

Ewelina Czujko-Moszyk  
Adam Szabelski

# Teaching Aids for Teachers - Understanding the European Union



2025

# TABLE OF CONTENT

<u>Instead of Introduction</u>	<u>2</u>
<u>Chapter 1 Democracy</u>	<u>4</u>
<u>Chapter 2 Diversity</u>	<u>12</u>
<u>Chapter 3 Solidarity</u>	<u>14</u>
<u>Chapter 4 Human Rights</u>	<u>18</u>
<u>Chapter 5 Child Protection</u>	<u>20</u>
<u>Chapter 6 Rule of Law</u>	<u>24</u>
<u>Chapter 7 Openness</u>	<u>28</u>
<u>Chapter 8 Privacy Protection</u>	<u>32</u>
<u>Chapter 9 Human Dignity</u>	<u>35</u>
<u>Chapter 10 Equality</u>	<u>37</u>
<u>Chapter 11 Freedom</u>	<u>42</u>
<u>Chapter 12 Community</u>	<u>46</u>
<u>Teaching supplement</u>	<u>49</u>



# INSTEAD OF INTRODUCTION

Dear Teachers,

We are giving you a collection materials which complements and expands on the textbook published at the beginning of 2025, Understanding the European Union. Teacher's Guide. We have prepared this supplement with everyday teaching work in mind. We believe they may supports you not only during lessons devoted to the European Union topics, but also during classes in other subjects, e.g. social studies, history, ethics or project work, which is increasingly common in modern schools.

We believe that Understanding the EU can be a starting point for broader reflection on the role of the citizen, democratic values, the history of integration and contemporary social challenges.

In the collection, you will find ready-made lesson plans, inspirations for classes and ideas that can be flexibly modified to the realities of a given class. The list of topics included in the table of contents shows how widely the proposed materials can be used - they are not rigidly assigned to one subject or level of education, but allow for free selection and combination of content across subjects. Our goal was to create a tool that provides space for creativity and creative work with students.

In addition to the proposed activities, the set also includes additional practical suggestions and reflections that were not included in the main guidebook, but which can be a valuable element of your work. Here you will find suggestions for working with a group, conducting discussions or developing civic competences.

Please note that the materials presented in this publication were originally developed for students in Poland, which is why some content may be context-specific. If you intend to use the materials in other parts of the European Union, we suggest adapting them to reflect the local context and educational needs.

We hope that these materials will not only support you in planning your activities, but also inspire you to talk to your students about the world we live in – and how we can shape it together.

With warmest regards,  
Ewelina Czujko-Moszyk  
Adam Szabelski



# DEMOCRACY



## ANALITICAL TASK: DEMOCRACY

### TASK: LIST THE FACTORS OF DEMOCRATIZATION IN WESTERN EUROPE AFTER 1945

#### Task objective:

Students learn about and analyze the main factors contributing to the democratization of Western European societies in the second half of the 20th century, developing the ability to think from cause to effect and work with social concepts.

#### Sample answers:

- 1. Economic development and prosperity: Economic growth after World War II and the introduction of the Marshall Plan contributed to economic stability and increased prosperity of societies. This in turn influenced the growth of happiness and sense of security, which encouraged democratization.*
- 2. Development of human and civil rights: The growth of awareness of human and civil rights, together with the development of international organizations such as the UN and the Council of Europe, contributed to the growth of democratic standards and protection of individual rights.*
- 3. Development of democratic institutions: The development of democratic institutions, such as parliaments, political parties and electoral systems, contributed to the growth of democratic practices and political culture.*

#### Method of implementation:

Individual or pair work

1. Ask students to write down the factors that, in their opinion, contributed to the development of democracy in Western Europe after World War II. Encourage them to use both the textbook and their own general knowledge.
1. Class discussion:
  - After completing the task, invite students to discuss their answers in front of the class and write them down on cards and attach them to the board. Together, try to group the factors into categories (e.g. economic, social, political, cultural).
3. Summary:
  - At the end of the lesson, you can display sample answers (or prepare a matrix with the class on the board - rank the factors by importance from the most to the least important)

#### Teacher's tip:

If time permits, you could suggest that students extend the task:

- Consider whether similar democratization processes occurred in other parts of the world during the same period?
- What were the similarities and differences?





## INSTEAD OF REVISION: QUIZ AFTER THE ANALYTICAL TASK

1. What economic program supported the reconstruction of Europe after World War II?
  - a) Roosevelt Plan
  - b) Schuman Plan
  - c) Marshall Plan
  - d) Truman Plan
2. Which international organization has promoted human rights since 1945?
  - a) World Wild Foundation
  - b) Amnesty International
  - c) European Economic Community
  - d) United Nations
3. What does the development of institutions such as parliaments and political parties symbolize?
  - a) development of representative democracy
  - b) development of local government
  - c) development of civil society
  - d) development of government
4. What is the name of the document adopted by the Council of Europe concerning human rights?
  - a) Universal Declaration of Human Rights
  - b) European Convention on Human Rights
  - c) International Convention on Human Rights
5. Economic prosperity promoted the democratization of societies:
  - a) true
  - b) false
6. Which two European countries were the main initiators of the creation of the European Coal and Steel Community (1951)?
  - a) Great Britain and France
  - b) France and Germany
  - c) Germany and Italy
  - d) France and Italy
7. What political event from 1989 symbolizes the fall of authoritarian regimes in Central and Eastern Europe?
  - a) Perestroika
  - b) Awarding the Nobel Peace Prize to Lech Wałęsa
  - c) Fall of the Berlin Wall
  - d) Collapse of the Soviet Union
8. What is the name of the treaty signed in 1957 that gave rise to the European Union?
  - a) Treaty of Rome
  - b) Treaty of Lisbon
  - c) Treaty of Brussels
9. What increases access to information in a democratic society?
  - a) government
  - b) local government
  - c) mass media

Key: 1c, 2d, 3a, 4b, 5a, 6b, 7c, 8a, 9c





## GENERAL QUIZ: DEMOCRACY

1. Which country has the oldest parliamentary democracy?
  - a) Great Britain
  - b) France
  - c) Switzerland
  - d) Greece
  
2. What does the term "democracy" mean?
  - a) rule by the people
  - b) rule of law
  - c) rule by minorities
  - d) dictatorship
  
3. What is the division of power in a democracy?
  - a) army, police, media
  - b) public administration, education, transport
  - c) legislative, executive and judicial powers
  - d) non-governmental organisations, political parties, think tanks
  
4. What does the Council of Europe do?
  - a) promoting cooperation between EU member states
  - b) protecting human rights and democracy
  - c) coordinating NATO activities
  - d) economic development of Africa
  
5. An example of participatory democracy is:
  - a) citizens' budget
  - b) absenteeism
  - c) compulsory voting
  - d) election campaign
  
6. An agreement of political parties to establish a common government is:
  - a) civil service
  - b) government coalition
  - c) parliamentary opposition
  - d) electoral coalition
  
7. Which of these countries is considered the homeland of democracy?
  - a) Greece
  - b) Rome
  - c) France
  - d) United States
  
8. What is the right of citizens to directly submit bills or changes to the law called?
  - a) referendum
  - b) citizens' initiative
  - c) popular veto
  - d) public consultations
  
9. What is the basic condition for the functioning of democracy?
  - a) wealth of the state
  - b) freedom of the media and free elections
  - c) national unity
  - d) lack of political opposition

KEY: 1a, 2a, 3c, 4b, 5a, 6b, 7a, 8b, 9b





## LESSON PLAN 1: ELECTIONS' SIMULATION

### Learning objectives:

By the end of the lesson, students will:

- understand the basic principles of democracy and elections.
- be able to work in a group, creating an election program.
- be able to analyze the factors influencing voters' decisions.
- develop the skills of arguing and presenting his own views.

### 1. Introduction (5 min)

A brief reminder of the principles of democracy and the role of elections.

Explanation of the purpose of today's lesson: "Today you will organize the elections yourselves and find out what influences voters' decisions."

### 2. Division into groups (5 min)

Selection of two groups:

- Governing party
- Opposition party

The remaining students are appointed members of the election commission (responsible for preparing the ballot box and ballot papers).

### 3. Group work (15 min)

Each party prepares its own election program - 3-5 key points/programs (slogans, promises, proposals for action).

The election commission prepares:

- ballot box
- ballot cards (on the cards: party name + boxes to mark the choice).

### 4. Election campaign (10 min)

- Each party presents its program to the class (approx. 3 minutes per group).
- You can prepare short posters or advertising slogans.

### 5. Voting (5 min)

Each student casts a vote in the ballot box.

The election commission counts the votes and announces the results.

### 6. Analysis of the results and discussion (10 min)

A conversation guided by questions:

- What convinced you to vote for a given party?
- Was the program, the way of presentation, or maybe personal sympathies more important?
- What is important in real election campaigns?
- What elements influence elections in a democratic state?

### 7. Summary (5 min)

A short reminder of the role of informed voters in democracy.

### Conclusion:

Democracy is not just about voting, but about making informed choices based on propositions, values, and trust in candidates.



## LESSON PLAN 2: SIMULATION OF THE WORK OF THE EUROPEAN PARLIAMENT

### Learning objectives:

By the end of the lesson, students will:

- learn about the structure and role of the European Parliament.
- understand the legislative process in EU institutions.
- develop teamwork, negotiation and compromise skills.
- analyze what factors influence political decision-making.

### 1. Introduction (5 min)

A brief reminder of the role of the European Parliament:

- What is this institution?
- What are its competences?
- What are political groups and why are they important?

Explanation of the lesson objective: "We will create our own European Parliament and vote on our own laws."

### 2. Division into groups (5 min)

Students are divided randomly or according to their preferences into 8 groups representing political parties of the European Parliament (as of 2025):

- European People's Party (Christian Democrats)
- Progressive Alliance of Socialists and Democrats
- Patriots for Europe
- European Conservatives and Reformists
- Renew Europe
- Greens/European Free Alliance
- Left GUE/NGL
- Europe of Sovereign Nations

### 3. Drafting bills (15 min)

Each party prepares 1–2 bills (e.g. environmental protection, migration, health policy, education, security, etc.)

The bills should include:

- the title of the bill
- the main assumptions (3–5 points)

### 4. Parliamentary deliberations (15 min)

Each party presents its bills in turn (approx. 2–3 minutes per presentation). The other parties can ask 1 question about the presented bill.

### 5. Voting (5 min)

Students vote on each bill: "for", "against" or "abstain". Voting can be done by raising hands.

### 6. Analysis and discussion (10 min)

Discussion guided by questions:

- Why were some bills passed and others rejected?
- Did you vote in line with the interests of your group?
- Were there any compromises or alliances between groups?
- What does building a majority in the European Parliament look like in reality?
- What are the consequences of passing or rejecting bills?

### 7. Summary (5 min)

- Reflection: What is more difficult - creating a good bill or persuading others to support it?
- A short reminder of the importance of compromise and cooperation in democratic institutions.





