Seneca |

European Parliament Elections 2024

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# Introduction

Dear colleagues,

Welcome to the teacher's manual for the PowerPoint presentation on the European Parliament elections. This manual is designed to guide you through the use of the PowerPoint. The assignments are suggestions. You can choose to execute some tasks or not or modify them as needed. Many assignments have been taken from our social studies textbook for HAVO-VWO (5th edition in Dutch) or from online exercises. The link and page numbers have been added to the manual. The PowerPoint is structured to be spread over multiple lessons.

The first lesson focuses more on background information and general knowledge about the EU. The objectives are:

* What is the influence of the EU on the life of an EU citizen?
* How did the EU originate?
* What is the sovereignty dilemma and how does it relate to the EU?
* Where does the EU have supranational power and what can a member state decide for itself?
* What are the different parties' views on the EU, and how can we place them on a nationalist-internationalist dimension?
* What do the students themselves consider important for cooperation between member states?
* What are the different political institutions and what are their tasks?

The second lesson focuses more on the European Parliament and the elections itself. The objectives are:

* What is the history of the European Parliament?
* What is the structure of the European Parliament?
* What role and function does the European Parliament have?
* How do the European Parliament elections work?
* What is the composition of the European Parliament before the elections?
* Which Dutch political parties will participate in the upcoming European Parliament elections, who are their candidates, and what are their positions?
* If the students could choose themselves, who would they vote for?
* Why don't many people vote in the European elections?

The third lesson will also be taught after the elections. The results will then be shared, and the students can also express their opinions on the results. During the lesson(s), the students will also hold a debate on the proposition: *History education in the European Union should be a shared curriculum*. We will explain the method of the Debate Union in this manual, which you can use for the lesson. We will end lesson 3 with an episode of Arjen Lubach about the European Union. Viewing questions have been created for this, and the answers can also be found here. We hope you will enjoy teaching the lessons, and if you have any questions and/or comments, please let us know.

Kind regards,

Team Seneca

## Leson 1

### Slide 4 Activity: What do you already know about the EU?

We've added a link to a Kahoot! in the PowerPoint. This is in Dutch though. If your school does not have a Bring Your Own Device (BYOD) policy, or if mobile phones are already banned on campus, and/or you prefer the quiz not to be conducted in Dutch, you'll find the quiz below. You can read this aloud to the class. This could work well with whiteboards. Students will need to keep track of their scores themselves.

**Quiz:**

1. In which decade was the precursor of the EU, the European Coal and Steel Community, formed?
   1. The 1930s
   2. **The 1950s**
   3. The 1970s
   4. The 1990s
2. Which of the following countries is not a member state of the EU?
   1. Bulgaria
   2. Cyprus
   3. Luxemburg
   4. **Iceland**
3. How many citizens live in the EU (approximately)?
   1. 200 million
   2. 350 million
   3. **445 million**
   4. 680 million
4. Which condition is not a requirement for joining the EU?
   1. **Being a Christian country**
   2. Have a market-based economy
   3. Respecting human rights.
   4. Being a stable democracy
5. Which European institution do citizens of the EU elect directly?
   1. **The European Parliament**
   2. The European Commission
   3. The European Court of Justice
   4. The Council of the European Union
6. When are the next elections for the European Parliament?
   1. **2024**
   2. 2025
   3. 2026
   4. 2027
7. Does the EU have its own military?
   1. Yes
   2. **No**
8. In the EU, the death penalty is still allowed in certain countries.
   1. True
   2. **False**
9. Which of the following facts is not a direct consequence of EU legislation?
   1. There are no roaming charges in the EU anymore.
   2. Incandescent light bulbs (traditional light bulbs) are no longer sold in the EU.
   3. **5.1 million children were born in the EU in 2017.**
   4. There are warning labels on cigarette packs.
10. The Schengen Agreement means…
    1. That all EU citizens have online access to their data.
    2. **That people and goods can travel freely within the Schengen Area.**
    3. That all food in the EU must be held to a certain safety standard.
11. EU citizens can work in any member state under the same conditions as the residents of that country.
    1. **True**
    2. False
12. What percentage of all refugees worldwide have fled to Europe? (2021, UNHCR)
    1. 14%
    2. **27%**
    3. 43%
    4. 67%

### Slide 5: Influence of the EU on your life

Let students brainstorm about this question, and then let them come up with various options, such as:

* The ability to work, live, and study anywhere in the EU.
* No border controls between EU countries.
* Lower product costs due to free trade within the EU.
* Reduced roaming charges due to EU regulations.

