AEGEE-European Students' Forum

Lesson material

YOUrope needs YOU! Project Team
25th September 2008

Index

Module I "Europe: Never again war!"

Module II "What benefits do you have from Europe?"

Module III "Decision taking in Europe: Not that easy!"

Module IV "Do you feel European?"

Module V "Active Citizenship"

Modul VI "Practical knowledge"

# Module I "Europe: Never again war!"

1.1 The creation of the European Union

The past centuries there have been many wars in Europe as you probably know. Especially the First and Second World War left many scars in Europe. After these wars the governments asked themselves what they could do to prevent a Third World War from taking place.

Coal and Steel were in the years after the First and Second World War the most important trade goods between Western European countries, because these are the base materials for making weapons.

The two countries with the biggest amount of coal and steel during the Second World War were France and the Federal Republic of Germany. They both wanted to have the most and best weapons and therefore bought all the coal and steel from other countries, which cost them a lot of money. Also they caused a lot of fear in other countries.

1.2 Robert Schuman and Jean Monet
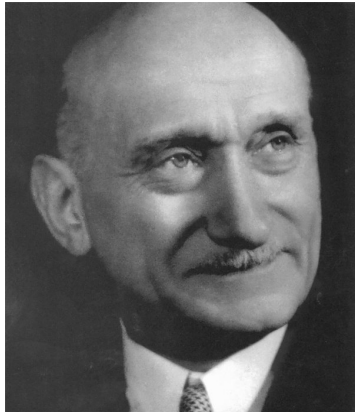
Robert Schuman, Frenchman and forefather of the European Union, decided together with the Frenchman Jean Monet that they should do something to prevent a Third World War and create peace and stability in Europe. They said that Europe needed to defend itself against the growing Soviet Union, which kept occupying more and more territory in Eastern-Europe. The best way to do this, is to stop fighting about coal and steel and start working together. This would prevent fights and a bigger chance on peace in Europe.

1.3 Forming of the European Coal and Steel Community

To make this happen, in 1952 they founded the European Coal and Steel Community (ECSC). Apart from France and Germany, also The Netherlands, Belgium, Luxembourg and Italy signed the treaty. Here you see the symbol they used. The six stars represent the six member states.

1.4 End of European Coal and Steel Community

The European Coal and Steel Community doesn't exist anymore. The treaty that was signed in 1952, came to an end in 2002. The prime-ministers of the member states didn't think it would be good to continue the treaty. Mostly coal and also steel are in the current economy not as important anymore. The cooperation between the European countries has also grown a lot the past 20 years, which means that Europe is more than a cooperation on the elements of coal and steel.

1.5 The treaty of Rome

After the success of the European Coal and Steel Community, the six countries thought that it would be good to also start working together on economical and political subjects. That's why they signed two new treaties in 1957 in Rome:

- The founding treaty of the European Economical Community (EEC)

- The founding treaty of the European Atomic Energy Community (EURATOM)

Last year (2007) it was exactly 50 years ago that these treaties were signed in Rome. This was celebrated throughout Europe at 25 March 2007.

Since 1985 we also celebrate "The day of Europe" every 9th of May. They chose this date because on May 9th 1950, a big step was taken towards unifying Europe by the French.

The purposes of EURATOM were to create a specialist market for atomic energy and distribute it through the community and to develop nuclear energy.

The EEC was the most important out of the two new signed treaties. Within the EEC, they created a new open market, so that the countries could work together even better. The EEC-treaty contained agreements about transport, economical and agricultural matters. For example the common agricultural policy had as a goal, to lower the chance of starvation in Europe. Later on they also developed an open capital and labour market.

1.6 The European Union

In 1965 the ECSC, EEC and EURATOM changed their name into European Community. The three organizations still maintained their own status, but they started to work together much better. Except for the name change, they also installed one Commission, one Council of Ministers, one budget and one Court of Justice for all three organizations together. We will discuss these bodies in the next module.

In 1985 the member states agreed that from 1993 on, Europe should have an even more open market for trading. By opening their boarders, trading had to become even easier, mainly because they discarded the tax fares for import and export.

1.7 The treaty of Maastricht

With the signing of the Treaty of Maastricht in 1992, the European Union was officially founded. Within the European Union, the member states not only worked together on economical matters, but also started to cooperate more on a Common Foreign and Security Policy and on Police and Judicial Co-operation in criminal matters. Also they agreed that the Euro was to be introduced in 2002.

Another thing that was introduced in the Treaty of Maastricht was European Citizenship. It exists alongside national citizenship and provides additional rights to nationals of European Union member states. European citizens can for instance easily travel throughout the Union and they have the right to vote for the European Parliament.

There were 12 countries who signed the Treaty of Maastricht, which are also called the founders of the European Union.

Flags	Founders of the EU	Flags	Founders of the EU
🇩🇪	Germany	🇩🇰	Denmark
🇫🇷	France	🇮🇪	Ireland
🇮🇹	Italy	🇬🇧	United Kingdom
🇧🇪	Belgium	🇬🇷	Greece
🇳🇱	The Netherlands	🇵🇹	Portugal
🇱🇺	Luxembourg	🇪🇸	Spain

1.8 The Euro

In 1992 the prime-ministers of all the member states agreed that there should be one currency which would be used in all of the European Union: The Euro. The currency was introduced on 1st of January 2002 in 12 member states. The Euro replaced all the national banknotes and coins and is symbolized by €.

Apart from the 12 Member States you see on top of this page, you can also pay with the Euro in Slovenia (since 1st January 2007) and in Malta & Cyprus (since 1st January 2008). Slovakia will most likely join beginning of 2009 and it is expected that the Baltic states will follow in 2010.

1.9 The extension of the European Union

The European Coal and Steel Community started with 6 Member States. When the European Union was founded by the Treaty of Maastricht in 1992 they were 12 Member States. The European Union started to expand even more in the following years. At the moment (2008) the European Union has 27 member states.

Year	Country	Total number of countries
1957	Belgium, France, Italy, The Netherlands, Luxemburg and Germany	6
1973	Denmark (Including Greenland), Ireland and United Kingdom	9
1981	Greece	10
1986	Portugal and Spain	12
1995	Finland, Sweden and Austria	15
2004	Cyprus, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovenia, Slovakia and Czech Republic	25
2007	Bulgaria and Romania	27

According to the EU-Treaty every country in Europe can become a Member State of the European Union. Therefore it is likely that the European Union will extend even further in the direction of former Yugoslavia and Turkey.

To join the EU, a country must meet the Copenhagen criteria, defined at the Copenhagen European Council in 1993. These require a stable democracy which respects human rights and the rule of law, a functioning market economy capable of competition within the EU and the acceptance of the obligations of membership, including EU law. Evaluation of a country's fulfillment of the criteria is the responsibility of the European Council, a body of the European Union who will be discussed later on.

Quiz

1. Which six countries established the European Coal and Steel Community?

2. What is the name of the Frenchman that first launched the idea of a European Union?

3. What is the reason they name treaties after a city?

4. In how many countries can you pay with the Euro at the moment?

5. How many countries are members of the European Union at the moment?

6. Why were coal and steel so important after the Second World War?

7. Which two states were the last to join the European Union?

Topics of Discussion

1. The European Union is good because since it was founded, there weren't any wars between member states.

2. The introduction of the Euro shouldn't have happened.

3. Where are the borders of Europe?

4. Which other countries should be able to join the EU and which shouldn't?

Module II "What benefits do you have from Europe?"