SUPPORTING MATERIALS FOR LESSON WORK: THE EUROPEAN PARLIAMENT  
IN OUR CLASSROOM

**BILL DRAFT TEMPLATE**

Bill's title: \_\_\_\_\_

Political party: \_\_\_\_\_

Description of the Act (3–5 main points):

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Justification (short, 2-3 sentences):

- \_\_\_\_\_
- \_\_\_\_\_

**VOTING RESULTS CARD**

Bill's title: \_\_\_\_\_

Voting result:

- Number of votes "FOR": \_\_\_\_\_
- Number of votes "AGAINST": \_\_\_\_\_
- Number of "ABSTAIN" votes: \_\_\_\_\_

Decision:

The Bill is adopted

The Bill is rejected



## EDUCATIONAL GAME: WHO AM I?

### Game objective:

- Consolidating knowledge about people who contributed to the development of democracy in Europe.
- Developing the ability to ask logical questions.
- Practicing teamwork and critical thinking.

*The game can be a form of consolidating knowledge about people who contributed to the development of democracy, so it is worth including short biographies of important people during earlier lessons.*

### 1. Preparation

- Prepare a set of cards of heroes of democracy (you can use the cards from the next page).
- Arrange the cards face down.
- Optional: prepare an hourglass or timer (to limit the time of one round).

### 2. Instructions for students:

1. Each player draws one card in turn (so that others do not see it).
2. Recognizes the person on the card, but does NOT say out loud who it is.
3. The other players ask closed questions, e.g.:
  - Did this person live in the 20th century?
  - Were they a politician?
  - Did they come from Germany?
  - The player only answers "yes" or "no".
  - The first to guess the chosen person scores 1 point.
4. Then the turn passes to the next student.

### 3. Additional rules (optional, for greater dynamics):

- A time limit for guessing the person (e.g. 3 minutes).
- You can set a limit on the number of questions asked (e.g. max 10 questions for one person).
- After guessing, it is worth briefly recalling who the person was and what contributions they made to democracy.

### 4. Summary:

After all rounds have ended, have a short conversation:

- Which people were the most difficult to guess?
- What new things have we learned about the history of democracy in Europe?
- What do all these characters have in common?

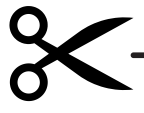
### Teacher's tips:


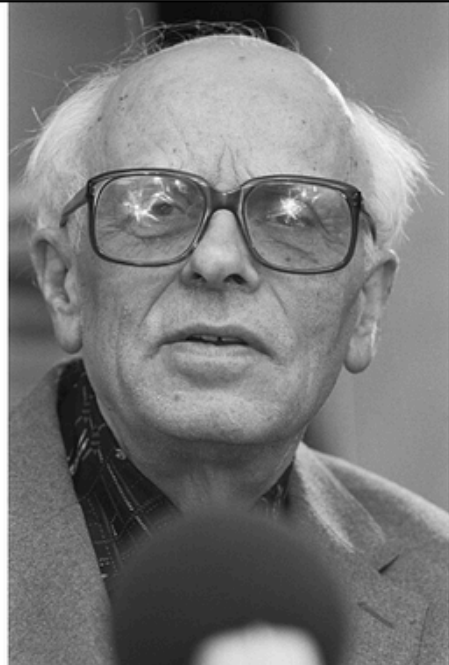
If students have trouble remembering who they are - you can also prepare a short cheat sheet with character descriptions.

- If necessary, you can also prepare a version of the game in which students create new cards during the lesson.



EDUCATIONAL GAME: WHO AM I? - GAMING CARDS



			
Václav Havel	Lech Wałęsa	Helmut Kohl	Robert Schuman
			
Konrad Adenauer	Jean Monnet	Simone Veil	Altiero Spinelli
			
Alcide De Gasperi	Paul – Henri Spaak	Winston Churchill	Andriej Sacharow



# DIVERSITY



## LESSON PLAN: CULTURAL DIVERSITY

### Learning objectives:

By the end of the lesson, students will:

- be able to explain the concept of "culture",
- recognize various elements of culture,
- be able to present selected aspects of the culture of a given community,
- develop the ability to work in teams and ask questions,
- see the importance of cultural diversity in the modern world.

### 1. Introduction (10 min)

- The teacher writes the word "culture" on the board and asks the students what it is.
- The students submit their ideas, and the teacher writes them down in the form of a mind map.
- The teacher then calls one of the students to the board and presents a definition, and the student is to write down the missing elements on the mind map:  
*Culture is a set of values, norms, traditions, customs and beliefs characteristic of a given community. It includes language, art, religion, education, politics, economics and many other aspects of social life.*
- After establishing the definition, the teacher asks the students:
  - a) Is culture just art?
  - b) Does every community have its own culture?

### 2. Division into groups (20-25 min)

- Students are divided into 4-5 groups (depending on the number of students).
- Each group draws or chooses a culture or nationality to represent, e.g.:
  - French culture,
  - Polish culture,
  - German culture,
  - Spanish culture,
  - Italian culture.

#### Group task:

- Prepare a short presentation containing: the most important traditions and customs, characteristic elements (language, holidays, cuisine, music, art), interesting facts about a given culture.
- Groups can prepare a poster or oral presentation.

### 3. Group presentations and quiz questions (15-20 minutes)

- Each group presents their culture in 3-5 minutes.
- After each presentation, similarities and differences from other cultures are determined and we analyze what we have learned.





## GENERAL QUIZ: DIVERSITY

1. Cultures with strong individualistic features can be found mainly in:
  - a) Asia and Africa
  - b) Europe and America
  
2. Interpreting and evaluating other cultures in terms of one's own culture is:
  - a) Cultural relativism
  - b) Ethnocentrism
  - c) Multiculturalism of societies
  
3. Which of these countries is the most ethnically diverse?
  - a) Japan
  - b) Brazil
  - c) China
  - d) India
  
4. Which of these countries is the most culturally diverse?
  - a) France
  - b) United States
  - c) Italy
  - d) Australia
  
5. When is the European Day of Languages celebrated?
  - a) 26 September
  - b) 25 October
  - c) 27 November
  - d) 28 December
  
6. How many official languages are there in the European Union?
  - a) 24
  - b) 20
  - c) 23
  - d) 25
  
7. Which of the following languages is not an official language of the EU?
  - a) Polish
  - b) German
  - c) French
  - d) Turkish
  
8. What slogan promotes cultural diversity in the European Union?
  - a) "Together in diversity"
  - b) "Unity in diversity"
  - c) "Multiculturalism without borders"
  - d) "A common culture of Europe"
  
9. Which institution of the European Union is responsible for promoting culture and linguistic diversity?
  - a) European Central Bank
  - b) European Court of Justice
  - c) European Commission
  - d) European Space Agency

Key: 1b, 2b, 3d, 4b, 5a, 6a, 7d, 8b, 9c





# SOLIDARITY



## LESSON PLAN 1: SOLIDARITY IN LITERATURE

### LESSON TOPIC: SOLIDARITY AND COOPERATION IN LITERATURE

#### Learning objectives:

By the end of the lesson, students will:

- Find and interpreting fragments of literature promoting the values of solidarity and cooperation.
- Develop teamwork skills.
- Reflect on the importance of solidarity in everyday life.

#### 1. Introduction (5 minutes)

- Short conversation: What is solidarity? Why is cooperation important?

#### 2. Main task (20 minutes)

- Students individually or in pairs search for a fragment of a book, story or poem promoting solidarity and cooperation.
- Then they choose a fragment to read together in the class.

#### 3. Joint reading and discussion (20 minutes)

- We read selected fragments.
- We talk: What values does the text present? Why is it worth being solidary?

#### 4. Summary (5 minutes)

Short reflection: Where do we see solidarity in everyday life?





## LESSON PLAN 2: UNDERSTANDING EUROPEAN SOLIDARITY

### Learning Objectives

By the end of the lesson, students will:

- Understand the meaning and importance of solidarity in the context of the European Union.
- Explore historical and current examples of solidarity among European nations.
- Reflect on how solidarity strengthens peace, cooperation, and democracy in Europe.

**Duration:** 45–60 minutes

### Materials Needed:

- Projector or screen
- Map of the EU
- Printed role cards / event scenarios (ideas provided below)
- Chart paper / markers
- Access to internet or printed handouts (optional)

### 1. Warm-Up: What Does Solidarity Mean? (10 minutes)

- Activity: Write the word “Solidarity” on the board. Ask students to brainstorm words or ideas they associate with it (e.g., unity, support, teamwork).
- Introduce the definition of European Solidarity (e.g., mutual support among EU countries, especially in crises like migration, pandemics, or war).

### 2. Mini-Lecture with Discussion (10–15 minutes)

- Short presentation or video on the principle of solidarity in the EU, referencing:
  - Article 2 of the Treaty on European Union (TEU)
  - Historical events (e.g., post-WWII reconstruction, refugee crisis, COVID-19 solidarity funds, Ukraine war aid)

Prompt Questions:

- Why do countries need each other?
- What happens when solidarity fails?
- Can solidarity be forced?

### 3. Activity: "Solidarity in Action – EU Council Simulation" (20 minutes)

Setup:

- Divide students into small groups. Each represents a different EU member state.
- Present them with a crisis scenario (e.g., natural disaster, refugee wave, pandemic, economic crash).
- Each country must decide how much aid or support they are willing to give and under what conditions.

Debrief:

- Did all countries show solidarity?
- What motivated cooperation – values, interest, politics?
- How would this affect EU unity?

### 4. Reflection & Creative Task (10–15 minutes)

- Create a poster or slogan campaign promoting European solidarity.





## LESSON PLAN 3: INTERGENERATIONAL SOLIDARITY

### LESSON TOPIC: INTERGENERATIONAL SOLIDARITY – COMMON CHALLENGES OF DIFFERENT GENERATIONS

#### Learning objectives:

By the end of the lesson, students will:

- develop understanding for different generations.
- be able to notice similarities and differences between social groups.
- develop empathy and social competences.

#### 1. Introduction (5 minutes)

- Short conversation: What is intergenerational solidarity?

#### 2. Main task (20 minutes)

Students are divided into two groups:

- Group A – younger generation (e.g. people the same age as students),
- Group B – older generation (e.g. people 60+).

Each group prepares:

- characteristics of their generation,
- challenges, stereotypes, role in society.

#### 3. Group presentations and discussion (15 minutes)

- Presentation of both groups.

#### 4. Summary (5 minutes)

- What can we do to strengthen solidarity between generations?

In the next lesson or as part of the project, you can choose one of the following creative works for individual or team work:

#### 1. Writing a letter

Students write a letter to a representative of another generation (e.g. grandfather, grandmother or the future generation), in which they describe:

- The challenges of their generation.
- What they would like to learn from the older/younger.
- How they imagine building the future together.

#### 2. Intergenerational "tree of dreams"

Students prepare a symbolic tree (e.g. on a large sheet of paper).

- Each person writes on the "leaf" one dream or need of their generation and a proposal of how the other generation can support it.

#### 3. Mini-theatrical scenes

- Groups of students prepare short scenes:
- A meeting of the young and older generations, who learn from each other.
- The conflict of generations and a way to solve it through solidarity.

#### 4. Map of challenges of generations

Students draw a large map of challenges:

- On one side - challenges of the young.
- On the other side - challenges of the older.
- In the middle — points of cooperation and solidarity.



