



## P.B.L Lesson Plan

### Title

The EU and You

### School

Name: Istituto Omnicomprensivo Europeo di Arconate e Buscate

Country: Italy

Web Site: <https://www.omnicomprensivoeuropeo.edu.it/>

### Subjects involved/potentially involved

Subjects currently involved	Subjects potentially involved
English, History, Maths, Physics, French, German, Italian	Philosophy, Citizenship/Civic Education

## Description of how the lesson plan was designed and implemented

The second lesson plan was designed by a team of teachers from various subject areas, aligned with the overarching theme established by the Erasmus+ project working group, "Democratic and Intercultural Dialogue." From the outset, the instructional module was intended to be used as a Civic Education module, aimed at incorporating Project-Based Learning (PBL) methodology and culminating in an authentic, assessable performance task. The project theme—youth and democracy—was directly connected to the upcoming European elections, in which many students, having recently turned 18, would be voting for the first time.

However, given the theme's broad and multifaceted nature, the teaching team, after a series of meetings and brainstorming sessions, decided that each discipline would address the preparatory phase independently. While each subject would focus on a different yet related aspect of the theme, topics were selected collectively to ensure thematic coherence.

For instance:

- In English, students explored the European elections, comparing electoral laws across different countries, examining the ongoing election campaigns, and discussing the impact of fake news.
- In History, the curriculum provided an overview of European institutions, their functions, and the historical context beginning from the post-World War II period.
- In French and German, students delved into the values underpinning the European Union and the importance of European citizenship in both public and private life.
- In Italian, students conducted a survey to assess public knowledge and perceptions of European institutions, gathering data from family members and acquaintances. This survey was conducted in collaboration with the Math teachers, who guided the data analysis process.

The teaching team then set a date for the group-based problem-solving (PBL) activity, or the authentic performance task, working collaboratively to establish and coordinate timelines. In May, the students were presented with the task or challenge on a day when regular classes were suspended. They then had several days, including extracurricular opportunities, to work in groups on their projects and prepare a presentation sheet.

Interested teachers evaluated the student projects collaboratively using a detailed rubric, with these assessments contributing to the students' Civic Education grade.

## Competencies and knowledge

### Development of prerequisite competencies and/or knowledge

Understanding of Basic Political Concepts.

Awareness of National Government Structures.

Basic Knowledge of specific vocabulary related to the topic in Italian, English, French and German .

Understanding of Civic Responsibilities and Rights.

Basic Knowledge of Human Rights Principles.

Ability to Evaluate Sources.

Basic Research Skills.

### Development of competencies and/or knowledge the experience aims to create

Presentation of a complex real problem to stimulate the students' learning and critical thinking skills.

Promotion of team working and communication skills.

Promotion of active citizenship and development of students' awareness and engagement.

Understanding Global Interdependencies.

Developing Empathy and Perspective-Taking.

Understanding Digital Policies and improving students' digital literacy.

Developing research and information literacy.

### **Students will be able to:**

- *define and frame the issue of their own perception and that of those around them regarding EU membership*
- *reflect on citizens' perception of EU membership and their relationship with European institutions*
- *design and structure a survey on perceptions of EU membership*
- *process and analyze data using mathematical and statistical methodologies and models, presenting them in appropriate graphical formats*
- *reflect on the data collected through the survey and present conclusions in a concise report*
- *understand the strengths and weaknesses of the EU and its institutions in relation to the perception of European citizens*
- *acquire specialized language in several EU languages*
- *develop argumentative skills to engage in a debate on current issues*
- *reflect on the topic of European identity*
- *learn about the institutions of the European Union and their functions*
- *enrich their vocabulary in English*
- *develop communicative competence, express their opinions in a foreign language, and engage with the opinions of others*
- *reflect on the topic of democratic participation and European citizenship*
- *learn the specific European regulations regarding elections, as well as those of the European countries involved in the project*
- *learn about the initiatives and actions of the European Union aimed at promoting gender equality*

