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MANUAL OF THE JUMPER-WORKSHOP
„REACHING YOUNG PEOPLE WITH EUROPEAN POLITICAL EDUCATION!"
—
A MANUAL FOR CIVIC EDUCATION TEACHERS AND TRAINERS

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1.   INTRODUCTION

The JUMPER workshop aims to awaken the interest of young people in political decision-making processes within the European Union (EU) and to strengthen their self-efficacy expectations. Additionally, participants are intended to acquire basic knowledge about the EU through the workshop, recognize the everyday relevance of the EU, and ultimately enhance their skills in arguing, negotiating, and conflict resolution. It can be used as an introduction or supplement to classroom topics such as Europe, the EU, plastic waste, or environmental protection.

The workshop concept was developed, tested, evaluated, and refined within the Jean Monnet Project "Reaching Young People with European Political Education" (JUMPER)[1], resulting in optimized materials for implementation. The workshop concept and materials were designed to meet the specific

needs of young people who have been difficult to reach regarding political education: they are entertaining, interactive, not very text-heavy, close to everyday life and low-threshold, i.e. no prior knowledge of the topic of Europe/European Union or of plastic waste is assumed. The centrepiece of the workshop is a simulation game developed in collaboration with the Berlin company *planpolitik* (https://www.planpolitik.de/en). A separate guide with detailed information on how to conduct the game (as well as downloadable simulation game and workshop materials) is available at https://fit4eu.org/en/materials/simulation-games/jumper/.

The entire JUMPER workshop concept is designed for a duration of approximately two (half) days (e.g. 8 a.m. - 2 p.m. each day). While this guide presents the overall concept, it is possible to only implement individual elements of the workshop concept, spread out the implementation over several days, or offer a full-day event. In any case, we recommend conducting the simulation game part as a closed unit during one day.

At the end of this guide, there is a detailed schedule with references to necessary materials, print templates, and corresponding presentation slides available in PowerPoint and PDF formats (downloadable at https://fit4eu.org/en/materials/simulation-games/jumper).

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[1]   The JUMPER project was carried out at the Chair of Political Science/Didactics of Politics at the University of Göttingen (project leader: Prof. Dr. Monika Oberle, research Assistant: Märthe-Maria Stamer) and co-financed by the European Commission. We thank the agency planpolitik for their excellent collaboration in developing the simulation game. We also thank Lydia Konsek and Isabel Möller, student assistants at the Chair, for their dedicated participation in creating this manual.
In 2023/24, the JUMPER workshop and simulation game were translated and updated within the project Fit4EU (https://fit4eu.org/en/homepage/).

Target Group

The workshop was specially developed for young people who have traditionally been difficult to reach regarding political education. In the development and testing phase, the workshop was conducted with pupils in the vocational school transition system, i.e. young people who were in the process of completing their first general school-leaving diploma. The design of the workshop elements focused in particular on playful approaches (e.g. quizzes, puzzles), activating methods (e.g. positioning in the room), thematic focuses close to everyday life (plastic packaging and plastic waste) and a reduction of text.

Notes on the course of the workshop

The workshop involves two six-hour sessions and consists of

a) an introduction to the European Union

b) an introduction to the issue of plastic waste

c) a simulation of negotiations in the European Parliament (simulation game) and its evaluation, and

d) a visit from a member of the European Parliament (MEP).

In principle, it is possible to spread these four parts over different days. However, it is important that the constituent parts are each completed on one day. This applies particularly to the simulation game, as the participants should not be taken out of their roles by interruptions.

In the trial phase, the workshop blocks were carried out as follows:

	DAY 1	
Block 1	INTRODUCTION TO THE EUROPEAN UNION	appx. 180 min.
Block 2	INTRODUCTION TO THE ISSUE OF PLASTIC WASTE	appx. 90 min.
	DAY 2	
Block 3	SIMULATION GAME: AN EU LAW AGAINST PLASTIC WASTE	appx. 210 min.
Block 4	VISIT FROM AN MEP (AND CONCLUSION OF THE WORKSHOP)	appx. 90 min.

2. DAY 1 OF THE JUMPER-WORKSHOP

The workshop was designed as a two-day event. The first day begins with exercises for students to get to know each other (if necessary) and to activate and recognize the participants' prior knowledge on the topic of Europe/the European Union. Having an idea of the prior knowledge of the participants gives you as the workshop leader the opportunity to set priorities appropriate to the group and to cover some topics in greater and others in lesser detail.

