



European integration and enlargement of the European Union

- Teaching Notes -

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1 Introduction

The European Commission has developed the educational game "EU Trek – A journey of discovery", which encourages pupils to learn more about the European Union, its current Member States and the countries hoping to join the EU in the future (the so-called candidate countries and potential candidates, i.e. Albania, Bosnia and Herzegovina, the former Yugoslav Republic of Macedonia, Kosovo*, Montenegro, Serbia and Turkey). The game covers various themes such as history, geography and culture, as well as general facts about the EU and how the enlargement process works (i.e. how countries can become members of the EU).

Learning about the EU's history, its enlargement since the beginning of integration in the 1950s until today and about the countries hoping to join the Union in the future will help pupils put things into context and understand that the European Union has evolved over time, not only geographically, but also economically and politically.

What is enlargement of the European Union and why is this topic relevant for my class?

The EU was conceived as a project of peace and stability for the European continent. These aspirations have in time convinced more and more countries to join the 6 founding members. Today the EU counts 28 Member States and its doors are open to other European countries wishing to join and committed to fostering peace, democracy, stability and prosperity.

Regardless of the EU country pupils live in, they are all Europeans, which means they share common values, common history and culture. They are, in line with the motto of the European Union, "united in diversity".

What do these teaching notes have to offer?

The teaching notes accompany the educational game "EU Trek – A journey of discovery" and aim at providing background material for teachers wanting to use the game and focus on EU enlargement topics in the classroom by giving further information on these subjects at a level suitable for young people aged 10-15.

This pack contains three lesson plans, which offer ideas to encourage students to engage with the topic of European integration and the enlargement of the European Union (EU) in a meaningful and enjoyable way. These lessons enable the class to successfully navigate the history of the EU to date, introduce pupils to countries hoping to join the EU in the

* This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.

future, and offer a detailed and accessible explanation of the EU's enlargement policy, including the criteria for membership and the steps in the accession process.

The activities proposed in each lesson plan are diverse and are accompanied by clear and easily-available materials, which can be tailored to suit each class. Multimedia and visual elements, including the educational game, help render the content more accessible to a range of age and ability groups, with the aim of encouraging students to learn more about EU countries and institutions in an engaging manner. Including group and class discussion as a way of reviewing content offers students an opportunity to examine and compare perspectives on the topics covered. It also helps the teacher evaluate the effectiveness of the activities and materials used.

This pack contains a wealth of supporting information, including talking points for teachers with detailed background information to supplement the content directly available to students. Activities and ideas for homework are offered alongside the core teaching plans, suggesting ways to interact with the topics in an engaging, creative, and confident way.

2 Lesson Plan 1: History of the EU to date

Topic

The 28 current members of the EU and several rounds of enlargement that have led to today's European Union

Subject focus

History

Learning objectives

By the end of the lesson, pupils will have

- had an overview the 28 Member States of the EU
- understood that current members joined the EU through a process of accession and learnt when each of the accession rounds took place with which countries
- understood that the European Union has evolved over time to what it is today and that this process of evolution is still on-going

Exercise types

Quiz; matching activity; discussion

Preparation and materials

- ✓ Photocopy of *History of the EU to date* worksheet (one per pupil)
- ✓ Map of current EU Member States and the enlargement region (see Additional Resources)
- ✓ EU Trek – A journey of discovery, educational game on EU enlargement

Step 1: Warmer: Quiz

8 minutes

Divide the pupils into groups of 3-4 persons. Have pupils name as many EU countries as possible in 2 minutes. Collect results on the board, writing down only the correct answers. The team who gets the closest to 28 is the winner. For more advanced groups deduct points if the country is not in the EU.

Correct answers:

Austria, Belgium, Bulgaria, Croatia, Cyprus, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden and the United Kingdom (UK).



Talking Point: DEEPENING AND WIDENING OF THE EUROPEAN UNION

The history of the EU proves that there is no contradiction between widening the Union and deepening its integration. The EU has done both. The European Union was created in the period following the Second World War, when European countries were determined never to let such dramatic conflicts occur again. To do this, the first step was to encourage economic cooperation. The idea behind this was that countries which cooperate closely with one another would be more likely to avoid conflict. The economic cooperation project was launched in 1951, when six countries founded the European Coal and Steel Community. Later, in 1957, they also created the European Economic Community and the European Atomic Energy Community. These countries were: Belgium, France, Germany, Italy, Luxembourg, and the Netherlands.

Twenty-two other countries have since joined the EU, including a historic expansion in 2004, which marked the re-unification of Europe after decades of division.

In time, the Member States decided to extend the economic cooperation to other areas, including the political one. This is how we have come to speak nowadays of a European Union (the EU).

Over the years, the EU has developed the Single Market, created the Schengen area of passport-free travel, adopted the euro, created a new model of economic governance and developed a host of other new policies, for instance on agriculture, environment and climate change, internal security and a stronger foreign policy.

Step 2: Matching EU Member States to “enlargement rounds” (i.e. the year when they joined the EU) 10 minutes

Pupils work in the same groups of 3-4. Each pupil is given the worksheet *History of the EU to date*¹. They work together to match each country or group of countries with the corresponding colour on the map and then think about the year when each group joined the EU. Each colour corresponds to a group of countries that joined the EU in the same year.

- ⇒ For geography-focused lessons, after identifying the group of countries that have joined the EU in the same year, ask the pupils to place the names of the countries on the map. For more advanced groups, the capital cities can also be added.

Step 3: Checking understanding 5 minutes

Display a map of the EU containing the labels of the Member States and the dates when they joined. Ask pupils to check the answers on their worksheet and correct as needed. Compare the results to see which countries the pupils were less familiar with/ which ones more pupils were familiar with.

