

Generation Europe Board Game

Instructions



Topic and purpose

The game offers the possibility to address EU related questions in four thematic areas.

- History of the European Union (from the EEC to the EU)
- The common European house: the European institutions and their functions
- Europe at home (how Europe enters our daily lives; e.g. mobility, documents, single currency...)
- A Europe of values (with particular attention to the EU Charter of Fundamental Rights)

Materials

The game uses the following materials:

- 1 game board (Printable)
- 110 cards with questions and tasks (Printable)
- 1 diploma template
- Checkers of different colour (take any suitable objects for this), as many as you have players.
- A die

The board shows a map of Europe with a track of 50 fields, divided into

- 35 Card fields
- 10 Icon fields
- 5 Debate field
- 1 Diploma field (the target)



There 108 cards include

- 68 Question cards (in three areas of study)
- 14 Icon cards



- 14 Cards for debating (group activity)
- 10 cards for reflection (individual activity)

How to play

Depending on the class, the teacher can decide that the game takes place individually (recommended for small groups of up to 6 people) or in groups (it is advisable not to form large groups, but several groups of 2 – 4 people).

The teacher places the game plan in front of her, instructs the group and decides who starts the game. The game then continues clockwise.

All the groups play on the same field and the teacher leads the game by moving the checkers and making the rules explicit from time to time.

Depending on the group / class (level of schooling, language level ...) the teacher decides the time available for each activity and, at the end of the scheduled minutes, stops the game.

The first player or group throws the die and moves its meeple the as many fiels forward on the board. The landing field can turn out to be a Cards, Icons/Lexicon or Debate/Motivation field.

Case 1: Card field



When landing on a Card field, you draw a card from the cards deck (66 cards on the first three areas of study). The player reads the question on the card and answers it. If the answer is correct, the player advances by one field and has the possibility of another roll of dice. If not, it is the next player's turn.

Case 2: Icon field



When landing on an Icon field, you draw a card from the Icons deck of cards. The player has then to identify the logo on the card and either identify it (if possible) or at last form a full sentence about it. For example, wen presented the flag of the EU, a



player could say: “This is the flag I always see in public offices.” She could also formulate a plausible explanation what the logo could mean. This can be used to discuss the topic in the group, do internet research, or the teacher can eventually give the correct explanation. – When the task is seen as fulfilled, the player may take another turn (throwing the die). It is the teacher who decides if the answer is acceptable.

Case 3: Debate field



For these fields, we propose two different types of activities, depending on the intellectual and rhetoric capabilities of the players. Groups capable to debate a topic will do a debate with two opposing teams of debaters (Activity A). There is a separate set of cards for this (pairs of cards, instructing debaters to take on opposing positions).

Groups with lower capabilities simply collect their thoughts on a topic (reflection) and express them orally (Activity B). There is a separate set of cards for this.

Activity A: Debate a topic

This activity is suitable for classes accustomed to the practice of debate (arguing and debating). When Player A lands on a “Talk” field, he gets a card from the “Debate” deck (supervised by the teacher). Player A then chooses another Player B who will have the corresponding card from the teacher, to start the debate. The two players read their cards (silently), they have two minutes to collect ideas and information. (Here it is an advantage to play the game rather in pairs or teams, not with single individuals.)

After the two minutes, the two players compete in the debate, with a time set by the teacher (3 minutes is a good time for this). The class and the teacher decide by vote who is the winner, taking into account content, presentation strategy and style. The winner advances two fields and may once more roll the die.

A grid for the evaluation of debates is included in the game materials.¹

¹ Source: <https://www.marcellinebolzano.it/sites/default/files/multari-valutazione.pdf>



Activity B: Present your thoughts

This is an activity for classes who are not used to the practice of public debate and have not yet gained the skills to support an argument. When Player A lands on “Talk” field, he gets a card from the teacher from the “Motivate” stack of cards. He reads the card and has a minute to answer the questions by producing a small narrative. The teacher evaluates whether the answer and its formulation are correct. If so, the player advances one field.

Questions and Tasks

Here are the texts of the cards in the game, for reference. This can also be used to create translations into other languages.