2.1 Getting to know each other and first associations
The first day of the workshop begins with a circle of chairs. In the middle, postcards with various (EU-related) motifs or objects (e.g. ID card, travellers' rights form, plastic cutlery, straws, the EU Parliament, symbol for peace)[2] are placed. All participants take a card or an object. The task is as follows: Take a card/object that you associate with the European Union. If you can't think of anything, you can also take a card/object that you find beautiful. Next, all participants are asked to briefly introduce themselves (i.e. this first round in a circle of chairs can also function as a round of getting to know each other) and explain the reasons why they have chosen their card/object.

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[2] One resource for an overview of areas in which the EU is active is the European Commission's brochure "60 good reasons for the EU", available at: https://ec.europa.eu/commission/presscorner/api/files/attachment/494025/60-good-reasons-for-the-EU-Cyprus_en.pdf

If the participants cannot make any connections to the EU, take over and briefly explain what the card/object has to do with the EU. The aim of this association exercise is to activate and recognize the participants' prior knowledge of Europe and the EU. In the course of the exercise, the participants gain an impression of the many different points of reference between the EU and their lives. As the workshop leader, you also ensure that all participants have the chance to speak at the beginning of the workshop.

After the association round, you introduce the topic and the schedule of the workshop. Please emphasize that all questions are allowed in the workshop and that there are no "stupid" questions. After all, the topic of the EU is a complex one that many participants have only dealt with a little or not at all before the workshop.

As a second exercise, you can offer a positioning exercise in the room to find out more about the participants' views on the European Union. Introduce two signs ("agree" and "disagree"). Mark a line with adhesive tape across the room on the floor and place the signs at the two ends of the line. The participants are invited to position themselves in the room according to their view on the following statements:
– "I'm looking forward to the EU Workshop."
– "I know a good deal about the European Union."

– "All in all, the European Union is a good thing."
– "I think it's good that [the state you are in] is a member of the European Union."
– "The European Union has a lot to do with my everyday life."
– "People have many advantages through the European Union."

After each question, ask the participants why they have positioned themselves accordingly and lead the resulting discussion.

Buffer
Prepare the cards with interesting country information and the EU member states (see notes at the end of this manual). All participants draw a card with a piece of country information on it and then try to find the corresponding country. Once they have chosen, they go back in the circle of chairs and present their piece of information and the country they believe it corresponds to. As the workshop leader, assign the facts to the correct countries.

2.2 Introduction to the European Union
Introduction: Europe and the European Union
To introduce the distinction between the continent of Europe (= part of the world containing approx. 50 countries) and the European Union (= association of currently 27 European countries that cooperate closely with each other in various areas), we recommend the use of a puzzle.

Prepare the puzzle by pre-assembling the puzzle pieces of all the countries that are not member of the EU. Divide the participants into several groups (6-7 participants per group) and let the groups compete against each other.

Once the puzzles have been completed, ask the participants what they noticed while doing the puzzles. You explain the difference between Europe (= the continent) and the European Union (= the union of 27 countries). You can point out that the EU consists of 27 member states, has various accession candidates and that the United Kingdom has left the EU. Make it clear that not all countries in Europe are members of the European Union. Test the knowledge of the participants with the information in the PowerPoint presentation (see https://fit4eu.org/en/materials/simulation-games/jumper/). Hand out correct/incorrect cards to the participants. They should hold up the card which they think has the correct answer on it. The last statement ("The European Union had 27 member states when it was founded.") leads to the next part, the history of the EU.

History of EU
After the quiz, display the PowerPoint presentation, which contains slides on the history of the EU. The first slide shows Cologne after the 2nd World War. Ask the participants which city is shown in the picture (reference Cologne Cathedral). The participants should describe the photo and recognize that the city has been completely destroyed. The second photo shows the Memorial to the Murdered Jews of Europe in Berlin. Both photos are usually recognized by the participants and can be easily categorized. If not, explain or prepare your own examples. Ask the participants what the motives for the founding of the EU were in light of the photos shown. Explain that the EU has its origins in the European Coal and Steel Community (ECSC). Ask the participants whether they can imagine the reasons why, after two world wars, cooperation between countries that were formerly at war with each other occurred (▸peacekeeping and control of the arms industry).