Step 4: Discussion 5 minutes

Encourage pupils to discuss the maps as a whole class.

Example discussion questions:

- *When you look at the map of the European Union is there anything there that surprises you? If so, why?*
- *Are there countries you didn't know were members of the EU but are?*
- *Are there countries you thought were members of the EU which are not?*

- ⇒ Note that the final question serves to raise awareness and get pupils thinking about countries that want to become EU members. Teacher can provide more information about the countries that are hoping to join the EU in the future.

Step 5: Game 12 minutes

Assign Member States to the pupils. Ask each pupil to play the game, either in class or at home for homework. Pupils should make a note of the most interesting or surprising fact they learned while playing the game.

Step 6: Wrap-Up 5 minutes

Go around the class and ask each pupil to share the fact they have taken away from the game.

Optional: Teachers can ask pupils to focus on something specific from the game that they found interesting, such as cultural facts or specific food dishes. Pupils can then look for more information about this aspect and prepare a short presentation on it for the class.

¹ Please see Additional Resources

3 Lesson Plan 2: Learning which countries want to join the EU

Topic

Learning about countries hoping to join the EU in the future, i.e. the candidate countries and potential candidates

Subject focus

Geography/social sciences

Learning objectives

By the end of the lesson, pupils will

- know which countries are candidates or potential candidates for future EU membership
- gain knowledge e.g. of the environment, economy, and culture of these countries

Exercise types

Discussion; research activity; presentations

Preparation and materials

- ✓ Set of photos from the candidate countries and potential candidates (*So similar, so different, so European* exhibition)
 - ✓ A3 sheets of paper for pupils to use when preparing answers
 - ✓ Worksheet *Labelling countries hoping to join the EU in the future* (one photocopy per pupil)
 - ✓ Worksheet *Find the facts* (one photocopy per pupil)
 - ✓ Educational game on EU enlargement *EU Trek – a journey of discovery*
-



Talking Point: How does the enlargement process work and who decides?

EU ENLARGEMENT AND ITS CORE PRINCIPLES

Enlargement of the European Union:

The EU enlargement policy is an investment in peace, security and stability in Europe. It provides increased economic and trade opportunities to the mutual benefit of the EU and the aspiring Member States. The prospect of EU membership has a powerful transformative effect on the countries concerned, embedding positive democratic, political, economic and social change.

The most recent enlargements to Central and Eastern Europe have provided many new opportunities for EU citizens, companies, investors, consumers and students from new and established Member States. Trade and investment have increased. The EU's single market is the largest in the world, serving 500 million citizens and generating 23% of the world GDP.

Enlargement is a strict but fair process built on established criteria and lessons learned from the past. Each country wishing to join the EU is assessed on the basis of its own merit so as to provide incentives to pursue far-reaching reforms. This means that each country moves towards the EU at a pace determined by its own performance in meeting the conditions and reaching EU standards. No shortcuts or easy fixes are allowed, as in the long run they would serve neither the countries aspiring to join, nor the EU itself. The fundamental areas that are assessed and supported in order to ensure that countries hoping to join the EU are well prepared, are the following: **rule of law, fundamental rights, strengthening democratic institutions**, as well as **economic development and competitiveness**. This reflects the importance the EU attaches to its core values and general priorities.

Taking stock from the lessons learned from the past, **the accession process today is more rigorous and comprehensive, focusing on addressing the "fundamentals first"**:

⇒ The **rule of law**: countries need to tackle issues such as judicial reform and the fight against organised crime and corruption right from the start of the accession process. They need to demonstrate a track record of concrete, sustainable results.

- ⇒ **Economic governance:** Becoming a member of the EU is not just about complying with EU rules and standards. It is also about making a country economically fit for membership. Only then it can take advantage of all the benefits of EU accession, while at the same time contributing to the growth and prosperity of the EU economy.
- ⇒ **Democratic institutions** need to be further consolidated, for example by improved parliamentary scrutiny and public administration reforms. The quality of the public administration directly impacts the government's ability to provide efficient public services, to prevent and fight corruption and to foster competitiveness and growth. Along with a well-functioning public administration, it is essential to ensure a stronger role of the civil society.
- ⇒ **Fundamental rights:** Fundamental rights are at the heart of EU values and an essential element in the accession process. Countries hoping to join the EU need to ensure these are fully respected, in particular the freedom of expression and the rights of persons belonging to minorities, including Roma. Vulnerable groups need to be protected from discrimination, including on grounds of sexual orientation.
- ⇒ Finally, countries must ensure **good neighbourly relations** and regional cooperation. As an example, the EU's negotiating framework for Serbia entails work towards normalisation of relations with Kosovo in order to avoid importing conflicts into the EU.

Enlargement helps improve quality of life through integration and cooperation. Countries that wish to join the EU cooperate in areas such as energy, transport, the fight against crime, food safety, environmental protection and climate change.

Step 1: Photo-led discussion **15 minutes**

Split the pupils up into seven groups. Each group is given a set of photos taken in one, unidentified, country from the *So similar, so different, so European* exhibition and an A3 sheet of paper to write down their ideas. They are asked to look at the images. What do they notice and what are their impressions? They are instructed to write these down on the A3 sheet. They can also try to guess which country the pictures correspond to (they do not know in advance that the lesson is focusing on countries hoping to join the EU in the future). Give them 5 minutes to do this.

Once each group has gathered their impressions, they can discuss their thoughts together as a class.