Area 1: The Birth of the EU

1. The Council of Europe deals with...

- strengthening the economy of European countries
- protecting the human rights, democracy and justice of the countries belonging to
- driving the foreign policy of European countries

2. What is the name of the Manifesto that contains the fundamental ideas of a Confederation of European states?

- Yalta Manifesto
- Rome Manifesto
- Ventotene Manifesto

3. Which of these political figures did not play a central role in the debate on collaboration between European states?

- Winston Churchill
- Stalin
- De Gasperi Alcide
- Jean Monet

4. The first institution that sees collaboration between some European states is:

- EDC (European Defence Community)
- EURATOM (Atomic Energy Agency)
- ECSC (European Coal and Steel Community)



5. In which city was the European Economic Community born?

- Rome
- Brussels
- Messina

6. Benelux is the set of the following states:

- Austria, Germany, Hungary
- Luxembourg, France, Switzerland
- Luxembourg, Belgium, Netherlands

7. The body responsible for dealing with nuclear energy is:

- The ECSC
- EURATOM
- The EUROS

8. Great Britain joined the EEC in:

- 1973
- 1979
- 1957

9. The Maastricht Treaty aims to be

- create a European army
- create an economic and monetary union between countries
- use the English language throughout the European continent

10. The Schengen Convention provides

- the adoption of the euro in the EU countries
- economic aid
- the abolition of customs controls between EU countries

11. The European flag is composed of

- 12 stars on blue ground
- 28 stars on blue ground
- 24 stars on blue ground

12. May 9th is celebrated on Europe Day, a date that recalls

- the end of World War II



- the signing of the Treaty of Rome
- the Schuman declaration in Paris

13. The European anthem is

- It's going to think
- Hymn to joy
- United in diversity

14. The motto of the EU is:

- All for one, one for all
- Union is strength
- United in diversity

15. The euro officially came into use in

- 2002
- 2010
- 1989
- 2005

16. In 2013 the EU was joined by:

- Croatia
- Slovenia
- Turkey
- Romania

17. In 2019, which state left the European Union?

- Great Britain
- Turkey
- France

18. How do you call people who do not believe in the usefulness of the unification policy of the countries of Europe?

- Racists
- Undemocratic
- Eurosceptics



19. How many are the official languages of the European Union?

- 3
- 35
- 24

20. In 1979...

- The first election of the European Parliament took place
- Greece, Spain and Portugal have joined the European Union
- Great Britain has left the European Union

21. To join the European Union

- States must be parliamentary republics
- States must have a very strong economy
- States must be democratic

22. The European Constitution did not enter into force in 2005 because some states did not accept it

- True
- False

23. Which countries are currently part of the EFTA (European Free Trade Association)?

- United States
- Switzerland and Turkey
- Iceland, Liechtenstein, Norway and Switzerland

Area 2: Institutions of the European Union

24. The legislative body of the European Union is

- The European Commission
- The European Parliament
- The Court of Justice
- The Court of Auditors

25. The executive body of the European Union is:

- The European Commission



- The European Parliament
- The Council of Europe
- The Court of Auditors

26. Which of these bodies is not a European institution?

- European Parliament
- Council of Europe
- European Council
- European Central Bank

27. What is the body that deals with the judiciary?

- The European Commission
- The European Council
- The Court of Justice
- The European Parliament

28. The European Parliament...

- remains in office for 2 and a half years
- remains in office for 5 years
- remains in office for 4 years

29. The European Union is

- a federal state
- an economic and political community
- a military alliance

30. Which of these legislative arrangements of the European Union is not binding?

- Treaty
- Decision
- Resolution
- Opinion

31. Community Regulations are directly applicable

- True
- False



32. The Presidency of the Council of the Union is held for 6 months in rotation by each member state

- True
- False

33. The European Commission cannot be controlled by the European Parliament

- True
- False

34. The members of the European Parliament are elected by the national parliaments

- True
- False

35. The European Parliament elects the President of the Commission

- True
- False

36. Which city is not the seat of a European institution?

- Brussels
- Strasbourg
- Luxembourg
- Oslo

37. What is the main objective of the European Central Bank?

- Producing the euro
- Maintain price stability
- Controlling the budget of the European Union

38. The Court of Justice...

- checks the outcome of the elections
- controls compliance with the laws established throughout the territory of the European Union
- checks that the budgets are correct



39. The European Council is composed of:

- the Ministers of Economy of all the Member States
- the Heads of State or Government, the President of the Commission and the President of the European Council
- Members of Parliament (MEP)

40. By whom is the Council of the European Union formed?

- By ministers of all Member States
- By the Heads of State or Government, the President of the Commission and the President of the European Council
- By MEPs

