

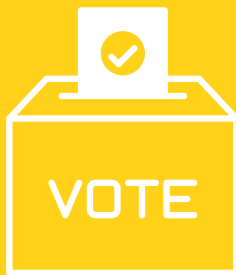


Cofinanciado por  
la Unión Europea



# EUROPEAN VALUES

## TEACHING TOOLBOX



2023

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## Disclaimer

European Values for the inclusions of young migrants project partnership, funded through the European Commission, Erasmus+ Programme. This publication reflects the views only of the authors, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.



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# INTRODUCTION

## Aim of this guide

Due to current social developments and international events, value discussions are becoming more important in Europe. The aim of this guide is to promote the fundamental values and rights of the European Union among trainers who work with young migrants, providing them with innovative gamification tools and methodologies so that the teaching of these values is more effective and fun, motivating young people in the subject taught. Through play, interaction and facilitation of debates, young people would be able to exchange opinions and develop democratic and inclusive skills and mutual respect.

The objective of this guide is to encourage trainers to:

- Acquire knowledge about European Values as well as skills for teaching and effectively transmitting these.
- Develop skills to create spaces for reflection and dialogue as well as developing democratic skills.
- Experience for themselves the values of the European Union, as well as the teaching and learning processes in local, national and international environments.
- Transmit these European Values in a transversal manner.

Likewise, we want to raise awareness among young people so that:

- They feel like protagonist in the creation of Europe.
- They gain an understanding of their values and fundamental rights.
- They acquire practical associative knowledge that allows them to develop their career and actively participate in the democratic creation of Europe.

## Methodology

For the elaboration of this guide, the “gamification” methodology has been used. This involves adding games or game-like mechanics and principles to a non-game activity for the purposes of encouraging participation.

# THEORETICAL APPROACH



## Equality

Equality is about equal rights for all citizens before law. The principle of equality between women and men underpins all European policies and is the basis for European integration. It applies in all areas. The principle of equal pay for equal work became part of the Treaty of Rome in 1957.



## Human Dignity

Human dignity is inviolable. It must be respected, protected and constitutes the real basis of fundamental rights.



## Freedom

Freedom of movement gives citizens the right to move and reside freely within the Union. Individual freedoms such as respect for private life, freedom of thought, religion, assembly, expression and information are protected by the EU Charter of Fundamental Rights.



## Democracy

The functioning of the EU is founded on representative democracy. A European citizen automatically enjoys political rights. Every adult EU citizen has the right to stand as a candidate and to vote in elections to the European Parliament. EU citizens have the right to stand as a candidate



## Human Rights

Human rights are protected by the EU Charter of Fundamental Rights. These cover the right to be free from discrimination on the basis of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation



## Rule of law

The EU is based on the rule of law. Everything the EU does is founded on treaties, voluntarily and democratically agreed by its EU countries. Law and justice are upheld by an independent judiciary. The EU countries gave final jurisdiction to the European Court of Justice - its judgments have to be respected by all.

# PRACTICAL APPROACH

## Tips for trainers

Here is a list of a few important tips to take into account when discussing values:

- European values are more than a learning topic. They relate to basic attitudes, and attitudes of persons.
- Their own values and the values of others should be considered in their diversity, without that one's own is perceived automatically as "right" and the other as "wrong".
- Many learners have their own experiences with European values and their benefits and limitations, and will bring these experiences to the value discussion.
- Create a safe and inclusive environment.
- Understand cultural differences.
- Relate concepts to personal experiences.
- Interactive approach: Utilize interactive and participatory methods.
- Contextualize the content: Make the training materials relevant to the experiences of young immigrants in the EU.
- Visual aids and multimedia: Incorporate visual aids, videos, and multimedia content to enhance comprehension and engagement.
- Start with Basics.
- Use real-world examples.
- Multimedia Resources: Use multimedia resources like videos, documentaries, and podcasts to present different perspectives and make the learning experience more engaging.
- Civic Engagement: Encourage students to actively engage in their communities and practice democratic participation. This could involve volunteer work, attending local government meetings, or participating in civic organizations.
- Diverse Perspectives: Emphasize the importance of diverse perspectives.
- Inclusion: Create an inclusive classroom environment where all students feel comfortable expressing their opinions, even if they differ from the majority.
- Encourage Dialogue: Foster open dialogue where students can ask questions, express their thoughts, and challenge ideas in a respectful manner.

## ACTIVITIES FOR TEACHING VALUES

We've outlined below some examples of activities that you can use to teach European Values:

# EQUALITY

## Activity 1. Gender Barometer

### Objectives:

- To promote group debate on issues related to gender equality.
- To analyze sexist prejudices that prevail in society.

