



EUROPEAN **YOUTH** PARLIAMENT  
PARLEMENT EUROPÉEN DES **JEUNES**



# European citizenship in the class room - A Teacher's Guide



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# Table of Contents

## **Introduction**

The Aim of this Guide	3
The European Youth Parliament	4

## **Simulating the Work of the European Parliament**

Theoretical Background on Simulations	5
Simulation Step by Step	5
Different timing options	7

## **Organisational Framework**

Before the Simulation	8
Teambuilding	10
Committee Work	12
General Assembly	15
The Teacher's Role	17

## **Innovative Elements**

Live Streaming	18
Open Space	18
Phone-Conferencing	19
A Multi-lingual approach	19

## **Conclusion**

Follow-up	20
Our Work	21
Sample Resolution	22
Resolution Clauses	23



## The Aim of this Guide

This is a teacher's guide to integrating European issues into the curriculum using innovative methods. With the help of the guide, you can provide your students with a unique learning experience, e.g. by simulating a European Youth Parliament session. Aiming to diversify your tool kit, this guide will present the methodology used by the European Youth Parliament as well as highlight how individual its aspects can be used in

different contexts. The purpose is to encourage students to speak out, to question and reassess their opinions, and to discuss current issues concerning the European Union both among themselves and with experts. Non-formal education takes places parallel to the formal education system and is flexible in terms of its content and specifically tailored to the needs of the different target groups. Rethinking a student's learning expe-

rience by engaging external experts or putting them into new working environments will personalise their learning experience and thereby make it more effective.

This guide was compiled by the European Youth Parliament, a European organisation which organises simulations of the European Parliament for students aged between 16 and 20.





### **The aims of the European Youth Parliament:**

- a) Raising the students' awareness of European issues;**
- b) Promoting European understanding and intercultural dialogue;**
- c) Promoting active democratic citizenship;**
- d) Contributing to the personal development of the young Europeans by procuring key intercultural**

# The European Youth Parliament

The European Youth Parliament (EYP) is politically independent and organised by high school and university students who are active in an honorary capacity.



This exemplifies its aim to encourage the youth's interest in current political affairs and democratic processes. Through parliamentary simulations we make politics an active and real experience. Participants are encouraged to practice independent thinking and to take personal initiative for their own and the European future. For more than twenty-five years the European Youth Parliament has been offering young people a chance to reflect upon questions of societal importance, to develop visions for a future Europe and to discuss these with others.

All our events consist of three distinct phases: Teambuilding, Committee Work and the General Assembly. During the first part of the session, the participants get to know each other through a series of group dynamic exercises and problem-solving tasks, which help them to form a team, set up their own rules and lay the foundation for a successful committee work. Well prepared to take the next step, the committees are facing the challenge of writing a resolution. The

young Europeans have to find different, new and innovative solutions, trying to best employ their cultural backgrounds and experiences made. One's own experiences and visions are equally important as expert analyses and will become visible in their motion for a resolution. The highlight of every event is the General Assembly, which reunites all participants, to consider the results of committee work. During the open debates, held in both English and French, each committee presents and defends their motion for a resolution.

The results of the European Youth Parliament's work are visible and sustainable: Session evaluations show that more than 70% of our participants are willing to get involved in politics and civil society. Close to 80 % of the youngsters claim to have acquired important skills for their personal future through their experience of active democratic decision-making. Moreover, more than 80 % of the delegates show higher interest for Europe after having participated in one of our events.



## Theoretical Background of Simulations

Despite a long history of simulations there is still no universal and consistent terminology. A simulation game, however, always simplifies and copies circumscribed areas of our socio-cultural environment and specific human activities. A characteristic feature of the simulation is that it is a methodical, organised activity during which the participants come together in groups and interact in pre-established roles.

Significant educational objectives of simulation games in political education are the analysis of power relations, the enforcement of interests in institutions and conflicts, as well as the building of a connection between everyday life and political institutions in order to create a link between real life and the political process.

A simulation is an action-oriented teaching and learning method that is ideally suited for understanding political processes. It enables them to better understand how institutions, social structures, as well as political and economic subsystems function.