Describe the six countries that initiated European cooperation (France, Italy, Germany (excl. the GDR), the Netherlands, Belgium and Luxembourg). Explain that the EU has expanded over time. Explain that that the EU is based on certain principles. At this point, you can divide the participants into small groups and display the principles of the EU (freedom, equality, democracy, respect for human dignity, respect for human rights and the rule of law). Assign each group one term. The task is: What do you associate with these terms? What could they mean? Each group then presents their term in plenary and if necessary, you can add to the participants' explanations. Make it clear that these six principles are the cornerstones of cooperation in the European Union.

A cartoon by the artist Pierre Kroll (https://pierrekroll.art/) is shown next. The cartoon consists of two parts: in one part of the image, you can see six figures at a table. These are intended to symbolize the six founding members of the EU. At the initial stages of the community, cooperation was limited to a few areas with clear objectives, and all countries had similar interests in relation to this cooperation. All six figures in the cartoon therefore like to drink coffee. The image below shows the EU today (L'Europe Aujourd'hui). Cooperation at the European level has intensified: The EU has has grown to 27 member states and cooperation has extended to many areas. The EU countries have agreed on harmonized legislation in many areas. There are now many players with a wide range of interests sitting at the table, which is reflected in their more complicated drink orders. Have the participants describe the cartoon, first the picture with the six figures, then the large table. Even though the text is in French, the participants had no difficulty describing

and interpreting the illustration in the trial runs. Explain the complexity of cooperation at the European level and explain that it is not always easy to take into consideration the interests and wishes of so many different countries.

The institutions of the EU: Imagining the EU as a bus

The institutions of the EU are then presented. Put up a poster with a large bus so that all participants can see the poster clearly. The symbol of the bus is the basis for a simplified metaphor of the EU institutions. In this representation, the following five institutions are listed: The European Commission (as the engine of the EU), the Council of the European Union (also: Council of Ministers) and the European Parliament (as the drivers of the bus), the European Council (as a signpost indicating where to go) and the European Court of Justice (as Justitia, the personification of justice). In addition, the citizens of the EU are symbolized by the passengers. Details of the individual institutions at the European level can be found in simple form on the official webpages of the EU.[3] Make the development of the diagram interactive. There are different cards for each institution, which you can gradually add to the bus picture. For example, start by asking the participants what components a bus needs in order to be able to drive. Introduce the European Commission as the engine of the bus. You are welcome to show the participants a picture of the European Commission and ask if anyone recognizes one of the commissars. Some may recognize Ursula von der Leyen, the current President of the European Commission. The passengers on the bus represent the European citizens.

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[3]   A visualization of the different functions and duties of the European Union institutions can be found here: https://european-union.europa.eu/institutions-law-budget/institutions-and-bodies/types-institutions-and-bodies_en

The Council of the European Union (also: Council of Ministers) and the European Parliament are the drivers of the bus. Describe the European Parliament and the Council of Ministers with their different compositions. Introduce the European Council as the European Union's signpost and guide. Show the participants again a photo of the European Council. Explain the European Court of Justice as the judicial authority for the interpretation of the EU treaties. Hang up the corresponding photo cards for the institutions. Emphasize in particular which of the institutions are part of the legislative process.

The finished bus could look like this:

The European Council is symbolized by the signpost. In the European Council, the heads of state and government of the EU countries meet at regular intervals [symbol: group photo of EU heads of state and government] to define the political objectives of the EU and thus determine the direction of the EU's further development. The European Council is based in Brussels [symbol: Council building].

The European Commission is known as the engine of the European Union; it is the driving force behind the development of the EU [symbol: engine]. Each EU member state sends a commissioner to the European Commission, each of whom is responsible for specific policy areas e.g. environment, competition policy or innovation and youth. The current President of the Commission is Ursula von der Leyen from Germany [symbol: group photo of the Euro European Commission]. The seat of the European Commission is Brussels [symbol: Commission building]. The European Commission has the sole right to draw up and propose new legislation at the European level, which is then discussed by the European Parliament and the Council of the European Union (so-called Council of Ministers) [symbol: proposals for §]. The European Commission is also responsible for the distribution of the EU budget, together with the European Parliament and the Council of the European Union [symbol: cash box]. Another core task is to monitor the correct implementation and application of the EU treaties [symbol: binoculars]. The European Commission is responsible for keeping an eye on the entire EU.

At the European level, there are two bus drivers [symbol: pilots]: The Council of the European Union, also known as the Council of Ministers [symbol: List of the various configurations of the Council], meets in ten different constellations: Depending on the thematic focus of the debate, the EU member states send the relevant specialist ministers, who represent the interests of their respective countries at the meeting [EU flags symbol]. The Council of the European Union, alongside the European Commission and the European Parliament, is the third institution involved in the legislative

process [§ symbol] and budget planning [cash box symbol] at the European level. The Council of the European Union, like the European Council, is located in the Council building in Brussels [Council building symbol].

