



The European Parliament in action

The suggested activities have a block character, which means that they should be carried out during one session.

The proposed lesson plan may be modified depending on the needs.

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Goals:

- Increasing knowledge about the functioning of the European Parliament.
- Getting to know the basic powers of the European Parliament compared to other European Union institutions.
- Updating knowledge about the activities of the European Parliament.
- Using critical thinking skills to analyze texts.
- Improving English skills in the context of expanding knowledge related to the European Parliament.
- Using CLIL bilingualism questions to learn about how the European Parliament works in virtual reality.

Methods: work with text, work using materials available on the Internet, mini quiz, debate, elements of gamification, podcast.

Forms of work: individual work, team/group work

Model 5C:

1. Content: Students learn about the European Parliament.
2. Communication: Students work in groups, communicate with each other while searching for information and present their results to the class using English.
3. Cognition: Students analyze, compare and synthesize information found on the Internet to answer questions.
4. Culture: Students explore the culture of discussion and ways of arguing.
5. Community: Students work together to share information and learn from each other.

Educational level: secondary school, age 15-18

Lead time: 2 hours. teaching + time for debate.

Materials:

<https://www.europarl.europa.eu/portal/pl>
<https://liaison-offices.europarl.europa.eu/pl>
<https://www.euractiv.pl/>

flipchart, markers, blackboard, colored sticky notes





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Note: Exercises to be selected by the teacher, taking into account the capabilities of the class he or she is working with.

Course: Introduction to topics related to the European Parliament - an example text for teachers

One of the main bodies of the European Union is the European Parliament, established in 1952, based on the Treaty of Paris and the Treaties of Rome (the name European Parliament itself has been operating since 1962). It is the only multinational assembly in the world whose members have been elected in elections since June 1979. common and direct. They are held every 5 years, and the number of MEPs has increased with each EU enlargement and is approximately proportional to the population of each member country (the principle of degressive proportionality applies: no country can have fewer than 6 or more than 96 MEPs , and their total number may not exceed 705 (704 plus the chairman).

The last elections to the European Parliament took place on 23-26 May 2019. The current President is: Roberta Metsola.

MEPs form groups based on convergence of political views, not nationality/national representations. The official seat of the European Parliament is in Strasbourg (France on the French-German border, as a symbol of European reconciliation after the two world wars, in Brussels (Belgium) where parliamentary committee meetings are held during additional sessions, and in Luxembourg). Debates in Parliament's plenary chamber are conducted in all the official languages of the European Union, currently 24 of them, reflecting Parliament's commitment to the concept of a diverse and multicultural Union (united in multiculturalism).

More information on the official website of the European Parliament: <https://www.europarl.europa.eu/portal/en>

Additional material for the teacher

Official EU languages: (Annex 1)

- French, Dutch, German, Italian – since 1958,
- English, Danish – since 1973,
- Greek – since 1981,
- Spanish, Portuguese – since 1986,
- Finnish, Swedish – since 1995,
- Czech, Estonian, Lithuanian, Latvian, Maltese, Polish, Slovak, Slovenian, Hungarian – since 2004,
- Bulgarian, Irish, Romanian – since 2007,
- Croatian – from 2013

Exercise 1

The teacher divides the class into 4 teams/groups (counting 1, 2, 3, 4, drawing cards with the color/season/name of four institutions/capitals, etc.). Each team chooses a leader from among itself.

Task for groups/teams: The European Parliament has three basic functions, what are they called and what do they involve? Each group receives an envelope with the scatter





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(Appendix No. 2). The group's task is to combine the functions of the European Parliament with the description of the function.

Time: 5 min. The group that solves the puzzle the fastest and correctly receives 10 points, second place 5 points, third place 2 points.

The teacher checks the correctness of the exercise, assigns points and writes them down on the board/flipchart (Appendix No. 3) The alternative is to present the outcomes by the students.

Material for teachers (Appendix No. 2)

Legislative function

- adopts, together with the EU Council, European law, based on legislative proposals from the European Commission;
- makes decisions on international agreements;
- makes decisions on EU enlargement;
- examines the Commission's annual work plan and requests the Commission to submit legislative proposals.

Supervisory function

- exercises democratic supervision over the other European institutions;
- elects the chairman of the Commission and approves the composition of the Commission; may pass a "vote of no confidence", forcing the Commission to resign;
- grants discharge for the implementation of the budget, i.e. approves the correct implementation of the budget;
- considers petitions from citizens and appoints commissions of inquiry;
- discusses monetary policy issues with the European Central Bank;
- **sends inquiries to the Commission and the Council;**
- monitors elections.