2.1 Introduction

As you have read in the first chapter, the cooperation between European countries has become better and better in time. This brought a lot of advantages to the European countries as a whole, but also to every individual European citizen. Being able to withdraw money from a cash machine for free, the sale of genetically modified products being prevented and equal loans for men and women are just a few of the examples. In this chapter you will read what advantages Europe has to offer you!

2.2 Living in Europe

When you are 18 years or older, you also have the right to vote, even if you are originally not from the country you are living in at that moment. You can vote for the city council and also for the European Parliament. The members of the European Parliament get chosen for the period of five years. The first European Parliament elections were held in 1979.

Moving to another country within the European Union is relatively easy as you don't have to pay for importing all your belongings, unlike when you move to a country outside of the EU. You can just easily bring all your belongings and the only thing you have to pay extra for is the registration of your car if you have one. Also tax matters are well organized, as you only have to pay taxes in one country. This prevents you from having to pay twice.

But also for the people who live in a country in Europe which is not a member state of the European Union, the better cooperation has benefits. Since the European countries started to work together, there have been no major wars between European countries. Also making a phone call to another country has become much cheaper because of the increasing competition on the telephone market. The last example is about the prices of flight tickets.

Since the opening of the market for low-fare airlines like Ryanair and easyJet in the '80, flying has become much cheaper. Because of this, more people have the ability to travel to other countries, and experience other cultures.

2.3 Studying in Europe

For you as students, it is probably interesting to know what the possibilities are to study abroad. Within the European Union you are allowed to study wherever you want. This can be for the whole duration of your study, but you can also participate in an exchange for half a year or a year. Since 1989 it is possible to do an exchange program called Erasmus. In 1999 the European Council launched a second exchange program named Leonardo da Vinci to also support their Life Long Learning campaign.

But why would you want to study abroad? First of all simply because it's really nice to meet people and make new friends who have all kinds of different cultural backgrounds. Also you can learn the language of the country where you are studying, which can be beneficial in your future career.

From a practical point of view, it is much easier to study abroad within Europe these days. You still receive your scholarship, and you can use the study credits you earn in another European country for your study, so you don't have any delay. This is called the European Credit Transfer System (ECTS).

Although things are much better arranged than they used to be, there are still aspects that need improvement. Some study programs aren't connected well enough and sometimes it takes a long time before your grades are transferred to your home country.

2.4 Working in Europe

As an EU citizen you can look for work or actually work in all member states. If you apply for a job, employers are not allowed to discriminate against you based on your nationality. You can apply for any job, except for some government jobs. If you are still looking for a job, but already want to move to the other country, you have six months time to find one once there.

If you live in the European Union, you also have equal insurance and social rights as the local citizens. Another benefit is that the labour circumstances, your salary and safety, are equal to all others that live in this country. Unfortunately practice shows there are still countries where they treat people who weren't born in that country different from people that were.

Apart from the European Union, there are also other agreements between countries for this matter. On the 1st of January 1994 the European Economic Area (EEA) was created by member states of the European Free Trade Association (EFTA).

Besides all the EU member states, also Norway, Iceland and Liechtenstein are contracting parties to the EEA agreement. The EEA is based on the same four freedoms as the European Community: the free movement of goods, people, services, and capital among the EEA countries. Hopefully even more countries will sign the agreement in the near future, so people who live in Europe, can work wherever they want.

2.5 Traveling in Europe

Apart from studying, living and working, also travelling has become much easier and cheaper within the European Union. The main reason for this is the Schengen Treaty, which was signed in 1985 and 1990. Within the 'Schengen countries' there no longer is a passport check at the borders. Customs and security personnel are no longer entitled to enquire the reasons for you visiting their country. They are however still allowed to ask you for your passport to see if it's still valid, but in practice this should rarely happen.

Although Norway and Iceland aren't member of the European Union, they nonetheless signed the Schengen Treaty. For Great-Britain and Ireland it is the other way around. Switzerland, Romania, Bulgaria and Cyprus will implement the Treaty in the near future.

With the Euro being introduced and the open market for flight companies within Europe being established, prices for travelling became much cheaper.

Even traffic rules have changed a lot due to the establishment of the European Union and travel safety has been increased through the introduction of a number of restrictions, which have been controversial at the same time because of the impediment to travel comfort caused.
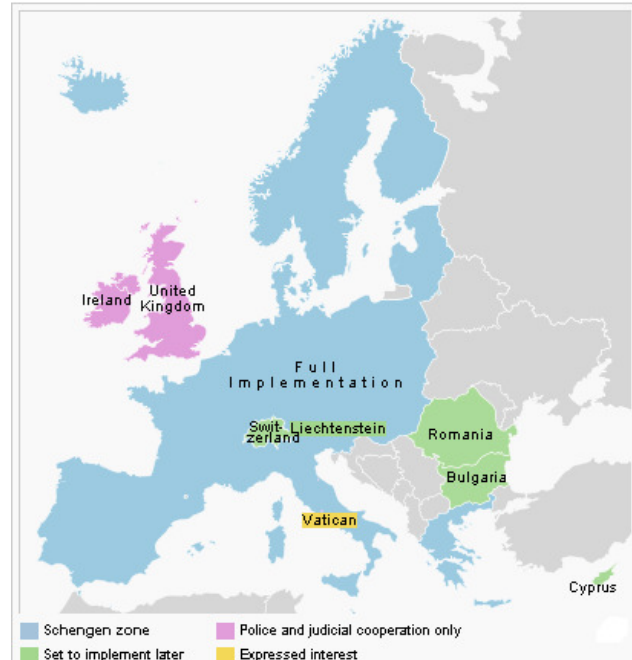
Quiz

1. Imagine that you want to go for a skiing holiday to Norway, do you need to buy a visa?

2. What do you need, if you want to stay in a European Union country for more than 6 months?

3. When you are 18 years or older, for what European body can you vote?

4. What is the name of the exchange program, created in 1989?

5. What does the abbreviation ECTS stand for?

6. How come flying is much cheaper than it used to be?

7. Which two countries are members of the European Union, but not of the Schengen Treaty?

Topics of discussion

1. Do you think it is good that European Union citizens can work in any of the member states?

2. Would you like to live or study in a different European Union country? Why? Where?

3. Do you think all European university diplomas should be made the same? Why?

4. Is it good that countries can join the Schengen Treaty even if they are not in the European Union?

Module III "Decision taking in Europe: Not that easy!"

3.1 Institutions of the European Union

The European Union has 27 independent sovereign member states at the moment. All of these member states have freely given part of their power to the European Union. But why did they do this? Because these 27 countries together can have much more influence on the rest of the world if they work as a team. Take for instance the environmental issue: if only France did something about this, it wouldn't have that much effect on global warming. However, if 27 countries work together, they can have greater impact and also put more pressure on other countries to do something to stop global warming.