The European Parliament consists of a total of 720 Members of Parliament, who are elected by EU citizens every five years [voting cross symbol; EP plenary symbol]. The European Parliament meets in two locations: most committee work takes place in Brussels, while plenary sessions usually take place in Strasbourg [Parliament buildings in Brussels and Strasbourg symbols]. The European Parliament also plays a significant role in the legislative process [§ symbol] and budget planning [cash box symbol] at the European level.

EU citizens are represented by the symbol of a group of people. They are the passengers on the EU bus. You can also put this up for debate: are the citizens really merely passengers?

The symbols for tasks of multiple EU institutions (legislative process, budget) are identical so that participants can see at a glance how the different EU institutions work together. The diagram should remain visible to participants as a reminder in the workshop room until the end of the workshop.

Country Line-Up
After this theoretical part, an interactive phase takes place. Participants receive country outlines and should line up according to their countries. Each participant is assigned a country.

Participants should interact with each other and line up in order on an (imaginary) line as follows:

1. EU accession date
2. Population size
3. Number of seats in EP
4. Number of EU Commissioners
5. Currency/Date of Euro introduction

When participants signal that they are standing in the correct order, ask all participants to state their country and EU accession date. This way, participants learn once again how the European Union has grown step by step. The second lineup focuses on population numbers of EU countries. The participants line up and are then asked to name their country and the number of inhabitants. At this point it becomes clear that there are some very small countries with few inhabitants and some EU countries which have a very large population. In the third step, the participants line up according to the number of members that their country sends to the European Parliament. In the end, the participants realize that they are in the same order as in the previous question. They learn that the number of Members of the European Parliament (MEPs) depends on the population of each country: small countries send at least six parliamentarians to ensure a certain diversity of political parties, which is also present in small countries. Most of the parliamentarians come from Germany, which has 96 MEPs. The participants usually already know from the presentation of the EU as a bus that all EU countries have a commissioner in the European Commission. You can clarify this again in the fourth lineup. The fifth round of the lineup deals with currency:

Ask the participants to line up in order of the year in which the Euro was introduced in their country (2002 - present) and define an area in the room where participants whose countries do not use the Euro as legal tender should gather. Make it clear that in 2002, the Euro replaced the respective national currencies in many EU countries, but not all EU countries have adopted the Euro as currency. Currently, the Euro is the official currency in 20 out of the 27 EU countries. The rule is that all EU countries, upon meeting the relevant criteria, are required to adopt the Euro as their official currency. Exceptions are made for Denmark and the United Kingdom, which has infamously left the EU. Sweden also wishes to retain its own national currency.

Following the section on the EU institutions, a short quiz is conducted[4]. Participants are divided into four groups (ECom, EP, ECoun, Council of the EU) and given a corresponding image. Participants should raise their sign whenever they believe a statement applies to their institution. This will reinforce and repeat the content of the thematic introduction to EU institutions.

2.3 Introduction to Plastic Waste

To prepare for the simulation game, participants will be introduced to the topic of plastic waste. Explain that plastic is a synthetic material.

Divide participants into small groups and have them brainstorm how plastic is used in everyday life. Record the results on moderation cards and then present them to the entire group. Based on experiences from trial workshops, investing slightly more time here is beneficial: when participants have more time to think, they come up with examples beyond the obvious ones. Afterwards, ask participants if they believe plastic can be replaced in daily life and moderate the ensuing discussion. Inquire about specific examples of areas where plastic can be replaced or where it is irreplaceable. Highlight that in some areas, plastic cannot be avoided. Then proceed with the 1-2-3 quiz (see PowerPoint presentation). Place signs with the numbers 1, 2, and 3 on the floor. Participants should then align themselves with the answer they believe is correct. Subsequently reveal the correct answer.

Following this, watch the video "What is plastic pollution?" with the participants[5]. Encourage a discussion after the video by emphasizing that the issue of microplastics in oceans is a global problem and therefore cannot be solved by individual countries alone. The EU can help in this regard. Explain that the topic of plastic waste is already being discussed within the EU.

Regulations vs. Directives

At the European level, European legislation is colloquially referred to as EU laws. In the JUMPER workshop, the term "EU law" is used for purposes of reducing complexity

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[4] The Quiz is inspired by Dutch organization *Pro Demos* who use a similar quiz in their work: https://lesmateriaal.prodemos.nl/leren/wie-van-de-vier/.

