



**EUROPEAN YOUTH PARLIAMENT**

# **Teacher's Guide**

November 2017



*Dear fellow teacher,*

Welcome (back) to EYP!

If you are reading this guide it is because you have been fortunate enough to discover the existence of the unique educational programme, the European Youth Parliament.

As you know, following a school curriculum is only part of what teaching is about. The most important aspect of our role as educators is to provide opportunities for young people to **develop** and **evolve** both personally and professionally. With this in mind, this programme is an exceptionally helpful tool.

The mission of the European Youth Parliament is to inspire and empower young Europeans to become open-minded, tolerant and active citizens. In many ways, EYP allows them to grow in **confidence** as citizens of Europe and the world.

The thousands of EYP volunteers motivate us with their spirit, enthusiasm and dedication. They put in a lot of time and effort to make the network as successful as possible. Nevertheless, we cannot ignore the important role that we, as teachers, play in the EYP experience. From preparing students before (and accompanying students during) the sessions, to running in-school programmes and selection debates within the classroom, there are many avenues for widening participation and ensuring that our students make the most of EYP.

Now, you may be asking yourself:

*What is EYP? Where do I begin? What can I do now? How do I bring EYP into the classroom?*

This guide has been produced by teachers who are involved in EYP and members of the EYP network with those questions in mind, and is not only for teachers who are beginning their EYP journey but also for those who have already been to sessions and are looking for new ideas or a fresh perspective.

This guide provides details on **how our events run** and ideas for **preparation for delegates, ideas and structures** developed from existing EYP formats that can be implemented at a classroom level for students, and also a section which includes a brief explanation of EYP's **outreach aims**, as well as some recommendations on how teachers can improve the inclusivity of the EYP experience for their students. In addition to this, a '**further reading**' section and **appendix** is included, providing additional resources and reading material which supports the guide and also can be used as a basis for any further development you may wish to bring to the ideas provided in this guide.

Use the information, adapt the suggestions, feel proud of your involvement in the European Youth Parliament, and **enjoy every minute!**

All the best,

*The Educational Council of the EYP, October 2017*

[educationalcouncil@eyp.org](mailto:educationalcouncil@eyp.org) or [www.eyp.org/join/contact-eyp-in-your-country](http://www.eyp.org/join/contact-eyp-in-your-country)



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# 1. PREPARING DELEGATES FOR SESSIONS

As with any aspect of teaching or extra-curricular work, there are as many ways to prepare delegates for an EYP session as there are teachers. In no way should any suggestions made here question the unique relationship and trust that exists between an individual EYP teacher and their own students and the myriad of styles and approaches that can lead to precisely the same outcome, namely delegates who arrive at a session confident in their pre-session preparation and ready to interact well with their fellow delegates and the officials guiding them.

## 1.1 The EYP session – by EYPers for EYPers

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An EYP session is a collaborative event during which each **delegate** works as part of a committee under the expertise of their committee chairperson (i.e. the role of a moderator). These chairpersons form a team of their own under the direction of the session board (i.e. the session president and two to three vice-presidents). Additional ‘session officials’ include the Organising Team, under the direction of the Head-Organiser and subsequently the National or Regional Committee Board Members, and the Media Team, under the direction of the Editor(s) and Editorial Assistants.

The role of the **chairs** on the academic side is to **facilitate** the work of the committee in drafting a resolution on the assigned topic and to provide factual, but neutral, guidance on the issues under discussion. Before the session, **the Organising Team** is the most direct point of contact in terms of travel arrangements and organisational preparations. Each delegate will be assigned to a committee topic and ideally have received topic preparation material (e.g. in the form of topic overviews in a ‘Preparation Kit’) prepared by their chairperson.

This topic overview will contain a neutral, factual overview of the topic with guidance as to the key issues, the **key actors** and links to suggested readings. In the days before the session, the chairs might interact with some preparatory tasks with the whole committee, additionally the **Media Team** will usually publish further material or start engaging the participants on social media. In general, delegates are very much encouraged to source original information and bring this with them to the session.

The fact that the session is fundamentally self-contained with the expectation that the committee’s views will become established during Committee Work and not before raises a very fundamental question for teachers – *exactly how does one prepare in advance and how much preparation is appropriate?*

### 1.1.1 Session timeline

For most delegates and teachers, the first contact with EYP will come through participation in a regional session or small scale EYP events. This typically takes place over one to three days over a weekend.

Delegate registration or application processes highly differ in the respective countries and thus it is recommended to get first hand information **online** (NC website) or via e-mail to the national board on the different processes. However the more direct communication generally starts approximately **one to three** months before the session by the Organising team. At this point, the list of committees and the topics are



made available. Delegates generally indicate their preferences in terms of their committee allocations. Thus, having indicated their committee preferences, delegates can begin to do research based on the topics they have assigned to.

At this point, they will also receive preparation material discussed above. They should now read this closely and also do as much of the recommended reading as possible. It is worth bearing in mind that any preparation process went through careful peer mentoring and review in the Chairs Team, thus the topic overview and reading list are the most reliable guide to the likely course of discussions in each committee.

