Timetable | Topic: Protection from online bullying in the EU
(180 minutes)

GT= Group tables | CC = Circle of chairs

Tasks of the facilitator	Tasks of the students	Material
Introduction to the topic: Online bullying		**45 minutes**
Does everybody know YouTube? What do you use it for? Reading out the storytelling about online bullying and showing the students the corresponding pictures. Placing the pictures in the middle for all to see.	Students respond and talk about their habits. Students listen and pose any comprehension questions afterwards.	CC, storytelling and corresponding pictures
Stick the positioning beam in the center of the CC.	Students position themselves in relation to the questions and explain why they have positioned themselves in this way.	CC, positioning questions (see storytelling sheet)
The facilitator explains how online bullying is currently regulated in the EU.	• So far, very few countries have laws against online bullying. In many countries, however, there is protection against bullying and hate, and these rules also apply to the internet. • In Germany, there is the so-called Network Enforcement Act. Social media, such as YouTube, must delete content that violates the law. However, they are only required to do this once they have been reported and checked. • The EU has had a law on hate speech and fake news on the internet since 2022. Companies, such as YouTube, are supposed to do more to prevent such comments from appearing on their websites and are supposed to delete or hide content. • The protection of children in particular is important to the EU, but there is not yet a specific law on online bullying.	CC
The facilitator explains some of the advantages of the law.	The advantages of this law are: • All citizens, and especially children, must be protected on the internet. • Online bullying is becoming increasingly common. That's why we need rules. • Many people see comments in which people are bullied, so online bullying doesn't just affect the person being bullied.	CC
The facilitator explains some of the disadvantages of the law.	The disadvantages of this law are: • There are already laws against bullying in the real world. They can be used for the internet, too. You do not need to do it twice. • There is little point in regulating the internet. These rules cannot be enforced. • If we regulate the internet, we quickly restrict freedom of expression. • It is very difficult to recognize bullying online. Children need to learn how to deal with it, but we don't need a law here.	CC

Tasks of the facilitator	Tasks of the students	Material
Explanation of the gameplay		**15 minutes**
The aim of the simulation game is to pass a good law. The ministers meet and discuss this. Good justifications/arguments are important in order to convince the other member states of their position. *Practise with your students what good reasons/arguments are.*	The students formulate example sentences: "I don't want to do any homework today because...". The focus is on ensuring that the argument/justification is as convincing as possible.	GT
What are the options for agreement? The meaning of the different modes of agreement should be worked out with the students in advance. Here, a visualisation/ backup of the results is useful.	There are different ways to arrive at an agreement for a common law: ❖ Direct voting: the (simple) majority decides (disadvantage: if the decision is close, many people are dissatisfied with the result); ❖ Compromise by consensus: everyone gives in and the solution lies in the middle. If everyone agrees with this middle way, the decision is made by consensus (advantage: everyone supports the result; disadvantage: often a long, exhausting process); ❖ Barter: Everyone gives in on one thing and gets what he/she wants on another (advantage: partial successes for everyone; disadvantage: result as a whole may be illogical or impracticable); ❖ The strongest prevails: one person decides (disadvantage: no participation of all).	GT, board
Allocation of roles and tasks and presentation of the country position		**45 minutes**
The game leader takes on the role of the EU Commission: They propose the already formulated and enclosed draft law to the ministers (played by the students). The EU Commission presents its proposed law in three parts: 1. When? 2. Must or can? 3. Companies or users? Commission proposal → pin to the board		GT, board, proposed law of the EU Commission,
Each group table corresponds to a country and receives the corresponding table display.	The students are experts for the countries and meet in the Council of the EU (also known as the EU Council of Ministers). They are assigned to country groups, e.g. by drawing the table cards or name tags. In this way, the students take on the position of the respective country representatives, rather than their personal opinions.	Flag placards and table placards
Distribution of the role dossiers (one per student according to the country)		GT, Role dossiers

Tasks of the facilitator	Tasks of the students	Material
Continuation | Allocation of roles and tasks and presentation of the country position		
The focus is on ensuring that all students understand the arguments in the role dossiers and can reproduce them meaningfully in order to be prepared for the negotiation.	The students read their role dossier. The group first discusses the Commission's idea and tries to understand their own country's position. (Potentially, further arguments for the country positions can also be considered and written down). Afterwards, the students can present their country (e.g. come forward as a group and take turns reporting). Students should then present their country's position on the Commission's legislative proposal. The aspects "from when", "must/can" and the option of "companies or users" should each be dealt with and supported with the corresponding arguments from the role dossiers (supplemented by the arguments they have considered themselves if applicable). To ensure that the students listen carefully and pay attention, they can be given the ambassador sheets to make a note of which countries have which positions. Optionally, an "ambassador phase" (see handout) can also be played.	GT, role dossiers Ambassador sheets
Negotiation		**60 minutes**
Stick a positioning beam with two opposite poles ("this year" and "never") on the floor (or a table) (in the middle of the CC) The EU Commission once again explains its idea for the first part of the law (when should the law apply?) and positions its placard along the positioning beam.	The ministers (one person per country group) set up the table display according to their position. Other students in the group may give one or two arguments for their position.	CC, Masking tape for positioning beam
The EU Commission moderates, proposes compromises where necessary and helps the countries to reach an agreement. It grants the ministers short breaks to agree on their justifications or to come up with new ones. The aim is for the ministers to agree on a joint law. The facilitator records the result of the first negotiation on the board.	The ministers may change their position on the beam if the majority within the country group is in favour.	CC, Board
The negotiations on points 2 and 3 of the draft bill will follow analogously to the above procedure.		CC

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Tasks of the facilitator	Tasks of the students	Material
Summary | Evaluation		**15 minutes**
The European Commission presents the whole law.	The students are allowed to take off their flag tags and step out of their country role. This concludes the simulation game.	CC
Reflection on the simulation game with the class: How did you feel during the simulation? How was it to negotiate the law? How satisfied are you with the result? Do you think this would be a good law for the EU?	Students should also have the opportunity to express not only their praise, but also their frustration or discomfort during the game.	CC
The facilitator draws a comparison to reality. The facilitator explains (again) the tasks of the institutions (ordinary legislative procedure, see handout 3.3). Here it is particularly important to emphasize once again that in addition to the Council of Ministers, the European Parliament must also negotiate and co-decide! This is followed up by some additional information on the three institutions mentioned: 1. EU Parliament (democratically elected representatives of the countries, number: currently 705, etc.). 2. European Commission (Commission consists of 27 commissioners and the president. The members of the Commission are proposed by the governments of the EU states and appointed for five years after approval by the European Parliament). 1. 3. EU Council of Ministers (rotating ministers, one representative per member state; depending on the policy area, the Council meets in different formations).	Further info & download of all materials: **www.pep.uni-goettingen.de** 	CC, Photos of the EU Commission, the Council of the EU and the European Parliament (*not included in materials*)

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