Use the following questions to facilitate discussion:

- *What did you notice first?*
- *What is your impression about this country on the basis of the pictures that you see?*
- *What do you think the place in the picture could be like?*
- *Does it remind you of anywhere you've been before?*

Pupils discuss the questions above in their groups, then show their pictures to the class and present their impressions. After this is done, collect all images on the pin board. Write the following country names on the side of the board.

- *Albania*
- *Bosnia and Herzegovina*
- *the former Yugoslav Republic of Macedonia*
- *Kosovo*
- *Montenegro*
- *Serbia*
- *Turkey*

As a class, guess which group of photos was taken in which country. Write the name of the country underneath the corresponding group of photos.

⇒ After this exercise the teacher can show the *Hidden Treasures of Europe* video clip. After showing the clip, the teacher can ask the pupils what message they think the video was trying to convey. Were they surprised by anything in the video? What did they make of the question and answer structure? The teacher can then provide more information on the countries hoping to join the EU in the future.

Step 2: Labelling countries hoping to join the EU in the future **10 minutes**

Each group is given a photocopy of the worksheet *Labelling countries hoping to join the EU in the future*. Give groups five minutes to try and label all the countries. Go through the map as a class and see if any groups got them all correct.

Step 3: Researching countries hoping to join the EU in the future **15 minutes**

Pupils play the game for the country they were assigned in the photo exercise. This can be done alone at home or in their groups on school computers, depending on the time and resources available. While doing so, they make notes on what they learn using the *Find the facts* worksheet.

NB: In order to answer some of the questions on the worksheet, pupils will need access to the internet. These questions are listed below.

- *What is the capital of the country?*
- *What are the country's key exports and imports?*
- *What is the official currency in the country?*
- *Which countries are its main trading partners?*
- *What are the major industries in this country?*

⇒ *Optional*, depending on time: Two groups are picked to present their findings to the class in a short presentation.

Step 4: Whole-class discussion **5 minutes**

Ask the class the following questions:

- *Do you notice any similarities between the countries in the Western Balkans and Turkey and your country?*
- *What about differences?*
- *Do you see similarities/differences between the countries in Western Balkans and Turkey and (other) EU Member States?*

4 Lesson Plan 3: How does the enlargement process work?

Topic

Criteria and steps for joining the European Union

Subject focus

Social science/History

Learning objectives

By the end of the lesson, pupils will

- be aware of the criteria any country wanting to join the EU must fulfil in order to become an EU Member State
- have an understanding of the official steps countries must go through to become an EU Member State

Exercise types

Brainstorming activity; class discussion; gap-fill exercise; ordering activity

Preparation and materials

- ✓ *Criteria for joining the EU* worksheet (one photocopy per pupil)
- ✓ Sets of cards with *Process of joining the EU* (to be cut up into cards by teacher in preparation for the lesson)
- ✓ Educational game on EU enlargement

Step 1: The game 5 minutes

The class is split into groups, each of which gets to know a candidate country/potential candidate by playing the game (children are asked to play a specific country of the game either in the classroom or at home before the class takes place). Each group is asked to pick one interesting fact about their country and present it to the class.

⇒ *Optional if the class has completed Lesson Plan 2*

Revision 5 minutes

Ask groups from last lesson to form again and to recall as many facts about their country as possible. Group with the most facts wins.

Step 2: What are the criteria for joining the EU? 5 minutes

Brainstorm as a class what the criteria for joining the EU could be. Collect the pupils' suggestions on the board. Pupils can use their knowledge on how other international organisations can be joined as background information.

Step 3: Introduction to the EU criteria 15 minutes

Ask pupils to work alone to complete the paragraphs in the worksheet *Criteria for joining the EU* included in the appendix. Then ask them to find the best heading for each paragraph. When pupils have finished, review the correct answers as a class.



Talking Points: CONDITIONS FOR MEMBERSHIP

The Treaty on the European Union states that any European country may apply for membership if it respects the democratic values of the EU and is committed to promoting them.

The first step is for the country to meet the key criteria for accession. These were mainly defined at the European Council in Copenhagen in 1993 and are hence referred to as 'Copenhagen criteria' or accession criteria. They are the essential conditions all candidate countries must satisfy to become a member state. These are:

- political criteria: stable institutions guaranteeing democracy, the rule of law, human rights and respect for and protection of minorities;
- economic criteria: a functioning market economy and the capacity to cope with competition and market forces in the EU;
- administrative and institutional capacity criteria: the ability to take on and implement effectively the obligations of membership, including adherence to the aims of political, economic and monetary union.

The EU also needs to be able to integrate new members.

Step 4: Comparing expectations and reality 10 minutes

Write the Copenhagen criteria on the board. Then discuss the following questions as a class:

- *Why do you think these criteria have been chosen?*
- *How do they reflect the EU values?*

Spend 5 minutes inventing a motto for the EU. Ask some pupils for their suggestions. Then share the actual EU motto with the class: 'United in diversity'. Discuss in class why this is a good motto for the EU.

Further information on the motto: It signifies how Europeans have come together, in the form of the EU, to work for peace and prosperity, while at the same time being enriched by the continent's many different cultures, traditions and languages. For more information see http://europa.eu/about-eu/basic-information/symbols/motto/index_en.htm

Step 5: Learning about the steps on the path to the EU membership 10 minutes

Divide pupils into groups (4-6 pupils per group) and give each group a set of shuffled cards showing the steps to join the EU. Explain to pupils that they need to work together to put the cards in the correct order.

