READY TO MAKE A DIFFERENCE? LET'S MAKE THIS ELECTION ONE WHERE EVERY VOICE COUNTS, STARTING WITH YOURS!

VOTING ADVICE APPLICATION FOR THE EU ELECTIONS

IF THIS CUTE PIGEON CAN'T HELP YOU VOTE IN JUNE, NOTHING WILL.

#Palumba Educational Kit

PALUMBA EU 2024
Welcome to the Palumba Educational Kit!


Hello and welcome to an exciting journey toward active citizenship and political engagement! You’re about to embark on a crucial mission: To discover your political preferences, understand the importance of your voice, and motivate others to make a difference in the upcoming EU elections this June.

The Palumba Educational Kit is designed to support you, whether you’re a student, teacher, youth worker, or a dedicated volunteer, in navigating the complexities of the EU political landscape using the Voting Advice Application (VAA) Palumba. This tool is tailored to help young people discover their political preferences and match them with candidates and parties that best align with their views and values.

What’s Inside?

- **School Lessons and Workshop Ideas:** We’ve curated a collection of engaging and informative lessons and workshop ideas. These are designed to make learning about the EU and the impact of voting both interactive and impactful. Whether you’re leading a classroom discussion or a community workshop, these resources are flexible and adaptable to fit a variety of educational settings.

- **Crash Intervention:** A unique addition to our kit! This guide provides a blueprint for you—the students—to conduct your own 20-minute “crash intervention” session with your class. It’s your turn to take the lead and inspire your classmates to use their votes!

Palumba EU

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Why This Matters

Your vote is more than just a right – it’s a powerful tool for shaping the future. The upcoming EU elections are a chance to have a say in the decisions that will affect the daily lives of the 450 million citizens of the EU. By engaging now, you’re not only preparing to vote; you’re stepping into a role as a proactive member of society.

Get Ready to Make an Impact

We invite you to dive into this kit, explore the resources, and use them to fuel discussions, spark debates, and create an environment where every young person knows the value of their vote. Let’s get ready to inspire and be inspired, to learn and to teach, to speak up and listen—and most importantly, to make every vote count.

Together, let’s motivate a new generation of voters! And remember...

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- STIMME für DEMOKRATIE
- MORE IN 24
- REIMAGINE EUROPA
Be the Change: Lead a crash intervention in your classroom

You are a young student and you tried out Palumba? You have the feeling that it would also be good if your classmates use the app? Perfect – Be the change and lead your own classroom intervention about why voting matters and help your fellow students to discover their political preferences by using Palumba.

Your Voice, Your Vote!

This school lesson has the goal of showcasing why voting matters and supporting the students in discovering their political preferences. This school lesson is suitable for students who already have learned about the EU in general but not about the EU Parliament and the EU elections in particular.

Match your vote

This school lesson has the goal of showcasing why an informed voting decision is important and supporting the students in discovering their political preferences. This school lesson is suitable for students who already have learned about the EU in general and the European electoral system in significance.

Every vote counts!

This school lesson has the goal of supporting the students in discovering their political preferences. Moreover, the lesson should empower students to activate friends, family and the wider community to vote. This school lesson is suitable for students who already have learned about the EU in general and have a general knowledge of the EU elections.

EU Know-How: Engage and vote smart!

This school lesson has the goal of supporting the students in discovering their political preferences and getting to know the EU in a fun way.
**Dialogue with candidates**

These *school lessons* have the goal of showcasing why voting matters and supporting the students in discovering their political preferences. Moreover, the lessons *facilitate direct interaction with political candidates* and motivate the students to actively contrast their own opinions with others.

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**Pro-Contra-Debate**

These *school lessons* have the goal of showcasing why voting matters and supporting the students in discovering their political preferences. Moreover, the lessons challenge the students to *research a specific issue in depth and motivate them to contrast different perspectives*.

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**Empower your circle to vote**

This *workshop* has the goal of showcasing why voting matters and supporting participants in discovering their political preferences. Moreover, participants will develop ideas on *how to motivate their friends, family and wider community to vote*.

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**EU Impact Lab**

This *workshop* has the goal of showcasing why voting matters and supporting participants in discovering their political preferences. Moreover, participants will *develop their project ideas in small groups*. This workshop can be held in *person* and online.
1 Be the Change: Lead a crash intervention in your classroom

You are a young student and you tried Palumba? You have the feeling that it would also be good if your classmates use the app? Perfect – Be the change and lead your own classroom intervention about why voting matters and help your fellow students to discover their political preferences by using Palumba.

Objectives:
- Supporting fellow students to discover their political preferences through the VAA
- Finding the young leader in yourself to lead a crash intervention

Materials needed:
- Smartphones with internet access for the VAA
- A lot of motivation and courage :)
Why Your Voice Matters

Hey there! Did you know that one of the most powerful things you can do as a young person is to vote? It's not just about choosing leaders; it's about expressing your voice, standing up for what you believe in, and shaping the future of Europe. But not everyone knows this—some of your friends might not even plan on voting. You can change that!

What You Can Do

Just lead a quick and impactful "crash intervention" in your classroom to motivate your fellow students to vote.

How to Get Started

Ask for Permission: First, talk to your teacher. Explain that you’d like 20 minutes to lead a short session about the EU elections. Share that you would like to use Palumba (a voting advice application) for this and why you think it is important.

Prepare: To not feel nervous take a few minutes to prepare your intervention. Think about what you want to share with your class before downloading the app. E.g. highlight how every single vote contributes to shaping policies about education, environmental protection, digital rights, and more. Share why you used the app and what insights you gained through the app experience.

Make It Interactive: Don’t just talk to your classmates—involvıe them! Ask them why they think voting matters. Or ask right at the beginning who intends to vote in June for the EU elections and ask after that who already knows who to vote for.

Share voting information: One of the biggest barriers preventing people from voting is the lack of knowledge of how to do so. On this website (https://elections.europa.eu/en/how-to-vote/) of the European Parliament, you can choose your country and your preferred language to get all the important information about voting in the EU elections for your specific country.

Follow-up: After your intervention, keep going. Share reminders, offer to help with voter registration, and continue the conversation in your class chats or social media.

Why It’s Worth It

This isn’t just about getting people to vote; it’s about empowering your classmates to use their voices for the future they want to see. By leading this crash intervention you’re a leader and an activist in your own right.

Ready to make a difference? Let’s make this election one where every voice counts, starting with yours!
Your Voice, Your Vote!

This school lesson has the goal of showcasing why voting matters and supporting the students in discovering their political preferences. This school lesson is suitable for students who already have learned about the EU in general but not about the EU Parliament and the EU elections in particular.

Objectives:
- Supporting participants to discover their political preferences through the VAA
- Highlighting the significance of the European elections and their impact on our daily life
- Educating participants on the importance of voting as a democratic right and duty

Materials needed:
- Smartphone with internet access for the VAA
- Projector and screen for presentations/explanations

Workshop overview:
1. Introduction (5 min)
2. The Importance of voting and the European elections (15 min)
3. Using the VAA (15–20 min)
4. Reflection (5–10 min)
5. Overview of the European elections (5 min)
6. Wrap-up (5 min)
Introduction (5 min)

Informing the students that today’s session will be about the European elections and how to use Voting Advice Applications (VAAs) to feel more confident to vote in June.