As the session gets closer, delegates will ideally be sent logistical information, such as travel information, the programme of events scheduled at the session, as well as further administrative information, such as participation fees and 'items to bring' lists. If a delegate or parent/guardian has any concerns about organisational matters, there is often a main contact on the Organising Team who addresses any issues or concerns that delegates and their parents or guardians may have.

Often, session participants are asked to print off and sign consent forms prior to the session, and bring this with them to the session. In cases where they are legally seen as a minor, they may also require consent forms that are signed by their parents or guardians. Without such consent, they may be unable to participate in the session. **It's really important to ensure that your delegates have read any communication they've received from the session's Organising Team and that they fulfill any requirements mentioned therein, such as insurances, and brought any forms or items required of them to the session.**

Increasingly, many EYP events are handling their registration processes on EYP's own online platform, the **Member Platform** ([www.members.eypp.org](http://www.members.eypp.org), a profile is required to see content on the info pages). This platform allows event organisers to better coordinate administrative resources prior to the session, such as collecting personal details, dietary requirements etc. as well as establishing a database emergency contact details. In order to register for sessions on the EYP Member Platform, a user profile must be created on the platform (this is also the case for teachers). Guidance on how and when to do this should be provided in the preliminary email provided by the Organising Team.

In addition to the platform, a majority of pre-session EYP activity takes place on social media, primarily on Facebook. Delegates will be encouraged to like the session or National Committee page, where material from the Media Team is usually published. Messaging groups are often set up between the committee members and their chairs. Teachers and parents can be assured that all EYP officials conduct such conversations in line with [EYP's strict policies on participant welfare](#).

To summarise, **the key steps** are:

- delegate registration
- following instructions and preparing forms provided in correspondence
- committee allocation (delegate preference)
- research (preparation material etc.)
- social media



## 1.1.2 Delegate preparation – a long term approach

Many schools enter EYP alongside other activities such as debating or Model United Nations. We know of the existence of EYP clubs in certain schools. Other schools again have politics or current affairs clubs. All of these provide a framework for ongoing debate and discussion regarding topical issues and can significantly ease the workload in the immediate run up to a session (see “EYP Continued” p.10 for further information on how to use EYP in your school).

EYP committee topics cover a wide range of issues, which usually include a European perspective on current policy discussions, societal developments and also specialist areas such as science, health and agriculture. Students with particular interests could be encouraged to prepare papers on topical developments in these areas or perhaps to blog about them. Such an exchange of information will not only benefit their own preparations but will also assist their peers in gaining a range of knowledge which will likely be of use at the session.

It is most important that EYP teachers try to foster independent learning as well as critical thinking and to direct students towards possible approaches to the topic that they have not thought through for themselves. During the EYP session they will have to form their own opinions and arguments, as well as engage with the often differing opinions of others. With this in mind, their ability to develop their ideas and discuss them during Committee Work is crucial.

## 1.2 The pre-session period

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### 1.2.1 Choosing a topic

As part of the pre-session work, delegates will be asked to indicate their topic preferences. This can sometimes be challenging for delegates to consider, especially first-time delegates, who most likely have not discussed before or even thought about the topics that are provided.

It's important to know that many of the topics may seem unfamiliar to delegates, but that they have been selected as they are either currently relevant or are relatively accessible to young people. Often, with a bit of research and topic preparation, delegates will engage well with the topic and perhaps discover they already know more about it than they realised.

If you're helping delegates choose topics, get them to consider:

- personal interest(s) they have
- linguistic competence - some topics may require more complex terminology knowledge than others
- research ability - some topics can be easier to research than others

Teachers should facilitate the delegates to choose their preferences, respecting their degree of independence but at the same time highlighting the possible difficulties or restrictions they may face. A pragmatic approach makes the delegates feel safer and more confident. It's good for delegates to bear in mind that they may not get their first preference of topic.



## 1.2.2 Preparation material

A session's preparation material usually centres around **an academic preparation kit** containing a **topic overview** per committee. All delegates will receive a complete set of topic overviews as they will be debating the proposed resolutions by other committees at the General Assembly on the final day of the session. Time is allocated during Committee Work for General Assembly preparation and chairpersons will provide support to delegates wishing to participate.

EYP is a non-partisan organisation. It never as an organisation adopts a position on a political issue. Instead, this is left to individual delegates and to the Committee Work element of the session.

A topic overview will often contain the following headings:

- key terms
- relevance and explanation of the problem
- key conflicts
- key actors
- measures in place
- questions to be answered
- links to further research

**All delegates should read their topic overview in full.** However, it is important to note that the role of the delegate is to discuss solutions to the questions posed during the session. It is the delegates in their committees who are tasked with coming to a policy position in response to the neutral topic question. Delegates are free to propose responses that are as cautious or as radical as they wish in response to their research on the topic. It is not advisable, however, to simply copy existing solutions that can be found online but to motivate your students to think outside the box.