[5] Online available under:
https://www.youtube.com/watch?v=npHUp_oQ-08

In fact, at the EU level, a distinction is made between directives and regulations. Directives are legal acts that set objectives that all EU countries should achieve within a certain timeframe. However, each member state can determine how these objectives are to be achieved. An example of a directive is the initiative to reduce the consumption of plastic bags. Regulations, on the other hand, leave no room for interpretation in implementation: once adopted, they apply immediately and in the same manner in all EU member states[6].

Example Directive: Reduction of Plastic Bags

An example of an EU-wide regulation to reduce plastic waste is the directive on reducing the consumption of lightweight plastic carrier bags from 2015. At the initiative of the EU Commission, a new draft directive was introduced into the European legislative process in November 2013 with the aim of further reducing per capita consumption of plastic bags in the EU. Concrete proposals were made to EU member states on how to achieve the goal of reducing plastic bags: banning single-use plastic bags outright and/or charging for plastic bags. Exempt from this regulation are so-called "vest-type bags," very thin plastic bags used for loose fruits and vegetables.[7] In Germany, the Federal Ministry for the Environment and trade have agreed

to only provide plastic bags for a fee to achieve the goal of reducing plastic bag consumption[8]. As of January 2022, plastic bags are banned completely in Germany[9]. Other countries have chosen different approaches; for example, Ireland has been charging a fee for plastic bags for many years, and France has completely banned non-biodegradable plastic bags[10].

Example Regulation: Allergen Labeling

An example of an EU regulation is the regulation on labeling allergens in ingredient lists. The Food Information Regulation specifies that 14 ingredients that commonly trigger allergies (e.g., nuts, celery, dairy products) must be clearly labeled in ingredient lists. The labeling can be emphasized through bold print, capital letters, or underlining. The regulation aims to help consumers identify allergenic ingredients more easily.[11,]

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[6]   More detailed information on the distinctions between individual legal acts at the EU level can be found here: https://europa.eu/european-union/law/legal-acts_en.

[7]   The complete directive can be viewed here: https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32015L0720&from=EN.

[8]   For more information, visit: https://www.euractiv.com/section/climate-environment/news/german-checkouts-to-charge-for-plastic-bags/

[9]   Additional details can be found at: https://www.dw.com/en/germany-bans-single-use-plastic-products/a-53932107.

[10]   Background information is available at: https://environment.ec.europa.eu/topics/plastics/single-use-plastics_en.

[11]   Further information on the regulation can be found at: https://environment.ec.europa.eu/topics/plastics/single-use-plastics_en as well as the full text of the regulation: https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:02011R1169-20180101&from=EN.

Explaining the difference between a directive and a regulation in the workshop

To work interactively on understanding the difference between a directive and a regulation, present the slides on the directive to reduce the consumption of plastic bags. Ask the participants if they have heard of the EU directive to reduce plastic bag consumption. Inform the participants about the EU directive to reduce the consumption of plastic bags using the PowerPoint slides. Illustrate how time-consuming the process of agreement was at the European level and how many steps were involved in drafting the directive. Then distribute different food packaging items (e.g. candy wrappers, granola bar packages, etc.) to the participants. Ask them to carefully examine the ingredient lists on the packaging. Inquire if anything stands out to them on the ingredient lists. Respond to participants' contributions when they share their observations. You can also discuss the directive that includes a ban on certain single-use plastic items, such as straws and disposable tableware, initiated in July 2021[12], which is very relevant to participants' daily lives: participants in the trial phase of workshops noticed that juice boxes are now equipped with paper straws. Engage in a discussion about the directive with participants and listen to different opinions.

Conclusion of the first day

To conclude the sections on associations, EU institutions, and an introduction to plastic waste in the EU, you can now gather feedback from participants. We recommend taking this opportunity for feedback so that you can potentially adjust future workshop sessions based on this feedback. In a two-day workshop format, following this first day, on the second day, you can proceed with conducting the EU simulation game and hosting a member of the European Parliament (MEP). If you are planning for an MEP visit as well, you can collect questions on a poster or whiteboard at this point. Wrap up the workshop by providing an overview of the next day.

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[12]   The full text of the directive: https://eur-lex.europa.eu/eli/dir/2019/904/oj.

3. DAY 2 OF THE JUMPER-WORKSHOP

Begin the second day of the workshop with a brief review of the first day. Repeat core aspects and refer to the collages created (e.g. the depiction of the EU as a bus). Then announce the simulation game that builds on the introduction to the topic of plastic waste in the EU.