Furthermore participating in a simulation enhances identification with the respective roles. The possibility to take initiative and actively engage in a conflict encourages the participants to apply and question already acquired knowledge and skills. In addition, the participants have the possibility to employ their knowledge safely in a broader context experience a transparent and open decision-making process. They develop their own decision-making and planning strategies and realise the importance of the contextual preconditions, information gathering, consequence analysis and offering alternatives.

This action-oriented approach, e.g. the direct experience of political decision-making processes, leads to a deeper understanding of political processes and decisions. Finally, the methodology of a simulation allows for the development of innovative arguments and experiencing limits of politics and policies.

In summary therefore, this approach promotes self-confidence, creativity,

understanding of complex decision-making processes and shows the possibilities and limits with regards to enforcing national and European interests in an innovative and interactive way.

The learning experience within a game is often described as a systematic change in behavior due to self-made or external experiences. In line with Popp, Walter Kaiser developed five elements that determine the learning process. They are reduction, accentuation, transparency, productivity and perspective. However, as with other methods, the impact of learning through simulations must not be overestimated. The major advantage of simulation lies within its efficiency in teacher a better awareness for problems. The participants pick up certain impulses during the simulation, introduce them into the debate, where they are supplemented by their own ideas. The simulation then offers the opportunity to test those. It is precisely this point that stimulates new learning processes and challenges old structures of thought.



## Stimulation Step by Step:

These instructions for teachers take into account the variations in course and lesson structures and allow for adjustments according to group size and time reserved for this project. The simulation can be carried out by following the instructions closely, but the model can also be adjusted to better suit the needs of the school and the teaching group. The parliament simulation comprises the following stages:

### Preparations:

- Placing the simulation stages in the lesson/course plan
- Choosing the topics
- Copying or ordering background material for students
- Printing A4 sheets with the different committee abbreviations
- Explaining basic functioning of the EU to the students
- Introducing the simulation and topics to students, dividing students into committees, handing out background material
- Inviting experts to speak about the EU

### Teambuilding:

- getting started
- getting students excited about the simulation
- warming-up phase
- ensuring this project contrasts with normal lessons from the very beginning

### Committee work:

- Brainstorming
- Discussing and debating
- Developing solutions
- Formulating clauses
- Writing the resolution
- The Teacher's Role

### General Assembly:

- Presenting the resolution
- Defence speech
- Attack speech
- Open debate
- Voting
- All resolutions are discussed in the above manner

### Conclusion:

- Feedback from students and teacher
- Sending the resolutions to the EYP
- Opportunity to participate in other EYP activities



## Different Options:

### Teambuilding:

A) 30 minutes:

- Runaround: three way multiple-choice question game on questions related to the European Union
- 60 Second Speeches

B) 1 hour:

- Runaround: three way multiple-choice question game on questions related to the European Union
- Quiz on European Union via Power Point Presentation
- Chinese Whisper
- 60 Second Speeches

### Committee work:

A) 2 hours:

- Understanding the topic by talking about it (5 minutes)
- General brainstorming (15 minutes)
- Discussing, debating and writing down agreements (80 minutes)
- formatting clauses for resolution (20 minutes)

B) 4,5 hours:

- Understanding the topic by talking about it and visualising it (45 minutes)
- Separate brainstormings on the current situation/ problems and potential solutions (45 minutes)
- Discussing, debating and writing down agreements (135 minutes)
- formatting clauses for resolution (45 minutes)

### General Assembly:

A) approx. 30 minutes per topic:

- Presenting the resolution (2 minutes)
- Defence speech (3 minutes)
- Attack speech (3 minutes)
- Open debate (15 minutes)
- Summation Speech (3 minutes)
- Voting (2 minutes)

B) approx. 45 minutes per topic:

- Presenting the resolution (2 minutes)
- Defence speech (3 minutes)
- Attack speech (3 minutes)
- Open debate (30 minutes)
- Summation Speech (3 minutes)
- Voting (2 minutes)





# Organisational Framework

## Before the Simulation - Preparations by the Teacher

### Plan the schedule:

The first thing to do when arranging a parliament simulation is to fit the stages of the simulation in the course plan. The suggested durations of the stages were introduced in the previous chapter. However, these numbers are simply suggestions based on experience and can be altered freely.

### Choose the topics:

Before the simulation, you need to choose committee topics. Please find a few examples in the box on the right. Other options include contacting your local EYP and ask for topic suggestions or having your students write to their local MEP to ask for things that are currently on the agenda. If you have the time, you can of course also dedicate and entire to coming up with topics that your students are really interested in by using the open space method (for more information see chapter on open space). Finally, you can also simply independently research with your students and ask them what Eu-

ropean topics concern them or write them yourself.