## 1.2.3 Assisting delegates in their preparations

In many ways, the best way to assist delegates in their preparations is to discuss these with them. The topic overviews can be detailed and accompanied by links to further research. Where possible, teachers should also try to read through this material. It is helpful to talking delegates through their understanding of the issues and terms raised in the topic itself, the directions offered in the topic overview and their response to them. Also, offering supportive and constructive feedback can assist them in coming up with considered suggestions for solving them.

It can be useful to ask delegates to explain what the different aspects of the problem are and what ideas they have for solving each one. Such an approach can mirror the general methodology of Committee Work where a resolution is usually arrived at by grouping the committee's knowledge into categories and then identifying the key problems and possible solutions.

The topic overview is also likely to indicate what the European Union is legally able to do in addressing the question as a result of its varying competences in key policy areas. There is some material online from different official sources as well as EYP guides on the competences and the structure of the EU. The latter can be found on the [Member Platform](#).

However, it is most important to remember that issues such as EU competences will be briefly explained to the delegates by their committee chairpersons as part of Committee Work, so it is in no way expected that



teachers will have covered this with them. Rather, **the main role of the teacher should be in helping delegates understand the issues through discussion, questioning and constructive feedback.** Over-preparing a delegate may indeed result in their arriving too convinced of their own proposals and this may even be counterproductive in a Committee Work setting where arriving at a compromise with their fellow delegates is a key objective.

As part of the pre-session preparation, chairpersons may set additional tasks for delegates to ensure they understand the topic and have undertaken some additional research, particularly if the chairpersons are limited for time at a session. This may take the form of position papers (short essays taking a stance on the topic) or presentations. You can encourage delegates to show you drafts or ideas for such tasks before they submit them.

### 1.2.4 Communication with parents

As with any extracurricular activity, there may be some communication with parents in advance of the sessions. EYP sessions are run by a country's respective National Committee. Parents will often be required to complete permission and consent forms which should clearly lay out the conditions that govern a delegate's participation, as well as any relevant legal issues. Should concerns arise, parents should understand that it is the role of the National Committee and the Organising team to resolve these and that **teachers cannot directly intervene in the activities of an NC/Organising Team, nor are expected to do so.** It is important to keep in mind that legislation regarding participant provision including child protection can differ greatly from country to country, as well as many participants not being accompanied by a teacher, therefore it is much more preferable that the Organising Team(s) and National Committees handle concerns directly.

Furthermore, Organising Teams and National Committees often have structures in place at events in order to deal with concerns raised by any party - whether by a participant, parent/guardian or a teacher - regarding the welfare of any participant at an event, meaning that they are often well equipped to deal with any concern or serious matter that may arise. Parents/guardians should also be provided information before an event that detail emergency contact details such as a session hotline or contact of the relevant Organiser/National Committee member in case of emergency or concern as well as general details about the event.

Teachers should encourage participants to read this or any other organisational updates from the event organisers with their parents/guardians prior to an event so both participant and their parents/guardians are as informed about the event as possible.

## 1.3 Post-session

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### 1.3.1 Feedback and evaluations for participants

At many sessions (excluding International Sessions), a team of Jury Members exists. This team is comprised of EYP officials (often experienced) who help contribute to the session's selection process. Jury Members evaluate and assess delegates using established criteria throughout the session process. The Jury Members then select individuals or groups of delegates to participate in future sessions which may be held in a different part of the National Committee's territory or even abroad, hosted by another National Committee.

Whether a delegate is selected or not to attend future sessions, feedback is often provided by the Jury Members. The way this is distributed differs between National Committees. However the majority of the time, written feedback from the Jury Members can be obtained by the teacher and/or delegate. This feedback can





provide positive aspects about an individual or group's participation at the session, as well as areas of improvement.

In addition, written or oral feedback as well as a more formal written evaluation based on a network-wide structure may be provided by a chairperson of a committee to delegates if requested. This has no impact on a Jury Member's final decision but is rather aimed at the personal development within and outside our network. It is the observations the chairperson made about the delegate during the time spent in the committee.

At International Sessions, chairpersons are obliged to provide an evaluation on delegates – a written form that lay out strengths and areas of improvement for the delegate to develop. This is submitted to the Member Platform where it sits on the delegate's user profile, however is only visible to the delegate themselves and future selection panels of EYP sessions, if the delegate continues to participate in EYP as a volunteer.

### **1.3.2 Session feedback from participants**

Often after a session, both delegates and teachers will be asked their opinions on how the session ran and session elements. Giving feedback about the session is voluntary, but extremely important to Organising Teams. It helps them reflect on strengths of the session, challenges they faced, and improvements that can be made to the session structure at future events.



## 2. EYP CONTINUED...

### 2.1 How to use the options section

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You have had the experience of taking your delegates to one or maybe all of the EYP sessions that is Regional, National or International EYP activities, so now you can offer not only the small number of chosen delegates but all your students, the opportunities of EYP.

How can you incorporate the pedagogical advantages of the EYP methodology into your classroom? After attending an EYP session, how can you expand and build on the experience of your delegates?

In this section of the Teacher's Guide, you will find a selection of tried and tested EYP follow-up formats from all over Europe to help you choose an option that fits your school environment.

