



## P.B.L. Lesson Plan

### Title

The EU and You

### School

Name: Gymnázium P. Pázmaňa s VJM

Country: Slovakia

Web Site: <https://pazmangymnz.edupage.org/>

### Subjects involved/potentially involved

Subjects currently involved	Subjects potentially involved
English, Hungarian, Civic Education, History	Debate Group, Slovak

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

The second lesson plan was collaboratively crafted by a team of educators from various disciplines, centered around the theme of "Democratic and Intercultural Dialogue," inspired by the Erasmus+ project objectives. From its inception, it was structured as a Civic Education unit utilizing Project-Based Learning (PBL), culminating in a meaningful and assessable final task.

The project's focus, Youth and Democracy, was particularly relevant given the approaching European elections—a pivotal moment for many students who were preparing to cast their first votes at age 18.

To address the complexity and breadth of the theme, the educators agreed, following extensive discussions and brainstorming sessions, that each subject would independently prepare its materials. However, the topics were collaboratively selected to ensure alignment and thematic consistency across all disciplines.

### English

Students examined speeches and texts about democracy from global perspectives, focusing on rhetorical devices and persuasive language. They drafted their own campaign speeches encouraging young people to vote, referencing examples from the upcoming European Parliament elections. This tied into the importance of understanding global democratic trends and their relevance to Slovak/Hungarian youth.

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### Hungarian

In Hungarian, students researched and presented key democratic reforms in Hungarian history, reflecting on their significance. They collaborated to create a multilingual pamphlet (in Slovak and Hungarian) to educate their peers on the role of the European Union in promoting democracy. They wrote opinion pieces on whether young voters in Slovakia feel empowered and connected to democratic processes, connecting this to the European Parliament elections lesson.

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### Civic Education

Students focused on understanding the European Union's decision-making processes, using role-play activities from the *Crisis in Brussels* lesson plan. They debated real-world issues, such as EU funding or social challenges, emphasizing how youth participation can influence such decisions.

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### History

The History curriculum included a timeline activity tracing Slovakia's journey

within the European Union and its democratic transformation since the fall of socialism. This was enriched by using insights from the *Education Under Socialism* and *Euro Impact* lesson plans, giving students a deep understanding of the historical foundations of modern Slovak democracy.

## Competencies and knowledge

### Development of prerequisite competencies and/or knowledge

Comprehension of Fundamental Political Concepts  
Familiarity with National Government Systems  
Foundational Vocabulary Knowledge in Slovak and English on the Topic  
Awareness of Civic Duties and Rights  
Understanding of Core Human Rights Principles  
Skill in Assessing the Credibility of Sources

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

- Presenting a complex real-world problem to stimulate student learning and critical thinking within a PBL framework
- Encouraging collaboration and communication through team-based problem solving
- Promoting active citizenship by engaging students in real-life issues and increasing their awareness
- Exploring global interdependencies to broaden students' perspectives and understanding
- Developing empathy and perspective-taking through collaborative, solution-oriented projects
- Strengthening research and information literacy by guiding students in gathering and analyzing relevant data for their projects

### Students will be able to:

- define and reflect on personal and collective perceptions of EU membership
- design and analyze a survey on EU membership perceptions
- understand the strengths and weaknesses of the EU based on citizen views
- acquire specialized vocabulary
- develop argumentative skills for debating EU topics
- explore European identity and citizenship
- learn about EU institutions and their functions
- enhance English vocabulary and communication skills
- reflect on democratic participation and European elections regulation

## 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

Students explored how EU policies like free movement, education access, and regional funding shape their lives and communities.

Students examined key EU values—democracy, equality, and solidarity—and their role in fostering unity across nations.

## Authors

Teachers who worked on the design and implementation

Name	Class	Subject
Roland Dózsa		Hungarian/History/Civic education
Zuzana Peternai		English
Ildikó Bresták		English/Spanish

## PBL methodology: groupwork

**The task** for the groups included finding answers following **questions**:

1. "How do we ensure equal rights for all citizens in a democracy when historical roles reverse?"
2. "How can we protect democratic values in the 21st century?"
3. "How does a political system shape our everyday lives, and what would change if it were different?"
4. "How could EU funding make our school/neighborhood better?"
5. "How do EU institutions collaborate to address complex European challenges while balancing national and collective interests?"
6. "How can we protect democratic values in the 21st century?"
7. "How has eurozone membership affected Slovakia's economy and its citizens' daily lives, and what lessons can be learned for future EU monetary integration?"
8. "How does political ideology shape educational systems and impact student experiences?"
9. "How can young Slovaks influence EU decisions that affect their daily lives?"
10. "How do we make responsible voting decisions that affect our community's future?"

Students were usually divided into groups to first **analyze** the situation at hand, attempt to **find a solution**, finally **present** and **debate** about it.

## Tools and applications

Power Point

Learning Apps

Infographics

## Pedagogical Impact - Feedback

This Project-Based Learning (PBL) module on the European Union (EU) had a significant impact on our small, ethnically Hungarian school in Slovakia, encouraging active, deep learning and developing essential civic skills. Through PBL, students engaged in real-world tasks related to EU challenges, such as examining democratic processes and promoting European values. This hands-on approach fostered critical thinking as students researched, analyzed various sources, and considered different viewpoints on complex EU issues.

PBL also enhanced teamwork and communication skills, as students collaborated to present their findings and propose solutions, reflecting the collaborative dynamics of the EU. By exploring topics like democracy, cultural diversity, and international cooperation, students gained a better understanding of EU principles and functions, preparing them for informed, active participation in a globalized world.

Many students admitted that without this class, they wouldn't have paid attention to the upcoming EU elections in June. However, because of the project, they felt compelled to learn about the elections and ultimately, all eligible students voted, feeling a strong sense of responsibility to participate.

## Student Involvement in Pathway Development

- **Engagement:**

Students actively participated in group work, contributing ideas and asking questions. Many showed genuine interest and motivation to learn about European policies.

- **Collaboration:**

Students shared responsibilities, listened to each other, and built on collective knowledge.

- **First Exposure to Voting**

For many students, this was their first encounter with voting. They shared doubts and asked questions, sparking discussions on key issues of democratic life.

### Critical elements

The planning phase was initially challenging due to the broad scope of the topic. However, through collaboration and idea sharing, we were able to establish the key guidelines. Setting schedules and timelines was tricky, and sometimes curricular commitments led to adjustments, meaning we had to leave out some valuable insights from the activities.

### Produced materials

Type of produced material			
x	Slides	x	Group work report
x	Infographics	x	<i>Mindmaps</i>

Links to the resource(s)	
<i>Lesson plans in pdf format</i>	

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

Continuous **direct observation** throughout the entire process.

Encouragement of **self-reflection** on their own ideas and work.

