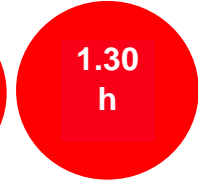
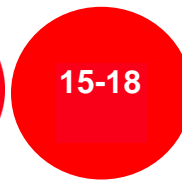
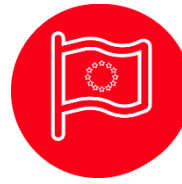


## Understand the European Union system



### LEARNING OBJECTIVES

- Learn which are the Institutions of the European Union and their functions
- Learn how the decision-making process works in Europe

### MATERIALS NEEDED

- Background information from the European Commission website: [Types of institutions, bodies and agencies | European Union \(europa.eu\)](https://ec.europa.eu/institutions_bodies_agencies/)
- Videos explaining the single Institutions could be found on the official Channels of the European Institutions:
- [“What is the European Parliament” from European Parliament YouTube Channel](#)
- [“The European Commission explained – Functioning and Tasks” from European Commission YouTube Channel](#)
- [“Council animation decision making \(EN\)” from Council of the EU YouTube Channel](#)
- [“The EU decision-making process” from European Parliament YouTube Channel](#)

### LEARNING SCENARIO AND ACTIVITIES PROPOSED

#### 1) Explanation (50 minutes)

You provide students with background on the 4 main Institutions, the EU Parliament, the European Commission, the European Council, and the Council of the EU. Mention also the Court of Justice, the European Central Bank and the European Court of Auditors.

Once they have a clearer idea of their functions and role, you introduce them to the decision-making process. You can use the educational videos mentioned above to make the explanation visual and clear. On YouTube, you can find even more resources that fit your lessons.

## 2) Practice (10 minutes)

To be always updated, and enter in the live debates related to European Union, propose your students to follow the Twitter and Instagram accounts of the main Institutions, as well as of their prominent representatives, and share in class the most relevant news coming from the EU twice a month.

## 3) Debate (30 minutes)

Let your students watch a video on EU as homework. An idea could be using the Kurzgesagt's videos about the EU (<https://www.youtube.com/watch?v=h4Uu5eyN6VU>) as they have a very neutral approach. In the next class, you can have a debate, asking students whether they understood all arguments, and what could be done to improve the functioning of the EU institutions.

## EXPECTED DIFFICULTIES AND PROPOSED SOLUTIONS

- If your students do not have a Twitter or Instagram account, or you do not want them to use their personal profiles for schools activities, you may propose them to create one account for the class or a personal account for this purpose.  
In this way, they could jointly follow the social media activities of the main EU Institutions, as well as of their representatives.

## ASSESSMENT

- You can create your quiz, or use some already available on Kahoot or on the official websites such as [“Quiz: test your EU knowledge” on the European Parliament website](#).
- You can ask your students to create a short video explaining the EU Institutions and the decision-making process.

## ADDITIONAL INFORMATION

- [Social media accounts | European Union \(europa.eu\)](#): in this website, you can find the social media accounts of the European Institutions.

**BIBLIOGRAPHY**

- European Union. (n.d.). EU institutions and bodies – functions. Retrieved April 25, 2023, from [https://european-union.europa.eu/institutions-law-budget/institutions-and-bodies\\_en](https://european-union.europa.eu/institutions-law-budget/institutions-and-bodies_en)