Furthermore, use the introduction to share with your students some facts about this year’s elections worldwide – after all since the beginning of 2024 the term “mega election year” has been all over the media:

- 2024 is the biggest election year in history
- elections are happening in 76 countries all over the world; e.g. in Russia, the USA, India and the EU
- 4.2 billion people worldwide are called upon to vote
- In the EU about 370 million people are eligible to vote this June

After sharing these facts you can ask your students an ice-breaker question: “Why do you think your vote matters?” Try to collect first ideas and thoughts from your students and also use this as a bridge to the next part of the lesson. For collecting the ideas you can use a tool like Mentimeter to create a worldcloud with the ideas of your students.

The Importance of voting and the European Elections (15 min)

Start this part of the lesson by taking reference to the answers of your students from mentimeter and highlight three important facets of why voting matters:

- **Civic duty**: Voting is a fundamental part of democratic participation. It is one of the most important direct ways for citizens to express their preferences about who will make major decisions that affect all aspects of our daily lives. Moreover, democracy should never be taken for granted and voting is an essential part of this concept.

- **Impact on Policy**: Voting influences various policies that affect daily life. The EU publishes laws and policies for a wide range of topics, no matter if environment, security, migration, economy or consumer rights. Thereby, your vote is part of the decision of who will represent you in the EU Parliament in preparing these laws and influencing different policies.

- **Empowerment**: Voting empowers individuals to have a say in the big decisions that affect their lives and their community. The EU as a whole is dealing with global challenges daily and voting is your way to influence the direction of this.
The European elections

After highlighting why voting matters it is time to explain the EU Parliament so that students understand for what they are voting:

- The only body of the EU that we can elect directly is the EU Parliament. The citizens of the EU elect the Parliament every five years and the MEPs (Members of the European Parliament) represent the interests and concerns of the EU citizens.
- The number of MEPs each country can elect is roughly proportional to its population. However, no country can have fewer than 6 (e.g. Malta, Cyprus, Luxembourg) or more than 96 MEPs (Germany). This year we will select 720 MEPs that will take up a place at the EU Parliament.
- The elected MEPs will not necessarily sit beside the MEPs from their country in the EU parliament. In the parliament, the MEPs join different fractions where they come together with MEPs from different member states based on topics and the priorities of the fraction instead of their country of origin. Below you can see an infographic about the current composition of the parliament.
- Now that we know about the MEPs and how they are elected it is also interesting to know what they are doing in the parliament. First, the MEPs work alongside the Council of the European Union to discuss, amend and approve different EU laws. These laws cover different issues including environmental protection, data privacy and consumer rights. Second, the parliament has the power to approve, amend and even reject the EU budget. Third, the MEPs oversee other EU institutions to ensure that they are working correctly. Fourth and most importantly, the MEPs are responsible for representing the interests and concerns of the people as their elected representatives. In one sentence the EU Parliament and its MEPs are essential for making EU laws, deciding how the EU spends money, keeping other EU bodies in check and representing the interests of the European citizens.
The EU – effect on our daily life

Before trying out with which fraction of the EU parliament the students are matching it is important to showcase the daily impact of the EU and the decisions of MEPs in their life. E.g. EU environmental regulations affect the quality of the air we breathe, EU policy on food safety affects what quality of food we eat and even the cost of using our mobile phones across borders (roaming charges) is affected by EU regulations. Here you can also research an interesting case of how the EU is affecting your specific country or/and region with the help of the following website: https://what-europe-does-for-me.europarl.europa.eu/

Using the VAA (15–20 min)

Now it is time for action – let your students use the VAA! The students can download the VAA depending on their phone either from the Google Play Store or the Apple App Store under the name “Palumba”.

The app itself is self-explanatory and easy to use. However, we nevertheless encourage teachers to test it out before the lesson to be able to support students if needed. Depending on the student's user experience the whole process from downloading the app to getting the results can take around 15–20 minutes. If some students are sooner finished than others we would advise teachers to encourage students to explore the more info texts of the statements.

Reflection (5–10 min)

It is important for the students to discuss and reflect on their experience with the app. Ask some of the students to share insights from their app experience with everyone. Before going to the next part, also try to summarise the key takeaways from the discussion for the students and encourage them to further explore their match. Possible reflection questions for the group discussion:

- What statements were most important to you and why?
- Were there statements where you didn't have an opinion ("neutral")?
- What did you take away from the VAA experience and how does it influence your voting?
- Were you surprised by your match?
- Is there a topic that would be a “deal-breaker” for you, if the matched candidate has an opposite opinion of it? E.g. you are for a more open migration and your matched candidate isn’t.
Overview of the European elections (5 min)

One of the biggest barriers preventing people from voting is the lack of knowledge of how to do so. Take five minutes to help your students navigate the voting system of your country. For this you can use the following website and also recommend it to your students: https://elections.europa.eu/en/how-to-vote/

On this website of the European Parliament, you can choose your country and your preferred language to get all the important information about voting in the EU elections for your specific country.

Wrap-up (5 min)

Wrap up the lesson with a call to action – Encourage your students to vote in June!

You can also give your students homework based on this lesson. E.g. asking them to research their matched fraction of the EU Parliament and at least one of their matched local candidates lists and finding out what their priorities for the elections are. In the next lesson, you can build on this homework and let students discuss if they agree with the priorities and if/how their research influences their voting.
3 Match your vote

This school lesson has the goal of showcasing why an informed voting decision is important and supporting the students in discovering their political preferences. This school lesson is suitable for students who already have learned about the EU in general and the European electoral system in significance.

Objectives:
- Supporting participants to discover their political preferences through the VAA
- Encouraging informed participation in the upcoming European elections

Materials needed:
- Smartphones with internet access for the VAA
- Projector and screen for explanations

Workshop overview:
1. Introduction (10 min)
2. Using the VAA (15–20 min)
3. Peer Discussion (10 min)
4. Group Discussion (10 min)
5. Overview of the European elections (5 min)
6. Wrap-up (5 min)
Introduction (5 min)

Informing the students that today’s session will be about the European elections and how to use Voting Advice Applications (VAAs) to feel more confident to vote in June.

Furthermore, use the introduction to share with your students why an informed voting decision is crucial and what roles a VAA can play in this regard. First, let students raise their hands and share their ideas on why informed voting is important. Here are also some prepared ideas as to why informed voting is essential:

- **Choosing the right leaders:** When people inform themselves about and explore their voting possibilities before an election, they can vote for leaders who care about the same things they do. By doing this, voters can assess candidates based on their ability to address these topics/issues effectively rather than on charisma or popularity alone.