**Duration:** 45 minutes

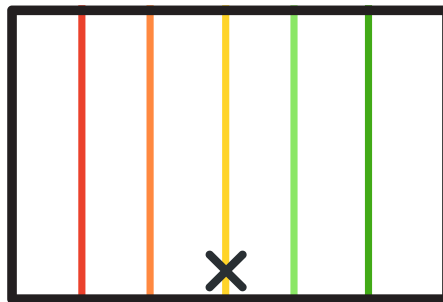
**Participants:** 6-20 approximately

### Materials needed:

- A spacious room
- Statements for the debate
- Tape for marking the floor (optional)

## Steps and description

1. We will draw lines on the floor (they can be imaginary) and we will get positioned in the middle of the room with our back touching the widest wall. The room would look more or less like this:



We would position ourselves X on the yellow line. The rest of the lines represent a scale from "strongly disagree" (red) to "strongly agree" (green).

2. Next, we will read the first statement on the list and the students must place themselves on the line which they agree with.
3. A debate will start between the students, with us acting as a mediator. They will explain their reasons and arguments for why they agree or disagree with the statement. When some reasons have been given, the students will be able to change their position.
4. We will repeat this process with each of the statements,

Some examples of statements for the debate:

- In relationships, the man should always take the initiative.
- Women have the same opportunities and rights as men.
- Nowadays, the relationship between genders is not equal.
- Society in general is much more tolerant of men than of women, regarding: singleness, divorce, infidelity, etc.
- Women drive worse than men.

## Closing and final reflections

Once opinions have been shared and the debates have finished, we should ask the following questions:

- With which phrases have you had more difficulty positioning yourself?
- Have you changed your mind because of the arguments of other colleagues?
- How do you feel about people who do not share your point of view?

## Activity 2. From another galaxy

### Objectives:

- To reflect on the characteristics socially assigned to men and women.
- To analyze biological and cultural differences attributed to men and women.

**Duration:** 60 minutes

**Participants:** 6-16 approximately

### Materials needed:

- Sheets of paper
- Markers
- Cardboard
- Drawing or a photo of a man and a woman

## Steps and description

1. We will form two groups and explain to them that we are an alien from another galaxy. We have just landed on earth and have been told that human beings are male or female.
2. We will ask each group to try to clarify the difference by explaining what are the characteristics of "the feminine" and "the masculine". One group will list the characteristics related to women and the other one, to men. They can include physical characteristics, ways of being, jobs, etc.
3. We place the cardboard in front of the whole class and divide it between two columns, one with the woman's photo and the other with the man's. A volunteer from each group transfers their list to the corresponding column.
4. Once the lists are finished, we exchange the images, putting the woman's photo where the man's photo was and vice versa.



5. Once the exchange is done, we will ask the participants to reflect on each characteristic that has been inverted by exchanging the photos. We will ask in front of the reverse columns, which of the characteristics do not correspond to men and which to women, marking them with a circle.

## Closing and final reflections

The activity will conclude by showing that only the biological characteristics are natural and the rest are easily interchangeable cultural attributions.

## Activity 3. Safety in my life

### Objectives:

- To recognise the difference in safety levels and concerns for men and women.
- To discover the information gap for young people on the realities of gender-based violence.

**Duration:** 60 minutes

**Participants:** 6-20 approximately

### Materials needed:

- Whiteboard or cardboard
- Markers

## Steps and description

1. We will form small groups with no more than four or five people in each. These should be single-sex groups.
2. Each group will share their ideas on the subject "staying safe". They should share things they do to avoid violence and stay safe. They should also discuss threats to their safety that they face on a regular basis. After about 20 minutes each group should list their actions and threats on the whiteboard.
3. The groups go back together and they report back.

## Closing and final reflections

Once opinions have been shared and the debates have finished, we should ask the following questions:

- What do you think about the differences in the list? Where do you think these differences come from?
- Can you identify the dangers in your local context?
- What information did you receive about violence and safety from violence?
- Where does such information come from? Is it credible? Do you take it seriously?
- What are the main challenges to gender-based violence in your community/country?

# HUMAN DIGNITY



## Activity 1. Crossword about terms related to human dignity

### Objectives:

-The students get to know different terms related to human dignity.

