

Drawing flags

(supplementary to the training course "Structure and makeup of the European Union")

General objective:

- Help youth participants to learn the flags of European countries based on the prior knowledge of the participants.

Specific objectives:

- Learn the flags of each EU member and candidate country as well as those of non-member countries.
- Put the knowledge acquired about EU countries into practice.
- Learn about European countries which are not members or candidates of the European Union.

Materials:

- Black and white outlines of flags.
- Coloured pencils or markers.
- Guide of coloured flags.
- Cards on each country with a brief history of their flag.

Time:

Between 5 and 15 minutes

Participants:

From 1 to as many as required

Procedure:

Participants work individually on this exercise. Each is randomly given the outline of a flag and is instructed to colour it in with the correct colours. During the course of the activity, participants are given information on the particularities of each flag and country such as historical aspects, capital city, etc., gradually delving deeper into different aspects relating to the countries forming the EU.

Evaluation:

This activity allows us to evaluate the knowledge participants have acquired of the symbols identifying the different countries forming Europe.

As regards the stated objective, we need to evaluate whether they have really learned the colours of the different European country flags or at least whether they remember the characteristics or historical aspects of the countries.

European anthems

(Supplementary Europe Day activity)

General objective:

- To increase knowledge about the culture of other European countries through music.

Specific objectives:

- Identify the anthems of EU Member Countries.
- Make practical use of the knowledge acquired on the symbols identifying Europe and the European Union.
- Learn about different characteristics of the EU countries.

Materials:

- Recordings of the different EU anthems.
- Music system.
- Information cards on each country showing the most relevant characteristics.

Time:

From 5 to 15 minutes

Participants:

From 2 to 20

Procedure:

Divide participants into two groups (teams) and encourage a spirit of competition. Country anthems are then played one by one and hints are given using the country information cards with the basic characteristics of each European country.

Evaluation:

This activity can be evaluated on how well the participants are able to interiorise European symbols such as the flags, values and anthems and their meaning.

Outlines

(Complementary to the “Structure and makeup of the European Union” activity)

General objective:

- To learn the geographical makeup of Europe and the EU Member Countries.

Specific objectives:

- Geographically identify EU Member Countries and the rest of the European countries.
- Learn the characteristics of European countries (EU and others).

Materials:

- Outlines of the different EU countries.
- Information cards with the characteristics of the EU.

Time:

From 5 to 15 minutes

Participants:

From 2 to 20

Procedure:

Divide participants into two groups.

The objective of this activity is to identify the countries based on their outline with the help of hints given from the information cards for those countries which participants have difficulty identifying.

Evaluation:

In addition to learning geographical facts about European countries (EU members and others), group-building amongst participants will also be stressed given that they form competitive teams (although this depends on the methodology followed by the training team).

European council role play

(Complementary to the activity "Bodies comprising the European Union")

General objective:

- Learn how one of the European Union institutions operates

Specific objectives:

- Develop values of democracy and dialogue among participants.
- Understand the role played by the different Member States within the structure of the European Union.
- Learn how the European Council operates, its decision-making process and the different democratic processes at this level.
- Learn how democratic meetings operate where one's vote takes on special relevance.

Materials:

- Each participant is given a sheet with the name of the country s/he represents, its year of accession to the European Union, the role it plays and its particular interests in the different areas of Community policy, which aspects are negotiable and which are non-negotiable.
- Tables and chairs must be arranged in a circle for this group dynamic so that all of the participants can see one another's faces making communication optimal.

Time:

Between 60 and 90 minutes

Participants:

From 10 to 20 (the ideal number being 28: 27 countries + 1 chairperson of the Council).

Procedure:

The setting is an extraordinary meeting of the European Union Council where the Prime Ministers of each of the Member States are meeting to negotiate the incorporation of Romany as an official language of the European Union.



Each participant plays the role of Prime Minister of a randomly assigned country and must defend the interests of his/her country (of course a different topic of debate can be chosen depending on the needs of the group).

One of the participants is assigned the role of Council chairperson and must oversee the debate, the voting process, questions and answers and all discussion among Member States.

The role sheet given to each participant provides detailed information on the interests of each country classified according to whether they are negotiable or non-negotiable because that could mean an erosion or loss of privileges. Each Member State has also received instructions on how to vote on the incorporation of Romany as an official language of the European Union. Some members will be willing to change their YES or NO depending on other aspects arising during the course of the discussion such as border issues, common security and external policy.

Evaluation:

One of the aspects which needs to be evaluated is whether they felt their opinions were listened to by the rest of the group or not. The participants should also express their opinion regarding the relative difficulty of taking decisions at this level.

At a cognitive level, we can determine whether participants have acquired knowledge on how this European institution operates, the voting system, veto rights and the importance of dialogue and understanding.