The options are organised into 3 categories, reflecting the time required to organise and run the activity. There are also options for both Intra-school and Inter-school activities. Equally, you will find useful links to resources - either in the Guides Section of the EYP Member Platform ([www.members.eyp.org](http://www.members.eyp.org)) or to be found in the Appendix of this guide. Finally, your National Committee is always available for further assistance with resources and help with organisation and you can contact other EYP teachers through the official EYP Teacher's Network on Facebook (<https://www.facebook.com/groups/793946610682893>) for advice or support, as well as your representatives on the Educational Council.

### 2.2 In-School Sessions

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The In-School session concept can be tailored to fit any scope or ambition; from one class or programme to the entire school or year group, and from a one day event to one that spans over a week. A key is integration with curricular work – the In-School event can be the vehicle that gets the entire school involved.

Ideally, the session is built upon the standard EYP concept with Teambuilding, Committee Work and General Assembly. Depending on time, these elements can take place only for half a day or up to 3 days (or longer, if further integrated into the everyday teaching). One benefit of an In-School event is that all participants are already in-house, which means no correlation between cost and duration of a session.

Depending on the resources of a school, In-School sessions could take two forms:

**Short In-School activities:** The first scenario describes a smaller undertaking, directed at for instance a group of students who already know each other. This can be done as part of a pedagogical module, such as democratic systems, or as a student led project. Examples include EYP Extracurricular Club, EYP Workshops in English Language Classes, or an EYP-based teaching unit in English Language Classes.

**Longer term In-School activities:** The extended version allows for more time to reflect and prepare for General Assembly (write speeches, analyse resolutions etc.) Not only will this facilitate a deeper understanding of the topics, but also make the working days shorter and activities can be built up over a number of days or weeks, which can integrate itself into other curriculum aspects. Examples include EYP Projects or an EYP Day.



There are many advantages with an In-School session, the main ones being the inclusion of students who would otherwise not be able to experience EYP, the integration with curriculum as well as very low costs.

Another one is the possibility to offer more experienced EYPers (former delegates, for instance) the opportunity to hold the roles of Chair/Vice-President/President. Equally, to give students the chance to organise the session or to be part of the media team, these roles could be under the supervision of experienced alumni or the teacher, if appropriate or necessary.

## 2.3 Short in-school activities

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### 2.3.1 EYP Extracurricular Club

*For those with curriculum restrictions who want to develop EYP work outside of lessons*

- **Concept:** Knowledge acquisition and sharing; discussion and debate skills
- **Time:** 1 hour per week either after school or during lunch break; bi-monthly
- **Preparation:** Topic selection – use of previous topics created for EYP sessions ([link](#)) or using current relevant topics of local or national interest.
- **Equipment:** Flipchart paper and Post-its; felt tips
- **Participants:** Students (15+ age group); may be helpful to include students with some EYP experience in order to help facilitate activities
- **EYP Methodology:** Brainstorming techniques & Committee Work (See appendix)
- **Practice:** Students could be invited to read and analyse existing resolutions, and use these existing resolutions to discuss global issues.

### 2.3.2 EYP Workshops in English Language Classes

*For those who want to use EYP methodology to practise specific skills in separate lessons*

- **Concept:** Speaking, writing and debating skills.
- **Time:** Language curriculum requirements: 45-minute lesson weekly/bi-monthly
- **Preparation:** Topic selection – use of previous topics created for EYP sessions ([link](#)) or using current relevant topics of local or national interest.
- **Equipment:** Pens and paper
- **Participants:** Students (15+ age group); may be helpful to include students with some EYP experience in order to help facilitate activities
- **EYP Methodology:** Resolution writing & General Assembly debate process (See appendix)



### 2.3.3 EYP Teaching Unit in English Language Classes

*For those who are able to dedicate a two or three week period to continuous EYP activities in class*

- **Concept:** Speaking, discussion, writing and debating skills
- **Approximate Time:** 1 x 45 minute lesson for Introduction to EYP/ Topics & Committee Allocation
  - 1 x 90 (2 x 45) minute lesson for Teambuilding
  - 2 x 90 (4 x 45) minute lessons for Committee Work
  - 1 x 90 (2 x 45) minute lesson for Resolution Writing & General Assembly preparation
  - 1 x 90 (2 x 45) minute lesson for General Assembly
- **Preparation:** Input from students with prior EYP experience if possible; Topic selection use of previous topics created for EYP sessions ([link](#)) or using current relevant topics of local or national interest, ‘resolution’ printing
- **Equipment:** Teambuilding equipment; flipchart paper, Post-its, Committee Placards
- **Participants:** Students (15+ age group); may be helpful to include students with some EYP experience in order to help facilitate activities
- **EYP Methodology:** All elements of EYP Methodology i.e. Teambuilding techniques; Committee Work; Resolution writing & Speech writing; General Assembly techniques (See appendix)

### 2.3.4 Longer term in-school activities

*Further ways to involve more students and teaching staff, including cross-curricular activities*

#### **EYP Projects (part of Coursework Modules)**

The second level curriculum in most countries contains subjects within which EYP skills can be fully exploited. The teaching of European studies, languages, ethics, religious education, and any form of social, political or civic education subjects is ideally suited to an EYP approach. In many examination systems, students are required to investigate and research a real issue and then write a report. Using the committee phase of the EYP methodologies in particular, and by choosing a relevant and challenging topic, the teacher can set up different groups to examine and discuss the issues to fulfil the course requirements. The ideas generated could also be extended to a plenary debate stage before students continue their individual reports.