## Topics involved/potentially involved

### Topics actually involved

History and formation of the EU.  
EU institutions and their roles.  
EU legislative processes.  
EU policies and areas of influence.  
EU citizenship and rights protection.  
European elections and democratic participation.  
The Eu and global issues.  
Challenges and EU future directions  
Fake news and media literacy  
Graphs and statistics analysis

### Topics additionally involved

Impact of EU on people's lives  
Awareness of the European values

## Authors

Teachers who worked on the design and implementation

Name	Class	Subject
Biasibetti Luca		Maths/Physics
Martina Sormani		Italian
Gedeone Martini		History/ Philosophy
Laura Pellanda		Maths/Physics
Petruzio Elena		English
Re Monica		English
Maria Elena Caiola		German
Laura Iadicicco		French

## **PBL methodology: groupwork**

After the preparatory phase over the two previous months, three classes of fourth year form students worked in groups of 6 for one week (on one whole school day and then outside school) in May 2024 as part of the Erasmus+ project. The same Lesson Plan was implemented the following year as part of the curriculum of Citizenship with all the four third year classes and a total of 95 students.

The task was the following:

[English version](#)

[Italian version](#)

## **Tools and applications**

- *Canva*
- *Powerpoint*
- *Genially*
- *Videos*
- *Google Doc*

## **Pedagogical Impact - Feedback**

Such an instructional module on the European Union (EU) that uses Project-Based Learning (PBL) had a significant pedagogical impact by fostering deep, active learning and developing key civic competencies. Through PBL, students engaged in a real-world task that simulated challenges faced by EU institutions, such as analyzing democratic processes and promoting European values. This hands-on approach encourages critical thinking, as students research, evaluate diverse sources, and consider multiple perspectives on complex EU issues. Additionally, PBL enhanced collaboration and communication skills, as students worked in teams to present findings and negotiate solutions, mirroring the cooperative dynamics within the EU itself. We firmly believe that by addressing topics like democracy, cultural diversity, and international cooperation within the PBL framework, students develop a nuanced understanding of EU values and functions, preparing them for informed, active citizenship in an interconnected world. Many students admitted being forced to get informed about the EU elections in June and said that they would not have done if they had not had to do it in class. All those eligible to vote actually voted in the elections. They said they had felt the responsibility to cast a ballot.

Another very positive impact was registered among teachers and the level of cooperation that was triggered. It was challenging at the beginning but the regular exchange of ideas helped teachers focus on the activities to be planned and challenged them to be creative and even daring at times. In the end the contemporary issues that were being tackled fostered dialogue among teachers and with students too. It helped them grow familiar with each other's points of view and ideas.

## Student Involvement in Pathway Development

The students demonstrated attention and interest during the preparatory activities, which served as valuable opportunities for exchange and dialogue. Numerous examples from their personal lives and those of their families were shared and discussed, enriching the learning experience. The practical applications of European policies became a focal point for reflection and debate. For many students, this marked their first approach to voting. They frequently shared their doubts with us, inviting discussions on critical issues that underpin democratic life.

## Critical elements

The initial planning phase proved particularly challenging due to the breadth of the topic to be addressed. Gradually, through collaboration and the exchange of ideas, we were able to outline the main guidelines to follow. Defining schedules and timelines was not an easy task. Curricular lessons occasionally forced us to make adjustments and forgo the development of some of the interesting reflections and insights generated by certain activities.

The lack of time also prevented us from organizing a presentation of activities for each group, which could have served as an opportunity to assess their communication skills in a foreign language, as we had initially planned.

## Produced materials

Type of produced material			
x	Slides	x	Group work report
x	Infographics	X	<i>Posters/brochures</i>
x	Ppt presentations		

Other .....

Links to the resource(s)
<i>Lesson plans in pdf format + any useful material ( ex: worksheets)</i>

### **Evaluation method and tools ( grading rubrics etc)**

The attached rubric was used to assess the results of the group work (both product and report).