### Printing Placards:

For the General Assembly every committee will need a sign with its committee abbreviation on it. You can also find a list with all the committees of the European Parliament and their abbreviations attached to this guide.

### Additional information:

If any part of the simulation seems unclear during the preparations, or if you have any questions regarding the simulation in general, please contact your local EYP. For an overview of all National Committees please go to <http://www.eyp.org/index.php?goModule=nationals>

### Invite EYP to your school

EYP offers the opportunity to ask active EYP members to arrange the simulation or parts of it for your students. Be sure to contact EYP well in advance to ensure that there is enough

time to arrange a visit.

### External experts:

Should you chose to invite experts to speak to your students before or in the course of the simulation, make sure to contact them well in advance. Please bear in mind that they do not necessarily need to visit your school in person but can also engage with your students via phone-conferences (see chapter on phone-conferencing for additional information).



# Organisational Framework

## Before the Simulation - Preparing your Students

### General Knowledge on the EU:

Your students will take the most out of the simulation if they have a basic knowledge about the EU and its functioning before entering the simulation game. Ideally you would have covered this in your lessons prior to the simulation or asked your students to revise this privately.

### Divide Students into committees:

Depending on the size of the class, students are divided in committees of 6 to 9 students. In the committees, students discuss one topic appointed to them and write a resolution together. We recommend that you appoint students to groups randomly; it is good if students get to work with different people than they normally work and socialise with. You can also choose to co-operate with other classes in order to broaden the variety of the topics being discussed.

### Instructing Students:

Take 15 to 30 minutes to instruct the students on the simulation, to form the groups, and to hand out the material. Ideally, the instruction should take place approximately a week before the actual simulation to ensure that students have enough time to familiarise with the topics and prepare for discussions with the help of the background material.

### Background Material:

Each committee is appointed a topic. EYP has compiled material to help students prepare for the committee work on a selection of topics. The material is handed out to students when the committees are formed, preferably a week before the simulation.

Aside from referring to background material, such as course books, websites, media platform's or the EU's websites, the EYP usually hands out topic overviews. These overviews aim to provide the students with solid and concise background infor-

mation, as well as to highlight the main issues and conflicts regarding the topics to ensure a general understanding of it. The overviews should give an introduction to the topic and explain why it is relevant. They clearly point out what the inherent conflict of the topic is and list the different actors that are involved. Mostly they also include a few solutions that have already been suggested or implemented. However, at the same time these overviews are always as unbiased as possible. You can either get in touch with your local EYP and ask for these overviews or have some of your older students prepare them for younger classes.

In general, students should not prepare for the simulation in groups, but research and familiarise with the topic independently and form their own opinions which they can then express during committee work. Therefore, you should tell the students that the idea is to discuss the topics later and encourage them to form opinions on their own.



## Teambuilding

**Teambuilding can be regarded as the warm-up phase of the simulation, trying to set the right atmosphere and get your students excited about the project. You will achieve better results if you clearly distinguish the simulation from "normal class". By playing these games you will carefully acquaint your students with what is about to come and simultaneously provoke curiosity.**

### Runaround:

Runaround is a three way multiple-choice question game originated in the USA. Before playing it you need to place three A4 sheets with the numbers "1", "2" and "3" in the classroom and come up with 5-7 questions related to the EU and three different answers (sample questions in box). You, as the teacher, then take the role of the host and read out the questions to which there are three possible answers with every answer being allocated to one of the numbers (1, 2 or 3). Your students then have a few seconds to place themselves next to one of the numbers. You can also choose to turn this into a competition and have the different committees (groups that will be discussing the same topic) compete against each other. For every member correctly answering the question they gain one point. The committee that accumulates the most points win a bar of chocolate in the end.

### Quiz on European Union via Power Point Presentation:

If you do not like the movement involved in the previous game you can apply the same principle and use the same questions as in "Runaround" within a normal Power Point Quiz. Your students sit within their respective committees with every committee having been handed three A4 sheets with the numbers "1", "2" and "3". Once you have shown your students a question and the three different answers, the committees have five seconds to consult before on the count of three they all need to raise the placard which in their opinion represents the correct answer. Again you can give every committee one point for each correctly answered question and reward the winning team with a bar of chocolate.





