

# EUROPE AT WORK – GUIDE FOR TEACHERS AND GAME COORDINATORS

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## Europe at Work

Europe at Work is a three-part teaching package. **Part 1** gives an introduction to EU lawmaking. **Part 2** makes the process tangible through a digitally facilitated Edu-LARP. **Part 3** encourages classroom reflection.

### Preparation

The role of teachers is described in the teachers' manual. When playing the game, one game master must be chosen among the teachers. The game master's job is described in the game master manual.

### Part 1 – before the game

Go through the legislative process of the EU with Factsheet 1. Use legislation about the free movement of the workforce as a case with Factsheet 2 and the assignment sheet.

### Part 2 – Europe at Work

In Europe at Work the students must negotiate a directive. The EU Commission, member states, parliament, special interests and the media all wrestle for new rules about the freedom of movement for the workforce. All students get a role and are supported by the platform. You will need:

- 70-250 students
- 5 hours
- Computers or tablets for everyone
- 1 teacher per participating class

### Part 3 – after the game

Go through the students' experiences from Europe at Work and put them into perspective with the accompanying materials. Focus on the negotiation flow, the interplay between actors or the societal conflicts they express.

## Teachers' guide

The purpose of Europe Alive is to make the EU curriculum accessible and relatable for the students. We want to open a door that is so wide and inviting that most students will find the EU understandable. But we want to go further yet: The EU should be something that students can relate to – not just something they need to learn.

Europe Alive is especially relevant for the Social Sciences at the secondary school level, but may also be relevant at other levels.

The teaching course is divided into three parts.

In part one, **Lawmaking in the EU**, the basic questions and concepts are introduced, all adding to the understanding of the EU lawmaking process as well as the current rules on the rights of labour migrants. The basis for this part of the teaching package is formed by two four-sided factsheets which can be downloaded as pdf's. In part two and at the centre of Europe Alive is the educational role playing game **Europe at Work**, where students are tasked with reaching a compromise on a directive. The directive is a simplified version of the EU rules on the free movement of labour. Europe at Work is a digital simulation of an EU negotiation where EU member states, the European Parliament, lobbyists, and media all act to influence the rules for EU citizens who work in another country. All students receive a role in the negotiations and in this way get an impression of the dilemmas and conflicts that can arise in the EU cooperation. The teachers act as advisory capacities bringing their general knowledge, but are not expected to watch over all student activity. Part three, **Job done!**, is a final phase spent reflecting on the challenges the students have faced during the game. Here, the students can discuss central themes from the game and re-activate concepts from part one. It is also where the students will explore the difference on one hand between EU-regulation and national legislation, and on the other hand the difference between EU-regulation and traditional intergovernmental cooperation.

We recommend that parts 1 and 3 are made parts of the regular classes. As an alternative, they can also take the form of homework and/or as written assignments.

## Part 1 – Law making in the EU

### Up to four lessons

**Resources:** Factsheets 1 & 2 and suggestions for tasks and further reading.

Teaching in part one can be based on the two factsheets. The purpose of part 1 is to give a basic understanding of the EU legislative process using the example of labour migrants. The lessons of part 1 can take place by having the students go through one or both the factsheets which deal with, respectively, the legislative process and the freedom of movement rules. In the guides for each of the two sheets, you will find assignment suggestions and relevant points of discussion.

### Suggested assignments for factsheet 1

Factsheet 1, **Making Laws in the EU**, deals with the efficiency and legitimacy of the decision-making process and its implementation. Three central institutions – the European Commission, the European Parliament, and the Council of Ministers – are introduced and given their places in the lawmaking process, which is also described.

Factsheet 1 can be used in the following way:

- Ask the students to read the Factsheet before class.
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- Go over the three institutions of the legislative procedure and a proposal's journey through this procedure, for instance by following the progress of a specific legal act by using the diagram.

We recommend discussing the following questions/topics:

- Why do member states accept joint EU legislation instead of negotiating “ordinary” bilateral agreements?
- The principle of supremacy, the EU Court and the Commission's means of monitoring member states as important examples of how EU legislation becomes effective.
- What is democratic legitimacy? What does it mean in general, and what does it mean in the context of the EU?