41. The Commission has the power of initiative, that is

- Check all the acts of the European Parliament
- May propose legislative acts
- You can decide whether to bring a new state into the European Union

42. Who elects the members of the European Parliament?

- All citizens
- The President of the European Commission
- The Court of Justice

43. What is a Treaty?

- An economic agreement between the states of the European Union
- A binding agreement between the states of the European Union
- An agreement between the European Union and the United States

44. To be valid, the Treaties must

- be ratified by all States
- be ratified by the European Parliament
- be ratified by the President of the European Union

45. The last Treaty of the European Union is the one signed in

- Lisbon
- Rome
- Brussels



46. The Treaties cannot be amended

- True
- False

47. The European Union intervenes in all areas (e.g. foreign policy, trade, culture, education)

- True
- False

48. The European Commission can propose legislative acts...

- only in economic areas
- in all areas
- only in the areas provided for by the Treaties

49. The values of the European Union are

- Accepted and shared by all Member States
- Reported in the European Constitution
- Chosen by the first 6 founding states

50. To enter the European Union, a state must first:

- Respect the principles of freedom and democracy
- Promise to use the euro
- Having a rich economy

51. Which of these states interrupted the negotiations to join the European Union?

- Albania
- Iceland
- North Macedonia
- Turkey

Area 3: Europe at home

52. Which of these areas is not the scope of the European Union's decision?

- Sport
- Trade policy
- Fishing



53. What areas are the exclusive responsibility of the European Union?

- Monetary policy, tourism, sports
- Customs union, trade and monetary policy
- Culture, civil protection, tourism

54. On which areas does the EU want to commit for the next few years?

- Energy, sport, enlargement to the countries of North Africa
- Fisheries, energy, civil protection
- Environment, technological innovation and energy

55. The European Social Fund is used to stimulate the economy of the poorest areas of the Union

- True
- False

56. The European Social Fund is used to finance vocational training and to help people find new jobs

- True
- False

57. A European citizen can find work in Europe in any sector, except in the army and police forces.

- True
- False

58. The European Union is committed to increasing the use of coal and nuclear energy.

- True
- False

59. If a member state does not comply with a fixed rule (e.g. reducing pollution) to which body can it be reported by the European Commission?

- European Entry Bank
- Court of Justice of the European Union
- European Council



60. A food or beverage producer in the EU must provide essential information on the label of the goods, such as ingredients, the place of production, etc.

- True
- False

61. What information is not present on food and drink traded in the EU?

- Country of production
- Net quantity
- List of ingredients
- Price

62. What information is not present on food and drink traded in the EU?

- Country of production
- Net quantity
- List of ingredients
- Price

63. The Erasmus programme ...

- allows university students to undertake a period of study in a university in other countries
- allows students to have university fees paid
- allows students to find work

64. The European health insurance card ...

- entitles you to get health care if you stay in one of the 27 EU Member States
- allows you to pay health expenses directly
- entitles you to reimbursement in the event of an air traffic strike

65. Non-EU citizens with a valid residence permit can move within the Schengen area without applying for visas.

- True
- False

66. I'm a young man between 16 and 30 years old and I want to have a volunteer experience. What European initiative can I participate in?

- European Solidarity Corps
- Erasmus
- European Army



67. If I move to another country of the European Union, my mobile phone costs...

- increase compared to my country
- remain the same as my country
- decrease compared to my country

Icon Cards

When landing on an Icon field, you draw a card from the Icons deck of cards. The player has then to identify the logo on the card and either identify it (if possible) or at last form a full sentence about it. For example, when presented the flag of the EU, a player could say: “This is the flag I always see in public offices.” She could also formulate a plausible explanation what the logo could mean. This can be used to discuss the topic in the group, do internet research, or the teacher can eventually give the correct explanation. – When the task is seen as fulfilled, the player may take another turn (throwing the die). It is the teacher who decides if the answer is acceptable.

These are the icons printed on the cards:

1. European Central Bank

EU’s bank, in control of the Euro currency.

2. European Union (flag)

3. EFTA – European Free Trade Association

EFTA is an intergovernmental organisation for the promotion of free trade and economic integration to the benefit of its four Member States: Iceland, Liechtenstein, Norway and Switzerland.

4. Euro

The currency used in many EU countries (but also in some non-EU countries)

5. CE marking

Conformité Européenne, means that the manufacturer or importer affirms that a good is conform with European health, safety, and environmental standards.