A good example of this is the Kyoto protocol, agreed on 11 December 1997. By November 2007, 175 parties have ratified the protocol and agreed to take action to reduce Greenhouse gases that cause climate change.
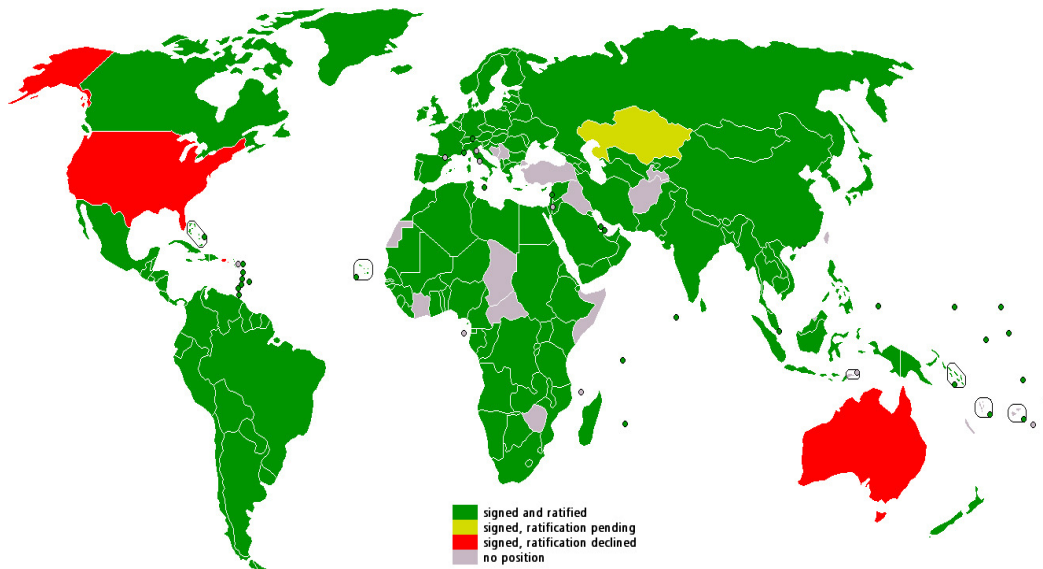
The idea is not that Europe will become one super state. Europe shouldn't decide about everything for all their member states, but only when it's really needed. This is the case when it's about transgressing matters, for example improving the economies, changing asylum policies, working on environmental issues and fighting terrorism.

Just like its member states, the European Union needs institutions that take the decisions on the European level. The four most well known are the Council of the European Union, the European Council, the European Commission and the European Parliament. Apart from these four, there is also the Court of Justice which checks if the citizens, companies, member states and European bodies stick to the rules. Apart from these European Union bodies we will also introduce the Council of Europe, an independent organization which, together with the EU and its predecessors, has played an important role in the European integration process and has in many ways been an inspiration to the European Union in its development.

3.2 The Council of the European Union: Voice of the member states!

The Council is the most important decision-making body of the European Union, which means that they decide (most of time together with the European Parliament) which laws and rules the member states have to implement. From each member state, there is 1 minister in the Council for the area of policy being addressed. This means that the composition of the Council varies all the time, but still it's considered to be one body.

For example when the subject to be discussed is the war in Afghanistan, then all the ministers of defense will join the meeting. When a minister puts his signature down, it means that the whole country is bound to this decision. The Council of the European Union has meetings in Brussels and in April, June and October in Luxembourg. The Council needs a president who decides what subjects will be discussed and to lead the discussions. The member states agreed to have a rotating system, where every member state in turn will deliver a president for the term of six months. The member state holding the presidency most of the time uses it to focus on a limited number of policy areas such as various types of reforms, enlargement or external relations with a specific part of the world.

Within the Council of the European Union, it's not easy to take decisions. Not every member state has 1 vote. The number of votes depends on how many inhabitants the country has. In total the 27 member states have 345 votes. They are divided as shown below:

Member state	Number of votes	Member state	Number of votes
1. Germany	29	15. Sweden	10
2. United Kingdom	29	16. Austria	10
3. France	29	17. Denmark	7
4. Italy	29	18. Slovakia	7
5. Spain	27	19. Finland	7
6. Poland	27	20. Ireland	7
7. Romania	14	21. Lithuania	7
8. The Netherlands	13	22. Latvia	4
9. Greece	12	23. Slovenia	4
10. Czech Republic	12	24. Estonia	4
11. Belgium	12	25. Cyprus	4
12. Hungary	12	26. Luxembourg	4
13. Portugal	12	27. Malta	3
14. Bulgaria	10	Total number of votes:	345
		Qualified majority:	255

The council has three ways of voting: unanimity, simple majority and qualified majority. Unanimity is only used when they have to decide on more delicate subjects, mainly subjects involving foreign policies or Police and Judicial cooperation between countries. In this case, every country can use their veto right to stop the decision from being taken. The simple majority voting is not used very often. It means that you need to have more than 50% of the votes in favor of the proposal.

In most cases decisions are being taken with qualified majority voting, meaning that there must be a minimum of 255 out of 345 votes (73,9%) in favor of the proposal. So when there are more than 90 votes against, the proposal will be rejected. Another requirement is that these 255 votes have to come from at least 14 member states, which means that even if a proposal gets 255 votes, it's not certain that it will be accepted if these 255 votes come from 13 member states or less.

3.3 The European Council: Top-class meetings!

The European Council (not to be confused with the Council of Europe) is composed of the heads of governments of the member states (the prime ministers and presidents) plus the President of the European Commission which we will discuss later on. The European Council meets on at least four summits a year, to talk about the future of the European Union. Also they try to solve problems that couldn't be solved by the Council of the European Union. The decisions made in the European Council are therefore rather important, that's why you hear so much about them in the news.

3.4 The European Commission: Very independent!

The European Commission can be compared to the government of a member state, since they are the executive branch of the European Union. They are responsible for making laws, and make sure that they get implemented correctly. After they get chosen by the member states and approved by the European Parliament, the 27 members are appointed for a period of five years. They also have a president (at the moment (2008) José Manuel Barroso).

The European Commission has a commissioner from each member state, who represents the interest of the European Union as a whole, instead of their home state. This means that when the European Commission takes a decision, they represent the whole European Union, and not their own member states. When the members of the European Parliament think that the European Commission is not doing their job properly, they can make a proposal of dismissal. If this proposal is accepted, the European Commission as a whole has to resign.

3.5 The European Parliament: The voice of the people!

The European Parliament is the only body of the European Union that gets chosen directly by all Europeans. Since 1979 all EU citizens who are over 18 years old have the right vote once every five years. In total there are 785 Members of the European Parliament (MEPs) that get chosen. Although MEPs are elected on a national basis, they sit according to their political allegiance rather than their nationality.

Because there are seven different political groups, all Europeans have the chance to have their opinion heard by voting on one of the political parties which defend their interest and beliefs.

The members of the European Parliament are divided up into commissions which all focus on one specific subject. This gives them the opportunity to focus on their area of expertise. When there is for instance a decision to be made about the war in Afghanistan, the rest of the party listens to the advice of its members of the commission which deals with this specific issue. Most of the time they will follow the advice of the commission but they have the freedom to decide otherwise.

The main task of the European Parliament is to check if the other bodies of the European Union do their job properly. They have the right to make the European Commission resign, if they think they don't do their job properly but they don't have a legislative initiative right, unlike most national parliaments. It has, however, had control over the EU budget since 1970.

The European Parliament has meetings in Brussels most of the time, but also in Luxembourg and Strasbourg. The costs of having all MEPs and their staff move several times a year from one place to another are very high, and some people suggest to only have meetings in one place in the future. The President of the European Parliament (its speaker) is currently Hans-Gert Pöttering, elected in January 2007. The last elections for the European Parliament were in 2004, however Romania and Bulgaria joined in 2007 and have elected their members in 2007. Since they get chosen for a period of five years, the upcoming elections will be held in 2009.

3.6 The Court of Justice: The Court of Europe!

The European Court of Justice (not to be confused with the European Court of Human Rights of the Council of Europe) has to make sure that people, companies and member states don't break the laws and rules that are made by the European Union. All the laws that they make should be implemented in all member states so it doesn't matter whether you live in Poland of France. The European Court of Justice is located in Luxembourg and consists of a judge from every member state, so that all member states are represented.