Topic choice could also be relevant to the local or regional situation for more authenticity and engagement. Ideally, members of EYP from within the school could be involved, or past pupils who have taken part in EYP, invited EYP guests or even members of the National Committee, where possible, to aid the teacher during such lessons.



### **EYP Day (Europe Day 9<sup>th</sup> May)/ European Week (whole school activity/cross-curricular)**

Obviously, this option would require considerable pre-planning by school management to incorporate it into the overall school calendar. However, it would allow different classes to experience some of the other elements of EYP such as Eurovillage and Euroconcert, as well as, core EYP methodologies. Taking the advantage of cross-curricular activities, different classes and age groups could take a range of topics for discussion and then present their ideas in different creative ways.

In fact, EYP activities may be the perfect way to add a different perspective to subjects such as STEM subjects or economics. When it comes to cross-subject integration, the practicality of skills and knowledge developed through EYP events is self-evident. Language or drama classes which focus on communication; social science or humanities where the the ability to engage in discussion and consider differing perspectives is extremely important; sciences, where many topics require complexity of thought and an understanding of natural science in the light of social science or vice versa: all these curriculum areas can make use of the different EYP methodologies.

Topics that involve areas relating to social sciences or history provide opportunities for developing language essays. EYP topics are also engaging and should provide more stimulating challenges for the students. As producing written work is an important part of all teaching, by implementing cross-subject integration, teachers will not only broaden the students' perspectives, but also make education more relevant and meaningful.



## 3. OUTREACH TO ENRICH

### 3.1 Definition

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From the EYP's own definition of outreach, outreach should be understood as providing activities to young people who would otherwise not have access to EYP or would not naturally be active in EYP.

This includes:

- Young people from a low socio-economic background
- Students from vocational schools
- Ethnic minority groups
- Students with immigrant backgrounds
- Geographically remote students

Our **target** is:

- to bring EYP to those to whom EYP and similar opportunities for non-formal and civic education are not available, and
- to facilitate the procedures so as to ensure easier access of participants from these groups to EYP activities.

Our **ultimate goal** is the following (see also [p. 10 International Strategy of the EYP](#))

*The EYP is a welcoming environment to all young Europeans. It provides equal opportunities to all its participants, their gender, ethnicity and nationality, socioeconomic status and ability notwithstanding. All National Committees are closely integrated into the EYP network.*

### 3.2 The teacher's perspective

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Teachers can function as a **means of inspiration and motivation** towards these goals. For example, they can offer voluntarily to assist the school and/or their country's National Committee to improve the intake of participants from these target outreach groups by:

- i. Assisting teachers who work with outreach target groups in all phases of the preparation towards an EYP event;
- ii. Forming "Outreach Support Groups" with the aim of supporting the programme;
- iii. Working closely with NCs to offer assistance or advice from an educator's perspective;
- iv. Holding campaigns within the school that emphasise the importance of inclusion;
- v. Involving more experienced members or past pupils of the school involved in EYP to function as 'ambassadors' and work with minority groups within the school environment;
- vi. Encouraging the involvement of teachers working in special educational needs (SEN) environments to assist students in their access to EYP and related citizenship projects.



These points are developed further below, with some suggestions of ideas that can be brought into a school environment in order to improve intake of participants of outreach target groups.

***It is advised that before teachers involve themselves with any activities below, they should contact their country's respective National Committee for further advice and support. You can check how and where to contact your country's own National Committee of EYP on the network's site, at <http://eyp.org/join/contact-eyp-in-your-country/>.***

### 3.2.1 Challenges: Bringing outreach into the classroom

Teachers can have an important role in facilitating EYP's outreach efforts as and thus to promote EYP with members of the defined five target outreach groups. However, they can face difficulties for several reasons, such as:

- vii. teaching in a remote area or school with poor transport connections to urban areas;
- viii. teaching in a school with a high influx of students from an immigrant or ethnic minority background, particularly if students have difficulty with the national language as a second language;
- ix. teaching in a vocational school or in an environment where there is a focus on vocational learning.

The aim of this guide is to assist these educators with some suggestions that will work towards the main aim of EYP which is not only inclusion but also the contribution and empowerment of young people.

### 3.2.2 Workshops

Workshops that are targeted at teachers who deal with pupils from the target groups, either from within the same school or even from schools from the same region can be established. These workshops can introduce teachers, who are new to EYP, to the basics of the organisation and also offer practical assistance regarding the preparation phase for delegates and what takes place in conferences by using audiovisual content from previous sessions.

The host school could send an introduction to the whole process and provide all the necessary information and the programme so that teachers can come prepared for the workshop. The school could also communicate with participants prior to the workshop to receive ideas as to the actual needs or questions of those involved, therefore the workshop can be beneficial and enlightening.

