

## **Lesson plan: European (Digital) Citizenship – celebrating European Year of Education for Digital Citizenship (Media Literacy Days, March – April 2025)**

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**Time & Duration:** March/April 2025; 2 lessons/a double lesson (2 x 45 min)

**Students' age:** 14 – 18; **Level of English:** B1/B2

**Cross-Curricular subjects:** **Civic Education** (active citizenship, digital rights & responsibilities), **ICT** (digital safety, e-democracy, fake news detection), **Entrepreneurship** (digital campaigns, social media awareness), **Sustainable Development** (ethical digital behavior, combating misinformation), **Personal & Social Development** (emotional intelligence, communication, teamwork, and ethical decision-making)

**Learning Objectives** - By the end of the lesson, students will be able to:

- **Understand/Explain** the concept of European citizenship, its values, rights, and responsibilities, both offline and in the digital world.
- **Identify** key European institutions and their roles in shaping digital policies and citizen rights.
- **Recognize** the importance of digital rights such as privacy, data protection, and freedom of expression, including laws like the **GDPR**.
- **Analyze** real vs. fake news and apply critical thinking skills to detect misinformation using EU resources.
- **Engage** in discussions about digital ethics, cyber safety, and responsible digital behavior as European citizens.
- **Explore** ways to participate in European digital democracy (e.g., e-petitions, EU Youth Dialogue, Report\_Hate platform).
- **Create** a digital campaign, poster or slogan to promote responsible digital citizenship in Europe.

**Expected Outcomes** - By the end of the lesson, students will:

- ✓ Demonstrate an **awareness of their rights and responsibilities** as European and digital citizens.
- ✓ Show an **understanding of European values** and institutions through interactive discussions.
- ✓ Successfully **differentiate between real and fake news** using fact-checking tools.
- ✓ Express their views on **cyber ethics and digital participation** in Europe.
- ✓ Present **creative solutions** (e.g., social media campaigns, slogans) to promote responsible digital citizenship.
- ✓ Actively **reflect on how European citizenship** benefits them in a digitalized world.

### **Lesson Outline**

#### **Introduction & Icebreaker Activity (15 min) – frontal & group work**

- Interactive Quiz/Kahoot with AI-generated Riddles & European Anthem “Ode to Joy”** - ask fun, engaging questions about Europe, European and digital citizenship, e.g. “How many countries/official languages are in the EU? Which EU law protects your online privacy?/What is the GDPR?” (Students may compete in teams.)
- Discussion Starter:** “What does it mean to be a **European citizen**?” “What does it mean to be a **responsible digital citizen**?” (Collect answers on Mentimeter or a digital board like Padlet or Jamboard).

## **Introducing the topic: European Citizenship, European Digital Rights & Responsibilities (20 min)**

**Short Presentation – frontal work** (advanced English students may take presenters' roles)

- a. Introduce **6 European values** (AI-generated images depicting values will encourage discussion).
- b. Explain the concept of **European (digital) citizenship** (rights, responsibilities and benefits).
- c. Introduce **6 European institutions** (EC, EP, ECJ) and their roles/presidents.
- d. Explain the **EU Charter of Digital Rights** (e.g., privacy, data protection, freedom of expression, **GDPR**, online safety, and the EU's fight against misinformation).
- e. Introduce **Cyber Ethics & Digital Participation of Youths in Europe** (digital platforms **EUvsDisinfo & Report\_Hate**).
- f. **Explore e-Democracy:** Introduce how young people can participate in Europe digitally (e.g., EU Youth Dialogue, #Together4EU Platform, e-petitions).

## **Practical Application: European Citizenship, Digital Rights & Responsibilities, Youth (Digital) Participation (30 min) – group work**

- a. **Video or Storytelling:** Use a short video or personal stories about how EU citizenship impacts everyday life (e.g., studying abroad, freedom to travel or work); [HERE](#) is the video in which **Marko Boko** (Croatian EP Liaison Office) explains the benefits of being an EU citizen – ask students to summarize the key points. (5min)
- b. **Fake News Hunt:** Show real vs. fake/AI-created online news (headlines) and challenge students to **fact-check using EU resources** (e.g., EUvsDisinfo). Let students analyze the text and recognize key elements in fake-news creation. (10 min)
- c. **Presenting 11 online/AI-generated/assisted scenarios** highlighting **benefits** of being a European citizen and one's **responsibilities** (when it comes to e.g. cyberbullying, fake news, online privacy): Let students decide: "How can EU citizenship help? What would a responsible digital citizen do?" (15 min)

## **Creative task & Reflection Discussion: Future of Digital Europe (20 min) – group work**

- a. **Creative Task:** Let students **design a campaign** for responsible digital citizenship in Europe (social media post, poster, short video). They can also **design a poster or slogan** about the future of Europe. Students may **create a digital petition** on a European issue using a mock platform.
- b. **Reflection Discussion:** "How does being a European citizen help us navigate the digital world? What are the biggest challenges Europe faces today? Should social media platforms be responsible for tackling fake news?"