## QUIZ: UNDERSTANDING EUROPEAN SOLIDARITY

1. What is the principle of solidarity in the European Union?
  - A. A rule that all EU countries must have the same laws
  - B. A commitment to support each other in times of need
  - C. A system for selecting the EU president
  - D. A trade agreement with neighboring countries
2. In which official EU document is solidarity mentioned as a core value?
  - A. Treaty of Versailles
  - B. Charter of the United Nations
  - C. Treaty on European Union (TEU)
  - D. NATO Charter
3. Which of the following is an example of EU solidarity in action?
  - A. Brexit negotiations
  - B. Border checks between Schengen countries
  - C. EU Civil Protection Mechanism helping with natural disasters
  - D. Imposing tariffs on US imports
4. Which European program promotes solidarity among young people through volunteering?
  - A. Erasmus+
  - B. Horizon Europe
  - C. European Solidarity Corps
  - D. Green Deal Initiative
5. What was a key act of European solidarity during the COVID-19 pandemic?
  - A. Each country closed its borders permanently
  - B. Countries banned exports to one another
  - C. The EU created a recovery fund to support affected economies
  - D. The European Parliament was dissolved
6. Which of the following best describes the idea behind solidarity?
  - A. Competition between countries
  - B. Isolation in times of crisis
  - C. Mutual support and shared responsibility
  - D. Privatization of services
7. Which EU country received significant support after a major earthquake in 2023 under the EU solidarity mechanism?
  - A. France
  - B. Sweden
  - C. Turkey
  - D. Greece
8. Why is solidarity important for democracy in Europe?
  - A. It ensures strict military control
  - B. It increases competition between parties
  - C. It strengthens cooperation, social justice, and peace
  - D. It replaces voting with expert decisions

KEY: 1b, 2c, 3c, 4c, 5c, 6c, 7d, 8c





# HUMAN RIGHTS



## LESSON PLAN: INSTITUTIONS PROTECTING HUMAN RIGHTS

### LESSON TOPIC: NATIONAL AND INTERNATIONAL INSTITUTIONS DEALING WITH THE PROTECTION OF HUMAN RIGHTS

#### Lesson objectives:

By the end of the lesson, students will:

- learn about selected institutions protecting human rights.
- develop teamwork and information presentation skills.
- learn how to ask questions and lead discussions.
- understand the importance of supporting organizations that protect human rights.

#### 1. Introduction (5 minutes)

- A short guided conversation: What are human rights? Why is their protection important?
- Introduction to the lesson topic: presenting that there are institutions and organizations that actively protect human rights.

#### 2. Division into teams and allocation of institutions (5 minutes)

- Students will divide into teams of 4–5 people.
- Each team draws or chooses one of the following institutions: UN, EU, Amnesty International, Human Rights Watch, Council of Europe, UNICEF (in the context of children's rights)

#### 3. Group work (20 minutes)

Each team prepares a short presentation in the form of a poster, oral presentation or short scene with campaign slogans, answering the questions:

- What human rights does this institution particularly protect?
- How does it monitor compliance with human rights?
- How does it respond to human rights violations?
- Give one example of a specific action (action, report, campaign).

#### 4. Group presentations (15 minutes)

- Each group presents its results in 2–3 minutes.
- The remaining students ask at least 1–2 questions after each presentation.

#### 5. Summary and reflection (10 minutes)

Summary questions:

- Which institution impressed you the most? Why?
- How can we support the protection of human rights ourselves?





## QUIZ: HUMAN RIGHTS

1. Which document is considered the foundation of modern human rights?
  - a) Universal Declaration of Human Rights
  - b) International Covenant on Civil and Political Rights
  - c) Convention on the Rights of the Child
  - d) United Nations Charter
  
2. What does the term "human rights" mean?
  - a) Rights that are granted to every person regardless of race, sex, religion or nationality
  - b) Rights that are granted by the state depending on social and economic situation
  - c) Rights that are granted only to adults
  - d) Rights that are granted only to citizens of a given state
  
3. It is an international agreement on the protection of human rights concluded by the member states of the Council of Europe. The Convention was opened for signature on 4 November 1950, and after obtaining the necessary 10 ratifications, it entered into force on 3 September 1953. Each of the 46 member states of the Council of Europe is a party to the Convention (this is currently a condition of membership in this organization).
  - a) European Court of Human Rights
  - b) European Convention on Human Rights
  - c) European Social Charter
  - d) Charter of Fundamental Rights of the European Union
  
4. Indicate the non-governmental organizations whose purpose is to protect human rights:
  - a) Amnesty International
  - b) Helsinki Foundation for Human Rights
  - c) International Red Cross and Red Crescent Movement
  - d) All of the above are organizations protecting human rights
  
5. NGOs are organizations that:
  - a) are not profit-oriented (in English the name non-profit organizations exists),
  - b) are not part of the state structure and in this sense are "non-governmental".
  - c) operate pro publico bono, i.e. for the public good
  - d) All of the above are correct.
  
6. Which document was the first in the world to proclaim human and civil rights?
  - a) United Nations Charter
  - b) Universal Declaration of Human Rights
  - c) Declaration of the Rights of Man and of the Citizen (France, 1789)
  - d) United States Constitution
  
7. Which international organization was established after World War II to protect human rights?
  - a) NATO
  - b) UN (United Nations)
  - c) EU (European Union)
  - d) WHO (World Health Organization)

KEY: 1a, 2a, 3b, 4d, 5d, 6c, 7b



# CHILD PROTECTION



## LESSON PLAN 1: CHILDREN'S RIGHTS - REALITY VS. IDEALS

### Lesson objectives:

By the end of the lesson, students will:

- analyze children's rights in the context of real social situations.
- provide methods of protecting children's rights and assess their effectiveness.
- develop argumentation and critical thinking skills.

### 1. Introduction (5 minutes)

A short survey to start ( e.g. in Mentimeter or MS Forms):

- "Which children's rights do you consider to be the most violated in Poland?"

### 2. Main task (25 min)

- Division into teams
- Each team selects 5 children's rights from the list: (right to life, right to identity, right to development, right to be raised in a family, right to express one's own views, right to information)
- Then write down three methods of protecting these rights. Give an example of a real situation (e.g. from school, media, everyday life) where these rights are or were violated/protected.

*Methods of protecting children:*

- *Educating parents and teachers.*
- *Monitoring the child's environment.*
- *Psychological and social support.*
- *Legal protection.*

*Example of situations in which children are protected:*

- *Children are protected from violence and abuse at school. They can go to a teacher, tutor or school psychologist with any problem.*

### 3. Class discussion (10 min)

Presentation and comparison of the results of the groups' work.

### 4. Summary (5 min)

Short reflections:

- Is the protection of children's rights in Poland sufficient?
- What surprised you most about today's work?



## LESSON PLAN 2: CHILDREN'S OBLIGATIONS TOWARDS THEIR PARENTS — LIMITS OF RESPONSIBILITY

### Learning objectives:

- analyze the obligations of children towards their parents in the light of law and ethics.
- develop the ability to assess conflict situations and make informed decisions.

### 1. Introduction (5 minutes)

- Short question: "Should the obligations of children towards their parents be regulated by law?"

### 2. Case study teamwork (15 min)

- Work in 4 teams: Each team receives a different short case study, e.g.:

#### 1. Care for a sick parent

*Kasia is 17 years old and lives only with her father, who, after a car accident, requires daily help with basic activities. Kasia attends high school and is preparing for her final exams. Her father insists that Kasia limit her studies and devote herself to caring for him.*

*Questions for analysis:*

- *Should Kasia subordinate her educational plans to her obligations to her father?*
- *What other solutions could she find to reconcile education and care?*
- *Where is the boundary of the responsibility of a minor child?*

#### 2. Financial support for the family

*Adam has worked part-time (e.g. on weekends) in a café since he was 16. His parents expect him to use all the money he earns to pay the household bills because "family comes first". Adam feels exploited.*

*Questions for analysis:*

- *Is the obligation to financially support the family fair in his case?*
- *How can reasonable boundaries be established?*
- *Does Adam have the right to keep some of the money for his own needs?*

#### 3. Family business - obligation or choice?

*Ola comes from a family that runs a bakery. Her parents expect her to work there every day after school, without pay, treating it as "the natural obligation of a child in the family". However, Ola dreams of a musical career and does not have time to practice.*

*Questions for analysis:*

- *Should children be forced to work in a family business?*
- *How can the conflict between obligations to the family and one's own dreams be resolved?*
- *Where does the obligation to help end and the right to one's own development begin?*

#### 4. Neglect and loyalty

*Michael has long noticed that his parents neglect their duties towards him (e.g. they are not interested in his studies, sometimes they forget to provide food). He is 17 years old. When he reported this to his teacher, his parents felt betrayed and expect an apology.*

*Questions for analysis:*

- *Did Michael have the right to seek outside help?*
- *Should loyalty to the family always be absolute?*
- *How to take care of your own rights without rejecting your loved ones?*

### 4. Presentations of analyzed case studies on the forum (15 min)

### 3. Summary (10 min)

Common answer to the question: What duties do children have towards their parents?

Sample answers:

- Respect and support parents.
- If children earn their own income (e.g. they are actors in commercials), they have the obligation to participate in maintaining the household.
- Fulfill the duties resulting from caring for parents, if they are, for example, disabled or unable to live independently. What should a healthy relationship between a child and his or her parents look like?



## QUIZ: HUMAN RIGHTS

1. Which of these countries has the most extensive child rights law?
  - a) Sweden
  - b) Hungary
  - c) Czech Republic
  - d) Poland
  
2. Which of these countries has the most restrictive law on corporal punishment of children?
  - a) Sweden
  - b) Italy
  - c) Serbia
  - d) Belarus
  
3. When is World Day Against the Sexual Exploitation of Children celebrated?
  - a) November 18
  - b) December 19
  - c) December 20
  - d) December 21
  
4. What is the main message of this day?
  - a) raising awareness of child sexual abuse
  - b) promoting sex education for children
  - c) encouraging action to protect children from sexual abuse
  - d) all of the above
  
5. Which international document most comprehensively defines children's rights?
  - a) United Nations Charter
  - b) Convention on the Rights of the Child
  - c) UNESCO Constitution
  - d) European Convention on Human Rights
  
6. Which institution in Poland is responsible for protecting children's rights at the national level?
  - a) Commissioner for Human Rights
  - b) Commissioner for Children's Rights
  - c) Ministry of National Education
  - d) UNICEF Foundation
  
7. Since when has Poland been a party to the Convention on the Rights of the Child?
  - a) 1980
  - b) 1989
  - c) 1991
  - d) 2000
  
8. What does it mean for a child to have the right to express their own views?
  - a) A child has the right to speak only at school.
  - b) A child has the right to express their opinions on matters that concern them.
  - c) A child can make all decisions for their parents.
  - d) A child does not have the right to express their opinions publicly.
  
9. Which action is NOT an example of protecting children's rights?
  - a) Monitoring the child's situation at school
  - b) Introducing a ban on child labor
  - c) Isolating the child from society without his or her consent
  - d) Supporting families in difficult financial situations

KEY: 1a, 2a, 3a, 4d, 5b, 6b, 7c, 8b, 9c





## EDUCATIONAL GAME: I KNOW MY RIGHTS

### Game objective:

- a. To raise awareness of children's rights.
- b. To encourage discussion and reflection on children's rights.
- c. To promote empathy and understanding for children.

### 2. Game rules:

- a. The game is intended for a group of 3 to 25 people.
- b. Each player receives a card with a child's right.
- c. Players have 30 seconds to familiarize themselves with the law on their card.
- d. Then players ask each other questions about children's rights.
- e. The player who answers the question receives a point.
- f. The game continues until all players have answered the questions.

### 3. Questions:

- a. The questions should be varied and cover different aspects of children's rights.

#### b. Example questions:

"What is the child's right to express their opinions?"

"What does the child's right to be protected from violence mean?"