Give pupils 5 to 10 minutes to do this, then check the order as a class:

Answers:

1. The country submits an application to the Council declaring its wish to become a member of the EU.
2. The European Commission submits an opinion on the application.
3. The Member States' governments need to decide unanimously if they accept the applicant country's candidate status.
4. Once certain conditions are met, the accession negotiations are opened, but only with the agreement of all Member States.
5. The country must implement the EU laws and rules. All EU Member States must agree that the country has met all the necessary requirements.
6. Once all negotiations have been finalised, the European Commission must give its opinion on whether or not the country is ready to become a Member State.
7. The Member States need to decide unanimously whether to close the process and sign the Accession Treaty. All existing Member States and the upcoming Member State sign the Accession Treaty. The European Parliament must give its consent as well.
8. Only after the Accession Treaty has the formal approval of all existing Member States can the country become an EU Member State.



Talking Points: CURRENT ENLARGEMENT AGENDA – HOW AND WHY?

Today, the enlargement policy continues to drive transformation and anchor stability in the countries in Southeast Europe aspiring to the EU membership. The pull and influence of the EU is helping these countries implement democratic and economic reforms, improve the rule of law and build bridges with their neighbours.

By promoting stability and cooperation in a region on the EU's doorstep, the enlargement process lies in the interest of the EU and its citizens. It creates an environment conducive to economic growth and investment. It helps tackle issues such as the fight against organised crime and corruption, and strengthen justice, security and fundamental rights.

The enlargement policy is based on strict but fair conditionality, with each country treated on its own merits. This means that each country moves towards the EU at a pace determined by its own performance in meeting the conditions and reaching the EU standards. No shortcuts or easy fixes are allowed, as in the long run they would serve neither the countries aspiring to join, nor the EU itself.

Taking stock of the lessons learnt from the past, **the accession process today is more rigorous and comprehensive, focusing on addressing the "fundamentals first":**

- ⇒ **The rule of law**
- ⇒ **Economic governance**
- ⇒ **Democratic institutions**
- ⇒ **Fundamental rights**
- ⇒ **Good neighbourly relations** and regional cooperation

Enlargement needs to be understood as a process which supports reforms and fundamental changes needed to meet the obligations of the EU membership. Such changes inevitably require time. This makes it all the more important to reaffirm unequivocally the European perspective of the countries hoping to join the EU in the future.

Enlargement can only be of benefit to the EU and to partner countries if there is genuine, sustainable reform. Through this process countries will become fully ready to join the EU and be able to take advantage of the benefits and assume the obligations that arise from membership.

5 Additional teaching materials

Here are some other useful websites and resources that can be used in lessons.

- More information on the EU Member States:
http://europa.eu/about-eu/countries/index_en.htm
- More information on the enlargement policy and countries in the process:
<http://ec.europa.eu/neighbourhood-enlargement>
- 12 lessons on Europe:
<http://bookshop.europa.eu/en/europe-in-12-lessons-pbNA0213714/>
- Video clip *Hidden Treasures of Europe*: https://www.youtube.com/watch?v=R_jRjPl9iRQ
- Mini-documentaries featuring people from the countries hoping to join the EU, as well as experts on European integration from the EU member states:

Representatives from the candidate countries and potential candidates:

- **Albania** – opera singer Ermonela Jaho: <https://vimeo.com/114858479>
- **Bosnia and Herzegovina** – singer Amira Medunjanin:
<https://vimeo.com/114858480>
- **The former Yugoslav Republic of Macedonia** – fashion designer Nikola Eftimov:
<https://vimeo.com/114858481>
- **Kosovo** – olympic judoka Majlinda Kelmendi: <https://vimeo.com/95106035>
- **Montenegro** – theatre director Janko Ljumovic: <https://vimeo.com/114858481>
- **Serbia** – young entrepreneur Miloš Milisavljević: <https://vimeo.com/95094253>
- **Turkey** – entrepreneur Umit Boyner: <https://vimeo.com/95105063>

Experts on European integration from the EU member states:

- Professor Jacques Rupnik, France: <https://vimeo.com/92930204>
 - Olaf Boehnke, Germany: <https://vimeo.com/114858483>
 - Professor Helen Wallace, the United Kingdom: <https://vimeo.com/92931157>
- Photos from the countries hoping to join the EU in the future:
http://ec.europa.eu/neighbourhood-enlargement/news_corner/multimedia-library/photo-galleries/index_en.htm

6 Answer Key

Lesson Plan 1: History of the EU to date

Answers:

Group A	Austria, Finland, Sweden	1995
Group B	Belgium, France, Germany, Italy, Luxembourg and the Netherlands	1957
Group C	Bulgaria, Romania	2007
Group D	Croatia	2013
Group E	Cyprus, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia, Slovenia	2004
Group F	Denmark, Ireland, the United Kingdom	1973
Group G	Greece	1981
Group H	Spain, Portugal	1986

Lesson Plan 2: Learning which countries want to join the EU

Answers

1. Bosnia and Herzegovina 2. Serbia 3. Montenegro 4. Kosovo 5. Albania 6. the former Yugoslav Republic of Macedonia 7. Turkey

Lesson Plan 3: How does the enlargement process work?

Answers

The EU enlargement policy is an investment in peace, security and stability in Europe. It provides increased economic and trade opportunities to the mutual benefit of the EU and the countries aspiring to become EU Member States.

The fundamental areas which are assessed in order to verify whether countries hoping to join the EU are well prepared, are as follows: the rule of law, fundamental rights, strengthening democratic institutions, as well as economic development and competitiveness. This reflects the importance the EU attaches to its core values and general priorities.

⇒ The rule of law: countries need to tackle issues such as judicial reform and the fight against organised crime and corruption right from the start of the accession process. They need to demonstrate a track record of concrete, sustainable results.