- **Keeping democracy strong:** For a democracy to work well, everyone needs to understand how it works and how they can participate. When people are informed about their voting possibilities, they are more likely to vote and stay involved in making sure their government does a good job.

- **Spotting false information:** There is a lot of wrong and misleading information out there. If voters know how to check facts and understand different perspectives, they are less likely to be fooled. This is vital for making decisions based on facts rather than manipulated or false data.

- **Stable government:** When voters have a clear understanding of the policies being proposed by candidates they can make decisions that ensure continuity and stability in a government. Thereby, informed voting helps to avoid abrupt policy shifts that can occur when elections are swayed by reactionary or single-issue voting.

- **Keeping involved & accountability:** Voters who know about politics and care about different issues tend to keep paying attention even after an election is over. They often keep an eye on the elected officials and follow closely if the elected leaders keep their promises.

- **Feeling empowered:** Learning about voting and using the right to vote gives citizens the power to influence what happens in their community. Through informed voting, individuals get the knowledge to question, challenge and influence political and social structures. This empowerment fosters a sense of responsibility and active citizenship.

To sum all these reasons up, being informed about voting possibilities and the different candidates ensures that democratic processes work effectively and that elected leaders truly represent the will and needs of their citizens. Therefore, voting is a powerful tool for making sure that leaders represent their voters and make good decisions for the broader society.
The role of VAAs in informing young voters:

In this regard, a VAA can support voters in finding out about their political preferences and different topics and match these preferences with parties and candidates. It is important to mention that a VAA derby shouldn’t be the sole factor for a decision but is more of a first step to get an overview of different voting possibilities and help explore which topics are important to voters. Based on the results of the VAA students should be encouraged to research their matched candidate list further to be able to make a truly informed voting decision.

Using the VAA (15–20 min)

Now it is time for action – let your students use the VAA! The students can download the VAA depending on their phone either from the Google Play Store or the Apple App Store under the name “Palumba”.

The app itself is self-explanatory and easy to use. However, we nevertheless encourage teachers to test it out before the lesson to be able to support students if needed. Depending on the student’s user experience the whole process from downloading the app to getting the results can take around 15–20 minutes. If some students are sooner finished than others we would advise teachers to encourage students to explore the more info texts of the statements.

Peer Discussion (10 min)

It is important for the students to discuss and reflect on their experience with the app. Thereby, a peer discussion allows time for participants to discuss their results in pairs or small groups and promotes an understanding of diverse political perspectives. Possible questions students can discuss:

- What statements were most important to you and why?
- Were there statements where you didn’t have an opinion (“neutral”)?
- What did you take away from the VAA experience and how does it influence your voting?
- Were you surprised by your match?
- How was the experience for the others in your group? Do you have a similar perspective or different opinions?
- Is there a topic that would be a “deal-breaker” for you, if the matched candidate has an opposite opinion of it? E.g. you are for a more open migration and your matched candidate isn’t.
Group Discussion (10 min)

Bring all the groups and pairs together in the plenum and ask some of the teams to share insights from their discussions with everyone. Before going to the next part, also try to summarise the key takeaways from the discussion for the students and encourage them to further explore their match.

Overview of the European elections (5 min)

One of the biggest barriers preventing people from voting is the lack of knowledge of how to do so. Take five minutes to help your students navigate the voting system of your country. For this you can use the following website and also recommend it to your students: https://elections.europa.eu/en/how-to-vote/

On this website of the European Parliament, you can choose your country and your preferred language to get all the important information about voting in the EU elections for your specific country.

Wrap-up (5 min)

Wrap up the lesson with a call to action – Encourage your students to vote in June!

You can also give your students homework based on this lesson. E.g. asking them to research at least one of their matched local candidates lists and finding out what their priorities for the elections are. In the next lesson, you can build on this homework and let students discuss if they agree with the priorities and if/how their research influences their voting.
Every vote counts!

This school lesson has the goal of supporting the students in discovering their political preferences. Moreover, the lesson should empower students to activate friends, family and the wider community to vote. This school lesson is suitable for students who already have learned about the EU in general and have a general knowledge of the EU elections.

Objectives:
- Supporting participants to discover their political preferences through the VAA
- Equipping participants with strategies to encourage friends and family to vote

Materials needed:
- Smartphones with internet access for the VAA
- Projector and screen for explanations
- Pens and paper for brainstorming

Workshop overview:
1. Introduction (5 min)
2. Using the VAA (15–20 min)
3. Overview of the European elections (5 min)
4. Mobilizing your circle (10 min)
5. Brainstorming session (15 min)
6. Wrap-up (5 min)
Introduction (5 min)

Informing the students that today’s session will be about the European elections and how to use Voting Advice Applications (VAAs) to feel more confident to vote in June. In the second part of the session, they will work out ideas to mobilise friends and family to vote in June.

Furthermore, use the introduction to share with your students some facts about this year’s elections worldwide – after all since the beginning of 2024 the term “mega election year” has been all over the media:

- 2024 is the biggest election year in history
- Elections are happening in 76 countries all over the world; e.g. in Russia, the USA, India and the EU
- 4.2 billion people worldwide are called upon to vote
- In the EU about 370 million people are eligible to vote this June

After sharing these facts you can ask your students an ice-breaker question: “Why do you think your vote matters?” Try to collect first ideas and thoughts from your students. Here are three reasons as inspiration:

- Only those who vote have a say: Don’t leave it to others to decide who should represent your interests in the EU Parliament.
- Your vote makes a difference: With your vote, you decide which party will be the strongest force in the EU Parliament and therefore will have it easier to push their agendas.
- You can vote: Being able to vote is not something to be taken for granted! Therefore, it is important to go to the elections and thereby be part of our democracy.

Using the VAA (15–20 min)

Now it is time for action – let your students use the VAA! The students can download the VAA depending on their phone either from the Google Play Store or the Apple App Store under the name “Palumba”.

The app itself is self-explanatory and easy to use. However, we nevertheless encourage teachers to test it out before the lesson to be able to support students if needed. Depending on the student’s user experience the whole process from downloading the app to getting the results can take around 15–20 minutes. If some students are sooner finished than others we would advise teachers to encourage students to explore the more info texts of the statements.
Overview of the European elections (5 min)

One of the biggest barriers preventing people from voting is the lack of knowledge of how to do so. Take five minutes to help your students navigate the voting system of your country. For this you can use the following website and also recommend it to your students: https://elections.europa.eu/en/how-to-vote/

On this website of the European Parliament, you can choose your country and your preferred language to get all the important information about voting in the EU elections for your specific country.

Mobilizing Your Circle (10 minutes)

Now your students have an idea about the possible voting options and they know how the process and necessary steps to vote themselves. This part of the session is all about building on this knowledge and learning the importance of mobilizing your friends and family.

Before you can share some hints about communication, it is time to let the students try out themselves:

Convince your neighbour to vote

The students should try to convince each other to vote. For this give the students 2 minutes of preparation time to find arguments in favour of voting. Then each pair should try to convince each other. First student A gets one minute to convince student B. Afterwards student B gets one minute to convince student A.