Budget function

- establishes the EU budget together with the Council;
- approves the long-term EU budget, the so-called multiannual financial framework.

Teacher's summary of the exercise: All three functions of the European Parliament are equally important for the proper functioning of the European Union.

Using the scheme of EU units, the teacher discusses the institutions of the European Union:

The most important political institution of the European Union is the European Council, which is formed by the heads of state or government of the member countries. The main decision-making body is the Council of the European Union, also known as the Council of Ministers,





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which includes representatives of the Member States on the minister's council, and the executive body is the European Commission, which is composed of 20 commissioners. The work of Parliament takes place in two stages:

Parliamentary committees - preparation of legal acts and three subcommittees that specialize in specific areas of EU activity. Committees examine legislative proposals; MEPs and political groups can amend them or decide to reject a given legislative proposal. These issues are also discussed within political groups. MEPs in committees are preparing for the plenary session.

Plenary sessions – passing laws. During plenary sessions, all MEPs gather in the Chamber and vote on proposed laws and amendments. They usually take place in Strasbourg (four days a month). Occasionally additional sessions are held in Brussels.

The President represents Parliament in its relations with the other EU institutions as well as with the outside world. The president has the final say on the budget.

There are 20 standing parliamentary committees. In addition, the European Parliament may establish temporary and investigative subcommittees that deal with specific matters (e.g. to investigate the BES or Pegasus mad cow disease case). (Annex No. 4)

More information at: <https://www.europarl.europa.eu/portal/en>

Exercise 2

Students work in the same teams/groups.

Committees in the European Parliament, depending on their name, deal with matters important for its functioning, but also for the entire European Union and its citizens. Each group is given a set of two envelopes. One contains the five names of the committees, the other contains descriptions of the characteristics/tasks of the respective commission. The task of the teams/groups is to combine the name of the committee with the selected characteristics of what it does. To make things easier, each committee is assigned 3 functions/tasks among the many others they deal with.

Time 10 min.

The teacher checks the correctness of the answers (he can later display them on the slide for everyone) or the group representatives, one by one, read the name of the committee with the assigned functions.

We award 2 points for each correct answer. Each team answers 5 times, so you can receive a maximum of 10 points for the exercise. We do not award points for incorrect assignment. The teacher writes down (adding to the previous ones) the points received on the board/flipchart (Annex No. 3)

Summary of the exercise by the teacher: Each committee is equally important and has its own tasks that affect the efficient functioning of the European Parliament.

Teacher introduction:

Whether we are adults, children, students, professionally active people, retirees or consumers, European legislation applies to each of us (sometimes we do not realize it). The





role of MEPs is decisive in many areas, such as ensuring healthier food on our tables, freedom to move and work, and protecting the environment. (Annex No. 4)

More information at: <https://www.europarl.europa.eu/committees/pl/about/list-of-committees>

Exercise 3

MEPs sit in the European Parliament according to political group. Each group receives a pack containing the name of the political group(s) and the names of the MEPs. The task of the groups/teams is to match the names of MPs from Poland to the political group/groups. For correctly performing the exercise, the group can receive: 5 points for one error - 3, for two errors - 1 point, for three or more - 0 points. Time to complete the task: 5 minutes. The teacher displays the correct execution of the exercise on the board. (Annex No. 5)

More information at: <https://www.europarl.europa.eu/portal/en>

Summary of the exercise: Can you name an MEP who is particularly memorable to you and why? (mini vote/disusion)

Exercise 4

While preparing for the classes, the students had to prepare a short biography about their country's MP in the European Parliament, taking into account his/her activity. Each student prepares a description of one MP. After entering the classroom, students put the cards with characteristics into the hat/box. Now it's time for a short mini quiz "Who are we talking about?" The student/team leader approaches the hat/box and then draws a card with a characteristic and answers/guesses who it is? Each group draws lots of mines. 2-3 times. For a correct answer, the team receives 2 points, i.e. for the exercise, the group can receive an additional 6 points, which the teacher adds to the list on the flipchart/blackboard. The team that scored the most points in this exercise will be able to put on glasses and answer one additional question related to figures considered to be the "fathers of Europe". We choose the flag: France, Germany, Italy.

Summary of the exercise by the teacher: It is worth knowing the names of MEPs from the region where we live and our rights that we have as citizens of united Europe.