- ⇒ Economic governance: becoming a member of the EU is not just about complying with EU rules and standards; it is also about making a country economically fit for membership to make sure that it can take profit from all the benefits of the EU accession, while at the same time contributing to the growth and prosperity of the EU economy.
- ⇒ Democratic institutions need to be further consolidated, for example by improved parliamentary scrutiny and public administration reforms. The quality of the public administration directly impacts the government's ability to provide efficient public services, to prevent and fight corruption and to foster competitiveness and growth. Along with a well-functioning public administration, it is essential to ensure a stronger role of the civil society.
- ⇒ Fundamental rights are at the heart of EU values. Countries hoping to join the EU need to ensure these are fully respected, in particular the freedom of expression and the rights of persons belonging to minorities, including Roma. Vulnerable groups need to be protected from discrimination, including on the ground of sexual orientation.

7 Additional resources – Pupils 10-12

DG NEAR Photo gallery: http://ec.europa.eu/enlargement/news_corner/multimedia-library/photo-galleries/index_en.htm

European Council: <http://www.consilium.europa.eu/en/european-council/>

European Commission Kid's Corner: http://europa.eu/kids-corner/index_en.htm

European Central Bank: <http://www.ecb.europa.eu/home/html/index.en.html>

European Commission DG NEAR: http://ec.europa.eu/enlargement/instruments/funding-by-country/bosnia-herzegovina/index_en.htm

European Union External Action: http://eeas.europa.eu/headquarters/headquarters-homepage/area/geo_en

Lesson Plan 1, Worksheet: History of the EU to date

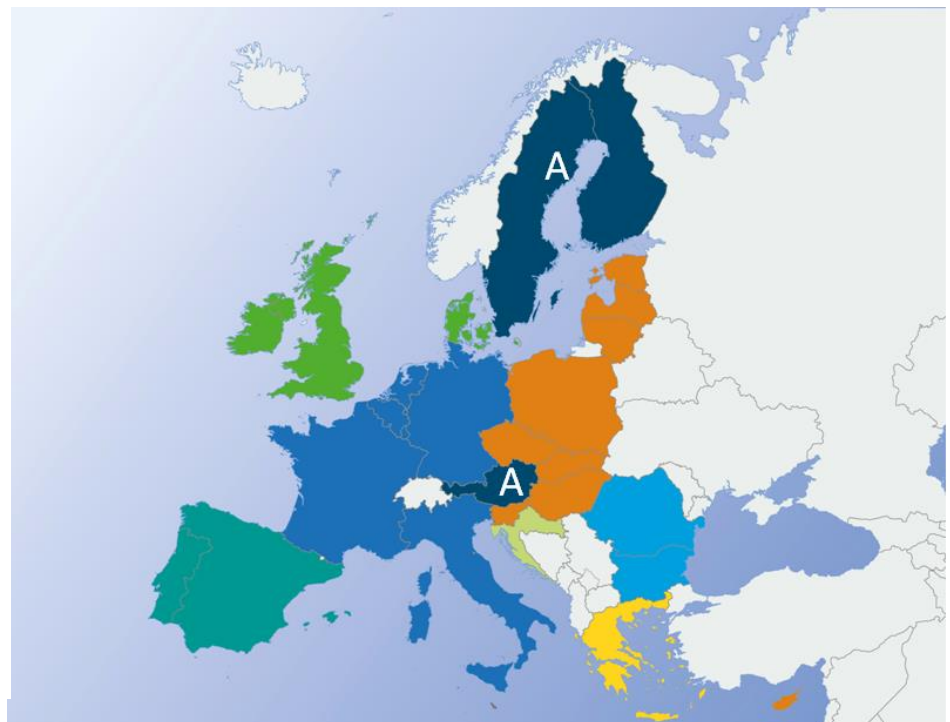
On the map below, label each group of countries with the corresponding letter². The first has been done for you!

Group	Countries	Date joined
A	Austria, Finland, Sweden	
B	Belgium, France, Germany, Italy, Luxembourg and the Netherlands	
C	Bulgaria, Romania	
D	Croatia	
E	Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia, Slovenia	
F	Denmark, Ireland, United Kingdom	
G	Greece	
H	Spain, Portugal	

The countries above entered the EU in the following years:

1957; 1973; 1981; 1986; 1995; 2004; 2007; 2013

Instructions: Work with your partners to discuss in which year you think each country joined and enter your answer in the table.



² The countries will be labelled with letters in the final layout. The layout will also replace the colors with patterns, and the instructions will be modified accordingly.