**Duration:** 45 minutes

**Participants:** 15-20 approximately

### Materials needed:

- Copies of the crossword \*You can find the full crossword in the Annexes of this guide\*
- Whiteboard
- Markers

## Steps and description

1. We will form groups of three or four people and we will give them a photocopy of the crossword.
2. The students will debate among themselves and try to solve the crossword. This step should take about 20 minutes.
3. Later, the crossword puzzle will be corrected out loud, reading the definitions and writing the answers on the board. With each answer, a conversation topic will open, with which we can ask the participants why they gave that answer, if they agree with the definition given by the crossword, if they can give an example, etc.

## Closing and final reflections

Once the exercise is finished, a reflection will be made on how the different terms of the crossword relate to human dignity. It is advisable to use stories and examples in the explanations.

## Activity 2. Seeing the dignity in others

### Objectives:

-To understand what it means to recognize the dignity of every person, why it matters, how we can do so, and how that recognition can profoundly impact your life and the lives of others.

**Duration:** 60-90 minutes

**Participants:** 10-20 approximately

### Materials needed:

- Whiteboard
- Markers
- Paper sheets and pens (for each participant)

## Steps and description

1. We will ask the group to think of some of the labels and identities we give ourselves and others. To get the conversation started, we can offer a few examples: race, religion or gender. As participants call out their ideas, write them on the whiteboard.
2. We will invite participants to share their thoughts on how labels and the identity of groups can have a positive impact. What are some of the negative effects labels can have? Can they think of some examples of each?
3. After we have reflected on what makes us different, we will think about what characteristics we all share.
4. We will ask students to brainstorm the fundamental needs that all humans have, no matter who they are. Examples include food, shelter, love, etc. As participants call out their ideas, we will write them on a whiteboard.
5. After this, we will write on the whiteboard the four fundamental human needs (safety, autonomy, connection to others and sense of purpose). We will ask everyone to look back at the brainstorm ideas from a few moments ago and to identify which of the four fundamental needs their ideas fall under. As participants call out their ideas, write them underneath the corresponding fundamental need.

## Closing and final reflections

Through the concepts and examples that come up in the conversation, we will reflect on the importance of human dignity.

## Activity 3. Dignity starts with you

### Objectives:

- To understand what it means to recognize the dignity of every person, why it matters, how we can do so, and how that recognition can profoundly impact your life and the lives of others.
- Difference between dignity and respect.

**Duration:** 70-90 minutes

**Participants:** 10-15 approximately

### Materials needed:

- Whiteboard
- Markers
- Paper sheets and pens (for each participant)

## Steps and description

1. On the whiteboard we write the word "dignity" at the top or at the center. We will ask participants what words come to mind when they hear "dignity". As they call out their ideas, we write them around or beneath the word "dignity", or we can invite everyone to add words to the whiteboard themselves.

NOTE: Very often, participants will use the word “respect” when describing dignity. There is an important distinction between respect and dignity, we can use this opportunity to explore it (You can find the definition in the annexes).

2. Now that we have explored what dignity is and what it looks like in action, we are going to think about how dignity relates to our own lives. We will open a conversation with participants to share stories of times when our dignity was honored (at school, on a sports team, workplace, etc.). We will ask questions like: What happened? How did it make you feel? How did that moment impact your daily life? etc. Between three to five minutes per participant. These stories can be shared with the entire class or, if the class is too large, in groups of about five or six people.
3. This part of the activity is repeated but this time sharing stories about moments where their dignity was not honored.

### **Closing and final reflections**

This exercise is intended for students to understand the importance of human dignity and how it affects us in our day to day experiences.



## Activity 1. Exploring the value of Freedom through storytelling

### Objectives:

-To reflect on the value of freedom through personal stories and shared experiences.

**Duration:** 60-90 minutes

**Participants:** 6-12 approximately

### Materials needed:

-Paper sheets and pens

-Projector and screen (optional)

## Steps and description

1. We will start the activity by briefly explaining the concept of freedom and its importance in people's lives. We will talk about how freedom can have different meanings for each individual. To getting the conversation started, we can share an inspiring story, presenting it with pictures, videos or through narration.
2. We ask the students to share their own stories about how they have experienced freedom. This could include moments of self-determination, personal choices and experiences where they felt free.
3. We will divide the students into small groups so that they can create their own short narratives that highlight the value of freedom in the context of migration. They can invent characters and situations based on their own experiences. This step should last about 20 minutes.
4. Each group will present their story to the rest of the class. After each presentation, we will encourage a discussion about how the story reflects the value of freedom and how it relates to their own experiences.

## Closing and final reflections

We will conduct a final reflection on what the participants have learned about the value of freedom through the activity. We should encourage them to express how they felt about their own freedom and the opportunities they have.