Ask the students if it was easy to come up with a plan to convince each other in so little time. Most probably some will answer that it was easy, and others thought it was hard. No matter what, it is always nice to share some communication hints with the students.

Communication hints

To mobilize the people around you it is important to know some things. Below are some ideas of what information you can share in this part of the session:

The Power of personal influence

- Network effect: If you motivate one person in your friend circle to vote, this person may in turn encourage another person to vote and so on.
- Social influence: Individuals are strongly influenced by people they know and trust. Therefore, personal discussions with friends and family can have a powerful impact on whether they decide to go to vote or not.
Effective communication

- **Positive reinforcement:** If you want to motivate people to vote it is important to use positive messages and speak about the benefits of voting rather than focusing on the negative effects of not voting.

- **Factual information:** You just tried out the VAA and I shared with you information about how to vote in our community. Doing exactly this, sharing important information about voting possibilities and how to register can remove barriers.

- **Personal stories:** Sharing personal stories always has a huge effect on other people. So, encourage your students to think about their reasons to vote in the upcoming elections and share that with others.

Using social media

- The students most probably are already experts in social media. So just pinpoint for them the power social media can have in reaching people through using hashtags, sharing stories and creating content about the elections. An example would be the App Palumba where users can share their result screens on social media.

Brainstorming session (10 min)

For this part, the students can **work together in small groups to brainstorm ideas on how they will motivate at least one friend or family member to vote.** Below are some hints on what the students should take into account while brainstorming ideas:

- If you want to motivate someone through a personal chat with them, think about the specific conversation you might have. Already prepare pros why the person should go voting and ideas on how to react to counterarguments about voting. Also, try to include your knowledge about the voting process in your country and the insights you have gained through the VAA.

- If you want to use social media to motivate people in your community to vote already plan a possible post or story. What would be the storyline of your video? What information would you need for an informational post? Etc.

- You can also come up with completely other plans and ideas! The only important thing is to be as concrete with your ideas as possible.

Wrap-up (5 min)

Encourage some of the students to share their ideas and ask participants to share one step they now plan to take immediately after this lesson.
EU Know-How: Engage and vote smart!

This school lesson has the goal of supporting the students in discovering their political preferences and getting to know the EU in a fun way.

Objectives:
- Supporting participants to discover their political preferences through the VAA
- To make learning about the EU engaging through a fun quiz format

Materials needed:
- Smartphones with internet access for the VAA
- Projector and screen for explanations & the quiz (or print the quiz)

Workshop overview:
1. Introduction (5 min)
2. EU Quiz (15 min)
3. Using the VAA (15–20 min)
4. Reflection (10 min)
5. Overview of the European elections (5 min)
6. Wrap-up (5 min)
Introduction (5 min)

Informing the students that today’s session will be about the European elections and how to use Voting Advice Applications (VAAs) to feel more confident to vote in June.

Ask your students an ice-breaker question: “Why do you think your vote matters?” Try to collect first ideas and thoughts from your students. For collecting the ideas you can use a tool like Mentimeter to create a worldcloud with the ideas of your students.

Here are three reasons as inspiration:

- **Only those who vote have a say:** Don’t leave it to others to decide who should represent your interests in the EU Parliament.
- **Your vote makes a difference:** With your vote, you decide which party will be the strongest force in the EU Parliament and therefore will have it easier to push their agendas.
- **You can vote:** Being able to vote is not something to be taken for granted! Therefore, it is important to go to the elections and thereby be part of our democracy.

EU Quiz (15 min)

It is time for your students to get to know this year’s mega election year and EU through a fun quiz. For conducting the quiz, we are recommending using a tool like Kahoot! to make it as engaging as possible for the students. However, if that is easier for you it is also possible to just print out the quiz which you can find at the end of the workshop explanation.

Using the VAA (15–20 min)

Now it is time for action – let your students use the VAA! The students can download the VAA depending on their phone either from the Google Play Store or the Apple App Store under the name “Palumba”.

The app itself is self-explanatory and easy to use. However, we nevertheless encourage teachers to test it out before the lesson to be able to support students if needed. Depending on the student's user experience the whole process from downloading the app to getting the results can take around 15–20 minutes. If some students are sooner finished than others we would advise teachers to encourage students to explore the more info texts of the statements.
Reflection (10 min)

The students need to discuss and reflect on their experience with the app. Ask some of the students to share insights from their app experience with everyone. Before going to the next part, also try to summarise the key takeaways from the discussion for the students and encourage them to further explore their match. Possible reflection questions for the group discussion:

- What statements were most important to you and why?
- Were there statements where you didn't have an opinion (“neutral”)?
- What did you take away from the VAA experience and how does it influence your voting?
- Were you surprised by your match?
- Is there a topic that would be a “deal-breaker” for you, if the matched candidate has an opposite opinion of it? E.g. you are for a more open migration and your matched candidate isn’t.

Overview of the European elections (5 min)

One of the biggest barriers preventing people from voting is the lack of knowledge of how to do so. Take five minutes to help your students navigate the voting system of your country. For this you can use the following website and also recommend it to your students: https://elections.europa.eu/en/how-to-vote/

On this website of the European Parliament, you can choose your country and your preferred language to get all the important information about voting in the EU elections for your specific country.

Wrap-up (5 min)

Wrap up the lesson with a call to action – Encourage your students to vote in June!

You can also give your students homework based on this lesson. E.g. asking them to research at least one of their matched local candidates lists and finding out what their priorities for the elections are. In the next lesson, you can build on this homework and let students discuss if they agree with the priorities and if/how their research influences their voting.
EU Quiz

Mega election year worldwide

1. In approximately how many countries worldwide are happening elections this year?
   a. 33
   b. 45
   c. 76
   d. 89

2. How many people worldwide are called upon to vote?
   a. 10 million
   b. 353 million
   c. 1.4 billion
   d. 4.2 billion

3. About how many people are eligible to vote this June in the EU Elections?
   a. 30 million
   b. 370 million
   c. 610 million
   d. 1 billion

The European Union (EU)

4. Who were the founding members of the EU?
   a. Belgium, Spain, Italy, Luxembourg, the Netherlands and France
   b. France, Belgium, Germany, Italy, Luxembourg and the Netherlands
   c. Denmark, Luxembourg, the Netherlands, Germany, France and Belgium
   d. Romania, Austria, Luxembourg, France, Belgium and the Netherlands

5. How many official languages do we have in the EU?
   a. 2
   b. 14
   c. 24
   d. 27

6. In 2012, what prestigious prize was awarded to the European Union?
   a. The Nobel Peace Prize
   b. The Pulitzer Prize
   c. Golden Globe Awards
   d. UNESCO Award
7. What is the meaning of the twelve stars on the European flag?
   a. Twelve stars because there were twelve apostles
   b. The number of countries that were part of the EU when it was created
   c. The circle of life
   d. They stand for the ideals of unity, solidarity and harmony among the peoples of Europe