3.1 Simulation game

For the execution of the simulation game (preparation, implementation, follow-up), please refer to the separate manual for the simulation game (downloadable here: https://fit4eu.org/en/materials/simulation-games/jumper/).

3.2 Conversation with a Member of the European Parliament

At the conclusion of the workshop during the trial phase, a Member of the European Parliament (MEP) was always invited for a discussion with the participants. Here, young people had the opportunity to exchange ideas with a real parliamentarian. Especially after the simulation game, there were many questions about the workings of the European Parliament and committee work, but also about the life and daily routine of a politician. MEPs are easily accessible through their constituency offices or their offices in Brussels or Strasbourg and are keen to arrange such visits. It is advisable to prepare the MEP in advance for the group and to briefly explain the developed contents and especially the simulation game. MEPs typically travel to their constituencies once a month; early inquiries increase the chances of acceptance.

However, the inclusion of MEPs via video conference has also proven to be effective, as it eliminates travel time and allows MEPs flexibility to attend the meeting. During the testing phase, the discussions were scheduled for approximately 45 minutes, a duration that has proven to be quite successful. MEPs had the opportunity to introduce themselves and their work before addressing the participants' questions.

Use the time after the simulation game to gather additional questions for the MEP's visit. Provide participants with possible questions if the collection of their own questions is slow: Remind them of the core aspects of the workshop, particularly the simulation game. Encourage participants to ask personal questions and bring up topics relevant to young people. To ensure smooth questioning, it has proven useful to jot down the questions on moderation cards and assign them to participants to ask during the conversation. Welcome the MEP and explain beforehand which class participated in the workshop and what topics were covered. Also, mention that you have addressed plastic waste avoidance in the workshop. Ask the MEP for a brief introduction. Then, allow the participants to ask the noted questions and moderate the conversation.

3.3 Conclusion of the Workshop

At the end of the workshop, kindly ask all participants to form a circle of chairs again.

Wrap up the workshops by referring, if possible, to the collaboratively created collages (e.g., the bus) or other materials (e.g., questions for MEPs, map of Europe). Ask the participants for feedback on the workshop or specific workshop elements. You have several options for this, such as using a spotlight format (where all participants are asked to say one sentence about the workshop) or the "five-finger method" (where they assign each of the five fingers of their hand to a feedback element, e.g., "I liked this," "I found this particularly interesting/new to me," "I didn't like this," "I'll take this away with me," "This was lacking"). Pay attention to how tired the participants are from the workshop and adjust your feedback session accordingly.

Then, you can conclude the workshop.

4.   MATERIALS AND PRINTING INSTRUCTIONS

For the successful execution of the workshop, the following equipment and materials are needed:

– PC/Laptop
– Projector/Smartboard
– Speakers
– Europe puzzle (see manual)
– Moderation cards
– Markers
– Masking tape
– Flipchart or Whiteboard (+ optional markers)

Printing instructions:
The material pack consists of several elements: For the first day of the workshop, eight print templates are included. These are in PDF format, and you can easily print them out.

Print templates 1, 3, 4, and 8 can be printed once in black and white on A4 paper (single-sided printing).

Print template 2 is intended to be printed with two pages per sheet (single-sided printing, black and white). The country facts (print template 2) must be cut out using scissors before use.

For print templates 5, 6, and 7, we recommend color printing (single-sided). Here you can print two pages per sheet and cut out the cards. Print template 7 should also be printed in color, but single-sided and full-page (one page per sheet). If you want to use the materials multiple times, it is recommended to print on thicker paper.

The print templates for the second day of the workshop (simulation game) can be found in the "Simulation Games" folder, and the printing instructions are in the simulation game manual.