Because 27 judges in 1 court are a bit too many, they have a big chamber of 13 judges (for the big and complicated cases) and small chambers of 5 or 3 judges. Because there are too many cases to handle for these 27 judges, they get assisted by the Court of First Instance, the Civil Service Tribunal and the Court of Auditors. The court is headed by a president, since 2003 this has been Vassilios Skouris.

3.7 Council of Europe

Apart from all these bodies of the European Union, there is also another international organization working towards European integration: the Council of Europe.

«The aim of the Council of Europe is to achieve a greater unity between its members...»
Article 1 - Statute of the Council of Europe

Origins and mission
Founded in 1949, the Council of Europe seeks to develop throughout Europe common and democratic principles based on the European Convention on Human Rights and other reference texts on the protection of individuals.

Member States
Council of Europe has a genuine pan-European dimension:
- 47 member countries

- 1 applicant country: Belarus (Belarus: special guest status has been suspended due to its lack of respect for human rights and democratic principles

Observers
5 observer countries: the Holy See, the United States, Canada, Japan, Mexico.

Aims
- to protect human rights, pluralist democracy and the rule of law

- to promote awareness and encourage the development of Europe's cultural identity and diversity

- to find common solutions to the challenges facing European society: such as discrimination against minorities, xenophobia, intolerance, bioethics and cloning, terrorism, trafficking in human beings, organised crime and corruption, cyber crime, violence against children

- to consolidate democratic stability in Europe by backing political, legislative and constitutional reform

The current Council of Europe's political mandate was defined by the third Summit of Heads of State and Government, held in Warsaw in May 2005.

How it works
The main component parts of the Council of Europe are:

- the Committee of Ministers, the Organisation's decision-making body, composed of the 47 foreign Ministers or their Strasbourg-based deputies (ambassadors/permanent representatives)

- the Parliamentary Assembly, driving force for European co-operation, grouping 636 members (318 representatives and 318 substitutes) from the 47 national parliaments

- the Congress of Local and Regional Authorities, the voice of Europe's regions and municipalities, composed of a Chamber of Local Authorities and a Chamber of Regions

- the 1800-strong secretariat recruited from member states, headed by a Secretary General, elected by the Parliamentary Assembly

Ordinary budget
In 2008: 200.999.600 Euros

Official languages
English and French are the Council of Europe's two official languages. German, Italian and Russian are also working languages. Various documents exist in other European languages.

A short History of the Council of Europe
In the years following the liberation Europe was in a sorry state, torn apart by six years of war. All countries were determined to build up their shattered economies, recover their influence and, above all, ensure that such a tragedy would never happen again.
Winston Churchill was the first to point to European integration as a way out of the dilemma, in a speech he gave on 19 September 1946 in Zurich.
According to then Prime Minister of Great Britain, what the continent needed was "a remedy which, as if by miracle, would transform the whole scene and in a few years make all Europe as free and happy as Switzerland is today. We must build a kind of United States of Europe". Movements with various ideological backgrounds, but all dedicated to European unity, were springing up everywhere at the time. All these organisations were to combine to form the International Committee of the Movements for European Unity. Its first act was to organise the Hague Congress, on 7 May 1948, remembered as "The Congress of Europe".

The Council of Europe's Member States
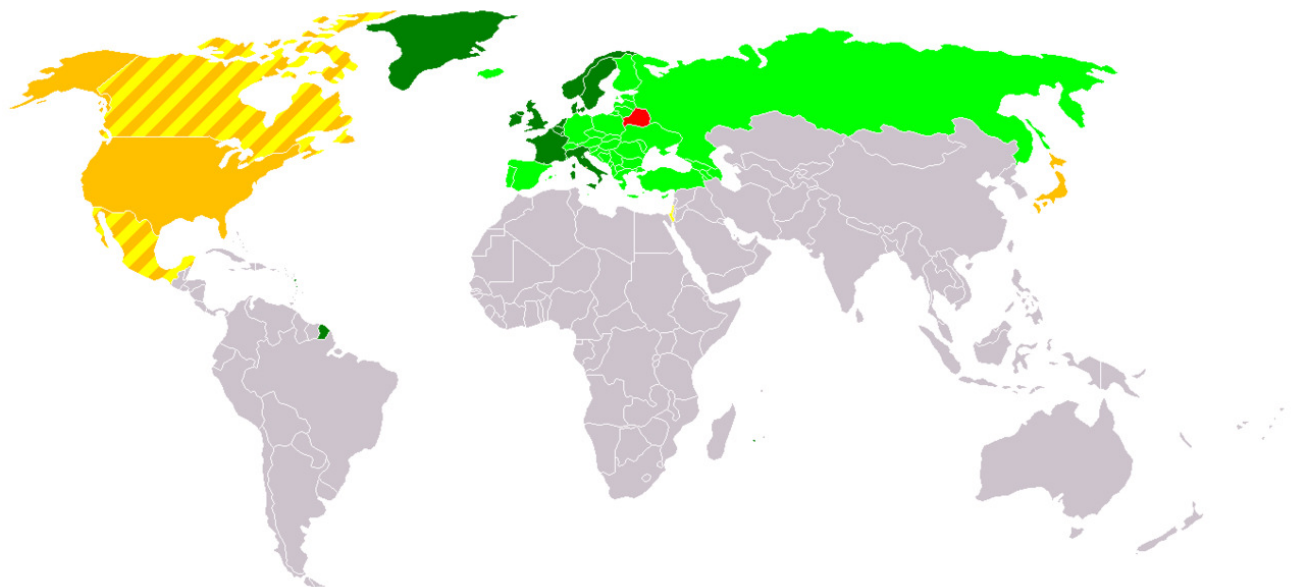
■ ten founding members   ■ joined subsequently
■ observers to the Parliamentary Assembly   ■ observers to the Committee of Ministers
■ official candidate

Country	Date of entry	Flag
Albania	13.07.1995	
Andorra	10.11.1994	
Armenia	25.01.2001	
Austria	16.04.1956	
Azerbaijan	25.01.2001	
Belgium	05.05.1949	
Bosnia and Herzegovina	24.04.2002	
Bulgaria	07.05.1992	
Croatia	06.11.1996	
Cyprus	24.05.1961	
Czech Republic	30.06.1993	
Denmark	05.05.1949	
Estonia	14.05.1993	
Finland	05.05.1989	
France	05.05.1949	
Georgia	27.04.1999	
Germany	13.07.1950	
Greece	09.08.1949	
Hungary	06.11.1990	
Iceland	07.03.1950	
Ireland	05.05.1949	
Italy	05.05.1949	
Latvia	10.02.1995	
Liechtenstein	23.11.1978	
Lithuania	14.05.1993	
Luxembourg	05.05.1949	

Malta	29.04.1965	
Moldova	13.07.1995	
Monaco	05.10.2004	
Montenegro	11.05.2007	
Netherlands	05.05.1949	
Norway	05.05.1949	
Poland	26.11.1991	
Portugal	22.09.1976	
Romania	07.10.1993	
Russian Federation	28.02.1996	
San Marino	16.11.1988	
Serbia [*]	03.04.2003	
Slovakia	30.06.1993	
Slovenia	14.05.1993	
Spain	24.11.1977	
Sweden	05.05.1949	
Switzerland	06.05.1963	
"The former Yugoslav Republic of Macedonia"	09.11.1995	
Turkey	09.08.1949	
Ukraine	09.11.1995	
United Kingdom	05.05.1949	

[*] "With effect from 3 June 2006, the Republic of Serbia is continuing the membership of the Council of Europe previously exercised by the Union of States of Serbia and Montenegro (CM Decision of 14 June 2006)".