## Teambuilding

### Chinese Whisper:

You divide your class into two groups and have each group line up in a row. You give the two students at the end of the rows a piece of paper with a statement about the European Union (those two students are the only people who can see the piece of paper, after they have seen it, it is best if you collect the sheets again).

It is then their task to pass on that message to the other end of the line as quickly as possible by whispering it into the person's ear who is standing right behind them. The message is passed on from person to person until the last student receives it and then announces it to the group. During the message passing no repeating of the message is allowed. You can repeat this 3-4 times before announcing the winner of the game.

Alternatively you can also have your students act out the sentence they are given while no speaking is allowed. In order for this to work the students need to be blindfolded and

are only allowed to take off their blindfolds in the person standing behind them taps them on their back before starting to act out the sentence.



### 30/ 60 Second Speeches:

Your students form a circle while one person always needs to volunteer to stand in the middle. You then need to give the student who stands in the middle a term about which they need to talk for 30 or 60 seconds respectively, depending on how well the game is going and how confident your students are. At the beginning you can start with very simple terms, such as "European Union", or "Council of Europe", slowly raising the level of difficulty as you go along.





# Committee Work

## Getting started

Committee work is the core stage of the simulation and should at least take up two hours. However, if the lesson plan allows it and students want to continue the discussions, more time can easily be allocated to this stage.

### Stages of Committee Work

During committee work, students discuss their topic and the challenges and problems related to it, express their opinions and views of possible solutions to the problem at hand, and finally, write a resolution which includes solutions suggested by the group. You will find a sample resolution later in this guide.

### Understanding the topic

We recommend to briefly talk about the topic, what it is about and which inherent conflicts it addresses before starting with the Brainstorming and discussion. Sometimes specific words are used in the topic which need clarification and sometimes students just interpret the topic differently. If

you have more time it can be very beneficial to visualise the topic. Since we can only keep a limited amount of information in our minds at once, it is especially helpful if you are dealing with a question that involves many different stakeholders or for complex topics in general. Another options would be to map out a network of actors involved in the issues and look at how they influence the issue and how they relate to each other.

### Material (Box):

For this module you will need the following material: Markers, post-its, A4 sheets of paper and flipcharts. You furthermore need different work spaces, preferably separate rooms, for the respective committees.

## Brainstorming

### Brainstorming

Give each student 2 to 4 pieces of paper (e.g. Post-it ® notes) and ask them to think about their topic and write down on each piece of an idea that they associate with the topic. It is important to limit it to one idea per post-it only and stress that their point can touch upon anything they can think of, regardless whether it is a problem, a possible solution or an aim they wish to pursue with their resolution.

In option B you will have the time for a more structured brainstorming, meaning that there will be two distinct rounds. During the first one students should simply write down problems they associate with the topic. Bearing these in mind the students will then in a second round of brainstorming put down possible solutions to the problem. Again, you should not give your students more than 4 post-its per round.



## Committee Work

### Presenting their Ideas

Regardless of the option you chose, when the students have finished writing down their ideas you will continue with going through what they have come up with. Students take turns and read out loud their ideas one by one and place the paper slips in the middle of the table or up on the wall for everyone to see. Some ideas and key words are always mentioned several times, however, this is normal and nothing to be concerned about.

### Grouping

After this you will then move on to group your students' ideas. The committee removes multiple versions of the same idea and organises the rest in a few groups according to similarity of ideas. Possible categories could be money, religion, human rights, and other matters – the grouping of course depends on the committee topic, however, three to five groups should be enough. If the committee notices that a relevant word or phrase is missing, they can still add it to the list. After this, however, the list is complete and new points should

not be added in order to keep the discussions manageable.

### Scheduling

Once the committee has decided which groups they will use and allocated their ideas accordingly, they will then decide in which order they want to discuss the groups of ideas and plan how much time they will use discussing each group. Setting up a schedule is essential to avoid spending all the time going through the first group. This should not take more than five minutes.