## Suggested assignments for factsheet 2

The text about the freedom of movement of the labour force is an example of EU legislation. It describes one of the most important freedoms of the EU which millions of people use, and which contributes to the Single Market, and the economy of the EU. At the same time, the principle of freedom of movement opens up for a number of conflicts of interest about immigration and emigration, competition over jobs, and discrimination of various kinds. Expressions like 'social dumping' and 'welfare tourism', which are often used in the political debate, are introduced and explained in the factsheet.

First, it is specified that the rights apply for workers (while other categories of people in many ways have other rights). Second, the text mentions the areas, where the rules apply. Third, it is explained that the rights concern treatment equal to the host country's citizens on these areas - not material rights. As these are statutory rights, they may however be asserted in a court of justice.

Ask the students to read Factsheet 2 before class, then choose one of these directions:

1. Start by asking: Why is this kind of legislation necessary? What reasons (economic, business, immigration) can there be to afford other rights to workers than e.g. pensioners?
2. Ask the students to list those, who have an interest in this legislation besides the migrating workers. Discuss which interests are at stake. E.g. the host country's workers and consumers, authorities who have to manage immigration/emigration, the countries/areas that many emigrate from, trade unions, employers ...
3. Let the students work through these tasks either in class or as a home assignment:
  - Assignment 1: Find a job in Europe. The purpose of this task is to give the students a concrete idea about how to investigate job opportunities in the EU/EEA area. This is done through the site for the common agency on the area, Eures, which helps citizens and companies make the most of their rights.
  - Assignment 2: Residence as a worker in other EU countries. The purpose of this task is to investigate workers' rights regarding residence through the site 'Your Europe'. Research should take approximately 20 minutes. Do migrant workers have a right to receive child support? The task shows that EU worker rights puts workers from other EU states on a level with the citizens of a member state, and thus is primarily a function of the principle of non-discrimination.
  - Assignment 3: Equal rights with whom? Which rights does a Swedish employee in Spain have vs. a Spanish employee in Sweden?

The answer to Assignment 3 is that the Swedish nurse in Spain is not entitled to child support due to the limit on income, which is on about half of the nurse's salary, while the Spanish nurse in Sweden is on the other hand entitled to child support since there is not income limit in Sweden.

## Part 2 – Europe at Work

Remember to remind the students to bring a tablet or computer for the game!

In Europe at Work, the European Parliament, the Commission, and the member states in the Council of Ministers try to adopt a directive regarding the rules for workers, who work in another EU-country. The media cover the negotiations and frame those who sell out or manipulate. During the game, a full-blown crisis occurs, so there is no guarantee that the directive will be passed in the end.

The game universe reflects EU institutions and the fundamental principles of the legislative procedure. The students gradually oversee the process and the dynamic between the institutions – as well as some underlying conflicts.

The Commission and the Labour Market Committee are only slightly simplified. The other actors are fictitious in order to exemplify typical interests and problems in the labour market legislation.

The member states have a lot at stake, but their interests vary a lot. Each has its own traditions, economic problems, and national particularities. The party groups in the Parliament struggle over ideology and ally with the game's lobbyists. Most negotiation parties do believe that common rules are necessary. Therefore, they need to find a majority in the Parliament and a qualified majority in the Council in order to adopt a directive.

### The teacher's role in Europe at Work

The computer does most of the work with organising the students' academic and playful activities, but involvement from the teachers is crucial if they are to get the highest learning outcome. An important task is to introduce the students to the game in the morning. The teachers will receive a PowerPoint a few days before the game, which guides to a short and focused introduction.

The most important role for the teacher is to support and motivate the students during the game. Some students thrive naturally in a roleplay while others can be a little intimidated by the unknown universe and tasks. Teacher support is also needed in organising the big meetings in e.g. the Council of Ministers.

The game provider invites teachers to an online crash course before the game, where you'll get a clearer idea of the game day as well as a chance to ask questions.

The game day begins with a briefing from the gamemaster to all teachers, which takes place 30 minutes before the game start for students.

### The game

The game runs in three rounds. Each round begins with the Commission sending out a new draft of the directive and thereby restarting the negotiations.