Lesson Plan 2: So similar, so different, so European exhibition

Albania



Bosnia and Herzegovina



Kosovo



The former Yugoslav Republic of Macedonia



Montenegro



Serbia

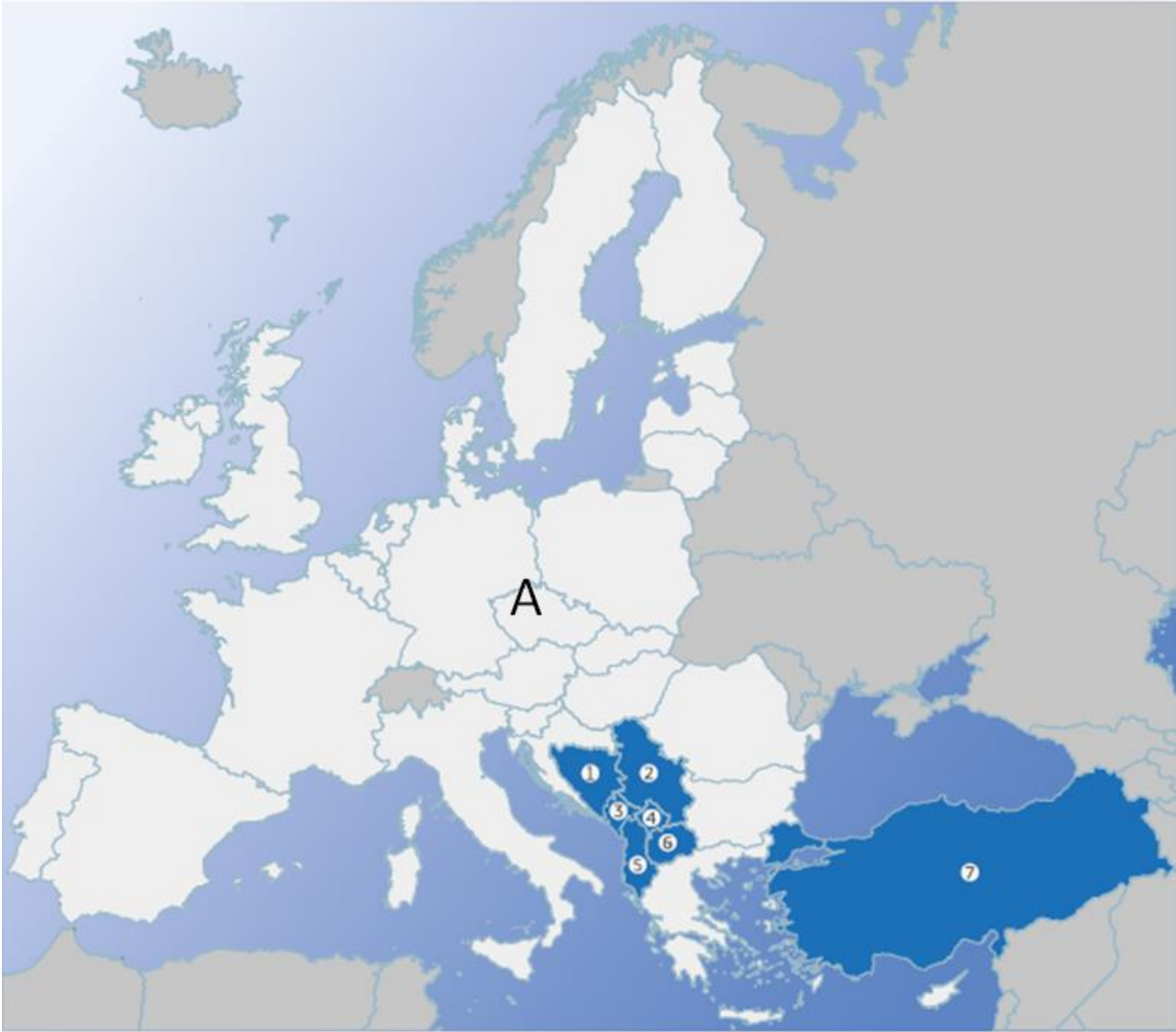


Turkey



**Lesson Plan 2, Worksheet 1:
Labelling countries hoping to join the EU in the future**

Instructions: Can you label correctly all the countries hoping to join the EU? If you have time left at the end, see how many of the current EU countries, marked in white, you can correctly label!



Or

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

Lesson Plan 2, Worksheet 2: Find the facts

Instructions: You have been asked to complete a detective mission. Can you find out some key information about the country you have been assigned?
You can use images to illustrate your answers.

Country name:

1. What is the capital of the country?
2. What is the country's population?
3. What is the official currency used in this country?
4. Name some of the key geographic features (mountain range, river, body of water) in the country?
5. Name a famous person from the country. What did they do to become famous?
6. What food or foods are popular in the country?
7. What wild animals are common in the country?

Lesson Plan 3, Worksheet: Criteria for joining the EU

Instructions: Use the words below to fill in the gaps.

fundamental, peace, rule of law, security, stability, democratic institutions, growth and prosperity, corruption, economic development, rule of law, economic, fundamental, democratic institutions, expression, civil society

The EU's enlargement policy is an investment in _____, _____ and _____ in Europe. It provides increased economic and trade opportunities to the mutual benefit of the EU and the countries aspiring to become Member States.

The fundamental areas assessed in order to verify whether countries hoping to join the EU are well prepared, are as follows following: _____, _____ rights, strengthening _____, as well as _____ and competitiveness. This reflects the importance the EU attaches to its core values and general priorities.

- ⇒ The _____: countries need to tackle issues such as judicial reform and the fight against organised crime and _____ right from the start of the accession process. They need to demonstrate a track record of concrete, sustainable results.
- ⇒ _____ governance: becoming a member of the EU is not just about complying with EU rules and standards; it is also about making a country economically fit for membership to make sure that it can profit from all the benefits of EU accession, while at the same time contributing to the _____ of the EU economy.
- ⇒ _____ need to be further consolidated, for example by improved parliamentary scrutiny and public administration reforms. The quality of the public administration directly impacts the government's ability to provide efficient public services, to prevent and fight corruption and to foster competitiveness and growth. Along with a well-functioning public administration, it is essential to ensure a stronger role of the _____.
- ⇒ _____ rights are at the heart of EU values. Countries hoping to join the EU need to ensure these are fully respected, in particular the freedom of _____ and the rights of persons belonging to minorities, including Roma. Vulnerable groups need to be protected from discrimination, including on the ground of sexual orientation.

Lesson Plan 3, Teaching Aid: Process of joining the EU



Each of the cards represents a different step in joining the EU. Put them in the right order.