### Discussing, debating and writing down agreements

During committee work, students discuss their topic following the schedule they have set up. In practice, the committee discusses each group of ideas separately and goes through the ideas one key word or phrase

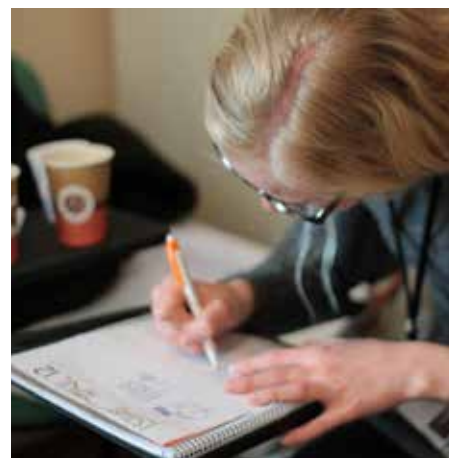
at a time. The aim of this stage is to identify problems and issues related to the topic and to find solutions on which the whole group agrees. It is important to stress that the students will represent their own ideas and opinions rather than representing a specific country's or party's position.

### Time-keeping

In order to stick to the tight schedule the committee will be working in it is important that both the teacher and the students are aware of the schedule and have it written down somewhere so that everybody can see it. Since the teacher will not be able to be with all of the committees at the same time, we recommend having each committee appoint one student responsible for time-keeping.

### Unanimity

One of the basic principles of the EYP methodology is consensus within the committee. The committees do not vote on matters, but should instead reach decisions that all members agree on. If a group of seven to ten people are unable to form a common opinion, the proposed



## Committee Work

resolution will not convince others either. Furthermore this method will encourage students to consider the others' opinions more thoroughly in order to find a common ground.

### Writing down agreements

As soon as the committee agrees on something they need to write it down. They should do so on a flip-chart paper to be put up on a wall or in the middle of the group for everyone to see. When doing this they already need to decide whether what they have just written down describes a problem or aim they have agreed on or actively suggests a solution to the problem. Ideally they should have two flipcharts, one for each of these categories. In addition students should take notes during the discussion in order to keep track of the arguments being exchanged and to use during the General Assembly at the end of the simulation. It also contributes to avoiding disagreement in the end of the discussion stage.

## Resolution Writing

### What is a resolution?

The result of the committee work is a resolution (a model is included in this guide). In short, a resolution is a list of clauses which summarises the problems identified by the committee and solutions they propose. Ideally there should be one solution for each problem. Every resolution consists of two parts, whereas the first part comprises the "introductory clauses" and describes the current situation, the second part proposes solutions in the so-called "operative clauses".

### Formatting clauses for the resolutions

In the end of the discussion, the committees gather the problems and solutions on a resolution form. Both problems and solutions should be described as clearly and concisely as possible, preferably in single sentences. A blank resolution form is included in this guide book and is also available in electronic form on the project website. Depending on how

much time you want to dedicate to this the students can put more or less details into their sentences, making it also easier for the other committees to keep track of their suggestions. Should you not have time left to finalise the formatting in school, this can also be assigned as homework.





# General Assembly

## Overview

In EYP Sessions the resolutions are debated in a General Assembly which can last up to two days. In the parliament simulation, at least one lesson should be appointed for this. The time needed depends of course on the number of groups: discussing one resolution should be given at least 30 minutes. The number of groups and the amount of time in use should be kept in mind also when planning the discussion section. The purpose of the General Assembly is to go through all of the resolutions and discuss them with the entire class. The resolutions are dealt with one by one according to the procedure presented below.

## Preparations

Ideally, each student receives a copy of all resolutions in advance. This way, students have time to prepare for defending their own committees' resolutions and for discussing the work of the other groups. Before this stage, the committees need to decide who presents (reads) the reso-

lution and who holds the defence speech.

The teacher or an experienced EYP alumnus presides over the General Assembly, in other words, moderates the discussion and sees to it that the schedule is followed. If discussion seems to come to an end too early, the teacher can of course reactivate the discussion by asking questions. The committee defending its resolution answers questions from others so that other students can then decide whether or not the presenting committee has in their opinion found good solutions. After the discussion, each resolution is voted on. While asking and answering questions students stand up, and when presenting the resolution and holding the defence speech stand in front of the class.

## Distributing roles

Having finished the resolution, the committee needs to plan their strategy for the General Assembly. There are different roles that need to be allocated, which will be described in more detail below. You will need one student from each committee to

deliver a defence speech and one to deliver a summation speech. Furthermore the committee needs to agree on one person to present the resolution and their ideas and two to three students (depending on how much time you have allocated for the debate) to answer questions asked by other committees.