The students play in teams. Every student has a special job function in their team. Many jobs are equivalent to jobs in other teams, even if they are called different things. There is always a political leader (minister, commissioner, spokesperson) and always leading officials (chief of staffs, chief secretaries). Many have specialised advisory tasks: they must either understand the contents of the directive or the situation of their countries, the other negotiation parties or the media interplay, and they need to make sure that their team benefits from their knowledge.

The game is guided by the digital platform which opens an individual workstation for each student. The platform tells the students where to go and it helps them along the way. At the beginning of the day each student is assigned a job. Tasks and explanations appear on the screen. It is important that the students pay attention to the screen and look for answers to their questions there.

Two key terms in Europe at Work are **Priorities** and **InfluencePoints**. InfluencePoints (IP) reflect that the teams have more means of power besides votes to get their way in the negotiations. Every team has a pool of IP from the start that they can trade with and transfer to other teams. They can also place IP behind a Priority on the platform to mark that they will work to have it increased in the next draft from the Commission. If they succeed, they get an IP-bonus. The team that increases their IP the most in relation to the starting point wins the game. The Media Houses get IP when their readers respond positively to their articles on the platform.

## Part 3 – Job done!

### 1 – 3 lessons

**Resources:** Worksheets 1-6

The third and perhaps most important part of the package is post-processing in the classroom. Here, the point is to get the students to recall challenges they met in the game and reflect on them – in light of the terms they learnt in Part 1. Part 3 – Job done! contains suggestions for assignments that can be part of or make up a lesson. The assignments aim to connect themes and events from the game Europe at Work to the real-world EU and to social science terms. The worksheets can be downloaded as a pdf.

We have developed 6 tasks of different lengths and work-forms which rehearse different themes of Europe Alive. Here, you receive the necessary information to facilitate the tasks. The students are instructed by the worksheet that belongs to each task.

#### Task 1: Realistic – unrealistic

**45 minutes**

**Learning goal:** The students recall their experiences in Europe at Work and discuss how much they resemble real-world EU.

**Type of work:** Groups of 2-4 students assess the realism of elements of the game and place them on a scale from the least to the most realistic. You can add more elements to expand the task. Finish with a shared recollection that can take place with the students discussing how to place the elements on a shared scale, drawn on the blackboard.

**Learning process:** Comparing background knowledge about the EU and experiences from the game along with critical reflection about the game's fictitious, yet real-world-like elements.

**Materials:** Sheet 1 Realistic – Unrealistic

#### Task 2: Take one out

**30 minutes**

**Learning goal:** The students get a clearer idea about the function of the Commission, Parliament, Council, media and lobbyists of the EU legislation process.

**Type of work:** The students are divided into five groups; each assigned a task-sheet. The groups have to come up with arguments to simplify the process. After approximately 15 minutes the arguments are presented in the classroom and challenged by the others.

**Learning process:** The students rehearse main elements of the EU institutions and consider the rationale behind the design of the legislation process.

**Materials:** Sheet 2 Take one out



### Task 3: When the majority becomes qualified

**20 minutes**

**Learning goal:** The students rehearse the rule about a qualified majority and gain an understanding of what this type of majority means for the form of negotiations and results in the Council.

**Type of work:** The students are divided into groups of 2-4. Distribute the material to the groups and consider a shared sum-up after 20 minutes.

**Learning process:** Recalling situations in the game and shared reflection over them.

**Materials:** Sheet 3 When the majority becomes qualified

### Task 4: When are European laws best?

**45 minutes**

**Learning goal:** To sharpen the students' understanding of how centralisation in the EU can be reasoned with societal interests versus the interests of specific industries or societal groups.

**Type of work:** Groups of 4 -6 students develop a SWOT-analysis. They fill out the fields in the figure and end up with a recommendation of whether the rules about social dumping should be settled on a national or European level. On every sheet an actor is mentioned who is the starting point of the discussion, e.g. a truckdriver from Lithuania or the owner of a French vineyard. After approximately 25 minutes the recommendations are presented. Round off by asking the class what the consequence would be if the rules about e.g. social dumping are very different.

**Learning process:** Practising apolitical analytical tools like SWOT. Presentation and putting conclusions into perspective.

**Materials:** Sheet 4 When are European laws best?

### Task 5: Rights and obligations in international cooperation

**20 minutes**

**Learning goal:** Understanding advantages and disadvantages with less obligating forms of international cooperation versus the EU-method.