<p>The Member States' governments need to decide unanimously if they accept the applicant country's candidate status. Once certain conditions are met, the accession negotiations are opened, but only with the agreement of all Member States.</p>	<p>The Member States need to decide unanimously whether to close the process and sign the Accession Treaty. All existing Member States and the upcoming Member State sign the Accession Treaty. The European Parliament must give its consent as well. Only after the Accession Treaty has the formal approval of all existing Member States can the country become an EU Member State.</p>
<p>The country must implement the EU's laws and rules. All EU Member States must agree that the country has met all the necessary requirements. Once all negotiations have been finalised, the European Commission must give its opinion on whether or not the country is ready to become a Member State.</p>	<p>The country submits an application to the Council declaring its wish to become a member of the EU. The European Commission then submits an opinion on the application.</p>

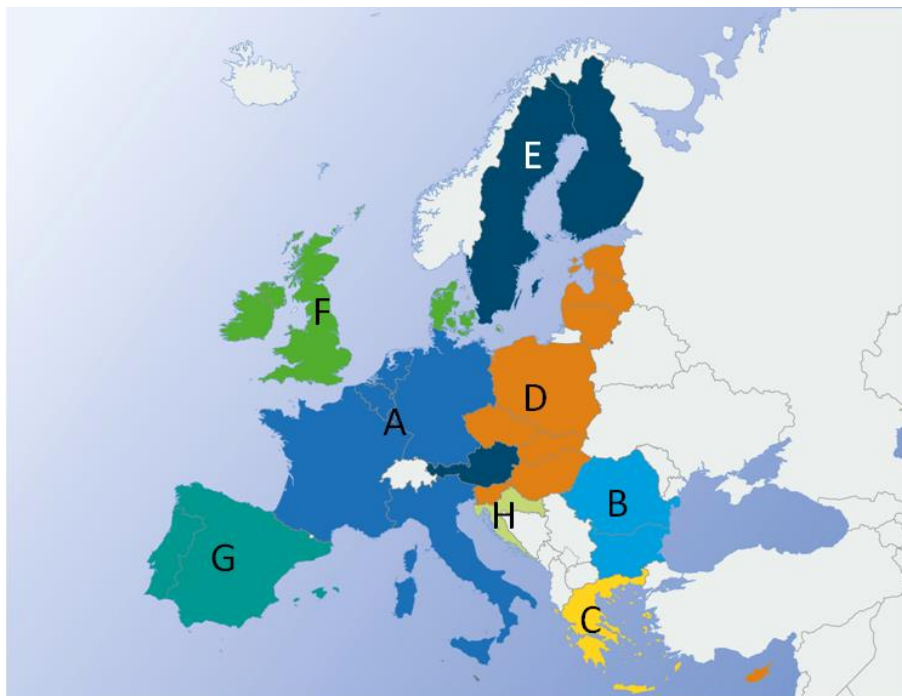
8 Additional resources – Pupils 13-15

Lesson Plan 1, Worksheet: History of the EU to date

The European Union is a unique economic and political partnership between 28 European countries. It started in 1951 when six founding countries launched an economic cooperation project known as the European Coal and Steel Community. Since then there have been seven more enlargement rounds which have welcomed an additional 22 countries to the Union.

Here is a list of the countries in the EU:

Austria, Belgium, Bulgaria, Croatia, Cyprus, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, the United Kingdom



The countries entered the EU in different years, some joining the EU individually, some along with other countries at the same time:

1957, 1973, 1981, 1986, 1995, 2004, 2007, 2013

Instructions: Can you group these countries according to the year in which they joined the EU? Use the map above to help you. Work with your partners to discuss which year you think each group of countries joined and enter your answer in the table.