8. Who was Robert Schuman?
   a. A French tennis player
   b. The French president during World War II
   c. The architect of the European Parliament building in Strasbourg
   d. One of the founding fathers of the European Union

9. What is the Eurozone or Euro Area?
   a. The no man’s land around the European Union
   b. A monetary union of 19 EU member states
   c. The name of the European Bank
   d. A borderless European Union

10. Which EU country is the highest producer of tomatoes?
    a. Italy
    b. Greece
    c. Portugal
    d. Estonia

11. Approximately how many young people aged 15 to 29 live in the EU?
    a. More than 70 million
    b. Between 50 and 70 million
    c. 30 million
    d. 20 million

12. Who is the composer of the Anthem of Europe?
    a. Stromae
    b. Wolfgang Amadeus Mozart
    c. Maurice Ravel
    d. Ludwig von Beethoven

13. Which country has the most cars per 1,000 inhabitants?
    a. Cyprus
    b. Italy
    c. Slovenia
    d. Germany
14. The Erasmus+ programme...
   a. ...helps young people to study in their own country
   b. ...only supports projects with participants below 12 years
   c. ...provides opportunities for partnerships amongst schools and organisations from other EU countries
   d. ...is only for university students and does not include other ways of learning

15. Which is the busiest airport in the EU regarding passengers handled?
   a. Paris–Charles de Gaulle (France)
   b. Amsterdam/Schiphol (Netherlands)
   c. Brussels Airport (Belgium)
   d. Frankfurt/Main (Germany)

16. In which EU country are alcoholic beverages most expensive?
   a. Ireland
   b. Lithuania
   c. Finland
   d. Germany

Correct answers
1. C
2. D
3. B
4. B
5. C
6. A
7. D
8. D
9. B
10. A
11. A
12. D
13. B
14. C
15. A
16. C
6 Dialogue with candidates

These school lessons have the goal of showcasing why voting matters and supporting the students in discovering their political preferences. Moreover, the lessons facilitate direct interaction with political candidates and motivate the students to actively contrast their own opinions with others.

Workshop title: Dialogue with candidates
Duration: 2 hours
Target Audience: Young voters (ages 16–25)

Objectives:
- Supporting participants to discover their political preferences through the VAA
- Motivating participants to actively contrast their own opinion with others
- Facilitating direct interaction with political candidates

Materials needed:
- Smartphones with internet access for the VAA
- Projector and screen for explanations (& the video conference if the candidate(s) joins online)
- Pens and paper for group work

Workshop overview:

Session 1
1. Introduction (5 min)
2. Using the VAA (15–20 min)
3. Reflection (10 min)
4. Overview of the European elections (5 min)
5. Group preparation for candidate exchange (15 min)
6. Wrap-up (5 min)

Session 2
7. Candidate introduction (10 min)
8. Q&A with candidates (40 min)
9. Reflection and wrap-up (10 min)
SESSION 1

Introduction (5 min)

Informing the students that today’s session will be about the European elections and how to use Voting Advice Applications (VAAs) to feel more confident to vote in June. Moreover, the students will have the possibility to directly interact with a candidate during the second lesson.

Ask your students an ice-breaker question: “Why do you think your vote matters?” Try to collect first ideas and thoughts from your students. For collecting the ideas you can use a tool like Mentimeter to create a worldcloud with the ideas of your students.

Here are three reasons as inspiration:

- **Only those who vote have a say:** Don’t leave it to others to decide who should represent your interests in the EU Parliament.
- **Your vote makes a difference:** With your vote, you decide which party will be the strongest force in the EU Parliament and therefore will have it easier to push their agendas.
- **You can vote:** Being able to vote is not something to be taken for granted! Therefore, it is important to go to the elections and thereby be part of our democracy.

Using the VAA (15–20 min)

Now it is time for action – let your students use the VAA! The students can download the VAA depending on their phone either from the Google Play Store or the Apple App Store under the name “Palumba”.

The app itself is self-explanatory and easy to use. However, we nevertheless encourage teachers to test it out before the lesson to be able to support students if needed. Depending on the student's user experience the whole process from downloading the app to getting the results can take around 15–20 minutes. If some students are sooner finished than others we would advise teachers to encourage students to explore the more info texts of the statements.
Reflection (10 min)

The students need to discuss and reflect on their experience with the app. Ask some of the students to share insights from their app experience with everyone. Before going to the next part, also try to summarise the key takeaways from the discussion for the students and encourage them to further explore their match.

Possible reflection questions for the group discussion:

- What statements were most important to you and why?
- Were there statements where you didn’t have an opinion (“neutral”)?
- What did you take away from the VAA experience and how does it influence your voting?
- Were you surprised by your match?
- Is there a topic that would be a “deal-breaker” for you, if the matched candidate has an opposite opinion of it? E.g. you are for a more open migration and your matched candidate isn’t.

Overview of the European elections (5 min)

One of the biggest barriers preventing people from voting is the lack of knowledge of how to do so. Take five minutes to help your students navigate the voting system of your country. For this you can use the following website and also recommend it to your students: https://elections.europa.eu/en/how-to-vote/

On this website of the European Parliament, you can choose your country and your preferred language to get all the important information about voting in the EU elections for your specific country.

Group preparation for candidate exchange (15 min)

The next 15 minutes are all about preparing questions for the candidate(s) you invite for the next lesson. The students can either work alone to formulate possible questions or they can work in small groups. First, give the students 2–3 minutes and let them reflect once again on their results from the VAA: “What topics were extremely important to them? What issues could influence their voting behaviour in June? Etc.” These will be the issues that are most important to them and for which they should formulate questions to ask to the candidate(s).

Now it is time for the students to start formulating possible questions. Here are some tips for the formulation of questions, which you can display for the participants as support:
• **Avoid yes or no questions:** Effective questions are normally “open” questions. E.g. instead of asking “Do you support environmental policies?” ask “How do you plan to balance economic growth with environmental conservation?”

• **Respect:** It is ok to ask hard questions – However, please make sure to stay respectful at all times!

• **Focus on current and relevant issues:** Ensure that questions relate to current political debates. The topics mentioned in the VAA already try that – so you can use them as inspiration.

• **For formulating questions you can take these three steps:**
  1) Issue: What is the issue or policy you are interested in?
  2) Personal Relevance: Why is this issue important to you?
  3) Formulate your questions in an open-ended format!

**Wrap-up (5 min)**

After the 15 minutes, the students should have a few prepared questions for the dialogue with the candidate(s), which reflect their interests. Now use the last five minutes to encourage a few students to share some of their questions and remind them of the dialogue with the political candidate(s) next lesson.
SESSION 2

This workshop is only possible through the effort of a dedicated teacher! For the students, an in-depth exchange with a political candidate is not only interesting but also supports them to actively contrast their opinions with others, learn how to discuss respectfully and give them new perspectives on different topics. To sum it up, such an experience has a high value for the students and is worth the effort for a teacher to organise one or more candidates for the dialogue.