Teacher's introduction: There are 4 main decision-making procedures in the European Parliament.

Exercise 5

The task for groups/teams will be to write down the names of these procedures on pieces of paper in two languages: Polish and English. Time 3 min. The group receives 1 point each. for correct writing in Polish and 1 point. for correctness in English, i.e. 2 points maximum.) The teacher checks the correctness of the completed task. Using the knowledge possessed by the students, team representatives explain the names of the four procedures and suggest that the teams improvise any situation on any topic in which they can use the mentioned procedures. Each group proposes a different topic. Time 10 min Group presentation – 5 min for each group. Teacher's assessment of correctness: max. 5 points. for a task per group. (Appendix No. 6).

Teacher material:





Annex No. 6

consultation, consent, cooperation, co- decision

Teacher introduction:

Each of us can call on the European Parliament to adopt a position on an issue and submit a **petition** (by post or e-mail). Petitions can concern any matter that falls within the scope of EU activity. A petition can be submitted by anyone who is a citizen of an EU country or is legally resident in the EU. Companies and organizations based in the EU also have the right to submit a petition. You can also contact the MEP representing your country directly or the European Parliament Information Office in your country.

Exercise 6

Instructions for groups/teams - What can your petition be about?, discuss in groups the topic/issue that you want to submit to the European Parliament for consideration. Time 10 min. Presentation 3 min per group.

Summary of classes using VR glasses.

Each group can receive additional 4 points for a group representative putting on VR glasses, selecting a flag and correctly answering the questions or (indicating which group should answer the questions from the drawn flag). Each team answers two questions related to the European Parliament. Flags to choose from: Bulgaria, Austria, Slovenia, Malta, Sweden, Estonia, Latvia,

Summary of the exercise: The teacher summarizes the table with the points obtained for the questions and informs about the order of places. Congratulations to the winners. Evaluates work in teams/groups

An exercise summarizing the topic of the European Parliament.

The teacher invites all students to the front of the class. Displays on the board or reads questions related to the topic being discussed. The students' task is, after considering the answer to the questions asked/displayed, to individually go to the corner of the classroom that they think is correct. The teacher points to four corners that symbolize answers a, b, c, d

Sample questions:

1. In the last European elections in 2019, the highest turnout was:

a) in Belgium – 88.47%

b) in Luxembourg – 84.24%

c) in Poland - 45.68%

d) in Cyprus – 44.00%

EU average: 50.66%





2. The lowest turnout for the European Parliament in the 2019 elections was:

- a) in Lithuania – 53.48%
- b) in Slovakia – 22.74%
- c) in the Czech Republic – 28.72%
- d) in Austria – 59.8%

3. In the current term of office of the European Parliament, the most women are from:

- a) from Poland – 35%
- b) from Sweden – 55%
- c) from France – 50%
- d) from Italy – 41%

EU average: 41% F – 59% M

4. The fewest women MEPs are from:

- a) from Cyprus – 0%
- b) from Slovakia – 15%
- c) from Spain – 47%
- d) Romania 22%

5. Which political group has the most MEPs in the European Parliament?

- a) EPP - Group of the European People's Party (Christian Democrats) – 24.23% (182)
- b) Renew Europe - Renew Europe group – 14.38% (108)
- c) S&D - Group of the Progressive Alliance of Socialists and Democrats in the European Parliament - 20.51 (154)
- d) ECR - European Conservatives and Reformists – 8.26% (62)

6. From what year did roaming charges apply in EU Member States - their citizens traveling within the EU could make calls, send text messages and use the Internet at national rates. "Roam like at home"?

- a) in 1999
- b) in 2000
- c) in 2017 - from June, Representatives of the EU institutions considered the abolition of these fees to be a "real European success". The European Union is supposed to bring people together and make their lives easier





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d) in 2020

Homework:

Exercise 7

Based on sources on the Internet, please look for information on how to obtain an internship in the European Parliament. In the teams in which you worked during the lesson, prepare a podcast on the topic: why is it worth applying for an internship in the European Parliament?
or

Exercise 8

Check the website of the European Parliament to see what issues it is currently dealing with, which in your opinion are the most important and why?
or

Exercise 9

Two important topics for a united Europe: 1. Should Türkiye/Ukraine be admitted to the European Union? 2. Should the EU pursue a more liberal immigration policy?