## Activity 2. "I'm free when..."

### Objectives:

-Stimulate creativity, expression and reflection on the value of freedom and how they perceive it.

**Duration:** 60-80 minutes

**Participants:** 15-20 approximately

### Materials needed:

-Cardboards

-Magazines, newspapers, stickers, colored pencils or any other creative material.

## Steps and description

1. We will put up a large cardboard in the center of the room that says "I am free when..." and we will form groups of three to five participants.
2. We will ask them to think of what does freedom represent to them and to reflect that on the mural. Each group will have about 30 minutes to write, paint, cut and glue everything they want to the mural. In this step their creativity and ability to work as a team comes into play.

## Closing and final reflections

They explain what they want to express with their parts that they have created.

Each group will choose a member or representative to explain their part of the mural, what they wanted to express.

Also, this part will serve to open a moment to share, and everyone can express what reflections, doubts, memories, discoveries etc. have arisen during the explanation of the collage.

## Activity 3. Role play

### Objectives:

-An activity that develops empathy, understanding and awareness of the value of freedom through questioning situations that may be real.

**Duration:** 80 minutes

**Participants:** 10-15 approximately

### Materials needed:

-Cards with the questions

## Steps and description

1. Individually, each student selects a card that contains a situation where people's freedom is affected. The card must be selected randomly.

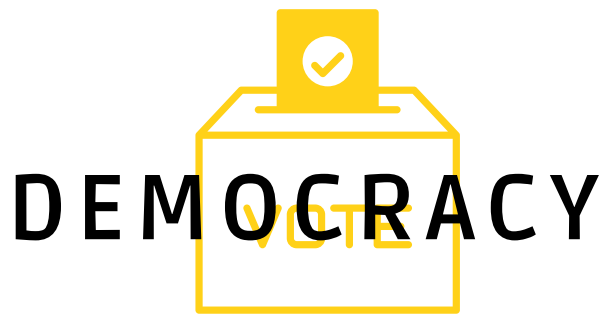
2. The participant will read the card out loud and represent how they would feel and act if they were living that situation.
3. After, the rest of the participants can comment on what they have seen. This dynamic will be repeated for each question.

Some examples of questions are:

- Living in a dictatorship.
- Being a victim of gender-based violence.
- Being discriminated against because of your origin, religion or sexual orientation.
- Anyone who is held in a cell without a judgment.
- Denying a person the right to study.
- Torture of persons (whether physical or psychological).
- Being deprived of the freedom to choose clothes.
- Not being able to switch regions freely, without interference from external agents.
- Not be free to publish a news event, opinion or post a photo online or in print.
- Not being able to constitute an association or assembly of a group of people.
- Not being able to protest in a peaceful and organized way.
- Receive discriminatory language, exclusionary language or propaganda that incites hatred or violence.

### **Closing and final reflections**

To close the activity, the students will make a brief summary of the examples that have arisen during the game, and which one has come closest to them or which one they would add.



## Activity 1. Thinking Europe and democracy together

### Objectives:

-To create a space for debate on concepts and issues related to what democracy is supposed to be.

**Duration:** 80 minutes

**Participants:** 15-20 approximately

### Materials needed:

-Presentation with a few sentences about democracy by famous thinkers, links to short videos and images to serve as a discussion.

## Steps and description

1. We will form groups of three or four participants. They will have to choose one person to act as a spokesperson.
2. Throughout the presentation, we will work on basic concepts of democracy with definitions, videos, images, quotes, graphics, etc.
3. After this, we will ask some questions to the groups. Each team will have some time to think about their intervention and once they have intervened there will be a second round to refute, add or question anything regarding their interventions.

## Closing and final reflections

To close the activity, each group will have to choose a phrase, either new or one that has come up during the speeches or what was seen in the presentation. This phrase should be the one that most caught their attention, and they should explain why.

## Activity 2. Discovering local community service

### Objectives:

-To familiarize young migrants with existing community service projects and motivate them to design their own initiatives to address problems in their local community.

**Duration:** 80 minutes

**Participants:** 10-20 approximately

### Materials needed:

- Projector and a screen
- Coloured cards and pencils



## Steps and description

1. We will project a visual presentation showing several examples of successful community service projects. We must include a variety of topics, such as environmental care, support for people in need, education, health, etc. It is important to highlight the positive impacts that these projects have had on local communities.
2. After, we will form small groups and give each one of them coloured cards and pens. We will ask them to identify problems or challenges in their local community that they would like to address through a community service project. Each group should write their ideas on the cards (one idea per card).