For the success of this workshop, it is extremely important to reach out to possible discussion partners as soon as possible. If it is hard to get a political candidate to join in person, be flexible and offer a virtual exchange.

**Candidate introduction (10 min)**

Start the second lesson by shortly introducing the candidate(s) and also give the candidate(s) the possibility to introduce themselves and to give an overview of their work.

**Q&A with candidates (40 min)**

Already decide before the second lesson which question should be asked first to the candidate(s). Either ask this question yourself as the teacher or decide beforehand which student will ask this question. This ensures that the “ice is broken” and that the students feel more comfortable to ask the next questions.

During the discussion ensure that the students also get the possibility to comment on the answers of the candidate(s) and make sure that as many students as possible get the possibility to ask a question.

**Reflection and wrap-up (10 min)**

Thank the candidate(s) for their time and say goodbye to them. If after this is enough time, reflect with your students the responses of the candidate(s) and what insights the students were able to gain on political processes. If there is not enough time after the Q&A, you can also do the reflection in your next lesson with the students.
7 Pro-Contra-Debate

These school lessons have the goal of showcasing why voting matters and supporting the students in discovering their political preferences. Moreover, the lessons challenge the students to research a specific issue in depth and motivate them to contrast different perspectives.

Objectives:
- Supporting participants to discover their political preferences through the VAA
- Motivating participants to argument from different perspectives

Materials needed:
- Smartphones with internet access for the VAA
- Projector and screen for explanations
- Pens and paper for group work & note-taking
- Space arranged for debating

Workshop overview:

Session 1
1. Introduction (5 min)
2. Using the VAA (15–20 min)
3. Overview of the European elections (5 min)
4. Group preparation for the debate (25 min)
5. Wrap-up (5 min)

Session 2
6. Debate setup and rules overview (10 min)
7. Debate (40 min)
8. Reflection and wrap-up (10 min)
SESSION 1

Introduction (5 min)

Informing the students that today's session will be about the European elections and how to use Voting Advice Applications (VAAs) to feel more confident to vote in June. Moreover, the students will take part in a Pro–Contra–Debate during the second lesson.

Ask your students an ice-breaker question: “Why do you think your vote matters?” Try to collect first ideas and thoughts from your students. For collecting the ideas you can use a tool like Mentimeter to create a worldcloud with the ideas of your students.

Here are three reasons as inspiration:

- **Only those who vote have a say:** Don’t leave it to others to decide who should represent your interests in the EU Parliament.
- **Your vote makes a difference:** With your vote, you decide which party will be the strongest force in the EU Parliament and therefore will have it easier to push their agendas.
- **You can vote:** Being able to vote is not something to be taken for granted! Therefore, it is important to go to the elections and thereby be part of our democracy.

Using the VAA (15–20 min)

Now it is time for action – let your students use the VAA! The students can download the VAA depending on their phone either from the Google Play Store or the Apple App Store under the name “Palumba”.

The app itself is self-explanatory and easy to use. However, we nevertheless encourage teachers to test it out before the lesson to be able to support students if needed. Depending on the student's user experience the whole process from downloading the app to getting the results can take around 15–20 minutes. If some students are sooner finished than others we would advise teachers to encourage students to explore the more info texts of the statements.

Reflection (10 min)

The students need to discuss and reflect on their experience with the app. Ask some of the students to share insights from their app experience with everyone. Before going to the next part, also try to summarise the key takeaways from the
discussion for the students and encourage them to further explore their match. Possible reflection questions for the group discussion:

- What statements were most important to you and why?
- Were there statements where you didn’t have an opinion (“neutral”)?
- What did you take away from the VAA experience and how does it influence your voting?
- Were you surprised by your match?
- Is there a topic that would be a “deal-breaker” for you, if the matched candidate has an opposite opinion of it? E.g. you are for a more open migration and your matched candidate isn’t.

Overview of the European elections (5 min)

One of the biggest barriers preventing people from voting is the lack of knowledge of how to do so. Take five minutes to help your students navigate the voting system of your country. For this you can use the following website and also recommend it to your students: https://elections.europa.eu/en/how-to-vote/

On this website of the European Parliament, you can choose your country and your preferred language to get all the important information about voting in the EU elections for your specific country.

Group preparation for the debate (25 min)

The pro and contra debate will be about one of the statements in the VAA – As a teacher, it is advisable to choose this statement beforehand. This allows you to choose a statement that fits your subject and maybe even the topics that you will address next in your lessons.

After choosing the statement for the debate you also have to decide beforehand how you want to divide your students in pro and contra groups. For this you can 1) ask your students to join the groups based on their personal stance 2) let them draw lots or 3) just divide them based on their seating in class.

With these points decided beforehand and as soon as the groups are divided it is all about preparing arguments. For this it is important to let the students already know what the debate will look like during the next lesson: 1) opening statement (2–5 min each side), 2) back and forth of key arguments 3) closing statement (2–5 min each side)
This means the **students have to prepare** the following for the next lesson:

- Research your topic and try to understand it as well as possible
- Prepare arguments for your side (also think about arguments of the other side and how you could counteract them)
- Prepare a finished opening statement (2–5 min)
- Already think about what your most powerful arguments for the closing statement could be
- Divide your group into smaller groups
  - one focusing on preparing arguments for the main discussion — the biggest group
  - one smaller group for preparing the opening statement
  - one smaller group thinking about possibilities for the closing statement (This group also must follow the debate during the next lesson closely and finish the closing statement during the debate)

**Wrap-up (5 min)**

Wrap up the lesson by asking students if they still have questions for the pro–contra debate for the next lesson and **encourage them once again to vote in June!**

**SESSION 2**

**Debate setup and rules overview (10 min)**

The first thing to do is **arrange the space** for the debate. For this, it is best to arrange a setting where it is possible for the opposing sides and sit opposite from each other.

When everyone is seated explain once again the **outline of the debate**:

- opening statement (2–5 min each side)
- back and forth of key arguments
- closing statement (2–5 min each side)

Also, remind everyone of the importance of staying **respectful** and tackling **arguments and not people**. Moreover, remind the students that they are not necessarily standing up for their personal opinion but the opinion of their side.
Debate (40 min)

Now it is time for debating. As a teacher, it is important that you keep an eye on the time during the opening and closing statements so that they are not too long. Moreover, only intervene in the discussion if it is getting too heated or students are starting to verbally attack the students instead of the arguments. In that case, interrupt the students and remind them of the rules.

Reflection and wrap-up (10 min)

After a debate, it is important for students that they get out of their allocated roles. For this tell students to stand up and shake their whole body to get out of the role.