Leadership game

(Complementary to the activity "European Construction")

General objective:

- To foster leadership and social participation in the midst of mistrust and insecurity.

Specific objectives:

- Generate leadership in a group.
- Create a climate of trust and understanding.
- Develop personal group skills.

Materials:

- Normal or duct tape.
- Sheet with the established route.

Time:

Between 15 and 45 minutes

Participants:

From 5 to 30

Procedure:

Trace a checkerboard on the floor, 8 squares wide by 8 squares long. On a sheet of paper (that no participant can see) you sketch a route from one side of the checkerboard to the other, naturally passing over a series of squares (see figure). The participants stand single-file at the edge of the checkerboard and, of course, do not know the route they need to take to reach the other side.

The objective is for the participants to advance, square by square, and cross over to the other side of the checkerboard. To do this, they must first choose the person who will take the first step and they only have 60 seconds to do that. Then they all line up behind the chosen leader and put their hands on the shoulders of the person in front of them. No one is allowed to talk during the game so the room should be completely silent.

The leader takes the first step onto one of the squares but only the exercise moderator (with the map) knows where s/he can step. If the leader steps on a square which is part of the secret route, s/he remains as leader and can take another step forward. However, if s/he steps onto a square which is not part of the secret route, the next person in line takes over as leader and must start back from the beginning.

If anyone in the line talks, gives instructions to the leader, or breaks the line by removing his/her hands from the shoulders of the person in front of them, the leader will lose his/her turn and the next person in line will have to start again from the beginning.

The game ends when everyone crosses the checkerboard following the secret route and all rules are complied with.

Example checkerboard

(floor)

Example secret route

(only to be seen by the person running the exercise)

	X						
		X					
		X					
	X						
	X						
		X					
			X				
		X					

Evaluation:

Leadership is the main aspect to evaluate with the participants. The first thing to discuss is what process they used to choose the first group leader and ask them how they felt selecting a leader in such a short period of time.

Then we analyse how they acted as a group, how they felt when the participant leading them made a mistake stepping on the wrong square. We also examine what it felt like to be the leader of the group knowing that advances made depended on his or her successes or failures.

A number of conclusions can be drawn and many aspects considered when evaluating this activity and the behaviour of the group. One of these, specifically related to Roma youth, is to get the young people to reflect on how they see learning from the errors and correct guesses of those preceding them and the example they are setting for future generations.

Agreements in line game

(Complementary to the "study visit" activity)

General objective:

- Group building through this ice-breaking dynamic.

Specific objectives:

- Get to know the other members of the group.
- Establish a climate of trust and collaborative work.

Materials:

- Adhesive tape (duct tape).
- Stickers numbered one up to the number of participants.
- Sheets with numerical combinations.

Time:

From 5 to 15 minutes

Participants:

From 10 to 20

Procedure:

Two parallel lines are drawn on the floor, long enough to accommodate all of the participants and wide enough for one's foot. The distance between the two lines should not be much more than the width of one's foot.

The participants stand on the lines drawn and each is given a random number which they should wear pinned or taped to their shirt. A string of numbers is then written (corresponding to the numbers given to the participants). The participants then have to arrange themselves according to the string of figures given them but without stepping off the lines.

Dialogue among participants is required and they will have to design strategies to move from where they are in the line to their correct spot, especially if their assigned spot is a distance from where they started out.

The game can be extended giving several number arrangements.

Evaluation:

We can evaluate how the group gets on, whether communication barriers have been overcome and whether participants have got closer through collaboration in this exercise.

Trivial pursuit focusing on Europe

(Complementary to Europe Day activities)

General objective:

- Help participants to learn more about Europe and put into practice the knowledge picked up from other activities related to Europe.

Specific objectives:

- Learn about the history, makeup and current situation of the European Union.
- Gain a more thorough knowledge of the European Union, demystifying certain aspects and underscoring others.

Materials:

- Question cards
- Playing board
- Dice

Time:

From 20 to 60 minutes

Participants:

From 2 to 20

Procedure:

This is a board game requiring a board with squares corresponding to questions (the more questions, the longer the game can be).

The procedure is quite simple. The aim is to answer questions correctly to move ahead or to earn points.

The teams take turns answering questions and move around the board depending on the accuracy of their answers.