State candidate for membership

Belarus (12.03.1993)

The Observers to the Committee of Ministers
Canada (29.05.1996)

Holy See (07.03.1970)

Japan (20.11.1996)

Mexico (01.12.1999)

United States of America (10.01.1996)

The National Parliaments Observers to the Parliamentary Assembly

Canada (28.05.1997)

Israel (02.12.1957)

Mexico (04.11.1999)

Flag, anthem and logo: the Council of Europe's symbols
The European flag and the European anthem were chosen and adopted by the Council of Europe before also becoming symbols of the European Union. They are now the emblems par excellence of a shared European identity.

A symbol for the whole of Europe
Against the background of blue sky, the stars form a circle, symbolising union. The number of stars is fixed, twelve being the symbol of perfection and completeness and bringing to mind the apostles, the sons of Jacob, the labours of Hercules, the months in the year, etc...

Ever since its foundation in 1949 the Council of Europe had been aware of the need to give Europe a symbol with which its inhabitants could identify. On 25th October 1955 the Parliamentary Assembly unanimously approved the emblem of a circle of gold stars on a blue background. On 9th December 1955 the organisation's Committee of Ministers adopted the star-studded flag, which was first hosted officially on 13th December of the same year in Paris.

In 1983 the European Parliament in turn adopted the flag devised by the Council of Europe and recommended that it become the European Community's emblem. The European Council gave its approval in June 1985. With the Council of Europe's consent, the community's institutions began to use the flag from the beginning of 1986.

The European flag has since become synonymous with a shared political project which unites all Europeans, reaching beyond their diversity.

In 1971 the Parliamentary Assembly proposed the adoption of the prelude to the Ode to Joy from Beethoven's 9th Symphony as the **European anthem**.

The Committee of Ministers gave its approval a few months later. It was Herbert von Karajan who prepared the musical arrangement of the anthem, adapted it for orchestra and conducted the performance used for the official recording. The anthem was made publicly known via a major information campaign on Europe Day in 1972. It was also adopted by the European Communities in 1986, thus becoming another shared symbol for all Europeans.

Quiz

1. What is the Kyoto Protocol about?

2. Why is not easy to take decisions within the Council of the European Union?

3. What does qualified majority voting mean?

4. Which body gets elected directly by the European Union citizens?

5. Who is the European Council composed of?

6. What is the main task of the European Commission?

7. How many judges does the Court of Justice count?

Topics of Discussion

For this module we recommend to have a voting simulation to see how the voting procedures work on European level. This works as follows:

1. Come up with an up-to-date theme to have a discussion about

2. Divide the class into several groups based on their opinion on this subject

3. Appoint a leader who will lead the discussion

4. Explain that every group represents a country within the European Union

5. Have a discussion about the topic

6. Tell everyone how many votes they have as a group (country)

7. Start the voting procedure

8. Explain them the outcome based on unanimity, qualified majority and simple majority voting

9. Summarize the exercise and tell them that this is how it basically works when states are discussing a topic within the Council of the European Union.

Module IV "Do you feel European"?

4.1 What does European mean?

What and who do you think is typically European? When asked this question, most Europeans have trouble finding an answer. Even among those who have an idea of what is most European to them, there will be very few who would be able to agree on the same thing. For one person the European championships in football can be very important, while someone else is totally wild about the European Song festival.

The slogan of the European Union (created by students between 10 and 20 years old) is: "Unity in diversity". Did you know that Europe has its own symbols? Probably you have seen the flag with the 12 stars before, but did you know that those 12 stars represent the solidarity between the European countries? Or did you know that Europe has his own anthem, written by Ludwig van Beethoven? Another symbol of Europe is of course the Euro, with which you can pay in 15 countries today. And then there is a real European celebration day, every 9th of May, because Robert Schuman presented the vision for a European Union on 9th May 1950.

4.2 The five European core values

The leaders of the European Union tried to provide an answer to the question we asked in the previous paragraph. They argue that while there are quite some differences between the European countries, there are also a lot of similarities. They came up with 5 core values that the European Union should always represent:

- Freedom

- Equality

- Solidarity

- Human Rights

- Sustainability

If a country wants to join the European Union, it's important that they declare that they also support these five core values. Also when the European Union deals with other countries, they try to keep the core values in mind, and for instance not trade with countries that violate human rights. Unfortunately in practice, it is not always easy to stick to the core values, as even member states still violate them from time to time.

4.3 The European constitution

The Treaty establishing a Constitution for Europe (TCE), also known as the European Constitution, is an unimplemented international treaty intended to create a constitution for the European Union. It was signed in 2004 by representatives of the 27 member states of the Union but was subject to ratification by all member states. Most of them did so, by parliamentary ratification or by referenda, but two (France and the Netherlands) rejected it in their referendum. Since it had to be unanimous, the whole treaty became invalid. Its main aims had been to replace the overlapping set of existing treaties by one clear treaty, to codify human rights throughout the EU and to improve decision-making which is not always easy with 27 member states.

After the treaty was cancelled, all the member states came up with a new treaty, signed on 13 December 2007 in Lisbon which also dealt with the subject mentioned before. This time however, Ireland rejected the treaty and as it stands now, the treaty can't be ratified.

4.4 European, only member of your country or both?

The question asked in this module is: "Do you feel European?" Do you feel like you only have a connection to your country, or also to the European Union? We discussed the history of Europe, what European integration has to offer you, how decisions are made in the European Union and what being European could mean. In all these modules you could see that 'Europe' is not that far away from you as you might think sometimes. Still there are a lot of people that have a very negative attitude towards the European Union and even 'Europe' in general. Some are afraid that the European Union will become like one country with one culture and one language, they see the Euro as an example of this process. How do you feel after these lessons? Do you feel European, as a member only of your own country or (as the European Union officials would like to see it) both???

Module V "Active Citizenship"

Living today's world, every one of us has a great influence on everything taking place around us. We are like little cells in a body which is the society we live in. That is why it is so important to always be active as a citizen because even our most modest action can shape the world of today and tomorrow, really!

5.1 What is ACTIVE CITIZENSHIP?

Active Citizenship is defined as,

'Participation in civil society, community and/or political life, characterized by mutual respect and non-violence and in accordance with human rights and democracy.'

An active citizen has his rights but also many responsibilities. Usually though it's hard to define which responsibilities should be obligatory and which shouldn't. For example, although voting might be considered a basic responsibility by many people, there are some who through disability or other issues are not able to participate fully in the voting process. Sometimes it's also difficult to define which is a responsibility and which is a right. For example, we usually talk about the right to vote, while it's more of a responsibility concerning the problem with voting frequency. Although rights are often written down as part of law, responsibilities are not as well defined, and there may be disagreements amongst the citizens as to what the responsibilities are. For example, in the UK, citizens have the right to free healthcare, but voting in elections is not compulsory, even though many people would define this as a responsibility.

Exercise 1. List the responsibilities and rights every citizen should have.

Also, we can be active on the level of our school, our quarter, city, region and also on the national and international level. Citizens of the European Union have some extra rights but also more responsibilities e.g. voting for the European Parliament.

Active citizenship is also active participation. We don't have to organize our own events, also taking part in local activities such as festivals, competitions or other actions is good. Last, but not least, we must not forget the common life, going to school and simply being good towards other citizens.

5.2 Being active on local level

If anybody tells us that small actions make no sense and are useless this is certainly not true. The local level is one of the most effective since implementation is easy because it is the closest to us. We always have to remember about the local elections (of course if we are over 18), as often we know the candidate personally. These people are deciding about things of our everyday life, like whether the park will stay or whether they will build a supermarket or where you can go out with your dog and sometimes even whether they will paint your building pink or black.