"What are the consequences of violating children's rights?"

"What are the obligations of parents and guardians in protecting children's rights?"

### 4. Children's Rights Cards:

- a. The cards should include various children's rights, such as the right to life, the right to education, the right to protection from violence, the right to express one's opinion, the right to privacy, etc.

### 5. Discussion:

- a. After the game, players can share their reflections and experiences related to children's rights.
- b. You can also organize a short discussion on how to promote and protect children's rights in everyday life.

### 6. Materials:

- a. Children's Rights Cards.
- b. A clock or stopwatch to measure time.
- c. Paper and pens to record points.

### 7. Duration:

- a. The game should last about 30-45 minutes, depending on the number of players and the level of involvement.

### 8. Additional information:

- a. The game can be adapted to different age groups and skill levels.
- b. You could also consider adding additional educational elements such as short lectures or presentations on children's rights.



# RULE OF LAW



## LESSON PLAN 1: RULE OF LAW

### LESSON TOPIC: THE RULE OF LAW IN PRACTICE OR HOW THE LAW WORKS (OR DOESN'T WORK)

#### Learning objectives:

By the end of the lesson, students will:

- They can provide examples of its observance and violation.
- They learn to creatively present social problems.

#### 1. Introduction (5 minutes)

- A short conversation: "What is the rule of law?"
- An example from everyday life (e.g. fair court proceedings vs. bribery at the office).

#### 2. Drama (20 minutes)

- Division into teams: Each team prepares 2 short scenes. One presenting a situation in which the rule of law is observed. The other where the rule of law is violated.

Examples of scene topics:

- A fair trial vs. a verdict based on political connections.
- Police protecting protesters vs. brutal suppression of demonstrations.
- Fair admission to university vs. admission "through connections".

**Tip:** The scenes can be short (2-3 minutes), the most important thing is to be clear.

#### 3. Presentation and discussion (10-15 min)

- Playing the scenes in front of the class.
- Brief overview:
- Where is the rule of law observed?
- What were the consequences of the lack of the rule of law?





## LESSON PLAN 2: "WHY ARE HUMAN RIGHTS VIOLATED?"

### Learning objectives:

By the end of the lesson, students will:

- learn about the main causes of human rights violations.
- recognize threats to democracy and freedom.

### 1. Introduction (5 minutes)

- Open question: "Are human rights still violated in the 21st century? Why?"

### 2. Work in pairs/groups (25 minutes)

- Each team analyzes one of the causes of human rights violations, e.g. corruption, inefficiency of courts, lack of control over power.

*Sample tips in case of students' doubts:*

- *1. Incorrect functioning of state institutions: The lack of effective mechanisms of control and supervision over state power can lead to abuses and violations of human rights.*
- *2. Corruption and nepotism: Corruption and nepotism among state officials can lead to abuses of power and violations of human rights.*
- *3. Incorrect functioning of the legal system: The lack of effective legal and judicial mechanisms can lead to impunity for human rights violations.*
- *Students prepare a poster or short presentation containing: a description of the cause, a real-life example (e.g. an event from around the world or Poland, and suggestions on how to counteract this phenomenon.*

### 3. Summary (15 min)

- Presentation of works.
- Discussion: "What is the greatest threat to human rights today?"

### 4. Other options - interview (to arouse empathy)

- We encourage young people to seek knowledge from the source on their own.
- Students are to conduct an interview with an employee of an organization defending human rights (e.g. Amnesty International, the Helsinki Foundation for Human Rights, the Stefan Batory Foundation, the Halina Nieć Legal Aid Center, the Women's Rights Center).
- Why? Such people have specific examples of human rights violations and know how to defend them in practice.

**Note:** More practical information for students on how to effectively conduct an interview can be found in the [teaching supplement](#).



## LESSON PLAN 3: THE EUROPEAN COURT OF HUMAN RIGHTS - THE GUARDIAN OF OUR FREEDOMS

### Learning objectives:

By the end of the lesson, students will:

- understand the role of the constitution.
- indicate the basic rights and civil liberties.
- learn about the role and tasks of the European Court of Human Rights.
- indicate examples of cases considered by the ECtHR.

### 1. Introduction (5 minutes)

- A short definition of the constitution

*The constitution is the highest legal act in a country, which defines the basic principles of the political, social and economic system.*

*The constitution contains basic civil rights and liberties, such as the right to life, personal freedom, freedom of speech, religious freedom, the right to work, the right to education, the right to health care and others.*

- A short question: "What to do if your rights have been violated by the state?"

### 2. Pair work (20 min)

Students watch films about the Strasbourg system and make notes:

- Film about the European Court of Human Rights
- How to file a complaint correctly

### 3. Sample questions for the film that can be asked to students after watching the film: (15 min)

1. "What are the main tasks of the European Court of Human Rights?"

*Sample answer to the question:*

- *Consideration of individual complaints: The Court considers complaints from people who claim that their rights have been violated by a state.*
- *Monitoring the observance of human rights: The Court monitors the observance of human rights in the member states of the Council of Europe.*
- *Supporting victims of human rights violations: The Court can award compensation to victims of human rights violations.*

2. "What does the right to life mean and how is it protected by the European Court of Human Rights?"

*Sample answer to the question:*

- *Prohibition of the death penalty. States that are subject to the ECtHR cannot apply the death penalty.*

3. "What are the consequences of violations of human rights by states?"

*Sample answer to the question:*

- *Legal liability: States that violate human rights can be held legally accountable before international tribunals, such as the European Court of Human Rights.*
- *Reparations: Victims of human rights violations can receive compensation from the states that violated their rights.*
- *International isolation: States that violate human rights can be isolated internationally, which can have a negative impact on their diplomatic and economic relations.*

### 4. Mini-project (optional)

- Preparation of a poster or short presentation:
- What is the procedure for filing a complaint with the ECtHR?
- What are some examples of cases that have been decided in favor of citizens?

Additional/Other options:

- Drama: Students can act out a "trial" before the ECtHR.

Discussion: "Does the ECtHR effectively protect human rights?"





## QUIZ: RULE OF LAW

1. What does "rule of law" mean in a democratic society?
  - A. Laws can be changed by any political party
  - B. Everyone, including leaders, must follow the law
  - C. Citizens are only expected to follow local traditions
  - D. Judges must follow orders from politicians
  
2. Which EU treaty clearly establishes the rule of law as a core value?
  - A. Maastricht Treaty
  - B. Schengen Agreement
  - C. Treaty on European Union (Article 2)
  - D. Treaty of Versailles
  
3. Why is judicial independence important in the rule of law?
  - A. Judges can be promoted by politicians
  - B. It allows courts to enforce government policy
  - C. It ensures fair and impartial decisions
  - D. It makes it easier to change laws
  
4. What is one way the EU monitors the rule of law in its member states?
  - A. Annual Rule of Law Reports
  - B. European Parliament elections
  - C. Customs checks at borders
  - D. Military inspections
  
5. Which of the following can happen if an EU country violates rule of law principles?
  - A. It automatically leaves the EU
  - B. It gets extra voting rights
  - C. It may lose access to EU funds
  - D. It becomes a neutral state
  
6. Which EU institution can initiate legal action against a member state violating the rule of law?
  - A. European Council
  - B. European Court of Justice (ECJ)
  - C. European Central Bank
  - D. European Parliament
  
7. What is Article 7 of the Treaty on European Union known for?
  - A. Establishing the European Parliament
  - B. Allowing the EU to enforce trade rules
  - C. Enabling suspension of a member state's voting rights for breaching EU values
  - D. Guaranteeing military support
  
8. Which of these is not a key element of the rule of law?
  - A. Transparency of government
  - B. Accountability of public officials
  - C. Arbitrary rule by one leader
  - D. Access to independent courts

KEY: 1b, 2c, 3c, 4a, 5c, 6b, 7c, 8c





# OPENNESS



## LESSON PLAN: MIGRATION AND MINORITIES IN POLAND AND AROUND THE WORLD

### LEARNING OBJECTIVES:

By the end of the lesson, students will:

- learn about the causes of migration and the specifics of minorities in Poland.
- develop the ability to analyze social issues and promote attitudes of tolerance.

Duration: 2 x 45 minutes (or 1 extended lesson)

### 1. Warm-up (10 minutes)

Instructions for students:

- Imagine that you have to leave your home from one day to the next and move to another country.
- You only have a small suitcase and you can take 5 things with you. What will you take? (These cannot be people or animals - only objects or symbols).

### The course of the exercise:

- Each student thinks about their 5 things for a moment and then writes each one down separately on a sticky note and sticks it to the board.
- Then students look for similar choices and group them on the board.

Short questions for discussion on the forum:

- Why did you choose these things?
- What emotions did you experience when making the choice?
- Has thinking about migration changed your view of migrants?

Summary:

- The teacher emphasizes that migration is often associated with difficult choices and emotional stress, and tolerance and understanding for newcomers begins with an attempt to put oneself in their shoes.

### 2. Task 1: Reasons for migration (20 min)

- Individual work: Each student writes down 1–2 reasons for migration on a sticky note (examples from life, films, or news can be provided).
- Creating a class map of causes: Students stick notes on the board – dividing them into groups (economic, political, social, etc.).

*Sample answers:*

#### 1. Economic:

- *Searching for better living and working conditions*
- *Wanting to earn more money*
- *Unable to find work in the country of origin*

#### 2. Political:

- *Escaping from war, armed conflicts, or persecution*
- *Wanting to avoid political repression*





## LESSON PLAN: MIGRATION AND MINORITIES IN POLAND AND AROUND THE WORLD

### 3. Social:

- *Wanting to connect with family or friends who have already emigrated*
- *Seeking better living conditions for children*
- *Wanting to escape social problems such as violence or discrimination*

### 4. Educational:

- *Wanting to gain an education in another country*
- *Wanting to gain professional experience abroad*

### 5. Environmental:

- *Wanting to escape natural disasters such as floods, droughts or earthquakes*
- *Wanting to avoid the effects of climate change*

### 6. Religious:

- *Wanting to escape religious persecution*

### 7. Cultural:

- *Wanting to learn about other cultures and languages*
- *Seeking new life experiences*

### 8. Health:

- *Wanting better health care*
- *Wanting to escape diseases or epidemics*

### 9. Technological:

- *Wanting to acquire new technological skills*
- *Seeking better career opportunities*

### 10. Personal:

- *Wanting to change the environment*
- *Seeking new life challenges*

The exercise ends with a discussion:

Why Poles leave Poland?

Why do foreigners come to Poland?

The teacher moderates the conversation, showing similarities and differences.

### 3. Task 2: Work in pairs: Minorities in Poland (15 min)

The "Finish the sentence" exercise is best prepared on interactive slides such as a word cloud in Mentimeter (then the answers that appeared most often will be the largest in the answer cloud, making the answers easy to analyze).

Each pair completes the sentence:

"National minorities in Poland are..."

*Sample answer:*

*Germans*

*Ukrainians*

*Belarusians*

*Lithuanians*

*Russians*

*Slovaks*

*Czechs*

*Armenians*

*Jews*



## LESSON PLAN: MIGRATION AND MINORITIES IN POLAND AND AROUND THE WORLD

2. "Ethnic minorities in Poland are..."

*Sample answer:*

1. Roma
2. Lemkos
3. Tatars
4. Karaites

3. "A group speaking a regional language in Poland is..."

