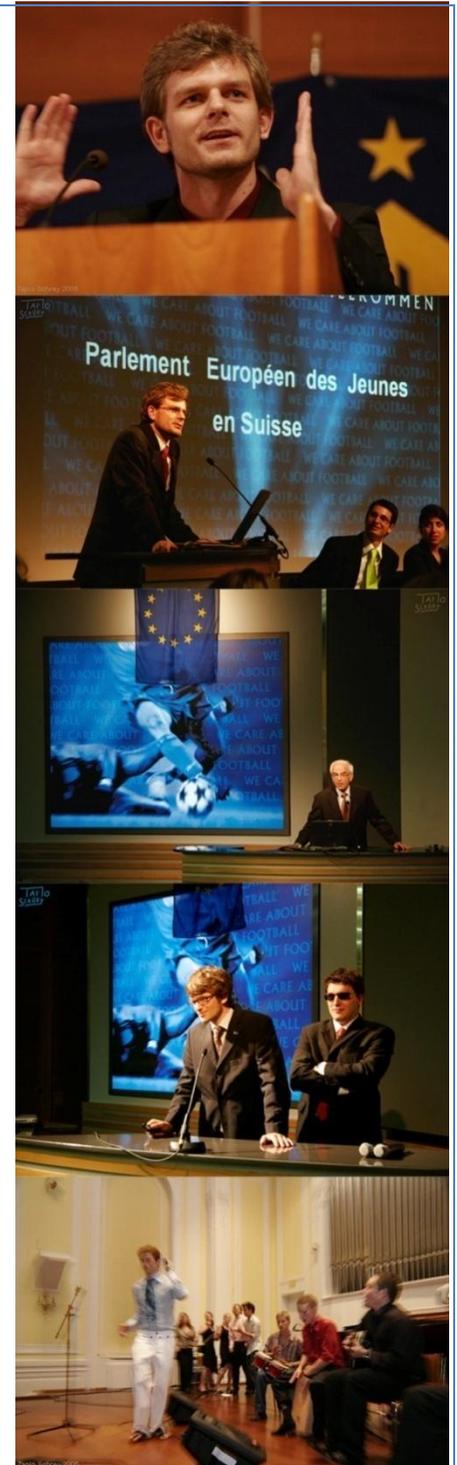
Go through the procedure of the General Assembly and let the committees allocate the different tasks. In the General Assembly, each motion for a resolution will be discussed and voted on according to the following procedure: (The teacher should assign two chairmen to keep order during the debate)

- A member of the proposing committee reads out the operative clauses of their resolution.
- A member of the proposing committee holds a x minute defense speech<sup>1</sup>, explaining how their resolution will solve their specific problem and encouraging the General Assembly to vote in favor.
- A member of another committee holds a x minute attack speech<sup>2</sup>, raising questions and pointing out weaknesses in the resolution.
- The General Assembly moves on to open debate. All participants now have the opportunity to express themselves on the topic and resolution. Points of debate are allocated committee-wise. When a participant has a point to make, his/her committee raises their committee

<sup>1</sup> It is important to give exact time limits. For example 2 minutes for a defense speech is appropriate.

<sup>2</sup> Again, exact time limits.

“...raising questions and pointing out weaknesses in the resolution.”



placard, a sign with the committee name on it. When a committee has been recognized by the chair, the participant stands up and makes his point to the whole Assembly.

- After a round of three or four points, the chair returns to the proposing committee for a response.
- After 10-20 minutes of open debate, one or two members of the proposing committee hold a x-minute summation speech.<sup>3</sup> The summation speech answers the last round of points, sums the debate up and delivers a last defense of the resolution. The summation speech is often divided between two delegates into a prepared and an unprepared part.
- The summation speech concludes the debate and the General Assembly proceeds to voting by show of hand.

Speeches are held from the podium. Debate points are made standing from the delegate's seat. Committees must be recognized by the board before having the right to speak and with the exception for summation speeches, only one delegate may speak per recognition. We recommend each committee is assigned an attack speech against another.

"The summation speech is often divided between two delegates into a prepared and an unprepared part."

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<sup>3</sup> Give exact time limit, app. 3 minutes.



The tasks committees have to divide among themselves are:

- Reading the operative clauses (1 person)
- Defense speech (1 person)
- Attack speech (1 person)
- Open debate responses (3-4 people)
- Summation speech (2 people)

“The most difficult task is to answer questions asked by the General Assembly...”

## Lesson 7-9

The general assembly will be more rewarding and realistic if more than one class is participating. If the schedule can be worked out, gather several classes in, for example, the school assembly hall for General Assembly. During the General Assembly it is important that the proposing committee is following the debate and taking notes. The most difficult task is to answer questions asked by the General Assembly and points are often ignored, resulting in a limping debate. One way around this problem is to allow more than one delegate to speak during responses, making it easier for them by enabling them to focus on one question each.



## Summary

Lesson 1 - Preparations for committee work

Lesson 2-4 - Committee work

Lesson 5 - Committee work/resolution typing

Lesson 6 - Preparation for General Assembly

Lesson 7-9 - General Assembly

It is possible to do this using fewer lessons, if you do it with one class only, or by giving some tasks as homework. The length of the lessons (45, 60, or 80 minutes) will also affect the planning. It is possible to do an EYP session in one class allowing a total of 4-5 80 minute lessons. The method can also be used effectively to discuss cross subject topics like environment.



## What the EYP can help You with

EYP Sweden has many committed members with comprehensive experience of inspiring young people, organizing sessions and leading discussions. We are happy to assist in all elements of a session with advice and human resources “in the field”. We can also contribute with extra material committee topics, sample resolutions etc. Do not hesitate to contact us if you have questions or want to organize a session at your school.

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# Credits

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