6. Made in EU

A label used to indicate that a product has been produced in the EU. This is however so far not an “official” label.

7. Erasmus+

The label of the EU’s extensive programme to promote education in various areas.

8. Energy label

Obligatory label indicating energy consumption and other relevant parameters of electric devices such as washing machines, light bulbs, etc.



9. WEEE label

The label indicates that the product should not be discarded as unsorted waste but must be sent to separate collection facilities for recovery and recycling. The WEEE marking must appear on any electrical and electronic equipment placed on the EU market.²

10. Organic farming

11. e-Mark, Quantité estimée / Estimated quantity

The sign can be found on most prepacked products in the European Union. It indicates that the prepackage fulfils EU Directive 76/211/EEC, which specifies the maximum permitted tolerances in package content.³

12. Ecolabel

The EU Ecolabel certifies products with a guaranteed, independently-verified low environmental impact. It is voluntary.⁴

13. Protected designation of origins

14. Protected geographical indication

15. Traditional speciality guaranteed

16. Moebius loop

Marking for packaging materials, indicating also their material, to allow for easier recycling.⁵

17. Product life symbol

This label indicates for certain products such as cosmetics how long they can be used after opening.

18. Council of Europe

International organisation of (most) countries in Europe (wider geographic region). Until 2022 it included even Russia. Main objective is the protection of human rights. The organisation is separate of the EU.

² https://europa.eu/youreurope/business/product-requirements/labels-markings/weee-label/index_en.htm

³ https://en.wikipedia.org/wiki/Estimated_sign

⁴ https://environment.ec.europa.eu/topics/circular-economy/eu-ecolabel-home_en

⁵ <https://www.productip.com/kb/productipedia/compliance-resources/the-m%C3%B6bius-loop>



Debate and Reflection Cards

Activity A: Debate a topic

This activity is suitable for classes accustomed to the practice of debate (arguing and debating). When Player A lands on a “Talk” field, he gets a card from the “Debate” deck (supervised by the teacher). Player A then chooses another Player B who will have the corresponding card from the teacher, to start the debate. The two players read their cards (silently), they have two minutes to collect ideas and information. (Here it is an advantage to play the game rather in pairs or teams, not with single individuals.)

After the two minutes, the two players compete in the debate, with a time set by the teacher (3 minutes is a good time for this). The class and the teacher decide by vote who is the winner, taking into account content, presentation strategy and style. The winner advances two fields and may once more roll the die.

Szenario 1

Card A

The motto of the European Union is: “Equal in Diversity”.

You agree with this sentence.

Give some examples in support of your thesis by showing how the motto is really respected in the European Union.

Card B

The motto of the European Union is: “Equal in Diversity”.

You disagree with this sentence.

Give some examples in support of your thesis by showing how in the European Union we are still far from this ideal.

Szenario 2

Card A

The idea of creating a confederation of states in Europe was born by the will of a group of intellectuals, such as Altiero Spinelli. In the Ventotene Manifesto these intellectuals propose the creation of a confederal state to give stability to the European continent.

You agree with this thought.



Give some examples in support of your thesis by demonstrating how the goal of the Ventotene group has really been realised.

Card B

The idea of creating a confederation of states was born by the will of a group of intellectuals, such as Altiero Spinelli, during the Second World War. In the Ventotene Manifesto these intellectuals propose the creation of a confederal state to give stability to the European continent.

You disagree with this thought.

Give some examples in support of your thesis by showing how the objective of the Ventotene group was to fail, in fact even today Europe is crossed by tensions and problems.

Szenario 3

Card A

Turkey has been asking to join the European Union for several years.

You agree on the entry of this country into the European Union.

Explain your position by highlighting the reasons (political, cultural or social) that make it possible for the country to enter the EU.

Card B

Turkey has been asking to join the European Union for several years.

You disagree on the entry of this country into the European Union.

Explain your position by highlighting the reasons that make it impossible for the country to enter the EU in today's state.

Szenario 4

Card A

Every 5 years European citizens are called to vote for the European Parliament.

You think voting is a fundamental right.

Explain your position by highlighting why you need to participate in this type of election.



Card B

Every 5 years European citizens are called to vote for the European Parliament.

You think voting is a fundamental right. However, you consider the European Union too far from the citizens.

Explain your position by highlighting why it is not so necessary to participate in this type of election.