## Closing and final reflections

Each group reads what they have written on their card. The activity should end with a group reflection session, asking participants about what they have learned and how they feel about addressing community issues. We should encourage them to commit to carrying out their projects or joining existing initiatives.

## Activity 3. Expressing democracy through art

### Objectives:

-To foster understanding of the value of democracy through artistic creation and dialogue.

**Duration:** 80 minutes

**Participants:** 12-18 approximately

### Materials needed:

-Projector or screen for presentations.

-Telephone for the creation of the collage to document the process and the results.

-Internet access

-Suggested application: PhotoDirector

## Steps and description

1. We will show historical examples of art related to democracy and how artists have used their work to express political and civic ideas. We should also encourage participants to share their own perceptions about democracy. We must facilitate an open discussion about the values and principles of democracy.
2. We will divide participants into small groups. Each group should create a digital artwork based on a collage of photographs, including text, drawings, colors or any other digital resource that represents their interpretation of democracy and its values. They can use an easy and free PhotoEditor application. We should encourage them to think of symbols, colors and visual elements that reflect democracy.

## **Closing and final reflections**

Each group presents their artwork and explains its meaning and how it reflects democracy and its values.

All artworks will be displayed in a makeshift "gallery" and projected for all to see. We can invite participants to walk through the gallery and reflect on different interpretations and artistic expressions of democracy, sharing their final reflections in a discussion circle.

# HUMAN RIGHTS



## Activity 1. Defining our Human Rights

### Objectives:

- To enable the group to critically think about Human Rights.
- To encourage a group debate on what an equitable society must provide to protect our Fundamental Rights.

**Duration:** 30 minutes

**Participants:** 10-24 approximately

### Materials needed:

- Whiteboard
- Markers
- Paper sheets and pens (for each group)

## Steps and description

1. We ask the participants to separate into groups of four or five people and each group should write down what should Human Rights give everyone a right to.
2. We ask each group to read out those rights and write each new suggestion on the whiteboard, discuss those rights and write down any of those that have been missed.
3. Next, we ask each group to write down what they believe a society needs for these Human Rights to be fully protected. Each group should read out these societal requirements, such as just and equitable legal system, universal education or reasonable access to healthcare.
4. The group should next discuss how these societal requirements enable the provision of the Human Rights on the whiteboard.

## Closing and final reflections

We will ask each person what they think is the most important Human Right and why do they believe it is the most important.

## Activity 2. Human Rights in action

### Objectives:

- The group should reflect on how the protection of Human Rights apply to their lives.
- The group should consider about when they have seen human rights breached and how they felt about this.

**Duration:** 45 minutes

**Participants:** 4-16 approximately

### Materials needed:

- Whiteboard
- Markers
- Paper sheets and pens (for each group)

## Steps and description

1. We will start the activity by asking the class to split into groups of three or four people each and to write down what the fundamental Human Rights protect. The groups can list those protections which should cover the right to be free from discrimination on the basis of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.
2. We will ask the groups to write down when they have experienced or seen a breach of someone's fundamental Human Rights.
3. The groups should then read out each example and we should pick some of these examples and write them onto the whiteboard.
4. We will assign an example to each group and ask them to write down how such an experience would have made them feel. We can ask them to read out those feelings and can challenge the group to see if they can understand why it is important for a person's Human Rights to be protected.
5. We will ask the different groups to explain how the listed breaches of Human Rights could have been prevented. Such as by education, proper political representation and legislation that protect these rights.

## Closing and final reflections

The group should reflect on how the protection of human rights is important in our day to day lives and it is important to prevent all breaches of those rights even when it doesn't affect us. The group should realise that a breach of one person's rights is a breach of all our rights.

## Activity 3. Needs vs Wants

### Objectives:

- To understand the difference between needs and wants.
- To understand how a person's basic needs are connected to their Human Rights.

**Duration:** 50 minutes

**Participants:** 20-24 approximately

### Materials needed:

- Paper sheets and pens (for each group)
- Whiteboard
- Markers

## Steps and description

1. We will separate the class into small groups of 4 or 5 people each. We will ask them to come up with a list of wants and needs that they need to live happy and fulfilled lives. The groups should then be asked to read out their lists to the room.
2. Next, we will ask them to divide their list into those which are wants and needs. We should remind them that needs are things that people require to survive. If a human body does not have those things, the body cannot function and will die. Wants are things that a person would like to have but are not needed for survival.
3. The groups should read out from their lists what they think are needs and if necessary be told that needs are food, water, clothing, and shelter. All of these needs should be written onto the whiteboard and it should be asked if everyone understands why needs are essential to our survival.
4. A discussion should be started with the room by asking if people think it is easy to distinguish between wants and needs and what happens to someone when their wants are not fulfilled compared to when their basic needs are not met?
5. Does the class consider that there are such things as basic human needs common to everyone everywhere in the world and are these needs always met?