## Material (Box)

For this module you will need a rather large room which you can set up in a parliamentary manner. You need to put a chair and desk in the front for you to chair the General Assembly from and have committee placards with the respective committee abbreviations ready for your students.





# General Assembly

## Procedure

### Permission to address the General Assembly

During the General Assembly permission to address the Assembly is granted by the President. Committees ask the permission by rising a sign with the committee's name, and wait for the president to recognise them.

### Presenting the resolution

One member of the presenting committee reads the topic of the resolution and the clauses created by the committee.

### Defence Speech

A member of the presenting committee holds a defence speech. The purpose of the speech is to present the resolution to other committees, to explain why the committee chose the solutions, and to convince other groups of the superiority of the solutions.

### Attach Speech

A member of the other committees

holds an attack speech. The purpose is to express one's disagreement with the proposing committee's points in a constructive and polite manner. Sometimes students are reluctant to deliver attack speeches. In case there is nobody willing to attack the resolution, you can move on to open debate.

### Open Debate

During open debate, members of other committees get to ask questions about and comment on the resolution that is being discussed. Depending on the length and complexity of the questions and the activity of the students, the teacher can allow a few questions and comments before giving the floor back to the presenting committee for answers and replies. The purpose of open discussion is not just to be a question and answer time, but instead to encourage students to suggest alternative solutions.

### Summation Speech

At the end of open debate the proposing committee will have the opportunity to sum up the debate. One

person will address the class before the final voting and thereby have the chance to clarify and answer last questions as well as convince the assembly of the usefulness and benefits of their suggested solutions.

### Voting

After the above phases, students vote on passing or failing the resolution. Each student can vote for, against or abstain. Students should be encouraged to form their own opinions, since casting an empty vote can be disrespectful towards other committees' work. First, the votes are collected within each committee after which a representative from each committee announces how the committee has voted. The votes are counted, and by a majority vote the motion for a resolution passes or fails. It is important that students understand that if a resolution fails to pass, it does not mean that the resolution was not good. Failing can also be a sign of creativity and courage to suggest new and controversial solutions.

# The Teacher's Role

While during Teambuilding and General Assembly your role is clearly spelt out, Committee Work leaves the most room for flexibility and adjustments according to how the different committees are working together and which one they might need more or less help from your side. The aim of committee work is to find solutions to the problems discussed and to propose actions to realise the solutions. Usually committees begin to collect such suggestions because they know the final goal, the writing of a resolution. However, it is important that the teacher follows the group work closely and if needed, reminds the group to write down things they have agreed on.

## Consensus

The final moments of the discussion are usually when disagreements arise and the need to reach a compromise becomes evident. The key principle of the resolution is that it represents the opinion of the entire committee: the whole group needs to support it. Thus, you should not take a stance or sides in possible conflicts; the only way to assist is to offer facts to help students form opinions. Some ways of resolving possible conflict situations are presented later.

## Facilitating the group

The teacher plays an important role during the committee discussions, but too much interference in the actual discussions should be avoided. Your task is to follow the directions the discussions are taking and participate if students seem to have difficulties moving from irrelevant or too difficult points. You can also encourage the shy and quiet students by asking their opinions. In a way, you act as the chairperson and observer of the committees.





## Innovative Elements

### Live Streaming

The European Parliament livestreams a large number of its committee and plenary meetings, as well as press conferences and expert hearings. (<http://www.europarl.europa.eu/ep-live/en/schedule/schedule>). You can make use of this opportunity in order to prepare your students for the simulation by watching certain elements of their live stream programme in class. The purpose of this could either be to familiarise your students with the procedures of the European parliament by watching one of their plenary meetings or alternatively to provide them with more background knowledge about the topic they are about to discuss during Committee Work through watching a committee meeting or a press conference.

The European Youth Parliaments also livestreams its General Assemblies. Watching these may serve the same purposes as watching debates of the European Parliament. In addition it also shows young people enjoying politics and discussing Eu-

ropean issues on a high level. For an overview of all upcoming events visit [www.eyp.org](http://www.eyp.org). Sometimes, but the EP streams as well as the ones from the European Parliament might not overlap with your lessons, therefore recording them might be a useful option.