Following are examples of questions and answers

1. Which of the following countries is NOT in the EU?
 - a) Spain
 - b) Belgium
 - c) Turkey
2. Which of the following countries is NOT in the EU?
 - a) Denmark
 - b) Norway
 - c) Sweden
3. Which of the following countries is NOT in the EU?
 - a) France
 - b) Germany
 - c) Andorra
4. Which of the following countries is NOT in the EU?
 - a) United Kingdom
 - b) Ireland
 - c) Iceland
5. When is Europe Day?
 - a) 9 May
 - b) 4 July
 - d) 12 December
6. The 1957 Rome Treaty marked the birth of ...
 - a) the European Union
 - b) the European Economic Community
 - c) Europe
7. Spain and Portugal joined the European Economic Community in ...
 - a) 2004
 - b) 1976
 - c) 1986
8. In 1951 six countries (Germany, Belgium, France, Italy, Luxembourg and Holland) signed a treaty to jointly manage their heavy industry (steel and coal in order to ...
 - a) not manufacture arms individually so as not to attack one another.
 - b) not manufacture any type of arms.
 - c) build underground tunnels to join their countries.
9. Which were the last two countries which joined the EU in 2007?
 - a) France and Germany
 - b) Norway and Switzerland
 - c) Estonia and Latvia
 - d) Romania and Bulgaria

10. In what year did Sweden, Finland and Austria join the EU?
 - a) 2006
 - b) 1975
 - c) 1995

11. The single market was initiated in 1993 meaning that ...
 - a) electricity, gas and water prices would be the same for all member states.
 - b) persons, goods, services and capital could freely move across internal EU borders.
 - c) the Euro was born.

12. The treaty of the European Union which replaced the European Economic Community was signed on 7 February 1992 in the city of...
 - a) Barcelona
 - b) Rome
 - c) Maastricht

13. The Schengen agreement allows travellers from signatory countries...
 - a) to travel throughout the world without passport control at customs.
 - b) to travel to the other signatory countries without passport control at customs.
 - c) to travel by plane with more than 25kg of luggage.

14. In what year was the euro introduced in Spain?
 - a) 1998
 - b) 1999
 - c) 2002

15. Which of the following countries does not use the euro?
 - a) United Kingdom
 - b) Spain
 - c) France

16. Which of the following countries does not use the euro?
 - a) Denmark
 - b) Sweden
 - c) Both a and b

17. In what year did 8 countries from Central and Eastern Europe join the EU (Czech Republic, Slovakia, Slovenia, Estonia, Hungary, Latvia, Lithuania and Poland)?
 - a) 2002
 - b) 2004
 - c) 2006

18. With the incorporation in 2007 of Romania and Bulgaria, how many EU countries are there?
 - a) 12
 - b) 18
 - c) 27

- 19.** Which are the 6 founding countries?
- a) Germany, France, Italy, Belgium, Holland and Sweden
 - b) Germany, France, Italy, Belgium, Holland and Luxembourg
 - c) Germany, France, Italy, Belgium, Holland and Argentina
- 20.** The historical roots of the European Union date back to the Second World War. European countries were determined to ...
- a) become the world's arms leader.
 - b) develop the best football teams in the world.
 - c) prevent such bloodshed and destruction from ever happening again.
- 21.** Which is the main decision-making body of the European Union?
- a) The Council of Ministers
 - b) The European Commission
 - c) The European citizenship board
- 22.** Who is represented in the European Parliament?
- a) The members of the chosen political parties.
 - b) Citizens of Member States.
 - c) Only citizens of the founding countries of the EU.
- 23.** The European Commission...
- a) is the main executive body.
 - b) controls the budget of each Member State.
 - c) decides where the Euro cup will be played.
- 24.** The European Commission...
- a) may propose legislation.
 - b) makes sure that EU policies are properly applied.
 - c) both a and b.
- 25.** EU Member States take turns exercising the presidency of the EU for a period of
- a) 2 years
 - b) 1 year
 - c) 6 months
- 26.** Members of the European Parliament are elected every...
- a) 5 years
 - b) 4 years
 - c) 2 years
- 27.** The European Parliament holds plenary sessions at...
- a) Paris
 - b) Rome
 - c) Strasbourg

- 28.** The European Central Bank...
- a)** is responsible for managing the sterling pound.
 - b)** is responsible for managing the euro.
 - c)** is responsible for managing the Australian dollar.
- 29.** The Court of Justice of the European Communities is responsible for ...
- a)** guaranteeing the proper interpretation and application of EU treaties.
 - b)** judging war crimes committed on European soil.
 - c)** imposing sanctions on footballers given a red card during UEFA and Champions League games.
- 30.** What sort of requirements must be met to join the EU?
- a)** democratic, political and economic.
 - b)** economic and sports.
 - c)** democratic.
- 31.** Every treaty admitting a new EU member country must be approved by...
- a)** a 75% majority of the rest of the Member States.
 - b)** unanimous decision by all of the Member States.
 - c)** a 60% majority of the rest of the Member States.
- 32.** Choose the correct answer:
- a)** Any country sharing a border with and EU Member State may become an EU candidate country.
 - b)** Any country which has taken part in Eurovision may form part of the EU.
 - c)** Neither a nor b.
- 33.** EU-27 has an approximate population of...
- a)** 100 million
 - b)** 250 million
 - c)** 500 million
- 34.** What is the capital of Estonia?
- a)** Riga
 - b)** Tallinn
 - c)** Stockholm
- 35.** What is the capital of Denmark?
- a)** Copenhagen
 - b)** Madrid
 - c)** London