These are suggestions for debate topics for which students will prepare at home. Ask which topic students would like to cover. If the class is large, both topics can be used. If we make a choice, we can use class voting. Once the topic is selected, ask students to look for arguments, quotes, opinions, source materials, and statistical data presenting the dilemma they have chosen. Familiarize students with information about the debate.





Attachments:

Annex No. 1

24 Official EU languages:

- French, Dutch, German, Italian - since 1958,
- English, Danish – since 1973,
- Greek – since 1981,
- Spanish, Portuguese – since 1986,
- Finnish, Swedish – since 1995,
- Czech, Estonian, Lithuanian, Latvian, Maltese, Polish, Slovak, Slovenian, Hungarian – since 2004,
- Bulgarian, Irish, Romanian – since 2007,
- Croatian – since 2013





Annex No. 2

Functions of the European Parliament

Legislative function
adopts, together with the EU Council, European law, based on legislative proposals from the European Commission
makes decisions on international agreements
makes decisions on EU enlargement
examines the Commission's annual work plan and requests the Commission to submit legislative proposals
Supervisory function
exercises democratic supervision over the other European institutions
elects the chairman of the Commission and approves the composition of the Commission; may pass a "vote of no confidence", forcing the Commission to resign
grants discharge for the implementation of the budget, i.e. approves the correct implementation of the budget
considers petitions from citizens and appoints commissions of inquiry discusses monetary policy issues with the European Central Bank
sends questions to the Commission and the Council
monitors the elections
Budget function
establishes the EU budget together with the Council
approves the long-term EU budget, the so-called multiannual financial framework



Annex No. 3

Activity table

Group	Questions						VR	VR	Together
	1	2	3	4	5			
Group 1									
Group 2									
Group 3									
Group 4									





Annex No. 4

Committees and their characteristics

Committee on Foreign Affairs
Committee on Development
Committee on International Trade
Committee on Budgets
Committee on Budgetary Control
Committee on Economic and Monetary Affairs
Committee on Employment and Social Affairs
Committee on the Environmental, Public Health and Food Safety
Committee on Industry, Research and Energy
Committee on the Internal Market and Consumer Protection
Committee on Transport and Tourism
Committee on Regional Development
Committee on Agriculture and Rural Development
Commission on Fisheries
Committee on Culture and Education
Committee on Legal Affairs
Committee on Civil Liberties, Justice and Home Affairs
Committee on Constitutional Affairs
Committee on Women's Rights and Gender Equality
Committee on Petitions

https://www.europarl.europa.eu/doceo/document/RULES-9-2023-11-01-ANN-06_EN.html





I. Committee on Foreign Affairs
<ul style="list-style-type: none"> • EU relations with the UN • negotiations related to countries' accession to the European Union • supporting Democracy and Human Rights <p>.....</p>
II. Committee on Development
<ul style="list-style-type: none"> • aid for developing countries • Humanitarian relief • participation of Parliament representatives in election observation missions <p>.....</p>
III. Committee on International Trade
<ul style="list-style-type: none"> • financial, economic and trade relations with third countries • common tariff, customs regulations • cooperation with the World Trade Organization <p>.....</p>
IV. Committee on Budgets
<ul style="list-style-type: none"> • the Union's revenues and expenditure • financial activities of the European Investment Bank • financial implications and compliance of all Union legal acts with the Multiannual Financial Framework <p>.....</p>
V. Committee on Budgetary Control
<ul style="list-style-type: none"> • control of the financial activities of the European Investment Bank • examination of the reports of the Court of Auditors • Cooperation with the European Anti-Fraud Office (OLAF) <p>.....</p>
VI. Committee on Economic and Monetary Affairs
<ul style="list-style-type: none"> • international monetary system • tax regulations • financial activities of the European Investment Bank <p>.....</p>
VII. Committee on Employment and Social Affairs
<ul style="list-style-type: none"> • workers' rights • raising professional qualifications • free movement of workers and pensioners <p>.....</p>
VIII. Committee on the Environment, Public Health and Food Safety
<ul style="list-style-type: none"> • climate change



- bioterrorism
- labeling and safety of food products

.....

IX. Committee on Industry, Research and Energy

- security of energy supply of EU countries
- nuclear safety, decommissioning of devices, disposal of nuclear waste
- information society

.....

X. Committee on the Internal Market and Consumer Protection

- freedom of establishment
- functioning of the single market
- enforcement of consumer rights

.....

XI. Committee on Transport and Tourism

- transport safety
- postal services
- tourism development

.....