*Sample answer:*

*A group speaking a regional language in Poland is the Kashubians. The Kashubian language is considered a separate Slavic language, closely related to Polish.*

The whole exercise should be concluded with a short conversation about the difference between a national minority and an ethnic minority.

### 4. Task 3: Brainstorming about tolerance (20 min)

Work in small groups (3–4 people): each group considers the answer to the question:

"What serves tolerance and what actions can be taken to promote an open attitude towards others?"

The groups prepare a list of actions on a large sheet of paper.

Presentation of ideas by groups.

The teacher summarises and develops selected good ideas.

*Sample answer:*

#### 1. Education:

*Organizing workshops and training on diversity and tolerance*

*Creating educational materials such as books, films and podcasts*

#### 2. Supporting diversity:

*Creating workplaces that are welcoming to diverse groups*

*Organizing cultural events that promote diversity*

#### 3. Communication and media:

*Promoting dialogue and discussion on diversity*

*Creating social campaigns that promote tolerance*

*Using social media to promote tolerance*

#### 4. Legislation:

*Creating laws that protect minority rights*

*Introducing anti-discrimination policies*

#### 5. Supporting diversity in culture:

*Promoting art, music and literature that promote diversity*

*Organizing festivals and cultural events that promote diversity*

### 5. Summary and reflection (5 min)

Reflective questions:

What activities would you like to implement in your school to promote tolerance?

### 6. Other Options

The Problem of Homophobia (Developing Empathy)

Encourage students to interview an LGBTQ+ activist or someone who has experienced homophobia (even anonymously).

Why? True stories build empathy and break stereotypes. The interview will also show the consequences of intolerance.

You can find more about conducting an effective interview in [the teaching supplement](#).



## QUIZ: MIGRATION

1. Immigration is the opposite of:

- a) Unemployment
- b) Social inequality
- c) Integration
- d) Emigration

2. Fear of strangers is:

- a) Arachnophobia
- b) Hippopotomonstrosesquipedaliophobia
- c) Xenophobia
- d) Sociophobia

3. Hatred of other nations and an uncritical attitude towards one's own nation is:

- a) Chauvinism
- b) Racism
- c) Anti-Semitism
- d) Stereotype

4. Respecting the views of others, other people's feelings, and different cultures is:

- a) Tolerance
- b) Stigmatization
- c) Conflict
- d) Open society

5. What is assimilation?

- a) The process of immigrants adapting to the culture and social life of the country they have arrived in
- b) Rejection of the culture of the host country
- c) Creating their own, closed communities of emigrants
- d) Moving for work

6. What is the name of the situation in which different social groups live together while maintaining their separate cultures?

- a) Assimilation
- b) Multiculturalism
- c) Monoculture
- d) Colonialism

7. Which of these groups is recognized in Poland as a national minority?

- a) Kashubians
- b) Highlanders
- c) Germans
- d) Masurians

8. Which international organization protects the rights of migrants?

- a) UNESCO
- b) World Health Organization (WHO)
- c) Amnesty International
- d) International Organization for Migration (IOM)

Key: 1d, 2c, 3a, 4a, 5a, 6a, 7a, 8d



# PRIVACY PROTECTION



## LESSON PLAN 1: HOW TO RECOGNIZE TRUE INFORMATION?

### LEARNING OBJECTIVES:

By the end of the lesson, students will:

- Develop critical thinking skills and verify information.
- Shape habits of checking sources and facts.
- Strengthen responsibility for sharing information.

### 1. Warm-up (5 minutes)

- A short discussion in class.
- Ask the question: "Have you ever believed in false information?"
- A few quick answers from students.

The teacher sums up:

- In the age of the internet, it is very easy to come across false news. Today we will learn how to distinguish true information from false information.

### 2. Mini lecture - How to recognize true information? (10 minutes)

The teacher discusses key criteria (can be written on the board or displayed as a presentation):

- Source
- Author
- Date of publication
- Context
- Evidence
- Emotional language
- Comparison with other sources
- Logic
- Intuition

Example:

- Show students two headlines (e.g. authentic and clickbait) and ask which one looks more credible.

### 3. Main task – Creating infographics (20 minutes)

Instructions for students:

- In pairs or small groups (2–3 people), prepare an infographic “How to recognize true information?”
- The infographic should contain at least 4–5 elements from the list discussed in the lesson.
- You can use slogans, illustrations, short descriptions or symbols.

### 4. Presentation of infographics (10 minutes)

Each group briefly (approx. 1–2 minutes) presents their infographic.



## LESSON PLAN 2: INFORMATION SECURITY AND THE ROLE OF THE MEDIA

### Learning objectives:

- Consolidation of knowledge about the information society and media-related phenomena.
- Development of skills in recognizing threats related to personal data.
- Creation of a responsible attitude towards the use of information and protection of privacy.

### 1. Introduction – Short reminder (5 minutes)

- Discussion in class:
- What is the information society?
- Why is information of such great value in the modern world?

### 2. Warm-up – Quick case study

The teacher describes the situation:

Since a certain moment, you have been receiving frequent phone calls and text messages containing intrusive advertisements.

The situation began a few days after you provided your data in a survey enabling you to receive a discount at a local drugstore. You would like to delete your personal data from this company's database so that you do not receive any more advertisements. However, the store employees do not agree to delete your personal data from the system and claim that you have no way of checking whether you have given consent to receive advertisements.

- Find an institution to which you can turn for help.

Correct answer: Office for Personal Data Protection



## QUIZ: PRIVACY PROTECTION

1. A society in which information is the commodity is:
  - a) information society
  - b) pre-industrial society
  - c) traditional society
  - d) hunter-gatherer society
2. A phenomenon in which an Internet user receives information only that is consistent with their views:
  - a) information anxiety
  - b) information bubble
  - c) information noise
  - d) information overload
3. What does "GDPR" stand for?
  - a) General Data Processing Regulation
  - b) Global Data Privacy Rule
  - c) General Data Protection Regulation
  - d) Governmental Digital Privacy Regulation
4. According to the GDPR, which of the following is considered personal data?
  - a) Your favorite color
  - b) Your school grades
  - c) Your IP address
  - d) A public holiday date

Correct Answer: C) Your IP address



5. What is the best way to check the credibility of information found on the Internet?
  - a) Share it with friends
  - b) Check the source of the information
  - c) Write a comment without reading it
  - d) Ignore other opinions
  
6. Under the GDPR, what right do you have regarding your personal data?
  - a) The right to sell it to others
  - b) The right to erase it ("right to be forgotten")
  - c) The right to keep it forever
  - d) The right to copy others' data

Key: 1a, 2b, 3c, 4c, 5b, 6b



## EDUCATIONAL GAME: I KNOW MY RIGHTS

### Game goal:

To make students aware of how important it is to protect privacy online and how our decisions affect the security of personal data.

### Game rules:

#### 1. Preparation:

- Students are divided into 4–5 teams (2–4 people per team).
- Each team receives a pawn.
- A board is spread out in the middle of the classroom – a path with about 30 fields.
- Question cards (quiz) and challenge cards (practical tasks or decisions) are prepared.
- The board contains special fields:
  - “Plus” field – the team gets a bonus (e.g. roll the dice again).
  - “Minus” field – the team moves back 2 fields.
  - “Challenge card” field – the team draws a card with a task.

#### 2. Game progress:

- Teams take turns rolling the dice and moving the appropriate number of fields.
- After each roll and move, they must:
  - Answer a question (if they are standing on a regular field),
  - Or complete a challenge (if they are standing on a special field).
- For a correct answer, the team stays on the field.
- For a wrong answer or failure to complete the task, they go back 1 field.

#### 3. Types of cards:

##### a) Question cards (Quiz)

(e.g. "What is GDPR?", "Give an example of dangerous online behavior.")

##### b) Challenge cards (Practical decisions):

(e.g. "You received a suspicious message with a link - what do you do?"; "Come up with a secure password and write it down according to the rules.")

##### c) Random cards (Additional dynamics):

"Your data has been leaked - you go back 2 fields."

"You changed your privacy settings - you move forward 2 fields."

#### 4. Ending:

The team that reaches the finish line first or is the furthest after a specified time wins.

The teacher leads a short summary conversation:

- What mistakes do we make most often?
- What can be done to better protect privacy?



# HUMAN DIGNITY



## LESSON PLAN: RESOLVING SOCIAL CONFLICTS AND HUMAN DIGNITY

### LEARNING OBJECTIVES:

By the end of the lesson, students will:

- Understand the importance of human dignity – students will learn what human dignity is and what its significance is in the context of resolving social conflicts.
- Learn about different methods of resolving social conflicts – students will become familiar with the concepts of negotiation, mediation and arbitration, and understand how they can support respect for dignity in conflict situations.
- Reflect on the impact of stigma on human dignity – students will develop awareness of how processes such as stigma can violate the dignity of individuals and social groups.

### 1. Introduction (5 min)

- The teacher begins the lesson by explaining the concept of “human dignity” and emphasizes its fundamental importance for interpersonal relationships and society. He points out that every person, regardless of their origin, social status or beliefs, deserves respect and respect for their dignity.

### 2. Quiz questions (5 min)

1. Indicate the methods of resolving social conflicts:

- a) Negotiation
- b) Mediation
- c) Arbitration
- d) All of the above

Correct answer: d) All of the above

2. The process of assigning behavioral labels to individuals, social groups or social categories, as a result of which they adopt the characteristics assigned to them and begin to act in accordance with the labels assigned to them, is:

- a) Tolerance
- b) Conflict
- c) Open society
- d) Stigmatization

Correct answer: d) Stigmatization

3. Social conflict is:

- a) Conflict between two people.
- b) Conflict between groups.

Correct answer: b) Conflict between groups.



### MAIN TASK: "DRAMA" - DIALOGUE ON HUMAN DIGNITY (20 MIN)

#### 1. Group division: Students are divided into two groups:

- a. Group 1 - Intelligent extraterrestrials
- b. Group 2 - Humans

#### 2. Group instructions:

- a. Group 1 (extraterrestrials) is to prepare a question that may concern human dignity, human identity or other aspects of human life.
- b. Group 2 (humans) is to prepare a question that they could ask alien civilizations about their identity, dignity or the values they profess.

#### 3. Rules:

- Groups have 5 minutes to prepare their questions.
- Then one group asks a question and the other answers.
- Each group has the right to ask questions and provide answers that will encourage reflection on the nature of humanity and dignity.

#### Sample questions:

- The extraterrestrial group could ask:
  - "What does it mean to be human? How do you understand your dignity?"*
  - "What is human dignity? What actions or attitudes violate it?"*
  - "What values are most important to you as humans?"*
- A human group might ask:
  - "Is there other life in the universe that has the same dignity as we do?"*
  - "What makes a human feel special in relation to other beings?"*
  - "Why is human dignity so important in our society?"*
- After each round, the teacher leads a short discussion on how different civilizations can understand and respect dignity, as well as how our civilization takes care of preserving this value in everyday activities.

#### 4. Summary and class discussion (10 min)

The teacher summarizes the lesson by asking students questions to reflect more deeply on how different methods of resolving conflicts can support respect for human dignity:

- What consequences can stigma have on human dignity?
- What methods of resolving conflicts (negotiation, mediation, arbitration) help protect human dignity?
- What social actions can contribute to building respect for the dignity of individuals?