### Expert Input through phone-conferences

Often it can be very valuable for students to receive new input from "real" politicians. To support young people's understandings of the parliamentary work and spark their interest in politics in general. However, especially when talking about European politics, Members of the European Parliament are often difficult to convince to visit many schools, due to very tight schedules and their main work place being in Brussels and Strasbourg. Therefore inviting them to speak to your students via skype might be a good alternative. Prior to the phone-conference your

students should gather comments and questions for the conference. Depending on the size of your class it is also recommended to appoint two or three students who will ask these questions on behalf of the entire class.

Material:

All you need is a laptop with both a microphone and the Programme Skype which can be downloaded free of charge on their website and additional speakers depending on the quality of the built-in speakers.

### A Multi-lingual approach

The European Union is characterised by its diversity also with regard to its many languages. In order to enable the students to also practice their foreign language skills you can provide them with preparatory material in different languages or even give them the opportunity to choose whether they want to discuss in their native language or e.g. in English or





## Innovative Elements

French. Organising the simulation in the framework of an exchange with a partner school from another country can also provide an extra incentive to use more than just one language.

### Open Space

Open space only requires very few elements or things that need to be prepared in advance. The main requirements are an interesting theme and a motivated and committed group. While this format is an entire world of its own, certain aspect of it can be easily incorporated in our work. It thus can be a very good way of deciding which topics to discuss during the simulation. You can for instance push all the tables and chairs in your classroom to the side and put a few flipcharts in the middle of the room or alternatively on a wall. The students can then walk around and think about which issues they would like to discuss for around 15 minutes. Both during and after this process they can write down their ideas on

the flipcharts. Once you have gathered a few suggestions give your students one or two stickers which they can place next to their favourite topic suggestions. You will then count the stickers and thereby determine the most popular suggestions. Depending on the size of your class you will then announce the three to five most popular ones, write each of them on an A4 sheet of paper and distribute them across the room. For the second stage, your students will need to walk to pick one of the top-

ics, sit down and simply start talking about whatever they associate with the topic. The phase can last up to 45 minutes and at the end of it, every group should have formulated a concrete question to be discussed. During this phase the students are free to change their groups and contribute to as many discussions as they like, however, in order for this to work, it is crucial that you stress that at the end every group has to be able to present a properly phrased question/ topic.







## Follow-up

Immediately after the simulation or during the following lesson, it is good to ask students for feedback. Feedback is not only assessment of the simulation, but also self-evaluation and discussion of what was pleasant and successful, and on the other hand, which things could have gone better. Below are some questions for discussion.

### Feedback questions:

Did the discussions affect your knowledge of or attitude towards the EU?

Was it easy to defend your opinions?

Did you get upset? If yes, which statement caused that? In which ways was the parliament simulation useful?

Was your committee topic interesting - or easy or difficult?

Is there anything in the simulation that you are not happy with?

### Resolutions and feedback from the teacher

Finally, we would be happy to also receive your feedback on this guide and the project proposed. We are also happy to receive the resolutions which your students have produced. This would help us improve the simulation and let us know who has used our material. All resolutions will also be put on the project website – surely your students want their work to be seen too!

## **MOTION FOR A RESOLUTION BY THE COMMITTEE ON INTERNAL MARKET AND CONSUMER PROTECTION**

**From outright bans to completely liberal markets. In light of growing disparities in attitudes and practices, and increased calls for a unified European approach: What stance should the EU take on the supposed need for a common legal framework on online gambling? How best can a balance be achieved between consumers' protection and free movement of services in this area?**

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### **The European Youth Parliament,**

- A. Observing that laws regulating the rapidly growing and ever changing online gambling industry vary greatly between EU Member States,
- B. Noting with regret that insufficient regulation in some Member States leads to legislative loopholes that are abused for criminal activities such as money laundering, fraud, corruption and identity theft,
- C. Recognising the difficulties arising from the current fragmented legal framework for legitimate operators of online gambling services,
- D. Aware of the fact some countries have banned online gambling from independent providers in order to preserve a state or private monopoly,
- E. Acknowledging that due to the lack of common comprehensive legislation the European Court of Justice has to make its decisions regarding online gambling by interpreting laws on a case-by-case basis,
- F. Noting with deep concern that 85% of operators of online gambling services were operating without any form of license in 2008,
- G. Reaffirming that online gambling can have a number of social and economic advantages such as tax revenue, employment, both personal and corporate income, as well as personal pleasure,
- H. Having considered the difficulties of applying EU laws to online gambling operators from outside the EU providing services in the EU,
- I. Approving the initiative taken by the European Commission in launching the "Green Paper on online gambling in the Internal Market"<sup>90</sup> in March 2011,
- J. Concerned by the insufficient implementation of the Data Protection Directive<sup>91</sup>, especially in relation to protecting the sensitive data of consumers of online gambling services,