**Type of work:** Groups of 2-4 students find examples of advantages and disadvantages with more or less obligating international cooperation.

**Learning process:** The students recall international problems that are solved in different ways in the current institutional settings.

**Materials:** Sheet 5 Rights and obligations in international cooperation

## Task 6: The minister and the union representative

### Homework

**Learning goal:** The students work with disadvantages and benefits on shared EU-regulation of the free movement of the workforce.

**Type of work:** The students write a brief as a starting point of a speech. You can let some of the students give their speech in the class.

**Learning process:** Repetition of main points in Europe Alive.

**Materials:** Sheet 6 The Minister and the union representative.

## Game coordinator's manual

Communication and concrete agreements are needed to get Europe at Work up and running in a school. This applies both between the teachers themselves, and with the game provider. This is your job as your school's game coordinator!

The tasks particular to the game coordinator can be gathered under five headlines:

1. Practical tasks before the game
2. Managing agreements
3. Managing communication with students and teachers
4. Make the game day a success
5. The big meetings of the game

### Practical tasks before the game

The game lasts 5 hours, which includes a 30 minute break. Teachers meet up 30 minutes before the game begins. The game requires between 75 and 250 students and no less than three teachers. One teacher per class is required for the introduction in the beginning of the day. As game coordinator you are responsible for the practicalities, preparation for the day, and communication with the game provider. The game provider will offer you an online 45 minute crash course, where the teaching team gets are introduced to the game and get a chance to ask questions.

### Managing agreements

When you have a date for the game, you need to clear a few important details with the game provider:

- When does the game day begin and end?
- What is the number of students participating?

Which rooms will be used? You will need one room per class, plus one large common room where all students can be gathered for the large meetings.

### Make the game day a success

On the day of the game, you will meet with the other teachers and the game leader 30 minutes before the game start for the students. It's time to go through the schedule for the day and to ask the last questions! After this, the student introduction begins as described in the teacher's guide.

During the game, the teachers' platform on the game site will give you an overview of the game's course. Your game provider will send an email a few days before the game with a link to the teachers' platform. The teachers' platform displays such information as:

- The number of InfluencePoints (IP) of each team — does anybody need a helping hand?
- The journalistic output of the media houses in the NEWSstream. The news should start arriving no later than 1.5 hours from game start. Is this the case? How well do

the students understand their task?

- The latest directive draft from the Commission. Can you see the necessary compromises?
- All pop-up messages sent to students.
- The game's research function. Here, you'll be able to delve deeper into the dilemmas of the directive.

### The big meetings of the game

Before the game begins, you should consider how to establish the best conditions for the large meetings. The students will have been informed of their tasks but there should also be a teacher present who can help them.

The meetings will need the following:

- The early morning technical meeting will take place at the Commission premises. There must be seats for about 20 participants.
- The first sessions of the EP and the Council of Ministers must be held in extension of each other in a place where there is space for all game participants. Ministers and parliamentarians must be able to be seen and heard by the other students. A microphone might be necessary.
- The second meeting in the Council of Ministers and the Parliament respectively must take place in two different rooms with space for around 10 people in each room.

### The final press conference

The days ends with a joint press conference. The game coordinator is responsible for preparing and leading this event. The press conference must be set in a room where people and journalists can stand/sit and where there is space for all other learners to be spectators. Microphones for the speakers is recommended.

Talk to the media houses, and make sure they each is represented by a journalist who can help you ask questions when the press conference starts. Before the start of the press conference, see the result of the final vote on the teachers' platform. Was it accepted? Who voted for and against?

Two winners will also be announced at the press conference. The media houses are in their own category, so the media house selected here has received the most IP from satisfied readers. Whoever has the most InfluencePoints wins the competition between the negotiating teams.

Don't announce the winners before the end of the press conference!

Start the press conference by stating whether or not the directive has been passed, and say that the winners will be announced at the end.

Then begin the conference proper with the commissioner (possibly with advisors to help

them). Is the Commission satisfied with the result? What was good and bad? Praise and criticism? Then call the spokesmen of the four groups and ask for the reasoning behind their vote and possibly the strategy they followed. Finally, call the seven ministers. Did you get what you wanted from the negotiations? How will your voters react?

Announce the winning media house and finally the team who scored the most InfluencePoints!