Szenario 5

Card A

The European Union has established that it wants to reduce greenhouse gases by at least 55% by 2030.

You think it's a fundamental and necessary goal to try to find a solution to the Climate change.

Explain your position by highlighting what has been done over the years and what needs to be done in the coming year to achieve this ambitious goal.

Card B

The European Union has established that it wants to reduce greenhouse gases by at least 55% By 2030.

You believe that it is a fundamental and necessary unattainable objective to try to find a solution to climate change.

Explain your position by highlighting what are the elements that hinder the achievement of that goal.

Szenario 6

Card A

Article 2 of the Charter of Fundamental Rights of the European Union states that "No one can To be sentenced to the death penalty, nor executed".

You agree with this position, and with the policy that the European Union has pursued so far.

Explain your position by highlighting what actions the European Union has taken to combat the practice of the death penalty still present in many states.



Card B

Article 2 of the Charter of Fundamental Rights of the European Union establishes that "No one can be sentenced to the death penalty, nor executed".

You disagree with Article 2 of Charter.

Explain your position by highlighting why you think the death penalty is still useful. To demonstrate this position, bring data to support your thinking.

Szenario 7

Card A

Article 21 of the Charter of Fundamental Rights of the European Union states that "any form of discrimination is prohibited".

You agree with this position and with the policy that the European Union has pursued so far on the subject of combatting discrimination.

Explain your position by highlighting what actions the European Union has taken to combat attitudes of discrimination.

Card B

Article 21 of the Charter of Fundamental Rights of the European Union states that "any form of discrimination is prohibited".

You disagree with this position and with the policy that the European Union has carried out so far on the subject of combatting discrimination.

Explain your position by highlighting how the actions put in place by the European Union are still limited.

Activity B: Present your thoughts (= reflection)

This is an activity for classes who are not used to the practice of public debate and have not yet gained the skills to support an argument. When Player A lands on "Talk" field, he gets a card from the teacher from the "Motivate" stack of cards. He reads the card and has a minute to answer the questions by producing a small narrative. The teacher evaluates whether the answer and its formulation are correct. If so, the player advances one field.

Szenario 1

The Charter of Fundamental Rights of the European Union states that man and woman are equal. Is this principle realised in all the countries that belong to the



European Union? What do you know about it? Give examples in support of your answer.

Szenario 2

The European Charter of Human Rights states that “No one can be sentenced to the death penalty, nor executed”. Do you know if all the countries of the European Union have abolished the death penalty? What is the situation in other countries of the world? Give examples in support of your answer.

Szenario 3

The Charter of Fundamental Rights of the European Union establishes freedom of expression, that is, the possibility of everyone to express their opinion and thought. Are there any countries where there is no freedom of expression? Give examples in support of your answer.

Szenario 4

May 17th is the “World Day Against Homophobia”, while October 11th is the “World Coming Out Day”. Do you know the meaning of these words? Do you know what the European Charter of Rights argues about the right to non-discrimination? Have you ever heard episodes of intolerance towards homosexual and transgender people?

Szenario 5

Roma are the largest ethnic minority in Europe, about 25 million. What are the conditions of Roma and Gypsies in Europe? Are they still victims of discrimination? Which organisation in Europe deals in particular with ethnic minorities?

Szenario 6

The Charter of Fundamental Rights of the European Union recalls that Europe respects cultural, religious and linguistic diversity. Do you know situations in the world where religious freedom is not respected? Give examples in support of your answer.

Szenario 7

The right of asylum is the right of international protection that a person in danger in his country for political, religious (etc.) reasons can request. Do you know the



matter? Have you ever heard of people fleeing their country in search of freedom and security? Does the European Union provide for the right to asylum?

Szenario 8

The countries of the European Union are increasingly developing computer networks. According to the laws and principles of the Charter of Fundamental Rights, must internet users have maximum freedom and not respect any rules? What is the right to privacy? Give examples in support of your answer.

Szenario 9

Iqbal Masih, a Pakistani child, denounced in 1994 the condition of exploitation of many children in the poorest areas of the world forced to work in difficult conditions instead of playing and studying. What does the Charter of Fundamental Rights say about children? What are their rights?

Szenario 10

The European Union is strongly in favour of tackling climate change at international level. What actions is the European Union trying to put in place to reduce pollution and the effects of climate change?

Co-funded by the
Erasmus+ Programme
of the European Union