It may be beneficial to have a member of the EYP present at such a workshop in order to facilitate any Q&A sessions or just to provide further information for any participants wishing to continue with EYP.

### 3.2.3 Forming outreach support groups

The formation of voluntary outreach groups could consist of teachers and, if possible, current or past members of EYP. The aim of such groups would be to introduce EYP to teachers or schools new to EYP who work with these target groups, as well as support them throughout any processes they may go through if taking part in a future EYP event. The physical presence of teachers working with outreach groups is



recommendable, however this is not absolutely required and these outreach groups could support such teachers and/or schools via phone or email.

### **3.2.4 Collaborating with EYP’s National Committees**

Teachers can take an important role in shaping approaches to outreach from EYP by collaborating with National Committees. NCs are usually very open to receiving feedback and support from teachers who are willing to improve their participant intake from outreach target groups. Teachers/schools interested in supporting NCs can help by encouraging partner schools to take part in EYP events, or reaching out to youth services/networks in order to communicate information about EYP on the NCs behalf.

If an NC needs more detail or help with planning regarding their own outreach projects, teachers can assist by networking with other teachers or partner schools on behalf of EYP, or collecting details of useful contacts for the NC regarding outreach. It should be noted however, that all NCs are mainly run by volunteers and thus it is recommended that suggestions for collaboration keep these limited resources in mind.

### **3.2.5 Campaigns**

Holding campaigns with the participation of EYP members, teachers, partner schools on the importance of inclusion can sensitise people and contribute to normalisation of the EYP experience amongst members and teachers, including those from outreach target group backgrounds. The initiative of such campaigns can be taken by one or more schools or even individual educators that are willing to undertake the task and work alongside teachers who work with students from outreach target groups.

### **3.2.6 “Ambassadors”**

“Ambassadors” can be defined as individuals or institutions that aim to spread information and guidance about the EYP experience, and that offer their assistance in all phases of the preparation, including providing information or guidance to teachers who may be nervous about EYP or feel it may be too challenging for certain students. These ambassadors can be teachers, schools or alumni or any other participants that consider the experience valuable and are willing to work towards the goal of increasing participation from all groups in society.

In addition, these ambassadors could possibly work alongside both governmental bodies (such as social services, youth services etc.) and NGOs to have easier access to these groups in other non-traditional educational environments and non-educational environments.

Such bodies could possibly provide useful feedback so that approaches towards outreach target groups can be better designed, as well as spreading the word out to more people about EYP through these organisations and ‘normalising’ EYP for outreach target groups.





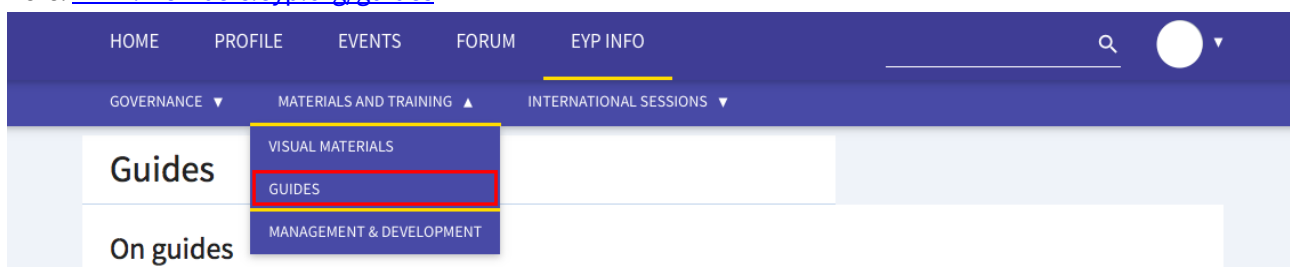
### 3.2.7 Special Education Needs (SEN)

Although it needs to be stressed that students with special educational needs (SEN) are not specifically listed as outreach and inclusion “target groups”, the Educational Council notes that the EYP aims to be a welcoming environment for students and teachers from a SEN background. Close collaboration with specialists and volunteers as to methods that could be used and possible approaches would greatly contribute to adding to the diversity of the network as a whole, as well as providing SEN students experiences of empowerment and intercultural exchange. It may be worth noting that the vast majority of schools have a specialist coordinator or team for SEN, who may be a useful resource for working in this area.

In addition to the above mentioned ideas, it is important to note that many NCs run their own outreach programmes, which are designed with participants from outreach target groups in mind. Below is a list of some of these projects; please note this list is not exhaustive – please contact your respective country’s National Committee to find out more about outreach projects they may be running.