5. WORKSHOP SCHEDULE

DAY 1 TIME	AGENDA ITEM	ACTIVITIES	MATERIALS
15 min	Start, waiting for latecomers, making name tags, finding seats in a circle		PowerPoint slide 1
5 min	Welcome, introduction of the workshop leadership	**The workshop leader greets the participants and introduces themselves if necessary.**	PowerPoint slide 1
20 min	Icebreaking activity with first associations	**Participants briefly introduce themselves, giving their names and answering the question "Have you ever had any involvement with the European Union in your life?"; "Does one of these cards fit?" then briefly discuss additional cards and establish relevance to everyday life.**	PowerPoint slide 1 Masking tape and markers, Photos/cards; optionally masking tape and markers for name tags
5 min	Presentation of the topic and workshop agenda	**The organizers present the topic and agenda of the workshop (on a flipchart); establish discussion rules, create a supportive environment, "no stupid questions"; introduce a question collection system (flipchart on the wall with marker); mention break times**	PowerPoint slide 1 Flipchart and prepared title image
20 – 45 min *If time permits, allow for thorough discussion*	Positioning in the room	**Participants should position themselves in the room according to their individual stance. Followed by brief discussions.** **„I'm looking forward to the workshop." „I am knowledgeable about the European Union."**	PowerPoint slides 2-7 Line made of adhesive tape, Agree/Disagree cards (print template [1])

| TIME	AGENDA ITEM	ACTIVITIES	MATERIALS
		„All in all, the European Union is a good thing." „I think it's good that [Member State that you are in] is a member of the European Union." „The European Union has a lot to do with my everyday life." „People benefit greatly from the European Union." **Poll: Why was the position chosen? Moderate ensuing discussion.**	
	Buffer: Country information	**If time allows before the break, you can offer the buffer exercise on country information here.**	Country information (print template [2])
15 min	Break		
20 min	Member countries of the EU	**Each participant draws a puzzle piece (= a country) from a bag.** **Challenge: Participants are divided into two groups and compete against each other.** ▶ **Mention the difference between the EU and Europe.** **EU=27 member countries. Candidate countries; Brexit.**	At least 2 puzzles After the puzzle: PowerPoint slide 8
5 min	Quiz: Structure of the EU	**Short Quiz on the structure of the EU, groups must agree** **And respond with correct/ incorrect answers.** – **The European Union has 27 member countries.** **(▶ Reference to Brexit!)** – **Switzerland is a member of the European Union.** – **All countries in Europe are members of the**	PowerPoint slides 9-13 True/ False cards (print template [3])

TIME	AGENDA ITEM	ACTIVITIES	MATERIALS
		European Union. – **The European Union had 6 member countries at its founding.** **(▶ Transition: History of the EU)**	
20 min	The History of the EU	**PowerPoint presentation on the history of the EU** – **WW2 – Formation of the EU predecessors , initially: Cooperation in coal and steel industries** – **Gradual expansion of the EU** – **Principles of the EU (Freedom, Equality, Democracy, Human Dignity, Rule of Law, Human Rights)** ▶ **Discuss in small groups: what do you associate with these terms?** **Followed by resolution and plenary discussion.** – **27 member states, the EU has constantly grown** ▶ **Cartoon by Kroll (Slides 18-20): It's not always easy to reconcile the interests and desires of many different countries,** **Cooperation in many areas (Slide 21)** **Transition to the functioning of the EU**	PowerPoint slides 14-21 (indicating Brexit, Slide 16) Cards with EU principles (print template [4])
15 min *longer if need be*	The institutions of the EU	**Diagram:** **The institutions of the EU + Decision making at the EU level (directives and regulations)** **Introduction:** **Now you know what the EU is.** **But: What does the EU actually do?** **Constructing a diagram based on guiding questions:** – **What does the EU do?**	PowerPoint slide 22 Illustrations of the EU as a bus print template [5]] + a large poster with a sketch of a bus

TIME	AGENDA ITEM	ACTIVITIES	MATERIALS
		– **Who has a say in the EU?** – **Whose interests need to be considered?**	
15 min	Arrangement of countries	**Each participant draws a card (country arrangement),** **Arrangement: EU membership since, population,** **number of MEPs, number of EU commissioners, currency** **Participants should arrange themselves in the corresponding order (oldest to newest EU members, lowest to highest population, etc.), after each round, ask the row for their responses (country and answer to the respective task).** **Cards not drawn will be inserted by the facilitators and placed accordingly.**	PowerPoint slide 22 Country arrangement cards (print template [6])
15 min	Quiz: The institutions of the EU	**Participants are divided into four groups (ECom, EP, ECoun, Council of the EU) and each participant receives a poster with their institution and an image of the institution. Then, various statements are read out (different tasks of the institutions), and the group whose institution is responsible for the task holds up their poster.**	PowerPoint slides 23-43 Signs with names and images of the institutions (print template [7])
15 min	Break		
25 min	Introduction: The topic of plastic waste	**Introduction to the topic of plastic waste:** **How do you use plastic in your everyday life? (Group work, small groups, collect answers on moderation cards); Collection in plenary and brief discussion: Is plastic replaceable in everyday life?** ▶ **indispensable in some areas**	PowerPoint slides 45-46 Moderation cards, markers