Next, it is time to reflect on the debate. Possible questions:

- What were the most powerful arguments presented by both sides?
- Did the debate change or reinforce your views on the topic?
- How effectively did each side address the counterarguments?
- Were you able to develop any skills during these two lessons (e.g. forming arguments, public speaking, critical listening)?
- How did you feel during the debate, especially when presenting your arguments or listening to opposing viewpoints?
- Did you find it challenging to argue from your assigned position?
- Was there a moment in the debate that was particularly challenging for you emotionally? How did you handle it?
- How important do you think it is to understand and articulate opposing views, even if you don't agree with them?
- How does understanding different (political) viewpoints help you in making informed decisions in real life, particularly voting?
8 Empower your circle to vote

This workshop has the goal of showcasing why voting matters and supporting participants in discovering their political preferences. Moreover, participants will develop ideas on how to motivate their friends, family and wider community to vote.

Objectives:

- Supporting participants to discover their political preferences through the VAA
- Equipping participants with strategies to encourage friends and family to vote
- Encouraging participants to make a pledge for a specific action they will take after the workshop

Materials needed:

- Smartphones with internet access for the VAA
- Projector and screen for explanations (flexible)
- Pens and paper for brainstorming
- Flip-chart paper for group presentations

Workshop overview:

1. Introduction (5 min)
2. Using the VAA (15–20 min)
3. Overview of the European elections (5 min)
4. Mobilizing your circle (15 min)
5. Brainstorming session (45 min)
6. Group presentations (15 min)
7. My personal pledge (10 min)
8. Wrap-up (5 min)
Introduction (5 min)

Informing participants that today’s workshop will be about the European elections and how to use Voting Advice Applications (VAAs) to feel more confident to vote in June. In the second part of the workshop, they will work out ideas to mobilise friends and family to vote in June.

Furthermore, use the introduction to share with the participants some facts about this year’s elections worldwide — after all since the beginning of 2024 the term “mega election year” has been all over the media:

- 2024 is the biggest election year in history
- Elections are happening in 76 countries all over the world; e.g. in Russia, the USA, India and the EU
- 4.2 billion people worldwide are called upon to vote
- In the EU about 370 million people are eligible to vote this June

After sharing these facts you can ask the participants an ice-breaker question: “Why do you think your vote matters?” Try to collect first ideas and thoughts from the participants. Here are three reasons as inspiration:

- Only those who vote have a say: Don’t leave it to others to decide who should represent your interests in the EU Parliament.
- Your vote makes a difference: With your vote, you decide which party will be the strongest force in the EU Parliament and therefore will have it easier to push their agendas.
- You can vote: Being able to vote is not something to be taken for granted! Therefore, it is important to go to the elections and thereby be part of our democracy.

Using the VAA (15–20 min)

Now it is time for action — let the participants use the VAA! They can download the VAA depending on their phone either from the Google Play Store or the Apple App Store under the name “Palumba”.

The app itself is self-explanatory and easy to use. However, we nevertheless encourage facilitators to test it out before the workshop to be able to support participants if needed. Depending on the participant’s user experience the whole process from downloading the app to getting the results can take around 15–20 minutes. If some students are sooner finished than others we would advise facilitators to encourage participants to explore the more info texts of the statements.
Overview of the European elections (5 min)

One of the biggest barriers preventing people from voting is the lack of knowledge of how to do so. Take five minutes to help the participants navigate the voting system of your country. For this you can use the following website and also recommend it to the participants: https://elections.europa.eu/en/how-to-vote/

On this website of the European Parliament, you can choose your country and your preferred language to get all the important information about voting in the EU elections for your specific country.

Mobilizing Your Circle (15 minutes)

Now your participants have an idea about the possible voting options and they know how the process and necessary steps to vote themselves. This part of the session is all about building on this knowledge and learning the importance of mobilizing your friends and family.

Before you can share some hints about communication, it is time to let the students try out themselves:

Convince your neighbour to vote

The students should try to convince each other to vote. For this give the participants 4 minutes of preparation time to find arguments in favour of voting. Then each pair should try to convince each other. First, participant A gets two minutes to convince participant B. Afterwards participant B gets two minutes to convince participant A.

Ask the participants if it was easy to come up with a plan to convince each other in so little time. Most probably some will answer that it was easy, and others thought it was hard. No matter what, it is always nice to share some communication hints with the participants.

Communication hints

To mobilize the people around you it is important to know some things. Below are some ideas of what information you can share in this part of the session:

The Power of personal influence

- **Network effect**: If you motivate one person in your friend circle to vote, this person may in turn encourage another person to vote and so on.
- **Social influence**: Individuals are strongly influenced by people they know and trust. Therefore, personal discussions with friends and family can have a powerful impact on whether they decide to go to vote or not.
Effective communication

- **Positive reinforcement:** If you want to motivate people to vote it is important to use positive messages and speak about the benefits of voting rather than focusing on the negative effects of not voting.
- **Factual information:** You just tried out the VAA and I shared with you information about how to vote in our community. Doing exactly this, sharing important information about voting possibilities and how to register can remove barriers.
- **Personal stories:** Sharing personal stories always has a huge effect on other people. So, encourage your students to think about their reasons to vote in the upcoming elections and share that with others.

Using social media

- The participants most probably are already experts in social media. So just pinpoint for them the power social media can have in reaching people through using hashtags, sharing stories and creating content about the elections. An example would be the App Palumba where users can share their result screens on social media.

Brainstorming session (45 min)

For this part, the participants can **work together in small groups to brainstorm ideas on how they will motivate at least one friend or family member to vote.** At the end of the workshop overview, you can find a prepared handout you can share with the groups for this part of the workshop.

- If you want to motivate someone through a personal chat with them, think about the specific conversation you might have. Already prepare pros why the person should go voting and ideas on how to react to counterarguments about voting. Also, try to include your knowledge about the voting process in your country and the insights you have gained through the VAA.
- If you want to use social media to motivate people in your community to vote already plan a possible post or story. What would be the storyline of your video? What information would you need for an informational post? Etc.
- You can also come up with completely other plans and ideas! The only important thing is to be as concrete with your ideas as possible.
Group presentations (15 min)

Now it is time that all participants get to know the ideas of the different groups. Depending on your number of groups, we advise you to allocate a different max. time for the presentations. However, in total including all presentations it shouldn't be longer than 15 minutes. Otherwise, there is a high chance that participants get unfocused.

My personal pledge (10 min)

After hearing all the great group ideas, it is time for an individual pledge. Give the participants five minutes so that each of them can write down a personal pledge for a specific action they will take after the workshop.

Afterwards, encourage some of the participants to share their pledge with the whole group.

Wrap-up (5 min)

Wrap up the workshop by thanking the participants for their amazing contributions and encouraging them once again to vote in June and motivate others to do the same!
Group instructions

**Group Moderator:** Please appoint a group spokesperson. This person should ensure that working times are kept and that there are individuals who will present the group's contents during presentations.

**Note:** The time indications are meant to assist you in your work. However, it is perfectly fine to spend a little less time on one step and more on another, or to take short breaks in between. The important thing is – please keep in mind that you should be finished with the group work after 45 minutes.

1. **Small Talk (~ minutes):** Use the first few minutes to introduce yourselves to each other.

2. **Idea Collection (5 minutes):** Collect all your ideas on the question "How can I motivate my family and friends and activate my wider community to vote in June?" individually. Everything is allowed and welcome here – ideas, concerns, wishes, demands, suggestions, etc. Use the provided pens and paper for this.