You can find more examples and further reading via the following [link.](https://op.europa.eu/webpub/com/eu-and-me/nl/HOW_IS_THE_EU_RELEVANT_TO_YOUR_DAILY_LIFE.html#:~:text=Je kunt in alle EU,kunt produceren%2C verkopen en kopen.)

### Slide 10: Sovereignty dilemma

The information has been taken from HAVO-VWO edition 5 (Dutch edition) on page 187 should you wish to read more about it.

### Slide 12. Activity: Anti-EU and pro-EU: How big are these parties?

This assignment is derived from HAVO-VWO edition 5, page 195. (Dutch edition)

To avoid overcrowding the slide, we have chosen to omit a few sentences. You may opt to read them aloud:

To analyse parties, the left-right dimension is often used. Another dimension is the nationalist-cosmopolitan dimension. This allows us to see parties' views on European cooperation. Nationalists often hold negative views about the EU, while cosmopolitans tend to be more positive. But which Dutch political parties fall into these categories? How can you determine this and how popular are they? In this assignment, you'll explore these questions by taking the following steps:

1. Based on which criteria can you determine to what extent a party is anti-EU or pro-EU? Provide at least 3 criteria and briefly explain your choices.
2. Now, create a scale where you'll rank 10 self-selected Dutch political parties from most anti-EU to most pro-EU. Use your chosen criteria and/or various sources to justify your placement on the scale. Tips for sources: party programs and speeches by party leaders.
3. Compare your scale with that of a classmate and discuss the placement of the different parties. What similarities and/or differences do you notice between your scales?
4. Place yourself on your own line: which party would you vote for?
5. Consider how popular the anti-EU and pro-EU parties are and based on this. Make a prediction about whether the Dutch government would want more or less European integration in the long term.

**Answers:**

1. Student’s own answer, for example:
2. Possible criteria to indicate whether a party is anti-EU or pro-EU:

* Has a party proposed measures in its party program that lead to expansion or reduction (of rights) of the EU?
* What is a party's stance on the Netherlands' withdrawal from the EU?
* How does a party feel about expanding te number of member states to include other countries in Europe?
* Does a party leader express positive-critical or negative-critical views about the EU in debates?
* To which European political party does the party belong and how is the European faction/party known in the EU?

1. Student's own answer.

* Generally, it can be stated that PVV and FvD are the most anti-EU. All other parties are supporters of the European Union but differ in the type of cooperation they envision.
* The strongest pro-European parties seem to be: D66, Volt, PvdA, BIJ1, and GroenLinks.
* Then follows a less pronounced positive group with:
* VVD, CDA, SGP, CU, BBB.
* Then an EU-critical but still positive group with: PvdD, SP, 50plus.
* Finally, there are two anti-EU parties: PVV and FvD.

1. Student's own answer, for example:

* Depending on the depth of the analyses, more or less differences will be observed. BBB, SP, and PvdD are likely to be parties where most of the discussion will take place: Are they now EU-critical, or do they subscribe to European values but are critical of the way these values are implemented?

1. Student's own answer.

* Tip: In placing yourself, it's nice to refer to the found sources: what appeals to a student in the party, which criteria are decisive?

1. Student's own answer.

* Use current election polls or the results of the last elections and note how many seats the parties have that:
  + are against the EU,
  + are for the EU but want less intensive cooperation,
  + are for the EU and want to maintain or intensify cooperation.

### Slide 13. Activity: European Union Diamond Task

Using this [link](https://senecatoetsenbank.nl/bestanden/file/diamant-opdracht-hoofdstuk-7-europese-unie/zoeken) will take you to the online assignment. This assignment is in Dutch.

### Slide 16: EU institutions in the news

**Text 1**

"It is time to build a sovereign Europe. Let us not decide the future of Europe in Moscow or anywhere else but on European soil. Let us be builders. Let's get to work on policies regarding sovereignty, European defence, and technological sovereignty." This statement concerns European policy in the future, which is decided by the European Council. It involves a legislative institution.

**Text 2**

The Common Agricultural Policy (CAP) is the EU's way of providing farmers with more income support. Janusz Wojciechowski, the European Commissioner for Agriculture, advocates for an increase in the CAP. However, this Euro Commissioner does not determine this arbitrarily. The budget must be approved by the European Parliament. It involves a legislative institution.

**Text 3**

The European Union remains concerned about the independence of judges and the media in Poland and Hungary. A country that is a member of the European Union must be a rule of law and abide by the rules of a rule of law. Poland and Hungary pay little attention to these rules. Therefore, they are closely monitored by the European Commission. It involves an executive institution.