XII. Committee on Regional Development

- European regional development fund
- Cohesion Fund
- cross-border and interregional cooperation

.....

XIII. Committee on Agriculture and Rural Development

- improving the quality of agricultural products
- Community Plant Variety Office
- forestry and agroforestry

.....

XIV. Committee on Fisheries

- conservation of fish resources
- organization of the market for fish products and aquaculture
- maritime policy regarding fishing activities

.....

XV. Committee on Culture and Education

- supporting European schools and lifelong learning
- audiovisual policy, information society
- development of sports, recreation and entertainment

.....



<p>XVI. Committee on Legal Affairs</p> <ul style="list-style-type: none"> • better regulation and simplification of EU law • responsibility for environmental protection and sanctions for environmental crimes • privileges and immunities of MEPs <p>.....</p>
<p>XVII. Committee on Civil Liberties, Justice and Home Affairs</p> <ul style="list-style-type: none"> • processing of personal data • movement of people and migrations • managing common borders <p>.....</p>
<p>XVIII. Committee on Constitutional Affairs</p> <ul style="list-style-type: none"> • application of treaties and assessment of their functioning • consequences for institutions resulting from negotiations on enlargement or withdrawal from the Union • finding a serious and persistent breach of the common rules of the Member States by one of them <p>.....</p>
<p>XIX. Committee on Women's Rights and Gender Equality</p> <ul style="list-style-type: none"> • defining, promoting and protecting women's rights in the Union • elimination of all forms of violence and discrimination based on gender • increasing knowledge about women's rights <p>.....</p>
<p>XX. Committee on Petitions</p> <ul style="list-style-type: none"> • submitting petitions • organization of public hearings on citizens' initiatives • European Ombudsman <p>.....</p>

Committees that have completed their term of office:

Special committees:

Fighting Cancer

COVID-19 pandemic: lessons learned and recommendations for the future

Special Committee on Foreign Interference and Disinformation and Strengthening Integrity in the EP

Foreign Interference in All Democratic Processes in the European Union, including Disinformation

Artificial Intelligence in the Digital Age

Commissions of inquiry

Animal protection during transport

Investigate the use of Pegasus and equivalent surveillance spyware



Annex No. 5

Parliamentary groups in the European Parliament

Group of the European People's Party (Christian Democrats)
Group of the Progressive Alliance of Socialists and Democrats in the European Parliament
Renew Europe Group
Group of the Greens/European Free Alliance
European Conservatives and Reformers
Identity and Democracy Group
Group of the Left in the European Parliament - GUE/NGL

- Magdalena ADAMOWICZ – Group of the European People's Party (Christian Democrats)
- Bartosz ARŁUKOWICZ - Group of the European People's Party (Christian Democrats)
- Marek BELKA - Group of the Progressive Alliance of Socialists and Democrats in the European Parliament
- Robert BIEDROŃ - Group of the Progressive Alliance of Socialists and Democrats in the European Parliament
- Adam BIELAN - European Conservatives and Reformers
- Jerzy BUZEK - Group of the European People's Party (Christian Democrats)
- Włodzimierz CIMOSZEWICZ - Group of the Progressive Alliance of Socialists and Democrats in the European Parliament
- Ryszard CZARNECKI - European Conservatives and Reformers
- Danuta Maria HÜBNER - Group of the European People's Party (Christian Democrats)
- Patryk JAKI - European Conservatives and Reformers
- Adam JARUBAS - Group of the European People's Party (Christian Democrats) Beata KEMPA - European Conservatives and Reformers
- Sylwia SPUREK - Group of the European People's Party (Christian Democrats)
- Ewa KOPACZ - Group of the European People's Party (Christian Democrats)
- Ryszard Antoni LEGUTKO - European Conservatives and Reformers
- Janusz LEWANDOWSKI - Group of the European People's Party (Christian Democrats)
- Leszek MILLER - Group of the Progressive Alliance of Socialists and Democrats in the European Parliament
- Janina OCHOJSKA - Group of the European People's Party (Christian Democrats)
- Beata SZYDŁO - European Conservatives and Reformers
- Dominik TARCZYŃSKI - European Conservatives and Reformers
- Róża THUN UND HOHENSTEIN - Group Renew Europe
- Anna ZALEWSKA - European Conservatives and Reformers





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Annex No. 6

Decision-making procedures in the European Parliament:

- consultations
- agreement
- cooperation
- co-decision