# 100 EQUALITY



## LESSON PLAN I: GENDER EQUALITY - TREND MAP

### LEARNING OBJECTIVES:

By the end of this lesson, students will:

- Understand the concept of gender equality.
- Identify trends related to gender equality in different historical periods and their impact on society.
- Develop critical thinking skills about social changes and their consequences.

### Materials:

- Trend map (can be used on the screen in digital form or on a piece of paper to draw a map or table)
- Marker/colored pens
- Board or flipchart
- Computer/device with internet access (optional)

### 1. Introduction – 10 minutes

Start the lesson with a short discussion on gender equality. Ask questions to introduce the topic:

- What does gender equality mean?
- What challenges do women face in different cultures and societies?
- Do you think that gender equality has been fully achieved? Why yes/no?

Introduce the concept of a "trend map" – this is a tool that will help to illustrate how women's rights and situation have changed in different historical periods and what the current challenges are.

### 2. Main task – Trend map (20 minutes)

- Divide students into groups of 3-4 people.
- Each group will receive a sheet of paper and markers.
- Task:

On the trend map, students are to mark how the situation of women has changed in different historical periods (e.g. 19th century - 20th century, currently and potentially in the future), taking into account different aspects (e.g.: women's suffrage, access to education, situation on the labor market, inheritance rights, the fight for civil rights, representation of women in politics and business)

Below is an example table:

Area/ aspect	In the past	Now	In the future

Sample answer:

Area/aspect	In the past	Now	In the future
<i>Women's suffrage</i>	<i>Women had no right to vote.</i>	<i>Women gained the right to vote in most countries in the 20th century.</i>	<i>Women will constitute 50% of members of Parliament.</i>
<i>Women's education</i>	<i>Women had limited access to education. Many universities and vocational schools were open only to men.</i>	<i>Women have equal access to education, and at some universities they make up the majority of students.</i>	<i>In the future, more Nobel Prize winners will be women.</i>
<i>Work</i>	<i>Women had limited employment opportunities. Many professions were reserved for men only.</i>	<i>No one is surprised by a female doctor or teacher. The problem is pay inequality, because men earn more in many professions.</i>	<i>There will be equal pay for women and men. Employees will be assessed based on their skills, not gender.</i>

### 3. Presentation of trend maps (10 min)

- Groups present their trend map to the class.

### 4. Discussion (10 minutes)

- After each group has presented their trend map, discuss the results:
  - What social changes have had the greatest impact on women's equality?*
  - At what point did societies begin to recognize the importance of gender equality?*
  - What challenges related to women's equality remain unresolved?*
  - What do you think might influence the further development of women's equality in the future?*
- The discussion should focus on how different changes in law, culture and society have affected women in different parts of the world. Students should also consider how they can contribute to changing the situation of women in their local communities.

### 4. Summary (5 minutes)

At the end of the lesson, make a short summary:

- Emphasize how the situation of women has changed over the years and what challenges still exist.
- Note that equality is not only a matter of rights, but also changes in social mentality.
- Encourage students to reflect on how they can support women's equality in various areas of life in the future, e.g., work, education, politics.

### Additional options:

- Instead of or in addition to preparing a table, after discussion and summary, encourage students to create a mural project showing the evolution of the changes recorded in the table. The mural would be a visual version of the table - composed more of symbols.
- To make this project, you can use a long roll of unrolled paper or connect several sheets of larger paper, e.g., Bristol board.
- The stages of project development can be divided into: 1) pencil sketch, 2) team agreements and corrections, 3) painting with poster paints. Such a completed project can be hung in the school hallway.



## LESSON PLAN 2: EQUALITY NOW AND IN THE FUTURE

### Lesson objectives:

By the end of this lesson students will:

- Understand the concept of equality in various aspects of social life.
- Reflect on one's own dreams and the role of equality in achieving success.
- Develop creativity, teamwork and presentation skills.

### Lesson outline:

#### 1. Introduction (10 min)

Short guided conversation:

- Opening questions:
  - What is equality?
  - Where can we see inequality in everyday life?
  - Does equality always mean the same as justice?
- Showing several inspiring examples of women/men who broke barriers (e.g. the first female pilot, the first male nurse in a military hospital, etc.)

#### 2. Task 1: Mind map "EQUALITY" (25 min)

Instructions for students:

- Write or draw the word "EQUALITY" in the middle of a piece of paper.
- The main slogan is followed by lines to the topics:
  - Equal opportunities*
  - Gender equality*
  - Equality before the law*
  - Equality in access to health care*
  - Equality in access to housing*
  - Equality in access to transportation*
- For each topic, add examples, challenges or dreams.

#### Teacher's tip:

- Encourage students to use colors, drawings and symbols.
- Effect: hanging maps together in the room or briefly discussing 2-3 selected examples.

#### 3. Task 2: Cover from the future - my success thanks to equality (40 min)

Instructions for students:

- Imagine that it is 2050.
- Your success has been described on the cover of a prestigious magazine (e.g. "The New York Times", "Time", "Forbes", "Newsweek Polska").

Create:

- Your photo or drawing (it can be a collage from newspapers or an original portrait).
- Short quotes from interviews (e.g. "I believe that everyone has the right to achieve their dreams, regardless of gender.")
- Article headline (e.g. "First woman on Mars", "First male president of a feminist organization").
- Short slogans about your success.

#### Materials:

- A3 or A4 sheets of paper, colored markers, crayons, newspapers, scissors, glue
- Effect: exhibition of works in class or short individual presentations.

#### 4. Summary (15 min)

Short reflection:

- What is most important for everyone to have equal opportunities?
- What can we do now to accelerate change for the better?

Voluntary homework:

- Write a short answer: "What change in equality would I like to see by 2050?"



## LESSON PLAN 3: HOMOSEXUAL RIGHTS IN POLAND

### Learning objectives:

By the end of this lesson, students will:

- make students aware of the problem of homophobia in Poland.
- develop the ability to conduct a substantive discussion.
- create an attitude of respect for different opinions and emotions.
- learn to look at the problem from different perspectives.

### 1. Introduction (10 min)

- The teacher introduces the topic: "Homosexual rights in Poland" and briefly discusses the current legal and social situation (facts, e.g. lack of marriage equality, cases of discrimination, data from social research).
- Then the teacher presents the method of Edward de Bono's six hats, explains the role of each hat.
- White hat - presentation of facts (e.g. what the law says, statistics on discrimination, the situation in other countries).
- Red hat - emotions and intuitions (e.g. what do homosexuals feel? What emotions does this topic evoke in society?).
- Black hat - threats and difficulties (e.g. social concerns, difficulties in changing the law, risk of social divisions).
- Yellow hat - benefits and opportunities (e.g. increased acceptance, reduced violence, improved image of Poland).
- Green hat – new ideas and solutions (e.g. anti-discrimination education, social campaigns, legislative changes).
- Blue hat – summarising and organising the discussion (the person with the blue hat makes sure that everyone has their say and summarises the main conclusions at the end).

### 2. Assigning roles (5 min)

- Students are divided into six groups (or, if the group is small, each student is given the role of a hat individually).
- Each group/student receives the appropriate colour of hat and a short card reminding them of their role (the hint card to cut out is on the next page).

### 3. Discussion proper (25 min)

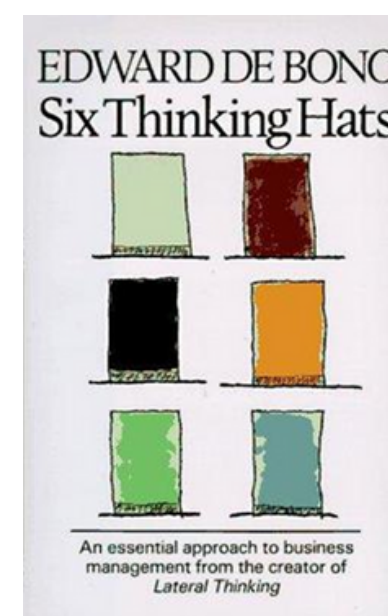
- Each group takes on their role and answers the question:
- "How should we treat the rights of homosexuals in Poland?"
- Suggested order of statements according to the scheme in point 1.

### Note:

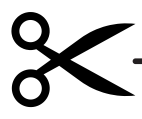
- The teacher moderates, ensuring that roles and respect are observed in the discussion.
- Students can be allowed to write down the most important points on the board.

### 4. Summary (5–10 min)

- The teacher asks an open question:  
"What did this form of conversation about difficult topics teach us?"
- Short reflections from students: what was most difficult for them, what interesting things did they notice.
- Emphasis on the value of looking at a problem from many perspectives and respect for different points of view.



Six Thinking Hats.  
Source: Wikipedia



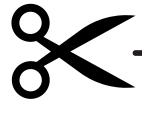
### WHITE HAT – FACTS AND DATA

Your task: present facts, figures and information about the situation of homosexual people in Poland.

**What can you talk about:**

- What rights do homosexual people have in Poland?
- Can people of the same sex enter into marriage or civil partnerships?
- How often do LGBT+ people experience violence or discrimination? (e.g. results of social studies)
- What is the situation of homosexual people in other European countries?

Remember: We focus only on facts, not opinions.



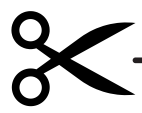
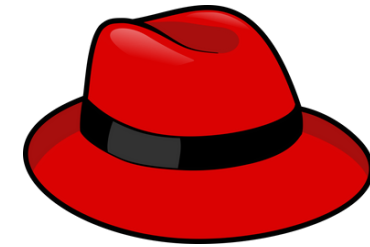
### RED HAT – EMOTIONS AND INTUITIONS

Your task: express emotions and intuitions that the topic of gay rights evokes.

**What can you talk about:**

- How can gay people feel in Poland?
- What emotions does the topic of marriage equality evoke in society?
- Does the topic of LGBT+ rights evoke any feelings in you (fear, joy, anxiety, hope)?

Remember: You can say "I feel that...", "I have a hunch that..." - emotions are just as important as facts.



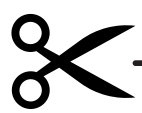
### BLACK HAT – CRITICISM AND THREATS

Your task: to think about the difficulties, threats and weaknesses of changes concerning the rights of homosexuals.

**What can you talk about:**

- What social or legal difficulties might arise when introducing civil partnerships?
- Is there a risk of increasing social tensions?
- What arguments do opponents of the legal changes give?

Remember: We talk about threats and risks, but in a calm and objective way.



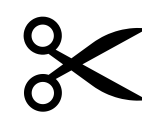
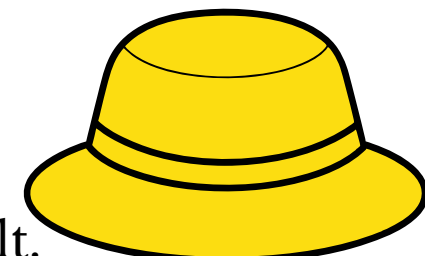
### YELLOW HAT – OPTIMISM & BENEFITS

Your task: present the benefits and positive aspects of actions for equality of homosexuals.

**What can you talk about:**

- How can legal changes have a positive impact on society?
- What opportunities arise thanks to greater acceptance of LGBT+ people?
- What positive examples from other countries can you give?

Remember: Look for the positives and good sides, even if the topic is difficult.