- 36.** What is the capital of the Czech Republic?
a) Vienna
b) Rome
c) Prague
- 37.** What is the capital of Cyprus?
a) Munich
b) Nicosia
c) Esparta
- 38.** The aim of the common agricultural policy is to...
a) guarantee farmers a reasonable standard of living.
b) provide consumers with quality food at fair prices.
c) a and b.
- 39.** What are the slogans of EU social and employment policies?
a) More and better employment and equal opportunity
b) Bring down mortgage prices
c) a and b.
- 40.** What are the basic values of the EU?
a) Economic and technological development.
b) Human rights, democracy and rule of law.
c) Freedom, equality and fraternity

Answers:

1C, 2B, 3C, 4C, 5A, 6B, 7C, 8A, 9D, 10C, 11B, 12C, 13B, 14C, 15A, 16C, 17B, 18C, 19B, 20C, 21A, 22B, 23A, 24C, 25C, 26A, 27C, 28B, 29A, 30A, 31B, 32C, 33C, 34B, 35A, 36C, 37B, 38C, 39A, 40B

Europe Day manifesto

“Roma Youth – European Citizenship”

May 9th 2008. Europe Day is a day of celebration for all of Europe's citizens. Europe is the union of peoples who are aware of belonging to the same entity and of sharing similar and complementary cultures.

The Roma people have always been a part of Europe and are one of the European peoples who do not aspire to forming their own State. When **Günter Gräss** was asked if there is life outside of the State he answered: *“Yes, and the Roma people are the example. They live in all of the countries of Europe, they do not consider borders, they do not aspire to their own State and have contributed significantly to our culture. Roma are the true Europeans! We have a lot to learn from the Roma. They are the soul of Europe.”*

The Europe without borders which we know today is the result of a similar approach where Roma are present in each and every one of the Member States comprising the EU's most numerous ethnic minority.

The invisibility which has characterised us for so many years has kept our community in the shadows and led to rejection and a situation of social disadvantage. We therefore call for the recognition of equal rights and duties in the society shared by Roma and non-Roma.

Coinciding with the European Year of Intercultural Dialogue, we are working for a more free, tolerant and understanding society which is open to diversity. Europe is a scenario where different peoples and cultures have been established for centuries. Spanish history has shown how the co-existence of several cultures leads to great cultural and democratic advances in society.

Throughout its history, the Roma community has made great contributions to world culture but due recognition has not been received. The total absence of any reference to Roma culture in text books and the loss of Romany, the Roma language, is the fruit of the continued persecution suffered by our people since their arrival to Spain. As Roma youth we are aware of this deficit, this loss that hinders communication with other European Roma.

The Roma community is an essentially young community, 40% of our members being under the age of 30. We as Roma youth today have the opportunity to reduce the social disadvantage affecting our community. We therefore believe that more projects and initiatives are needed in the areas of education and training, and access to employment and housing.

Thanks to projects such as this one, many European Roma have the opportunity to bring about change in the society in which we live and contribute to bringing our community out of the shadows. **Europe today is more Roma** because we are also taking part in its construction.

*Youth participating in the FSG European Project
“Roma Youth - European Citizenship”*

Brussels study visit manifesto



The participants taking part in the Study Visit in Brussels as part of the European Project "Roma Youth – European Citizenship" would like to make the following recommendations to the European Institutions. To the extent possible, we would like the European Institutions to:

1. Intensify their support for Roma Students to prevent early school leaving and encourage engagement in higher education by providing more opportunities, economical support and internship programmes.
2. Develop intercultural programmes targeting Roma and non Roma with a view to promoting greater understanding and enhanced co-existence.
3. Lend their support to the training of Roma mediators in the fields of education, health, housing, law enforcement, employment, etc.
4. Provide institutional support for Roma youth networking initiatives.
5. Ensure that the national agencies for youth involve young Roma in the entire cycle of the Youth in Action Programme, i.e. project design, coordination, monitoring and assessment.
6. Ensure that structural funds target the most vulnerable groups. This could be accomplished by favouring Roma organisations in calls for proposals.
7. Implement affirmative actions to increase the participation of Roma in decision making bodies.
8. Promote programmes focusing on the training of young Roma people to increase their employability and improve their access to today's labour market.
9. Encourage entrepreneurs to give internship opportunities to Roma youth with a view to future employment.
10. Implement awareness-raising campaigns to help eradicate prejudice and stereotypes and to promote the defence of human rights and equality irrespective of ethnic origin, sex, beliefs or sexual orientation.

*Youth participating in the FSG European Project
"Roma Youth - European Citizenship"*

Brochure photographs in all languages



“Roma Youth – European Citizenship”

Poster photographs