**Text 4**

In a striking ruling, the European Court of Justice ruled that an employer is obligated to provide or reimburse glasses for screen workers who are visually imparied. This case was brought by a Romanian man who had questions about the directive on screen equipment. The ruling was that glasses fall under the directive and employers can be obligated to purchase glasses. It involves a judicial institution.

## Lesson 2

### Slide 19 History of the European Parliament

Here you can find a [link](https://european-union.europa.eu/principles-countries-history/principles-and-values/aims-and-values_nl#:~:text=de economische%2C sociale en territoriale,de munt de euro is.) to the objectives and values of the EU.

### Slide 20: History of the European Parliament

After Brexit, some countries have gained additional seats. Here is a Bovenkant formulier

[link](https://www.europarl.europa.eu/news/nl/press-room/20200130IPR71407/nieuwe-zetelverdeling-europees-parlement-na-brexit) tot he distribution of seats after Brexit

### Slide 26: Party Profile European Parliament Elections

During this activity, students will be getting to know a political party better in the context of the European Parliament elections. They will gain a deeper understanding of the parties' viewpoints and ideology. The assignment involves creating a PowerPoint presentation in which students present information about the chosen parties.

To start, they can include the party logo, the lead candidates, and some prominent candidates in their presentation. Adding photos will make it visually appealing for the class and easier to recognize the parties.

Additionally, students must research the key positions and policy points of the chosen party. They can consider topics such as immigration, economy, environment, education, etc. It is important for them to understand which issues the parties prioritize and how they plan to address them.

The purpose of the assignment is for students to learn more about the various participating parties, and hopefully, hear information about a party they find appealing. In the next activity, they will vote for one of the Dutch parties.

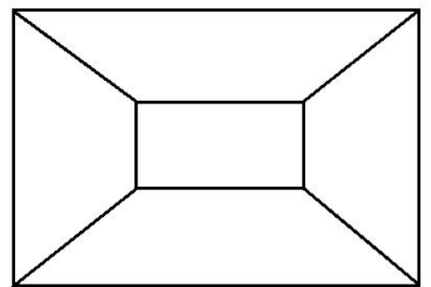
### Slide 27 Activity: Voting

For this activity, you will need ballot papers, red pencils, and a cardboard box where students can place their ballot papers. If you are voting with multiple classes, we recommend collecting everything after the lessons and informing the students that they will hear the results later.

### Slide 29 Activity: Civic Participation

Begin by introducing the goal of the activity: increasing voter turnout for the European Parliament elections. Explain why it's important for people to vote, and how high voter turnout is beneficial to the functioning of a democracy.

Briefly explain what a brainstorm session is and the rules: freely sharing ideas without criticism, encouraging creative thinking, welcoming all ideas, etc.

Divide the class into groups of 4 students. Provide each group with a sheet of paper and writing materials. Pose the question: "How can we increase voter turnout for the European Parliamentary elections?" and let the groups brainstorm freely. Encourage them to write down as many ideas as possible, no matter how wild or unconventional they may seem. A good method is the placemat activity. Give the students a large sheet of paper and have them divide it as follows:

Each student writes down their ideas on their own piece of paper, and then they engage in discussion. In the centre, they write down their collective idea.

Have each group present their ideas to the rest of the class. This can be done verbally, or they can display their ideas on the sheet of paper. Encourage other students to ask questions or provide suggestions about the presented ideas.

After all presentations, facilitate a brief discussion about the different ideas. Discuss the feasibility, effectiveness, and potential challenges of each idea. Encourage students to think critically and to respect each other's ideas.

## Lesson 3

### Activity: Debate!

The proposition is:

**History education in the European Union should be one shared curriculum.**

For this debate, the class is divided into three groups:

* Group 1: Defends the proposition.
* Group 2: Opposes the proposition.
* Group 3: Has no opinion and serves as the jury of the debate.

In this debate there is a jury. A jury is open to both sides of the debate and has no opinion on the subject. The jury must determine at the end which group has convinced them the most and do so with arguments. Beforehand, the jury indicates three aspects they will focus on during the debate.