- EurVoice (UK): Half-day workshops in which 13-18 year olds discuss local issues; present their ideas to panel of e.g. politicians. Participants from local schools and youth groups. Accessible to all: e.g. special needs schools, homeless charities, and from privileged backgrounds.
- EYP @ School: 1-2 day session: Bite-size version without competitive element held in schools. Concept is utilised in countries such as Poland, Germany, Sweden, France. Pre-defined topics and often native language used.
- [Understanding Europe](#): Project by the Schwarzkopf Foundation, umbrella organisation of the EYP. 4-hour EU Crash Courses on European topics and how the EU functions (14 countries currently participating in 2017). Aim: promote critical thinking and understanding about Europe among youth
- Parliament Simulation Programme (FI): EYP Finland runs simulation programmes in e.g. vocational and secondary schools
- Ambassador Scheme (CY): Experienced members hold school presentations in Cyprus.
- Workshops in schools: Workshops in EYP within a school as a whole. Ireland, Netherlands, Cyprus
- Regional Sessions without competitive element: e.g. Norway (run either in Norwegian or English)
- “Build Europe” (Forge Europe) (FR): a single school class is chosen to be prepared for participating in an EYP session through a variety of crash courses throughout a year. Selection is linked to the outreach objectives.

Do consider to also have a look at the Guide for Outreach & Inclusion by the Regional Development Council here: [www.members.eypp.org/guides](http://www.members.eypp.org/guides)



Do you know of other projects or activities? Let us know via [educationalcouncil@eypp.org](mailto:educationalcouncil@eypp.org)!



## 4. APPENDIX

Thanks for reading until the end of the guide! Before you dive into the additional material do join our [EYP Teachers Facebook group](#) or have a look at the video “Our teachers” on the [EYP Facebook page](#).

### 4.1 Teambuilding

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Teambuilding is the warm-up phase of the simulation which sets the atmosphere and gets the students excited about the project. The best results are achieved when the simulation is distinguished from ‘normal classes’. Depending on time concerns or the confidence of the class, the Teambuilding section can be skipped, and students can move directly into the Committee Work stage.

There are two guides on the EYP Member Platform specifically for Teambuilding activities, which can be accessed [here](#). Here you can find the activities that will suit your students, the time frame needed and a full explanation of how to run them including equipment needed where necessary.

Usually 3 energisers are sufficient and would take approximately a 90 minutes lesson period. The Chairs would have the responsibility for organising and running the Teambuilding phase.

#### Options

- Whole group Ice Breaker & Energiser: **Examples Big Fat Pony; Ah Rum Pum Pum; Giants-Wizards-Elves**
- Individual Committees – Trust & Cooperation Energiser: **Examples Hula Hoop Challenge; Blind Square; One Finger Lift; Trust Leans**

### 4.2 Committee Work

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Committee Work is a key element of the simulation. It has a number of different stages which allow the students to understand and define their topic, discuss and exchange opinions, reach a consensus and find solutions for their specific question. Ultimately, a resolution will be written based on these ideas.

There are a number of useful guides on the EYP Member Platform specifically for Committee Work, in particular, the **Chairs Guide on Committee Work, Resolution Writing Guide and Introductory and Operative Phrases**, all of which are accessible [here](#). Here you can find different ways of running the Brainstorming stage, ways to reach consensus or solve conflicts and clear advice on the correct format of resolutions, including phrases.



Usually, Committee Work can be broken down into the following stages:

### Committee Work 1 [1 x 90 minute period or 2 x 45 minute period]

- Brainstorming
- CLASSIC MODEL: Problems/Aims/Solutions
- R.O.S.A MODEL: Reality/Objectives/Solutions/Actions
- Presenting Ideas: Wall of Knowledge

### Committee Work 2 [1 x 90 minute period or 2 x 45 minute period]

- Grouping ideas
- Identification of introductory and operative clauses
- Phrasing & Clauses

### Committee Work 3 [1 x 90 minute period or 2 x 45 minute period]

- Resolution Writing
- Plenary Strategy, Speeches (Defence, Attack & Sum Up) and Procedures

Once again, the chairpersons would have the responsibility for organising and running the Committee Work phase. It is also beneficial to involve any students with any previous EYP experience in an advisory capacity during this stage, particularly if some of your students involved have not experienced an EYP session themselves.

During **the Introduction to EYP phase** of the simulation, students examine the topic question with their chairperson to ensure they fully understand key terminology and concepts of the topic. They can then be asked to research different elements of the topic using the Topic Booklets pre-prepared by the chairpersons or to use the [www.europa.eu](http://www.europa.eu) website to bring with them for the next **Committee Work 1** stage.

#### Committee Work 1

Students bring their research with them and the chair gives each student 2 – 4 Post-its on which they write **one idea** associated with the topic. This can be anything important to them about the topic, regardless of whether it is a past or current problem, an aim they wish to pursue or a solution. The chairperson then asks each individual student to take turns to present their ideas and stick their Post-it onto the **Wall of Knowledge**. At this stage there may be repetition of ideas or key words, but this is normal.

#### Committee Work 2

On an A3 sheet of paper, the chair writes the topic along the top and then divides the sheet into either the classic model for EYP brainstorming – **Problems/Aims/Solutions** or another model of choice. Using the **Wall of Knowledge**, students start to discuss and group their ideas under the 3 different categories, organising them by removing multiple versions of the same idea and grouping others according to similarity. It is



important at this stage to keep to the original list of points and not to add other ideas otherwise the discussion will become too extended. Similarly, the chair will need to set a tight time schedule for the discussion of each point.