Exercise 2. What is depending on your local government? What are its competences?

How can a teenager become active in his local surroundings? It is easy! We can ask in our school about any high school students associations, from a chemistry study group, to a football team. Even playing in a music band and sometimes performing in front of your friends is making your neighborhood richer! If you are interested in politics, usually the political parties have a youth department. Ask them about the conditions to be accepted as an under-age member. Usually they ask only for the permission of the parents.

If you cannot find anything interesting for you or your creativity is going further than what you found go for it and do something more! Maybe in your quarter nobody ever organized a language day? Maybe you would like to share your passion for dancing with others? Organizing events, even the smallest such as a movie night, for your classmates is a great opportunity for you to develop your personality and to become an active citizen.

5.3 Being active on national level

Here again the main and also the easiest way is participation in elections. Of course you cannot vote if you are under 18. Other restrictions exist in some places, too: for example, in Kuwait, only people who have been citizens since 1920 or their descendants are allowed to vote, a condition that the majority of residents do not fulfill. However, in the European Union, one can vote in municipal elections if one lives in the municipality and is an EU citizen; the nationality of the country of residence is not required. In some countries, voting is required by law; if a potential voter does not want to vote, he or she may be punished by a small fine, like e.g. in Belgium.

It is not true though that since high school students cannot vote they do not need to bother. General knowledge about politics is more than important as in a few years today's adolescents will have full rights and the main political circumstances will not change too much. That's why it is so important to read newspapers and watch news so when your first election is ahead of you you will be well prepared for it.

Many countries are highly interested in their youth's opinion. For example in the UK there is a very popular institution - the UK Youth Parliament (UKYP). Run by young people for young people, UKYP gathers 11-18-year-old youngsters to use their voice in creative ways for social change.

Also, there are many possibilities to take part in competitions organized by NGOs or MEPs. Ask your teacher, usually schools are getting information about these events. If not, always keep your eyes open, there are a lot of their posters in the streets and they have web pages on the internet. Check also the web page of the European Commission: http://www.europa.eu/youth/

5.4 Being active on international level

The European Union has a separate policy for youth –The White Paper on Youth from 2001. It identified four priority areas for action: participation, information, voluntary activities and a greater understanding and knowledge of youth.

"Getting young people more involved in the life of the local, national and European communities, and fostering active citizenship thus represent one of the major challenges, not only for the present but also for the future of our societies," the White Paper notes.

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

The priority actions were also voiced by young people themselves during the consultation phase of the White Paper.

Active citizenship is like taking and giving. The more you take the more you are supposed to give. To become active in the future the best is to start now. And yes, we can prove that young people are just as powerful as adults!

5.5 Youth in Action

Youth in Action is the programme the European Union has set up for young people. It aims to inspire a sense of active European citizenship, solidarity and tolerance among young Europeans and to involve them in shaping the union's future. It promotes mobility within and beyond the EU's borders, non-formal learning and intercultural dialogue, and encourages the inclusion of all young people, regardless of their educational, social and cultural backgrounds.

The programme helps a lot in making our sometimes crazy plans come true. The lower age limit is age 15 but the whole programme is designed only for young people as the upper age limit is 28.

Action 1 - Youth for Europe
encourages young people's active citizenship, participation and creativity through youth exchanges, youth initiatives and youth democracy projects.

Action 2 - European Voluntary Service
helps young people to develop their sense of solidarity by participating, either individually or in a group, in non-profit, unpaid voluntary activities abroad.

Action 3 - Youth in the World
promotes partnerships and exchanges among young people and youth organisations across the world.

Action 4 - Youth Support Systems
includes various measures to support youth workers and youth organisations and improve the quality of their activities.

Action 5 - Support for European Co-operation in the Youth field
supports youth policy co-operation at European level, in particular by facilitating dialogue between young people and policy makers.

5.6 Tittle tattles

- Because of the lack of interest in elections in the UK the British Government launched a Citizenship education programme several years ago. Citizenship education is now compulsory in UK schools up to age 14, and is often available as an option beyond that age.
- 26st of November is the 'Day of Citizen' in Estonia.
- The word 'demokratia', from which we get our word 'democracy' comes from ancient Greece and means 'rule by the people'. Any man with full citizen rights had the privilege to go to the assembly. But the citizens were only adult men. Children, women, slaves and foreigners had no voting rights.

- A prototype of ombudsman may have been invented in China during the Qin Dynasty (221 BC) and in Korea during the Joseon Dynasty. Also the Romans had a person taking care of folk. However, it was the example of the second Muslim Caliph, Umar which influenced the Swedish King Charles XII, who in 1713, fresh from an exile in Turkey, created the Office of Supreme Ombudsman, which soon became the Chancellor of Justice. From this institution developed the contemporary ombudsman, first in Sweden and then in other countries.

5.7 Interesting links

http://www.ukyouthparliament.org.uk/

http://www.young-life.net/pl/index.htm

http://www.en.bukngo.org.ua/

http://www.ruralyoutheurope.com/

http://www.science-parliament.eu/

http://ec.europa.eu/youth/index_en.htm

http://www.omidyar.net/

http://www.activecitizenship.net

http://www.timeforcitizenship.org/

http://www.taoiseach.gov

http://www.avso.org/

http://www.euractiv.com/

http://www.eypej.org/

http://www.coe.int/t/dg4/education/edc/

5.8 Possibilities to go abroad

Au Pair – not just for girls

As Au Pair you are taking care of your host family's children and help with the household. Your family provides you with accommodation and food and gives you a little pocket money. You have enough time to take a language course and will make great progress in the language as your host family usually does not speak your native language.

Even though many people think that Au Pair is mainly for girls, you will be surprised how many families would like to host a boy, especially if they have little sons.

If you want to work as an Au Pair, you can try to find a family by yourself. The easier way is to ask an agency for help. They will charge you a fee, but they are doing their best to find you a nice family that suits you and help you to prepare for your stay abroad. You can always contact them if you face any problems and they try to find a solution together with you. Be careful when you choose an agency, because it can happen that some of them are not reliable. In most countries you can find information about quality standards and approved agencies.

European Voluntary Service

Being a European volunteer offers you a job at a non-profit organisation somewhere in Europe for up to 12 months. You get food and accommodation for free, a little pocket-money, travel expenses, a language course and you can attend additional seminars.

High School year abroad

Usually after grade 10 (sometimes earlier, sometimes later) you can spend a school year abroad. You can improve your language skills, meet a lot of new friends and get a new perspective on your home country as well as on your host country. In most cases, your stay will be recognised by your home school, if you have taken certain subjects.

There are lots of different organisations that offer high school years abroad. They differ a lot in prices and what they offer for it, but your school can certainly recommend a good one in order to help you.

Holiday camps

If you want to go on holiday, but are tired of travelling with your parents, a holiday camp might be the right idea. There are special organisations offering trips with different topics for young people. Depending on what you want, you can go on a language holiday, special sports programme, cultural sightseeing or a plain relaxation trip. There are various possibilities with different offers. The best is to sit together with your parents and decide together on the right holiday for you. And do not worry, all of them, even if teaching is included, will leave you enough time to have some free time and a rest from home.

Work Camps

Taking part in a work camp offers you the possibility to gain experience in working for a non-profit project somewhere in Europe (or even the whole world). Usually between 2 and 6 weeks long, you work in an international team of young people all interested in working voluntarily during their holidays. The tasks are manifold: from working on an organic farm to working for the war graves commission.