## **Wrap-up & Reflection (5 min) – frontal work**

**Exit Ticket Activity:** Each student writes three things they enjoyed, two new things they learned and one question they still have (something they would like to further explore). You may design Mentimeter word clouds together (using QR codes).

All the materials needed are in [THIS Google-presentation](#).

## Scenario 1: Freedom to Travel & Live Anywhere in the EU

### Jonas' Big Move

Jonas, a 14-year-old from Germany, just found out that his family is moving to Spain for his parents' work. He's worried about school and whether he'll be allowed to stay in Spain without a visa.

 **How does being a European citizen help Jonas and his family?**

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## Scenario 2: Studying Abroad with Erasmus+

### Sophia's Dream Trip

Sophia, from Italy, wants to study for a few months in France to improve her French. She's excited but worried about the cost and whether she will be accepted.

 **How does European citizenship make studying abroad easier for Sophia?**

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## Scenario 3: Working in Another EU Country

### Mateo's Summer Job

Mateo, a 16-year-old from Portugal, wants to work at a summer camp in the Netherlands when he turns 18. He's not sure if he needs a special work permit or if he'll be treated the same as Dutch workers.

 **How does EU citizenship help Mateo find a job in another EU country?**

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## Scenario 4: Consumer Rights & Protections

### Lena's Online Shopping Disaster

Lena, from Austria, buys a pair of headphones from an online store based in France. When they arrive, they're broken, and the store refuses to help her. She's frustrated and doesn't know what to do.

 **How do EU consumer rights protect Lena?**

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## Scenario 5: Healthcare Access in the EU (EHIC Card)

### Noah's Injury on Holiday

Noah, a teenager from Belgium, is on holiday in Greece when he falls and injures his ankle. He needs medical care, but worries about the cost because he's in another country.

 **How does European citizenship help Noah get medical care?**

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## Scenario 6: Voting & Participating in EU Democracy

### Anna's Future Vote

Anna, a 14-year-old from Poland, hears her older sister talking about voting in the **European Parliament elections**. Anna wonders why the elections matter and how they affect her future.

 **How does being a EU citizen give Anna & her family a voice in EU decisions?**

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## Scenario 7: Cyberbullying

### Luca's Problem

Luca, a 14-year-old student, loves posting creative drawings on social media. One day, a few classmates start leaving **mean comments** on his posts, calling his work “ugly” and “a joke.” Soon, more people join in, and Luca starts receiving **direct messages mocking him**. He feels upset and doesn't know what to do.



 **What would a responsible digital citizen do?**

(Hint: How should Luca respond? What can others do to help? What role do schools, parents, and platforms play?)

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## Scenario 8: Fake News

### Mia's Mistake

Mia is scrolling through social media when she sees a post with the headline:  “NEW EU LAW BANS TEENAGERS FROM USING SOCIAL MEDIA!”  Shocked, she **quickly shares the post** with her friends, saying, “This is crazy! I can't believe the EU would do this!” Later, her friend Noah tells her that the news is fake and actually came from an unreliable website.

 **What would a responsible digital citizen do?**

(Hint: How can Mia check if news is real or fake? What tools or websites can help fact-check information? Why is it dangerous to spread false information?)

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## Scenario 9: Online Privacy & GDPR

### Emma's Dilemma

Emma downloads a **new social media app** that all her friends are using. When she signs up, the app asks for her **full name, birthday, phone number, location, and access to her camera and contacts**. She's excited to start using it but feels a bit unsure about why it needs so much personal information.

 **What would a responsible digital citizen do?**

(Hint: What are GDPR rules about personal data? How can Emma protect her privacy? What settings should she check?)

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## Scenario 10: Sexting & Sextortion

### Megan's Risky Message

Megan starts chatting with someone she met online, who seems really friendly and supportive. After a few weeks, the friend asks her to send a private (sexually explicit) photo, promising to keep it secret. Megan hesitates, but feels pressured because they've shared a lot about themselves. The next day, the person demands more photos, or threatens to share the first one with Megan's friends or parents.

#### What would a responsible digital citizen do?

(Hint: What are the dangers of sexting? Have you heard of sextortion? How can Megan handle this situation safely? Who can she turn to for help?)

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## Scenario 11: Trusting an Online Stranger

### Mia's Mystery Friend

Mia joins a gaming community and becomes friends with a player named "ShadowKnight22." They chat every day, and he always gives her great gaming tips. One day, he asks Mia for her personal email and wants to meet in person at a gaming event. He says he's 16, just like her, but his profile picture looks much older. Mia is excited but isn't sure if she should agree.

#### What would a responsible digital citizen do?

(Hint: How can Mia verify who she's talking to? What are the risks of sharing personal details with online strangers? What steps should she take to stay safe?)