## Closing and final reflections

We should do a closing reflection on what the relationship is between human needs and human rights and how one depends on the other.



# RULE OF LAW

## Activity 1. Exploring law

### Objectives:

- To define the rule of law.
- To learn why it is crucial to our society.
- To recognize when the rule of law can be tested and what can put it in danger.

**Duration:** 30 minutes

**Participants:** 8-12 approximately

### Materials needed:

- Paper sheets and pens (for each group)

## Steps and description

1. We ask the class if they think the same laws apply to everyone and should everyone be treated equally under the law. We will ask them if its important for the government to accountable to these laws and should the judiciary be independent and impartial.
2. The class can discuss these statements and it should be asked if they can all agree that they are correct. We will then divide the class into groups of four people and we ask each group to try and define why they consider that the rule of law matters.
3. Each group should read out their work which should be that the rule of law:
  - (i) prevents the abuse of state power
  - (ii) requires the law to be followed by all
  - (iii) ensures that legal rights are fulfilled in practice.
4. Each group should be assigned one of the 3 statements and asked to write down examples of the damage that occurs when the rule of law is not observed and their statement is breached.
5. The groups should be asked to read out their examples and how such a breach of the rule of law could affect their lives.

## Closing and final reflections

We should do a closing reflection on the definition of the rule of law and why it is crucial to our society.

## Activity 2. Creating Competition

### Objectives:

-To understand how the rule of law intervenes in our daily lives.

**Duration:** 60 minutes

**Participants:** 12-24 approximately

### Materials needed:

-Monopoly Money or paper marked with different monetary values

-Cardboard

## Steps and description

1. We will break the students into 4 groups, A, B, C and D. We hand the students in Groups A, B and C the cardboard and asks them to make a small box. The box represents a cake. Groups A, B and C are asked to discuss how to make a basic apple cake and how much it will cost when they come to sell it.
2. Each of the Groups, A, B and C comes up with a different price for their cake and they have to try to sell their imaginary cake to the Group D.
3. Now we ask the Group D to leave the room briefly and tell Groups A, B and C that they must all now try to sell their cake again to the Group D but that they must all charge the same price as the most expensive price that A, B or C originally arrived at.
4. Group D is now called back into the room and Groups A, B and C now try to sell their cake to the Group D but they are each now charging the same price.

## Closing and final reflections

The debate will highlight what is called anti competitiveness. It will highlight the unfairness that Group D are now having to pay the same price for what is more or less the same product. We should explain this is an activity that often happens in Europe and which the EU has laws in place to prohibit.

## Activity 3. Exploring law

### Objectives:

-To understand how the rule of law intervenes in our daily lives.