Group	Countries in this group	Date joined
A³		
B		
C		
D		
E		
F		
G		
H		

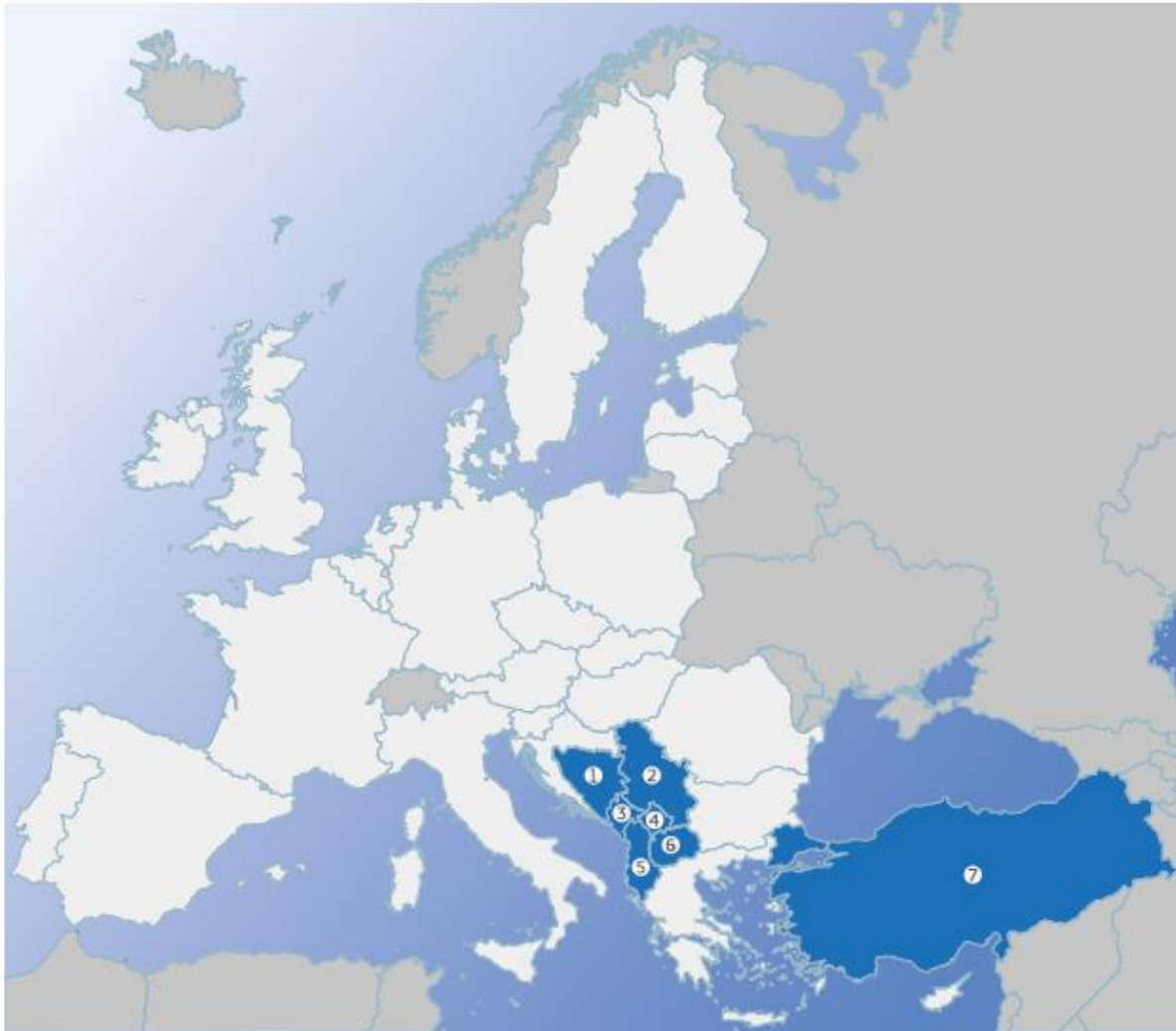
³ http://ec.europa.eu/enlargement/policy/glossary/terms/accession-criteria_en.htm

* This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.

Lesson Plan 2, Worksheet 1: Labelling countries hoping to join the EU in the future

Albania, Bosnia and Herzegovina, the former Yugoslav Republic of Macedonia, Kosovo, Montenegro, Serbia and Turkey have a European perspective. This has been confirmed by the EU member states, and it means the countries might join the EU if they fulfil all necessary conditions. They are at different stages in the process.

Instructions: Can you label all the candidate countries and potential candidates correctly? If you have time left at the end, see how many of the current EU member states you can correctly label as well.



1 _____

2 _____

3 _____

4

5

6

7

Lesson Plan 2, Worksheet 2: Find the facts

Instructions: Can you find out some key information about the country you have been assigned to work on?

Country name:

1. What is the capital of the country?
2. What is the country's population?
3. Which other countries does the country share a border with?
4. Name some of the key geographic features (mountain range, river, body of water) in the country.
5. Name one famous person from the country. How did they become famous?
6. What food or foods are popular in the country?
7. What are the country's key exports and imports?
8. What is the official currency in the country?
9. Which countries are the country's main trading partners?
10. What are the major industries in this country?

Lesson Plan 3, Worksheet: Criteria for joining the EU

Instructions: Fill in the gaps with the appropriate word.

The EU's enlargement policy is an investment in _____, _____ and _____ in Europe. It provides increased economic and trade opportunities to the mutual benefit of the EU and the countries aspiring to become Member States.

The fundamental areas assessed in order to verify whether countries hoping to join the EU are well prepared, are as follows: _____, _____ rights, strengthening _____, as well as _____ and competitiveness. These issues reflect the importance the EU attaches to its core values and general priorities.

⇒ The _____: countries need to tackle issues such as judicial reform and the fight against organised crime and _____ right from the start of the accession process. They need to demonstrate a track record of concrete, sustainable results.

⇒ _____ governance: Becoming a member of the EU is not just about complying with EU rules and standards; it is also about making a country economically fit for membership to make sure that it can reap all the benefits of EU accession, while at the same time contributing to the _____ of the EU economy.

⇒ _____ need to be further consolidated, for example by improved parliamentary scrutiny and public administration reforms. The quality of the public administration directly impacts the government's ability to provide efficient public services, to prevent and fight corruption and to foster competitiveness and growth. Along with a well-functioning public administration, it is essential to ensure a stronger role of the _____.

⇒ _____ rights are at the heart of EU values. Countries hoping to join the EU need to ensure these are fully respected, in particular the freedom of _____ and the rights of persons belonging to minorities, including Roma. Vulnerable groups need to be protected from discrimination, including on the ground of sexual orientation.

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The country submits an application to the Council, declaring its wish to become a member of the EU.



After certain conditions are met, the accession negotiations are opened, which again is done only with the agreement of all Member States.



On this basis, the Member States' governments need to decide unanimously if they accept and grant the applicant country candidate status.



Only after the Accession Treaty has the formal approval of all existing Member States can the country become an EU Member State.



Once the negotiations on all areas have been finalised, the Commission must give its opinion on whether or not the country is ready to become a Member State.



The European Commission, which closely monitors the enlargement countries, submits an opinion on the application.



Based on these recommendations, the Member States need to decide unanimously whether to close the process and sign an Accession Treaty with the country concerned. The existing Member States and the upcoming member all sign the Treaty. The European Parliament must give its consent as well.



The country must now work to implement the EU's laws and rules. All EU Member States must agree that the country has met all of the necessary requirements and that it has adopted EU standards.