In most cases you have to be 18 or older. Sometimes there are exceptions and you can apply if you are only 16.

Youth Exchanges

The purpose of youth exchanges is to get groups of young people from different countries together so they can explore their social and cultural differences and similarities. Often they have a special topic that is dealt with throughout the whole time or you start your own project.

You can experience mutual learning situations and exchange your view on Europe and being European. You will be surprised by how much you learn about yourself and your country by getting to know other cultures.

MODUL VI "PRACTIKAL KNOWLEDGE"

6.1 Workshop

Planning a workshop

Before starting to plan the workshop you need to know how much time you will have. Do you have an hour or two? Are you expected to hold the workshop during a lesson? Do you have the whole morning?

Material

What material do you need for your workshop? If you are going to use a computer or a projector, make sure your contact person at school knows about it and that you have access to the equipment. You also might need paper, pens, tape. Think about it beforehand and bring things you need, in case they do not provide you with it at school.

Opening

The opening includes a welcome from your side and a little explanation of what you are doing there. Go on with expectations of the students and tell them what exactly you have planned afterwards. Usually, you also have getting-to-know games and team-building games included. As you are going to be in a class of pupils that already know each other, this part does not have to be very long / part of your work. Maybe it is a good idea for you as workshop leader to have little name tags for everyone. Also talk about rules (adding new ideas, do not interrupt others, every idea is accepted at the beginning...). If you have enough time, write them down so everybody can read them.

Main activity

After everyone knows what is going to happen, you can start with what you have planned. You might get the best results if you alternate between theoretical input and interactive tasks. If you are experienced enough to act adjustable, you can start the workshop with just a general idea and react completely to the needs and knowledge of the students. At the beginning it is advisable to plan your workshop thoroughly, though. Have a look at the scenarios if you need some support. Make sure that no one is left behind during the activities and always try to find encouraging words to make them eager to work on.

Evaluation

Do not forget to sum up your results together with the students and let them tell you what they liked and what they disliked. You can prepare a little questionnaire, ask them to write it on paper or tell you directly. This is very important as it is the best way for you to know what to improve. Also give feedback to them.

Closure

Sum up once more what you have done during the workshop and what the aim was. If you have any material to hand out, do so. Also inform the students about the on-line platform if you have not done so already. Maybe it is necessary to give some instructions for the platform. Tell them how they can contact you if they have further questions and encourage them to register on the platform.

And finally, do not forget to send your evaluation of the whole workshop to your supporting YOUrope needs YOU! Dreamteam ;)

Example workshop

1. introduction of the workshop/ leaders/ project
   ○ quiz about Europe
   ○ energiser

2. Brain Walking: what do you think of when you hear Europe?
   ○ Students get a piece of paper and have to write one word on it. Then they have to pin it at some flipchart/ screen
   ○ When this is done, the group leaders asks one of the students to read out loud what has been written
   ○ putting everything into thematic clusters together with the help of the students

3. What topics are going to be dealt with?
   ○ Ask students to place a sticker/ make a sign/ raise arms for their favourite topic. Make clear that the two most voted topics are going to be discussed later on.

4. Construct a hypothesis
   ○ ask students to construct a hypothesis based on the two topics (so you get two different ones), help to formulate if needed

5. Group division
   ○ separate group into 4 (2 for each topic: one is against the hypothesis, one is in favour)

6. Group work
   ○ the four groups are working on their topics
   ○ make clear that it does not have to be their own opinion what they are going to present. They just have to pretend to represent this view for the „game"(imagine you are the president of...)
   ○ encourage them to think about the arguments of the other group and how to counter them

7. Discussion
   ○ one person (the speaker) of each group presents the results (start with one topic). After that the two speakers can have a discussion and / or the group is allowed to add ideas and / or questions from the plenum can be answered
   ○ suggest to give the people other names, or, if possible in your language, to use the polite form of addressing each other (avoids personal offence)

8. Conclusion
   ○ tell the students what the aim of the exercise was
   ○ encourage them to become active in their spare time

The structure of the workshop is the only thing that is strict. The topics for the discussions are based on the interests of the students and on their knowledge. If they know they are going to talk about the topics in detail before they choose, you avoid exhaustion.

Every step should make clear that it is up to the students what is going to be dealt with and that they can actively decide. Also make clear that the group leader is just there to organise / give the next step / support if needed / maybe give some initiative for thought.

Scenario 1

- start with something that confronts the group with information that will lead to an area of inquiry. This can be anything: a video, a powerpoint presentation, a newspaper article, a song
- individual reaction of the students: have you experienced something similar? What do you think of it...?
- compare: similarities and differences of students point of view
- let students work on it through discussions, group-work, role-play (depending on the subject)

Scenario 2 (exploring concept)

- name two countries and give one as a positive and one as a negative example, but do not let the students know what they are an example of (e.g. take EU/ non-EU countries; Schengen/ not Schengen; Euro/ not Euro)
- give a second pair of positive and negative examples and let the students try to find out what the countries are examples of; let them form and test their hypotheses
- go on until they find the solution
- let them name more positive and negative examples
- use this as a basis for a discussion

Scenario 3 (role-play)

- warm up the group: introduce the problem (maybe with a little story) and make the problem explicit
- explain the concept of role-playing
- select participants: decide whether all students should play or just a selection. If all, divide them into groups and tell them that everyone should come up with a solution
- set the stage: get inside the problem situation
- give time to prepare the role-play
- enact: let them show what they have come up with
- discuss and evaluate: review the action and discuss the major focus. What solution did the group(s) come up with and why?
- Relate problem situation and solution with real life experience

Scenario 4 (simulation)

- present the topic of the simulation and explain how it works. Give an overview of the steps
- set up the scenario by giving rules, roles, procedures, types of decisions
- start the game and give a little feedback after a few minutes. Tell them what is good and bad and if necessary give more directions
- summarise what they have done after the official ending of the simulation and compare it to real life experience

6.2 Interactive tasks

Balloon Stomp

Duration: app. 10-15 minutes

Preparation time: app 10 minutes

Equipment: balloons and statements

Cut up statements about Europe, roll them up and put them in separate balloons, which you blow up. Everyone has to burst a balloon and try to find an answer to the question/ discussion.

Note: you can use the discussions from the material. You can also build groups through this activity

Map of Europe

Duration: 10 minutes

Preparation: 10 minutes

Equipment: papers

Prepare different papers for each student. They get one card saying from which country they are (not the country they are originally from). Another card is the currency they have (Euro, Zloty... wherever they are from), maybe another one for the country they want to go to and another one for Visa.

Now simulate a journey: some can travel without any problems (e.g. Germany- Spain: no passport control, same currency), some need to change money (e.g. Denmark – Greece), some need Visa (do they have it?), some need to change money (or have they already done?)

You can decide what you want to show and if you let them travel to the country. You can show the difficulties for some of them, because they forgot their visa/passport/ do not have the right currency...

Let them build a map of Europe according to the places they are from in that game

Who am I?

Let students express how they feel: more regional, national, European?

Possibilities how to express it:

- make a collage
- create a poster
- have a map on which they can place little spots indicating their current feeling
- let them move around in the room and make clear where they are European/ national/ regional

Fish bowl

This method is good when it comes to discussions.

Have 4 chairs in the middle, the other in a circle around it. Three people always have to be in the middle, a fourth is optional, so one chair can be free.

At the beginning three people are introducing the topic and start to discuss it. If someone from the outer circle wants to say something, he can go and sit on the 4th chair. If another person wants to join, he can take one of the four places by indicating it to the person in that seat. People from the inner circle can leave it if they want to and as long as there are still 3 people in the inner circle.