**Duration:** 60 minutes

**Participants:** 12-24 approximately

### Materials needed:

-Monopoly Money or paper marked with different monetary values

-Cardboard

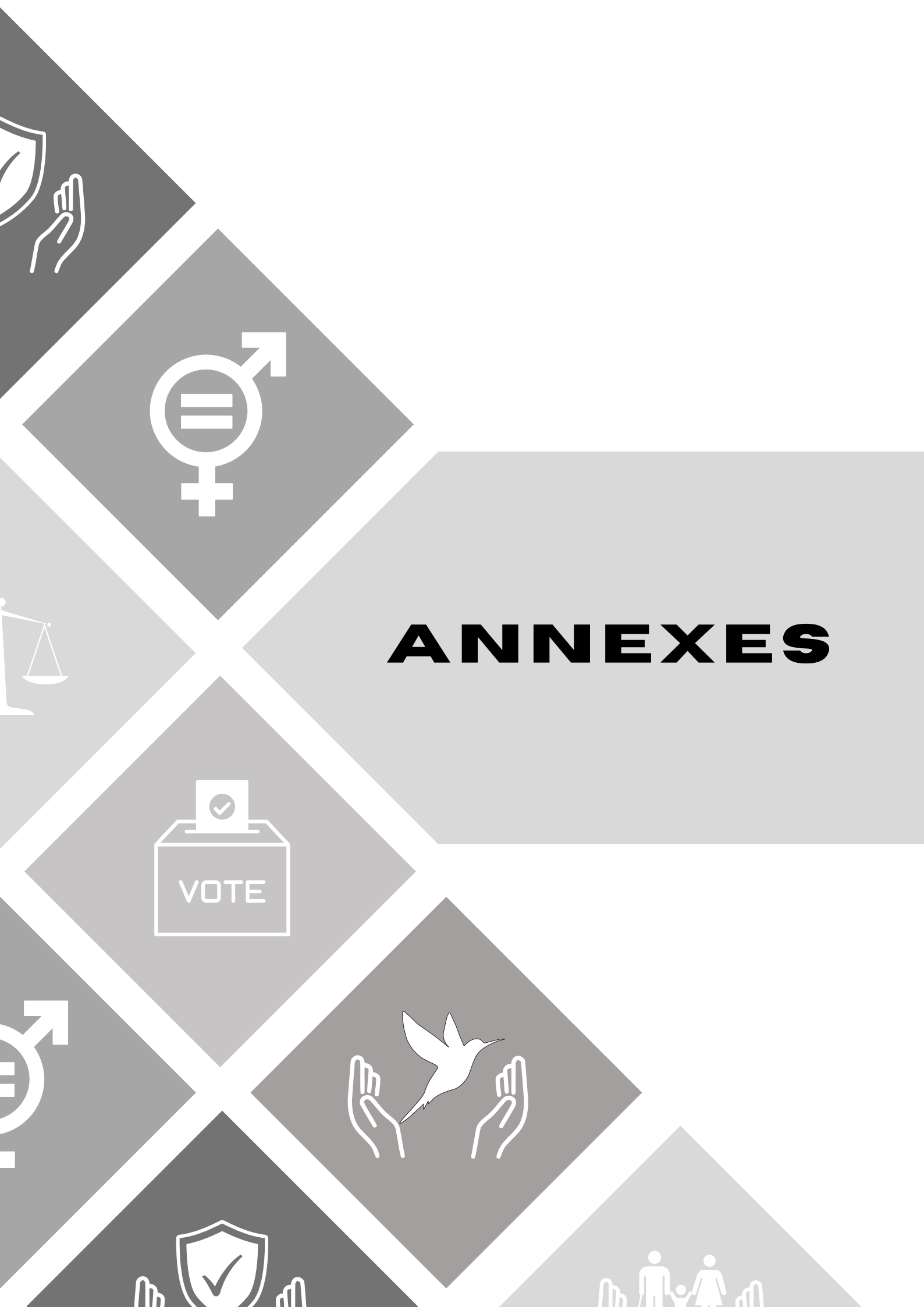
## Steps and description

1. We will break the students into 4 groups, A, B, C and D.
2. We explain that Group A, B and C are car insurance companies and then ask Group D to leave the room. Groups A, B and C are told to agree on a price and regardless what application is presented by Group D they are to offer the same price for car insurance.
3. We leave the room and ask Group D to develop what they think is the 'safest' profile of a young person but in each case the person must be between 18 and 22, they can be male / female, they can be from a city or the country, they can be working or a student etc.
4. We invite Group D back into the room when they are ready and asks them to make their application for car insurance by pitching the profile of the candidate they have developed to each Car Insurance company, A, B and C. The lack of competitiveness from each of the 3 car insurance companies will become apparent and will cause students to debate and argue the lack of fairness.