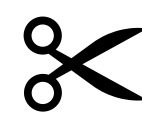
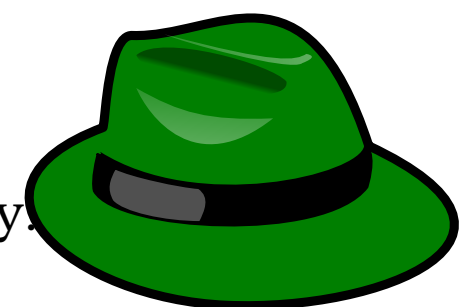
### GREEN HAT – CREATIVITY AND NEW IDEAS

Your task: to propose creative solutions and new ideas for improving the situation of homosexuals in Poland.

**What can you talk about:**

- What educational activities, social campaigns could change the attitude of society?
- What laws or changes in the law could help?
- What new initiatives could reduce homophobia in schools, media, politics?

Remember: Think outside the box and creatively - every idea counts!



### BLUE HAT – ORGANIZATION AND CONTROL

Your task: to maintain the order of the discussion and summarize the conversation.

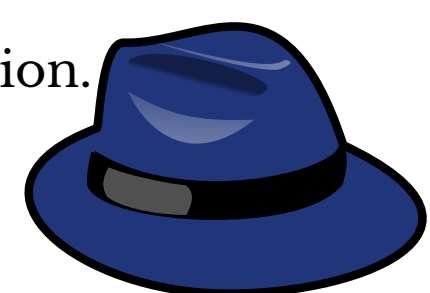
**Your actions:**

Make sure that each hat has a say.

Remind the rules of the discussion: respect, no interruptions.

At the end, summarize the main conclusions – what arguments and ideas emerged?

Remember: You are like a moderator – you help the group think clearly and calmly.





# FREEDOM



## LESSON PLAN 1: FREEDOM AND THE ROLE OF THE MEDIA

### LEARNING OBJECTIVES:

By the end of this lesson, students will:

- understand the concept of freedom and its importance in social life.
- learn the functions of the media in the context of freedom.
- develop creativity and critical thinking skills.
- learn from practical use of humor and symbols to comment on reality (creating a meme).

### 1. Introduction – guided conversation (10 minutes)

Discussion questions:

- What does freedom mean to you?
- Is freedom the absence of restrictions? Why?
- Can you have freedom without responsibility?

The teacher writes down the students' main associations on the board or flipchart.

### 2. Task 1: Functions of the media in society (15 min)

Instructions for students:

- In pairs or small groups, list and describe at least five functions of the media in the context of freedom and democracy

Possible answers:

- *Information function – providing facts about the world.*
- *Control function (so-called "fourth power") – controlling the actions of the authorities.*
- *Opinion-forming function – shaping public opinion.*
- *Entertainment function – providing entertainment and relaxation.*
- *Educational function – supporting education and development of knowledge.*
- Groups write their answers on large cards or present them orally.

### 3. Task 2: Create a meme about freedom (20 min)

Instructions for students:

- Individual task or in pairs.
- Create a meme (short image with caption) related to the topic of freedom.

Tips:

- The meme can be serious or funny, but it should express your understanding of freedom (e.g. "Freedom of speech – because everyone has something to say", "Freedom does not mean: "do whatever you want").
- If technically possible (computers/tablets), students can use free online meme creators (e.g. Canva).
- In the paper version – they draw the meme by hand on A4 sheets of paper.

### 4. Presentation and Summary (5–10 min)

Students present their memes to the class or create a mini-exhibition in the classroom.





## EDUCATIONAL GAME: FREEDOM OF CHOICE

### Game's goal:

- Understand what freedom is, where its limits are and how it is limited in real social and personal situations.
- Practice argumentation, discussion and empathy skills.

### Game rules:

#### 1. Division into roles in the group:

In each group, students choose:

- Group spokesman (presents conclusions),
- Freedom advocate (looks for ways to expand freedom in the scenario),
- Restriction defender (looks for reasons why restrictions are justified),
- Secretary (takes notes).

#### 2. Situational scenarios:

- Each group draws a scenario (or chooses from several prepared ones).

Additional scenarios may include, for example:

- A teenager wants to dye his hair bright colors, the school introduces a ban.
- A student wants to run a blog about school problems, but is afraid of the consequences.
- A student wants to run for the student council, although she comes from a national minority and is met with reluctance.

#### 3. Group discussion:

- Explain where and why freedom is limited.
- Find arguments for limitation and arguments for more freedom.
- Proposal of a compromise or alternative solution.

#### 4. Exchange of scenarios:

- After 10–15 minutes, groups exchange scenarios and:
- Assess the arguments of the previous group (e.g. whether the proposals are realistic, fair).

#### 5. Mini-debate:

- A few selected scenarios are discussed in front of the class.
- You can conduct a quick debate of the "for/against" type - groups have to take a position and defend it.

#### 6. "Scale of freedom":

- At the end, students physically line up in the room along a line (e.g. from "freedom above all" to "limitations are sometimes necessary") and briefly explain their position.
- This exercise is a great way to show that perceptions of freedom can be very different!

### Additional variety:

- Special cards - during the work, the group can randomly draw a card such as:  
*"Parents change their minds - what now?"*  
*"A new law orders something against your plans - how do you react?"*  
*"Friends are putting pressure on you - what do you do?"*
- Points for groups - for the most thoughtful arguments or the most interesting compromise solution.
- Time pressure - you have e.g. 7 minutes to prepare a response - increases the dynamics and emotions.

### Example of cards for drawing:

- Card 1: "A new ban appears in your scenario - will you maintain your position?"
- Card 2: "The possibility of mediation has appeared - create a compromise proposal."
- Card 3: "Your decision must now take into account the good of the community.  
What will you change?"





## LESSON PLAN: FREEDOM – DIFFERENT PERSPECTIVES, ONE VALUE

### Learning objectives:

By the end of the lesson, students will:

- Learn selected philosophical concepts of freedom (freedom "from" and freedom "to").
- Realize that the concept of freedom has different meanings in different eras and cultures.
- Develop the skills of argumentation, teamwork, reflection and empathy.

### Preparation and materials:

Notes, flipchart/board, markers.

Short quotes or summaries of philosophers' thoughts:

- Jean-Jacques Rousseau  
*"Man is born free, and everywhere he is in chains."* (original quote from *"The Social Contract"*)  
Meaning: The natural freedom of man is limited by social rules and structures.
- John Stuart Mill  
*"The limits of my freedom are determined by the freedom of another man."* (paraphrase of the idea from *"On Liberty"*)  
Meaning: The freedom of an individual ends where harm to others begins.
- Isaiah Berlin  
*"Freedom is either the absence of obstacles from others (negative freedom), or the ability to pursue one's own goals (positive freedom)."* (paraphrased from the lecture *"Two Concepts of Freedom"*, 1958)  
Meaning: Berlin distinguishes freedom as the absence of restrictions and freedom as self-realization.
- Socrates  
*"A person is truly free only when he masters himself."* (paraphrased from the ideas in Plato's *"Apology of Socrates"* and *"The Symposium"*)  
Meaning: Freedom consists in self-knowledge, self-understanding, and directing one's own life.
- Hannah Arendt  
*"Freedom exists where people meet and act together in public space."* (based on *"On Revolution"* and *"The Human Condition"*)  
Meaning: Freedom is active participation in common matters, not solitary independence.

### 1. Warm-up — "What is freedom?" (10 min)

Students answer the question:

- "How would you explain to a person from another world what freedom is?"
- The teacher writes a few answers on the board.

### 2. Teamwork – Philosophers' concepts of freedom (20 min)

- We divide students into 4–5 groups.
- Each group receives a quote from one philosopher (use the worksheet on the next page)

Task:

- Interpret the quote in 2–3 sentences.
- Come up with a short mini-scenario (drama): a scene illustrating the understanding of freedom according to "your" philosopher (2–3 minutes per performance).

*Example:*

- *The Rousseau group shows a man who, on the one hand, wants to be free, but on the other hand lives under the rule of social rules.*

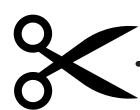
### 3. Mini-drama – presentation of scenes (15 min)

- Groups present their scenes.
- After each scene, the class tries to guess which philosopher or what concept of freedom was presented (if the work on the philosophy was kept secret).

### Extended versions of a lesson:

- Oxford debate: Thesis: "Individual freedom should be limited for the common good."
- Mapping freedom: students create a map of concepts: types of freedom, threats to freedom, and ways to protect it.





-----

**Jean-Jacques Rousseau**

Quote:

*"Man is born free, and everywhere he is in chains."*

Supporting questions:

- What does "chains" mean in social life according to Rousseau?
- Can you live in society and be fully free?
- Do you agree that society limits our freedom? Why yes/no?



-----

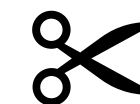
**John Stuart Mill**

Quote:

*"The limits of my freedom are determined by the freedom of another man."*

Supporting questions:

- Why does Mill think freedom must have limits?
- Give an example of a situation in which your freedom may violate the rights of others.
- Is it fair to limit freedom in some cases?



-----

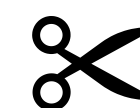
**Isaiah Berlin**

Quote:

*"Freedom is either the absence of obstacles from others (negative freedom) or the ability to pursue one's own goals (positive freedom)."*

Supporting questions:

- How do you understand the difference between negative and positive freedom?
- Which form of freedom seems more important to you in the modern world? Why?



-----

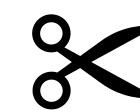
**Socrates**

Quote:

*"A man is truly free only when he masters himself."*

Guiding questions:

- What does "mastery of himself" mean according to Socrates?
- Is self-discipline necessary to be free?
- Give an example of a situation in which self-control gave you a greater sense of freedom.



-----

**Hannah Arendt**

Quote:

*"Freedom exists where people meet and act together in public spaces."*

Guiding questions:

- Why does Arendt connect freedom with public life and action?
- Can one be free without participating in social life?
- Give an example of a collective action that can strengthen freedom.



-----

Instructions for students:

In a group:

- read the quote,
- discuss the guiding questions,
- then prepare a short presentation (or role play) illustrating your philosopher's understanding of freedom.



# COMMUNITY



## QUIZ: EUROPEAN COMMUNITY

1. The Visegrad Group consists of:
  - a) Poland, Greece, Czech Republic, Hungary
  - b) Romania, Greece, Czech Republic, Hungary
  - c) Poland, Slovakia, Czech Republic, Hungary
  - d) Poland, Slovakia, Czech Republic, Germany
2. Indicate which countries belong to the eurozone:
  - a) Poland, Germany, France, Italy
  - b) Hungary, Germany, France, Italy
  - c) Sweden, Germany, Czech Republic, Denmark
  - d) Slovakia, Germany, France, Italy
3. The country in which the communist regime fell as a result of the so-called Velvet Revolution is:
  - a) Poland
  - b) Hungary
  - c) Lithuania
  - d) Czechoslovakia
4. How many member states does the European Union have after Brexit?
  - a) 28
  - b) 27
  - c) 26
  - d) 25
5. The seat of the European Parliament is in:
  - a) Brussels
  - b) Strasbourg
  - c) Luxembourg
  - d) Geneva
6. Which of the following countries is NOT a member of the European Union?
  - a) Croatia
  - b) Norway
  - c) Slovenia
  - d) Portugal

Answer key: 1c, 2d, 3d, 4b, 5b, 6b





### Learning objectives:

By the end of this class, students will:

- explain what the European Union is and what its main goals are.
- be able to indicate the most important events related to European integration.
- analyze the strengths and weaknesses of the EU and its opportunities and threats.
- distinguish between true and false information about the EU.