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<sup>90</sup> The Green Paper consultation on online gambling invites all stakeholders to contribute their views on the issue of online gambling in the EU in order to explore the possibilities for a harmonisation of national legislations.

- K. Emphasising the important role of Internet Service Providers (ISPs), monetary transaction system providers and internet security systems in ensuring a safe online gambling environment,
  - L. Fully aware that some groups such as minors and problem gamblers are more vulnerable than the general public and in need of special protection,
  - M. Taking into account the fact that online gambling can be addictive and contribute to social and financial problems for consumers,
  - N. Realising that due to the nature of cross-border online gambling profits might materialize in a country that is not the country the service is consumed in and thus the country having to deal with the potential negative social effects,
  - O. Deeply concerned that advertising for online gambling is biased and does not inform about the dangers of online gambling,
  - P. Taking into consideration the different views on the morality of gambling in different Member States,
  - Q. Believing that free movement of online gambling services does not necessarily infringe upon the state's ability to protect its citizens;
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- 1. Calls for the establishment of a central EU Online Gambling Control Board (EUOGCB) to supervise the implementation of the policies and standards outlined in this document;
  - 2. Asks the EUOGCB to gather the existing information on online gambling and to initiate further studies to obtain information still missing in order to form a comprehensive picture;
  - 3. Supports the creation of a unified EU online gambling certificate for operators of sites having paid a one-time fee adhering to a set of minimum standards including:
    - a) implementation of strict age and identity verification mechanisms respecting the legal requirements of the country they are operating in,
    - b) an "one person – one account – one bank account" rule,
    - c) keeping detailed records on all financial transactions,
    - d) licensing for key personnel,
    - e) examination of the software used for fairness;
  - 4. Requests regular checks of the compliance of operators with said rules to be performed by the EUOGCB;
  - 5. Recommends that the EUOGCB set up a European database with information on players and gambling service providers with a record of misconduct, referred to as a blacklist, and a list of certified providers;
  - 6. Strongly urges the EU to create a common framework for national online gambling legislation including:
    - a) equal access to markets for both domestic and foreign service providers,
    - b) penalties against providers operating illegally,
    - c) an obligation for ISPs to block blacklisted providers,

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<sup>91</sup>The Data Protection Directive outlines the EU legislation on the protection of individuals with regard to the processing of personal data and on the free movement of such data.

# Clauses

## Introductory phrases

Affirming	Desiring	Having studied	Seeking
Alarmed by	Emphasizing	Having heard	Taking into account
Approving	Expecting	Having received	Taking into consideration
Aware of	Expressing its appreciation	Keeping in mind	Taking note
Believing	Expressing its satisfaction	Noting with regret	Viewing with appreciation
Bearing in mind	Fully alarmed	Noting with satisfaction	Welcoming
Confident	Fully aware	Noting with deep concern	
Contemplating	Fully believing	Noting further	
Convinced	Fully deploring	Noting with approval	
Declaring	Further recalling	Observing	
Deeply concerned	Guided by	Realizing	
Deeply conscious	Having adopted	Reaffirming	
Deeply convinced	Having considered	Recalling	
Deeply disturbed	Having devoted attention	Recognizing	
Deeply regretting	Having examined	Referring	

## Operative phrases

Accepts	Declares accordingly	Further reminds	Reminds
Affirms	Deplores	Further recommends	Requests
Approves	Designates	Further resolves	Solemnly affirms
Authorizes	Emphasizes	Further requests	Strongly condemns
Calls	Encourages	Have resolved	Supports
Calls upon	Endorses	Notes	Trusts
Condemns	Expresses its appreciation	Proclaims	Takes note of
Congratulates	Expresses its hope	Reaffirms	Transmits
Confirms	Further invites	Recommends	Urges
Considers	Further proclaims	Regrets	