## Closing and final reflections

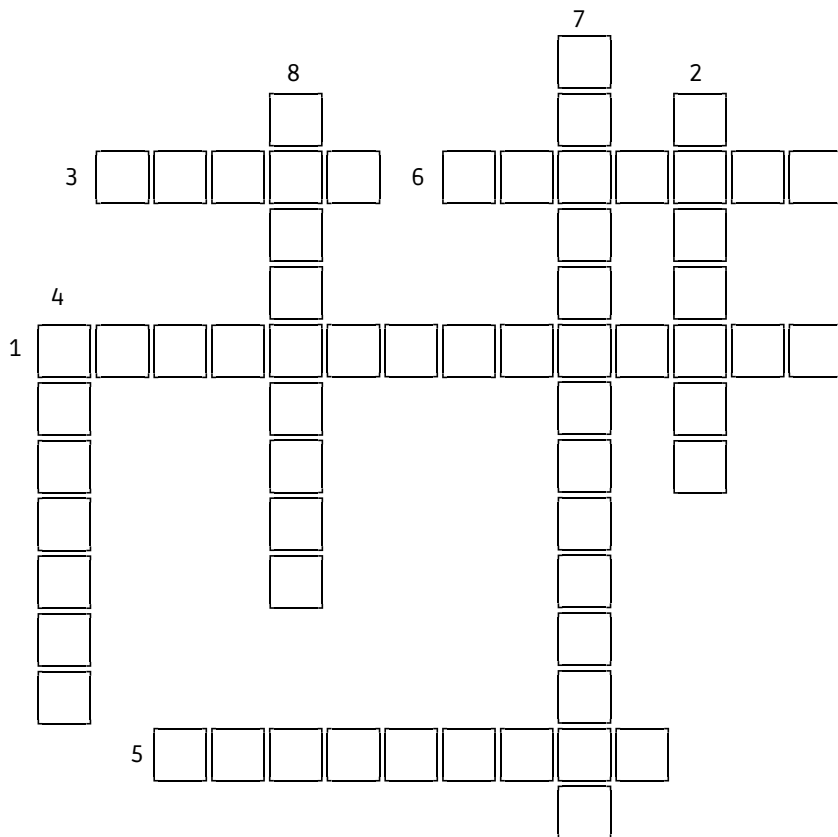
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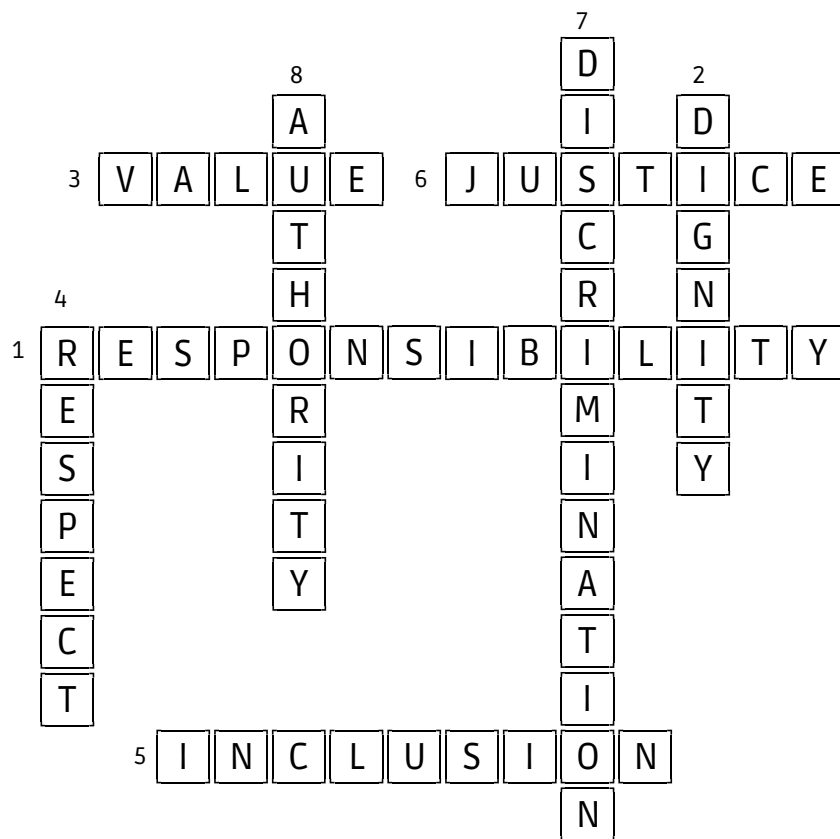
# **ANNEXES**

## Crossword about terms related to human dignity



1. It is fulfilling obligations and being careful in making decisions.
2. It refers to the value and recognition of a person for belonging to the human species.
3. Principle, virtue or quality that characterize a human being.
4. It is a value and positive quality that means you treat others with dignity.
5. Accept people as they are.
6. A moral principle that inclines to act and judge respecting the truth.
7. To treat people in a different and harmful way.
8. The right to command and govern people who are subordinate.

## Crossword about terms related to human dignity. Answers



1. It is fulfilling obligations and being careful in making decisions: RESPONSIBILITY
2. It refers to the value and recognition of a person for belonging to the human species: DIGNITY
3. Principle, virtue or quality that characterize a human being: VALUE
4. It is a value and positive quality that means you treat others with dignity: RESPECT
5. Accept people as they are: INCLUSION
6. A moral principle that inclines to act and judge respecting the truth: JUSTICE
7. To treat people in a different and harmful way: DISCRIMINATION
8. The right to command and govern people who are subordinate: AUTHORITY



European Values for the inclusions of young migrants project partnership, funded through the European Commission, Erasmus+ Programme. This publication reflects the views only of the authors, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.



Cofinanciado por  
la Unión Europea

This material has been prepared and edited within the framework of the project 'European Values for the inclusión of youn migrants' by the three participating entities:

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