Walt Disney Method

similar to fish bowl, but every person gets a fixed role:

- the dreamer is very subjective in answering questions and is very enthusiastic about it, but never prepared to make a decision or to analyse the idea thoroughly

- the realist pushes the development of the idea forward, controlling all necessary steps, conditions and qualifications

- the censor challenges the participants and examines the defaults. His aim is constructive and positive criticism to identify sources of errors

- the fourth person is the neutral advisor (could be the group leader)

Other simple methods to actively involve students

1. **Brain walking**

   ○ alternative 1: each student gets a piece of paper and has to write down an idea/ sentence/ word to a specific topic, then come to the front and pin it on a wall/ the blackboard/...

   ○ alternative 2: as the name says: go for a little walk with your students and let them discuss a topic

2. **getting the mood of a group:**

   You can use the easy way of letting everyone raising their arms if they agree to an aspect. But you can also make it more active:

   ○ prepare a picture on the blackboard (maybe you have collected ideas through a brain walk) and let the students stick something to their preferred topic/ what they think is correct/ most important. They can also use a pen and simply make a sign on the paper

   ○ make a vote with cards: red is against, green is in favour

   ○ divide the room into several parts and tell which idea/answer is in which corner, then let the students go to their choice. If you want to continue with a group work, you might also have the different groups now.

6.3 Icebreaker, Teambuilding

European Bingo

Prepare papers or write down all European countries, capitals, rivers on one piece of paper. Ask each participant to draw a grid with nine boxes and to fill it with names of European countries, capitals, rivers, mountains as well. After finishing play the game "Bingo" by naming one thing a time and participants have to cross out if they have a match. You can finish the game either when someone has crossed out three statements in a row or all nine.

Note: maybe also prepare the 3x3 chart and hand it out to the students if you fear time limit.

I like it organised

Ask everyone to stand organised in line: in alphabetical order of their names, height, shoe size, hair colour (from bright to dark/ dark to bright)

Jamaquack

story:

Jamaquacks are endangered birds, living in the south of Australia. They stand a bit bent-forward, hold their ankles with both hands and move backwards. As they are nocturnal, their eyes are always closed at day. They are constantly quacking/ croaking and just quiet when they sleep. As they are endangered they can be found in Australian zoos, but they love their freedom and always try to break out.

Choose some students to be Jamaquacks. The rest is forming a circle and holding hands, so the Jamaquacks cannot break out. Two people open the circle and form the loop. Jamaquacks are inside the circle, their eyes closed and facing each other. Now they have to try to find the loop and get out of the circle. They have to make a quacking noise the whole time and especially when they have found the loop to signalise their friends the way. When one has found its way out, he is allowed to open his/her eyes, but not to stop making noise. The people forming the circle have to push the Jamaquacks carefully back to the circle if they have not found the right way out yet.

Goofy

Story: Goofy is a little figure living hidden and far away from society. The one who has a chance to meet him will get very lucky, as Goofy is one of the most generous figures in the world. Unfortunately, he cannot talk, so it is a bit difficult to find him.

Students have to stand somewhere in the room and close their eyes. Now they have to start walking around and find Goofy. Whenever they meet someone (touching), they ask "Goofy?" If he "Goofy" is back, it is not the right one. The team leader secretly chooses a Goofy and tells him to be it. Goofy has to stand still, where he has been appointed. If someone now finds Goofy, he has to stand next to him, waiting for the others to find them. He has become part of Goofy and can open his eyes, BUT is not allowed to talk anymore.

Human Knot

Form a circle and move as close together as you can (like a group hug). Now raise your hands and grab any free hand you can find. If everyone has found two hands to grab, try to untie the knot and move back to a circle. You are not allowed to leave a hand free or to open the chain until you have untied the knot. (note: not always possible)

Fruit salad

Everyone sits in a circle (best if sitting on chairs). The team leader now goes through the circle and names everyone with different fruits (apple, banana, cherry). As he is now in the middle and without a chair, he has to find a place to sit. He calls one of the fruits e.g. apple and all the students who have been named apple have to change seats. Now a new person is in the middle and has to find a place to sit by naming any fruits

Variation: do not give fruit names, but find anything people have in common: everyone who wears a black sweater, everyone who wears glasses, everyone who is looking forward to holidays...

Virus Game

Choose one (or more) person to be the virus. Whenever he touches someone, this person becomes ill, meaning he talks nonsense the whole time, cannot walk any more but just make funny movements on the spot. Two other players can heal him, by taking each other's hand (so the ill person stands in the middle of them) and say: "Healed" They cannot become ill, while they are healing the ill person.

Pizza massage

In pairs or in a line with everyone: Make an imaginary pizza on the back of your partner. Change after a while.

You- ah- Who?

Form a circle. Person A points at someone (Person B) and says: "YOU!" Person B raises his hand on his head and says "Ah!" and points with his fingers his left or right hand neighbour (Person C) who also has to raise his hand and ask "Who?" while his fingers are pointing at Person D. Person D can point at anyone and say "You!", etc. The one who is not reacting, reacting wrong or too late has to stand in the middle and is allowed to disturb the others as long as almost everyone is standing in the middle.

Note: try once with the whole group before playing

Penguin and crane

One person is the crane. He has to move like a crane (his legs stiff, his arms forming a huge beak that is constantly snapping, always saying "cra, cra" [it looks a little bit like a robot walking]). The others are the penguins. They can just move like penguins (legs close together, small steps, arms close to the body). The crane tries to catch the penguins. Once a penguin is caught, it becomes a crane as well and helps to catch the other penguins.

Get up

Two people start by sitting backwards to each other and linking their arms with each other. Now they have to try getting up. With a little bit of practice it is not too difficult. Now start asking a third/ fourth/ fifth person to join and try together. Try to get up with as many people as possible.

Lift Raft

Equipment: paper

Hand out some pieces of paper (maybe one per person at the beginning) and ask them to stand on it without touching the ground. Now take away some pieces and ask the same. Take more and more and see if they manage to stand on one piece of paper (depending on the size of the group).

From Circle to Square

Equipment: rope

Stand in a circle and give everyone a rope to hold. Now ask them to close their eyes (maybe even use something to make sure their eyes are closed). If no one sees anything ask them to form a square instead of a circle.

Dragon Tail

All students stand in line, grabbing the shoulder of the person in front of them. Now the person on head of the line has to catch the end of the line. Goes as long as the first person to catch is head again.

Got your tail

Equipment: clothes-pegs or anything that can be fastened to your clothes

Give every participant the same amount of clothes-pegs and tell them to fasten them on their clothes (not hidden!). Now everyone has to try to collect as many as possible by stealing from the others and fasten them on their clothes. The one with the most wins.

Variation: try the game a second time, but change rules after a minute: people have to try to get rid of their clothes-pegs and fasten them on the other people.

Singing games:

There are some energizers that are sung. As it is difficult to describe it, I advise you to have a look at youtube for the right rhythm. Nevertheless, here are the lyrics of one of them:

Be banana

Be banana, be be banana//
Peel banana, peel peel banana//
Eat banana, eat eat banana//
Go bananas, go go bananas//

YOUrope needs YOU! – OFFICIAL SONG

Who thinks AEGEE is great
Others wants to activate
Find out our project's new
"YOUrope needs YOU!"

Sharing AEGEE's idea
Makes the better future real
High schools are important to
"YOUrope needs YOU!"

When teenagers are so lazy
It makes us completely crazy
Teach them to be like us to
"YOUrope needs YOU!"