TIME	AGENDA ITEM	ACTIVITIES	MATERIALS
10 min	Quiz: Plastic	**1-2-3-Quiz on the topic of Plastic:** **Establish European dimension if possible.**	PowerPoint slides 47-57, 1-2-3 Cards (print template [8])
15 min	Film	**Microplastics and Oceans: Film** – **What is the problem with plastic?** – **How do you perceive the plastic issue?** – **Who can solve the plastic problem?** **Transition: EU = many countries working together** ▶ **Plastic issue discussed at the European level**	(PowerPoint slide 58) Video
10 min	Plastic at the EU level	**Plastic is a topic at the European level:** **Have you heard that the EU is discussing the plastic problem?** **What do you think: What can the EU do?** **European institutions discuss plastic bags, single-use plastic items (ban from July 2021), and plastic packaging for fruits and vegetables (theme of the simulation game)** **Elaboration on the topic of plastic bags:** **Presenting different viewpoints, outlining the decision-making process; Difference between directives and regulations (packaging of sweets)**	PowerPoint slides 57-63 (Slide 63 = Transition to Day 2 + Simulation Game) Food packaging with ingredient lists (e.g., granola bars, candies)
10 min	Question repository for MEP Visit	**Questions for the Member of the European Parliament are collected on a poster/whiteboard. What questions do the participants have for the MEP?**	(PowerPoint slide 64) Flipchart paper, markers or:: Whiteboard and whiteboard markers

TIME	AGENDA ITEM	ACTIVITIES	MATERIALS
20 min	Wrap-up and conclusion of day 1	**The contents of the day are summarized briefly using the wall images, followed by a spotlight session with the participants, and an overview of the next day.**	PowerPoint slide 65

DAY 2 TIME	AGENDA ITEM	ACTIVITIES	MATERIALS
5 min	Arrival, Waiting for latecomers		Simulation game PowerPoint slide 1
210-240 min	Simulation game including breaks		Simulation game PPP (see simulation game manual)
15 min	Break		
10 min	Final Briefing Before the MEP visit	**Go over the questions with the participants again, distribute the questions on moderation cards; if necessary, establish a speaking order.**	Flipchart or whiteboard with collected questions
45 min	Conversation with the MEP	**Welcome to the MEP, invite for a brief introduction, contextualize the visit, encourage participants to ask questions!**	For video conference: corresponding equipment (PC, projector, camera, microphone, speakers)
15 min	Conclusion and evaluation of the workshop		
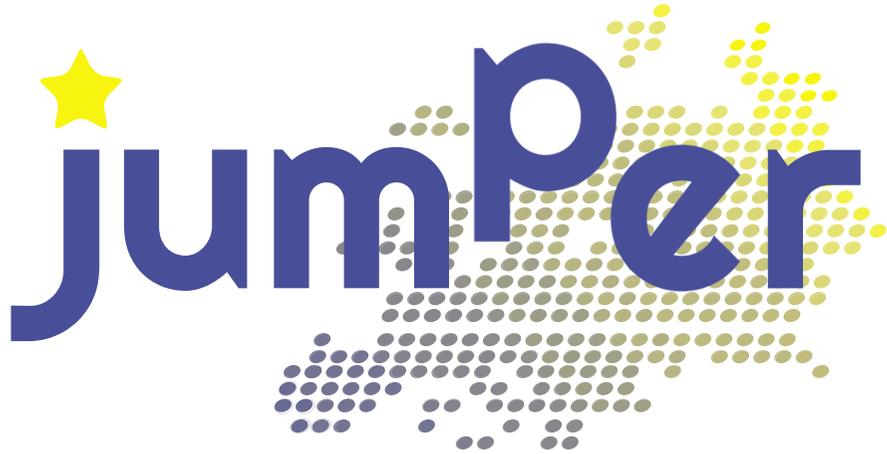
We wish you and your participants a lot
of fun and success with the JUMPER workshop!
We would appreciate feedback on your experiences with it
(e.g., via email to mail@fit4eu.org).

Contact:
Georg-August-Universität Göttingen
Lehrstuhl für Politikwissenschaft/Didaktik der Politik
Prof. Dr. Monika Oberle
Platz der Göttinger Sieben 3
37073 Göttingen

Email:
monika.oberle@sowi.uni-goettingen.de
Homepage: www.uni-goettingen.de/de/prof-dr-monika-
oberle/265134.html