### 1. Introduction (10 min)

- A short opening question: "What do you associate the European Union with?"
- The teacher writes down the students' answers on the board, grouping them into categories (e.g. economy, culture, travel).

### 2. Main part (35 min)

Task 1:

- Indicate the true sentences
  - 1) Poland's accession to the European Union was preceded by a nationwide referendum.
  - 2) The main bodies of the EU include the European Parliament and the European Commission.
  - 3) Poland joined the European Union in 2024.
  - 4) Polish soldiers participate in military operations conducted by the EU army.
- Students work individually or in pairs, solving the first task.
- Then the teacher discusses the answers: (first 2 sentences true, 3) False (should be 2004), 4) (EU does not have its own army).

Task 2: Choose True/False

Sentence	True	False
Poland joined the European Union on May 1, 2004, along with nine other countries.		
The European Union was established to defend against a possible military attack by the USSR.		
Australia and New Zealand are members of the European Union.		
The European Union is characterized by the features of both a federation and an international organization.		
Belonging to the European Union involves the possibility of receiving subsidies from its budget.		

- Students mark their answers, and then the teacher displays/hands out the key:
  - Poland – True*
  - Defense against the USSR – False*
  - Australia and New Zealand – False*
  - Features of federations and organizations – True*
  - the EU budget subsidies – True*

### Task 3: Put the events in chronological order.

- 1) Poland joins the European Union.
- 2) The establishment of the European Union.
- 3) The creation of the European Economic Community.
- 4) The fall of communism in Europe.
- 5) The creation of the European Coal and Steel Community.

KEY: 53421





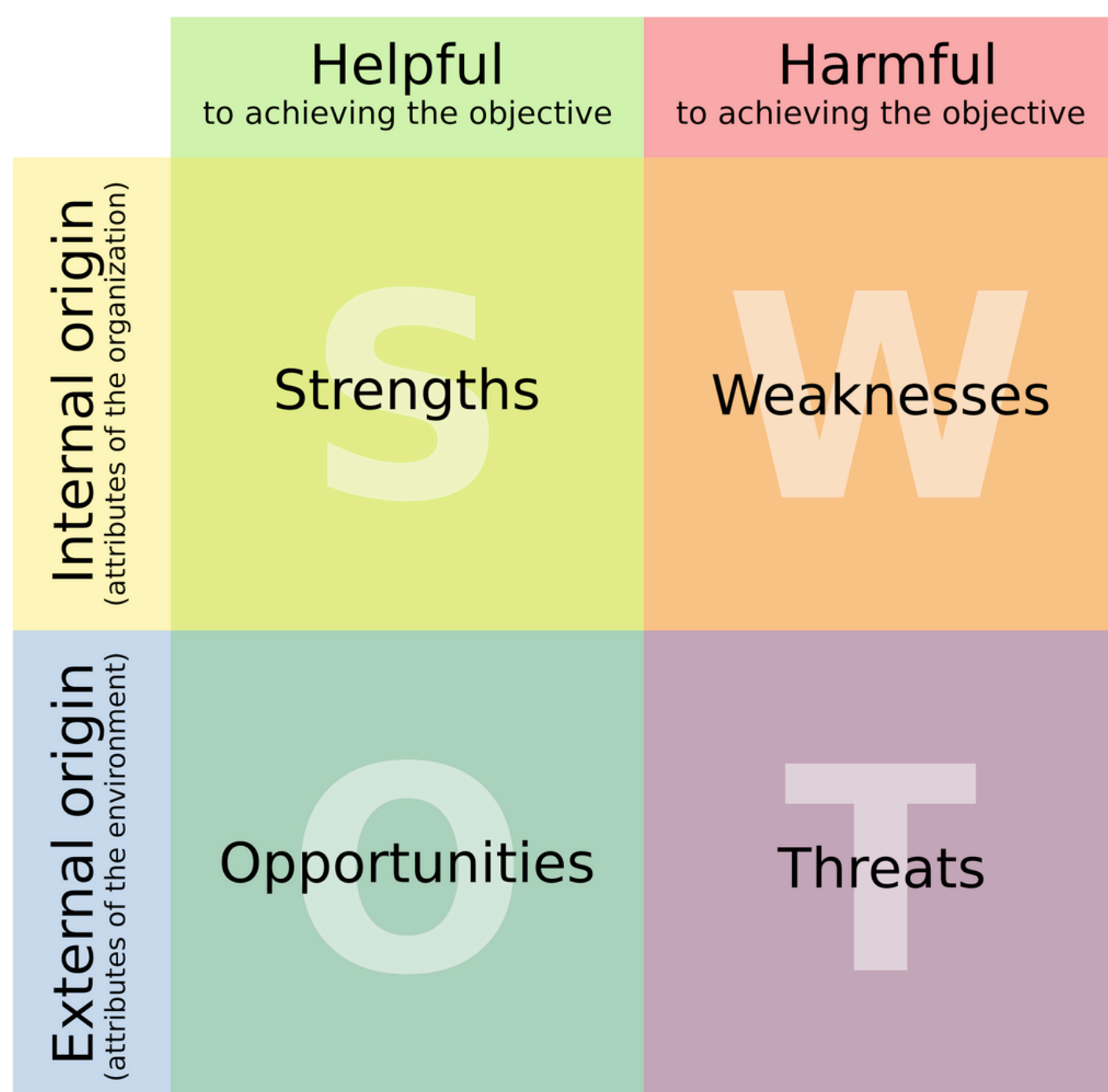
#### Task 4: SWOT Analysis (10 min)

Students are divided into 4 groups - each group develops one part of the SWOT:

SWOT analysis consists of the following steps:

1. Identification of internal strengths and weaknesses - what the company does well and badly.
2. Assessment of external opportunities and threats - what may have a positive or negative impact on the company.
3. Defining the strategy of action - decisions regarding how to use strengths and opportunities and minimize weaknesses and threats.

## SWOT ANALYSIS



SWOT analysis, Source: Wikipedia

- Each group presents their part on a board or poster.

Sample answers:

- Strengths (e.g. common market, stability)
- Weaknesses (e.g. difficulty in making decisions)
- Opportunities (e.g. development of new technologies)
- Threats (e.g. migration crises, growing Euroscepticism)

SWOT analysis is a tool used in strategic planning that helps assess the Strengths, Weaknesses, Opportunities and Threats of an organisation. It is a method that allows for the identification of key factors influencing the success of an undertaking and the definition of an action strategy. SWOT analysis is often used in business, but also in other contexts, e.g. when making important personal or professional decisions.

#### 3. Summary (5 min)

- A short question at the end:  
"What do you think is the greatest advantage of Poland's membership in the EU?"
- The teacher sums up, emphasizing the value of European integration and the challenges for the future.

# TEACHING SUPPLEMENT

In the Teaching Supplement included in “Knowledge of the European Union. Teacher’s Manual”, we encouraged the use of the design thinking methodology, presenting step by step how it can be applied in school to creatively solve problems and develop effective teamwork. The first stage of this process is empathy. In the context of working with difficult topics that can arouse strong emotions and social, political or ethical controversies, empathy becomes a key element of the teaching process.

In order to fully understand and empathize with the perspective of others, students should have the opportunity to have direct contact with the reality of another person, with their experiences, feelings and problems. One effective way to develop empathy and understanding for another person is to conduct an interview. An interview is not only a tool for gaining knowledge, but also a way to gain a deeper understanding of how others live, what challenges they face and how they perceive the world. This type of experience allows students to move from abstract concepts and theories to real, often personal stories.

On the following pages, you will find detailed instructions to help students prepare thoroughly to conduct an interview in a systematic and professional manner, so that they obtain the most valuable information possible. Instead of relying solely on ready-made sources of knowledge, students become researchers and discoverers, learning how to obtain knowledge first-hand. This type of approach gives them the opportunity to analyze issues themselves and see different perspectives.

Interviewing develops the skill of active listening. Students learn not only to ask questions, but also to listen carefully to the answers and respond appropriately. This is the foundation of effective communication, especially in situations in which the interviewee shares his or her personal story or beliefs. Another skill that the interview develops is the formulation of pertinent questions. Students will need to learn to ask open-ended, precise questions that are tailored to the person they are interviewing. This skill is useful not only in the context of the interview, but also in learning critical thinking and finding a solution.

Finally, thanks to the interview, students also have the opportunity to strengthen empathy. Contact with someone who has had a different life experience allows students to see the wealth of different perspectives. This type of activity teaches respect for others, inner development and openness to new points of view. As a result, students gain not only practical knowledge, but also a sense of responsibility for the word, for the way they present others and for the knowledge they convey.





## An Interview

Think about what it takes to conduct an interview? What interviews do you like to watch/listen to? Compare your own ideas with the following suggestions:

### How to find interviewees?

- Ask friends/family for contact information.
- Go where you expect to find them (e.g. if you are interviewing a waiter, go to the nearest restaurant).
- Search online.

### Will they want to talk to me?

- Yes, because people like to help or feel like “authorities”.

### How to encourage them to do the interview?

- Reassure the interviewee, e.g.: “You don’t have to prepare in any way”, it will take “only 20 minutes”.

### Where to conduct the interview?

- It is best in a place related to the interview, e.g. with a journalist from a local newspaper in his editorial office. Many questions will arise during your stay there.
- A good place is also a café, which is a neutral place for both parties.

### How to start the interview?

- Make the interviewee feel comfortable. It is important to make them feel needed. Say, e.g. “It is important for me to talk to you”.

### Important rules:

- In an interview, behave like a student listening to a master. What people don't say is just as important as what they do.
- Practice! The more interviews you do, the better the ones you do next.

### Record or not?

- If you record sound and image, remember to ask for the interviewee's consent!
- Also remember that people are more careful when you record something. The answers will be less honest.
- At the same time, when you record, nothing will escape you.



## INSTRUCTION: AN INTERVIEW

- You have proof that the interviewee said exactly that.

### Taking notes in an interview

- There is no option to write everything down. Try to find your own method of recording the most important information.

### Solo or in a pair?

- Working in a team of two is a great help. One person asks questions, maintains eye contact and conducts the interview. The other only takes notes.

### End of the interview

- Give the interviewee their time. Do not run away right after the interview is over.
- Do you have any questions for me?
- Give the interviewee the feeling that they helped you a lot.
- Thank them for their time and the knowledge you received

Before you start developing questions, think first about what the topic of the interview is going to be. What do you really want to know? What is important? What do you think you already know but want to confirm?

Prepare questions for the interview. You can use the following tips to help you:

### What can you ask about?

- the present, e.g. "What is the current situation...?"
- the past, e.g. "How was it done in the past?"
- the future, e.g. "What will happen if...?"
- a problem, e.g. "What tools/products/do you use to solve this problem?"
- a creative solution to the problem, e.g. "If you had unlimited resources, how would you solve this problem?"
- what do you want to be asked, e.g. "What else is important about this topic?"
- an event, e.g. "Where did it go wrong? What should X do?"

### Important rules:

- Remember, an interview is a conversation, not reading and asking predetermined questions!
- Prepare questions and a meeting plan, but be flexible. Let your interlocutor speak too.
- • Questions should not start with "Does...". Then the most common answer is yes or no. Avoid closed questions.



## INSTRUCTION: AN INTERVIEW

It is very helpful to prepare something like a ready-made form with the most important questions and some space left for answers. Before you start the real interview, show your suggestions to your colleagues or teachers. Maybe there is something else you have omitted or something else that would be worth asking.