The ideas can then be separated into **Introductory Clauses** i.e. ideas grouped under **Problems** on the sheet and **Operative Clauses** i.e. ideas grouped under **Aims/Solutions**. Any additional information unused in the actual clauses, such as supporting facts or statistics, or points raised during discussion, can be used to develop the defence speech or for answering questions by other committees in Open Debate. Students will need to decide how strongly they feel about their points and use the appropriate phrasing to introduce the Introductory and Operative Clauses. It is important that all the ideas chosen for the resolution are reached by **consensus** within the committee.

### Committee Work 3

#### *Resolution Writing*

The result of the committee work is a **resolution**. This document is a list of clauses which summarise the problems identified by the committee and the solutions proposed. The format is in two parts: the first part comprises the Introductory clauses describing the current situation and background to the topic and the second part comprises the Operative Clauses which propose the solutions. Students need to keep in mind that operative clauses should be concrete solutions or further developing existing solutions, while remaining realistic and in line with existing policies.

For each part there are specific phrases to introduce the clauses, which can be accessed here. Chairs should oversee this process and ensure the clauses are not repetitious or included in the wrong part of the resolution. Language needs to be formal and precise but also clear so it can be understood clearly by all students.

#### *Preparing for General Assembly*

The purpose of the General Assembly is to discuss all the resolutions developed by the committee members with the entire class. The Board are responsible for running the debate and can be either visiting members of your National Committee where feasible, or students who have experienced EYP before. In other words, they moderate the discussion and keep discussions to the time schedule.

Chairs need to plan their strategy for the General Assembly with their committee members and to allocate roles to their delegates according to their strengths. The minimum amount of 'roles' required in a committee consist of:

- One student who should present a **defence speech**;
- One student who will deliver a **summation speech** at the end of the Open Debate on their resolution before the vote is taken;
- **Other members of the committee** who can take turns in responding to the points from other delegates during the Open Debate.

Prior to the General Assembly, copies of all resolutions should be distributed to delegates so that general points of debate and attack speeches can be prepared.

Once the topic of debate is opened with a defense speech, the other committees are invited to make an attack speech in response to the resolution. After these speeches, several rounds of open debate occur (depending on the amount of time you wish to give to the students during this time). During Open Debate, members of other committees get to ask questions and provide suggestions on the proposing committee's resolution.



Open Debate is not simply a question/answer time, but instead should be an opportunity to encourage students to suggest alternative solutions. Students should be encouraged to actively listen by their chairpersons during this part of the debate.

## 4.3 General Assembly: Procedures of the debate

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***At all times during the General Assembly Debate, the chairs of the committees need to hold up their placards to get recognition from the GA Board in order to have permission to speak.***

1. READING THE RESOLUTION [2 MINS]

The delegates are encouraged to read the resolution quietly in advance of the next debate. This allows them to consider the topic in greater detail and pre-empt any concerns or points they would like to raise during the debate.

In some cases, one member of the **proposing committee** (the committee defending the resolution in the next debate) is invited to read the Operative Clauses.

2. DEFENCE SPEECH [3 MINS]

Standing in front of the delegates, one member of the proposing committee presents the resolution to the other delegates, explaining why the committee chose the solutions and to convince the other groups of how the ideas provided in the resolution are the best possible solutions to the problem(s) within the topic question.

3. ATTACK SPEECH [2 MINS]

Standing in front of the delegates, one member of one of the other committees has the chance to speak against the solutions of the proposing committee and make new suggestions to improve them. This should always be made in a constructive and polite manner. The Board can return to the proposing committee after an attack speech to let the proposing committee respond to some of the points raised in the attack speech.

4. OPEN DEBATE [2-3 rounds, 15–20 MINS in total]

During the Open Debate, all members of the other committees get to **ask questions** about the resolution and **comment** on the resolution being discussed. The Board will recognise the delegates who want to speak, which is indicated by the holding up of committee placards. Depending on how many points are made, there can be several rounds of open debate. The Board can return to the proposing committee between rounds of debate to allow them to respond to some of the points raised by the other committees.

5. SUM UP SPEECH [3 MINS]

Standing in front of the delegates, one member of the proposing committee summarises what has been discussed (dealing with concerns and giving positive comments) and re-emphasises the main solutions and their benefits, in a final attempt to convince the other delegates to vote for their resolution.



## 6. VOTING [3MINS]

After the Board closes the debate, all delegates vote on passing or failing the resolution. Each student can vote individually **FOR/AGAINST/ABSTAIN**. Each committee chair counts the votes and reports back to the Board who then total the votes and announce whether the resolution has passed or not by a majority vote.

As an alternative to submitting votes verbally, particularly regarding shy or quiet students, votes can also be tallied using Post-its, so students may not feel swayed to vote the same way as others in his or her committee.

*\*It is important that all delegates vote and that they understand that casting an empty vote (ABSTAIN) can be disrespectful to the other committees' work. Also, if a resolution fails to pass, it does not necessarily mean that it wasn't good but perhaps was too creative or controversial!*