

What had the EU ever done for us? - Teacher's notes

1. Talk about Monty Python, what people know about them. Ask about the Life of Brian and see if anyone can explain it. Tell them they're going to watch a clip where people are complaining about the Romans and go over the two questions. Watch and elicit answers

2. Board 'What has the EU ever done for us?' Put Students in pairs/small groups and get them to think about all these things. Then play the video and elicit what he says and what other things they have?

Pros	Cons
<p>Might include:</p> <ol style="list-style-type: none"> 1. No tariffs and free trade between the members of the nations. 2. Provide Common Currency: EU provides the same currency. The practice of Euro is compulsory as seen in many countries including Great Britain. 3. EMU also sets a widespread currency exchange fee. 4. Citizens of Europe allows for a free action between affiliate countries. 5. European Union opens up many job opportunities, so more possibility to gain significant amount of money. 6. The extensive sort of member nations opens up an entry to many more sources. 7. No conflict between affiliate nations. The answer to squabbles should be found in accordance to rules imposed by the European committee and parliament. 8. This can make a sense of unity and belonging among European Union members. 9. Multiple European Union capitals so entree to government affiliates is instantly accessible to citizens. 10. European Union members work as one in order to help other affiliate sustainability. 11. Regional growth funding and the European Union have scholarships which encourage education of people. 12. The European Union members identity is not at risk or compromised. 13. No certified languages and rules have been properly designated so wealthy nations such as Germany and France cannot control or rule smaller nations. 14. This provides lots of public companies to people and also there are lots of subsidies for farming. 15. The EU central bank tracks the interest rates. 	<p>Might include:</p> <ol style="list-style-type: none"> 1. There is no common language use between the nations, so communication is very difficult for the members and citizens as well. 2. The additional level of institution can eliminate some of the responsibility and power of the nation. 3. The rule imposed in order to secure the poor or smaller nations. 4. This threatens the national individuality of the members such as Sweden. 5. Meeting the necessities to join is so hard. 6. The edge of Europe is not identified; on the other hand you need to be a part of Europe to partake the European Union like Morocco. 7. Economic standard and government criteria are essential. 8. The administrative, the EC serves the European Union interest and not the entity of the country. 9. Members have lesser rule of what is sold and made in the borders. 10. This loss the sovereignty because a lot of people in Greece have commended. 11. Well developed nations such as Germany share their prosperity with other nations. 12. All members are restrict by similar regulations, so outside nations are able of influencing other country. 13. Difficult to withdraw and European Union can throw out leader of the institution once they think it is necessary.

3. Talk about the EU budget, where it comes from, what it's spent on. Go over the 'graph' words and then get Ss to explain what they see. Can they summarise this?

4. Give out graphs and get the Students to plan how they would describe the graphs. Get them to talk about them and find any interesting parts (CAP is Common Agricultural Policy)

5. Introduce the topic of the Common Agricultural Policy. With readings. Give half the students one reading and half the other, they take notes of the main points then explain them to their partner.

6. Explain they are going to have a debate. Cut out the role cards and hand them out, asking them to set the agenda of them meeting – what do they each want to talk about. Give some minutes to think about what their character's position might be on these things, then discuss all the points.

Extra idea: Ask students how they think Europe should spend its money or time. If you were the head of the EU, what would you prioritise? Together, students work to prepare a proposal. First elicit what they will need: Objectives, method, expected outcomes, budget and let them get on with it before presenting their ideas to the class.