This debate follows the Arena debate format. It proceeds as follows:

* Preparation time of 10 minutes for both parties.
* Proponents give a 2-minute speech to explain why they are in favor.
* Opponents give a 2-minute speech to explain why they are against.
* A class debate of 6 minutes where everyone from Group 1 and Group 2 can participate.
* Preparation time of 2 minutes for the closing speeches.
* Opponents give a 1-minute speech on why the proposition is a bad idea.
* Proponents give a 1-minute speech on why it is a good plan.
* The jury is given 5 minutes to determine the winner.
* The chairperson of the jury provides a 1:30-minute summary of how the debate went, highlighting good arguments made, and ultimately which group has convinced the jury the most.

### Activity: Viewing Assignment Arjen Lubach

In this viewing assignment, we're watching a segment from "Zondag met Lubach." Arjen Lubach is concerned about the relationship between the European citizen and the European Union. Debates are not being watched, and the press also seems unable to fully fulfil its function. What influence does this have on democracy?

First, read the questions so you know what to focus on while watching the episode.

At the beginning of the segment, you hear about a test used by the EU to determine how carcinogenic cigarettes may be.

1. Think of a reason why the European Union would concern itself with tobacco regulations. Include in your answer the areas of European power this falls under.

[2.30] Lubach mentions that "Hungary and Poland are dismantling the rule of law."

1. Are you of the opinion that member states should be allowed to make such decisions and remain members of the European Union? Explain your answer based on your view of the sovereignty dilemma.

[4.14] Lubach quickly explains how the European Union works.

1. On which part of the European Union do European residents have the most influence?
2. What is the difference between the European Council and the Council of the European Union?

In the fragment, at minute 7:40, you hear that during debates in the European Union, multiple languages are spoken.

1. Should, in your opinion, one language be spoken in the European Parliament?
2. Think of an advantage and a disadvantage of mandating English as the primary language in all European countries.

[11.52] There is talk about the European Minister for Health.

1. What does it mean for the Netherlands that there are, for example, European regulations regarding food?
2. Under which area of European power does this fall?

In the fragment, you hear about the 'fourth estate' that controls Dutch politics. In Europe, you don't have that.

1. What consequences can this have on the behaviour of European politicians?

At one point, Lubach poses the question: "Can something be a democracy when politicians cannot understand each other, citizens cannot understand the politicians, and politicians can ignore the press?"

1. What is your answer to this question? Explain.

**Answers:**

1. The first regulations for tobacco products were established to harmonize the internal European market, but because many people in the European Union die because of tobacco use. The protection of public health is also a consideration. Regulating the market is one of the tasks of the European Union, and countries that are members have made agreements together about the market within the European Union. Protecting public health in this case can also be part of consumer protection. Countries may partially create their own rules about this, but they must be in line with European laws and regulations.
2. Student's own answer, for example:
   * I believe that these countries should no longer remain members of the European Union, and this aligns with the nationalist perspective of the sovereignty dilemma. The values and interests of these countries differ significantly from those of other countries, making cooperation difficult. Especially since they also have influence on the rules and laws that all countries must adhere to. This cooperation does not work.
   * I believe that these countries should remain members of the European Union. If they are within the EU, other countries still have some influence on them. If they don't, they could become part of another superpower, such as Russia, and this ultimately also has negative implications for the entire EU (international perspective).
3. The European Parliament. You can vote for them every 5 years.
4. The European Council sets the political direction of Europe. The European Council consists of the heads of government of all member states. They come together four times a year at a European summit. The European Council can adjust treaties. The Council of the European Union plays an important role in European legislation. In the Council of the EU, the governments of the countries are represented by specific ministers. European laws must also be adopted by these ministers, and they can take national interests into account. The main tasks of the Council of the EU are the adoption of EU laws and the EU budget.
5. Student's own answer, for example:
   * This is not necessary for me because people can express themselves better in their own language, and since their message is translated anyway, it is understood by others.
   * I would like this because there is a delay when politicians' messages have to be translated. It also costs unnecessary money to have interpreters. Additionally, it is also more professional if one language is spoken.
6. Advantage: it is easy to follow for citizens of the European Union. Disadvantage: People may understand each other less during the debate because, for example, they do not master English well enough.
7. This means that the Netherlands cannot devise all the rules regarding food itself. For example, which substances are allowed, and which are not. The Netherlands is partially dependent on European laws and regulations for this.
8. Food can fall under agriculture but also under consumer protection.
9. Politicians may not always do the right things because they feel they are not being checked. On the other hand, it may be the case that politicians feel less of a need to watch their words and therefore speak more freely.
10. Student's own answer, for example:
    * This can still be a democracy because these politicians have been elected and are supposed to represent the voters' voice. - It can pose a danger to democracy because it allows politicians to do things without being checked by others, such as the press or the public. This means you cannot be sure if your voice is being heard.