3. **Presentation (5 minutes):** Briefly present your ideas to each other. If you do not understand someone else's idea, now is the time to ask questions and let others explain what they meant by their text.

4. **Challenge/Deepen/Expand Ideas (35 minutes):** Now you have to decide on one idea you want to work further on – remember your end goal is to motivate people in your community to vote in June. To deepen and expand your idea we have prepared a few questions for you:

   - Who are we try to motivate to vote?
   - Has our target audience any special demographic factors (age, education, location, etc.) that are important to consider?
   - What barriers might prevent our target audience from voting? How can our idea help overcome these barriers?
   - Do we need incentives to motivate our group to vote? If yes, are they included in our idea/plan?
   - Could the idea be used differently?
   - How scalable is our idea? Can we think bigger/smaller about our idea?
   - What are the potential costs and logistical challenges of implementing our idea?
   - How will we communicate our idea to potential voters?
   - What is our main message/slogan for the idea?
   - How do we measure the success and impact of our idea?
   - Who are we try to motivate to vote?

5. **Presentation Preparation (5 minutes):** Later, you will have to present your idea and elaborations briefly in a maximum of _____ minutes to the other participants. Use the remaining time to decide what you want to present and who should present.
9 EU Impact Lab

This workshop has the goal of showcasing why voting matters and supporting participants in discovering their political preferences. Moreover, participants will develop their project ideas in small groups. This workshop can be held in person and online.

Objectives:
- Supporting participants to discover their political preferences through the VAA
- Supporting participants in developing their own project ideas

Materials needed:
- Smartphones with internet access for the VAA
- Projector and screen for explanations (flexible)
- Pens and paper for brainstorming
- Flip-chart paper for group presentations
- Online platform like Zoom, Microsoft Teams etc. (online version)
- Online whiteboard (e.g. Mural, Miro) or Google Docs

Workshop overview:
1. Introduction (5 min)
2. Using the VAA (15–20 min)
3. Overview of the European elections (5 min)
4. Brainstorming session (15 min)
5. Project development (60 min)
6. Project presentations (10 min)
7. Wrap-up (5 min)
Introduction (5 min)

Note: This workshop makes the most sense if you are for example a youth group (e.g. a local scouts group) and you also intend to support participants to realise at least one of the projects after the workshop. For sure you can also do this workshop, let people come up with ideas and then just tell them to try to realise them – However, this way ideas will most probably not be realised after the workshop and participants get discouraged. Therefore, we highly recommend to facilitate this workshop if you also intend to realise a project with the participants.

Informing participants that today’s workshop will be about the European elections and how to use Voting Advice Applications (VAAs) to feel more confident to vote in June. In the second part of the workshop, they will work out their project idea.

Furthermore, use the introduction to share with the participants some facts about this year’s elections worldwide – after all since the beginning of 2024 the term “mega election year” has been all over the media:

- 2024 is the biggest election year in history
- Elections are happening in 76 countries all over the world; e.g. in Russia, the USA, India and the EU
- 4.2 billion people worldwide are called upon to vote
- In the EU about 370 million people are eligible to vote this June

After sharing these facts you can ask the participants an ice-breaker question: “Why do you think your vote matters?” Try to collect first ideas and thoughts from the participants. Here are three reasons as inspiration:

- **Only those who vote have a say:** Don’t leave it to others to decide who should represent your interests in the EU Parliament.
- **Your vote makes a difference:** With your vote, you decide which party will be the strongest force in the EU Parliament and therefore will have it easier to push their agendas.
- **You can vote:** Being able to vote is not something to be taken for granted! Therefore, it is important to go to the elections and thereby be part of our democracy.

Using the VAA (15–20 min)

Now it is **time for action** – let the participants use the VAA! They can download the VAA depending on their phone either from the Google Play Store or the Apple App Store under the name “Palumba”.
The app itself is self-explanatory and easy to use. However, we nevertheless encourage facilitators to test it out before the workshop to be able to support participants if needed. Depending on the participant's user experience the whole process from downloading the app to getting the results can take around 15–20 minutes. If some students are sooner finished than others we would advise facilitators to encourage participants to explore the more info texts of the statements.

**Overview of the European elections (5 min)**

One of the biggest barriers preventing people from voting is the lack of knowledge of how to do so. Take five minutes to help the participants navigate the voting system of your country. For this you can use the following website and also recommend it to the participants: [https://elections.europa.eu/en/how-to-vote/](https://elections.europa.eu/en/how-to-vote/)

On this website of the European Parliament, you can choose your country and your preferred language to get all the important information about voting in the EU elections for your specific country.

**Brainstorming session (15 min)**

Now it is time for the participants to start thinking about their own project. The project can be about voting but it doesn’t necessarily need to be. The idea is to make it clear that voting is an important part of having your say in EU decision-making, but it doesn't end there. Encourage participants to brainstorm about ideas on how they can bring the EU nearer to fellow young people, make the EU more understandable etc. The project idea can be anything from collecting trash to protect the environment and combining it with a workshop about the EU green deal, doing posts on social media informing young people in an easy way about the EU, organise an exchange between freshly elected MEPs and young people directly after the elections or even organise a cultural village festival bringing together cooking styles of different EU countries.

There are a lot of ways to inform about the EU and the brainstorming part is all about collecting all ideas from the most unbelievable ones to the small everyday actions.

After the brainstorming session, there are different possibilities. You can ask people to try to find others with similar ideas and let them work together. Or you can also just put people randomly into groups and then they have to decide what project idea they want to develop further.
Project development (60 min)

In this part, the participants should develop a plan for their project. For this, at the end of the workshop overview, you can find an infographic with the basic necessary steps to realise a project. Hand out paper, pens and posters so that the small groups can work out the different fields for their specific project. (If you are doing this workshop virtually we recommend using tools like Miro or Mural for the group work)

Also, tell the participants that each group should present their project afterwards in a pitch (max. 3 minutes)

Project presentations (10 min)

Let the different groups pitch their project plans.

Wrap-up (5 min)

If you intend to realise all the projects, this is the time to tell the small groups how the work will continue during the next few weeks/months. If you intend to only realise one of the projects, this is the time to do a voting to determine the project that will be realised.

Wrap up the workshop by thanking the participants for their amazing contributions and encouraging them once again to vote in June!
### Plan your project

<table>
<thead>
<tr>
<th><strong>Project goals</strong></th>
<th><strong>Measure success</strong></th>
<th><strong>Participants</strong></th>
<th><strong>Cost</strong></th>
<th><strong>Potential obstacles</strong></th>
<th><strong>What do we have?</strong></th>
<th><strong>What are we missing?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What problem are we trying to solve with your project? What goals can you thereby set for your project? You can also use this space to add positive examples of similar projects you found online for inspiration.</td>
<td>What would a success for your project look like? How will you measure this success?</td>
<td>Who will participate in your project? What will be the role of the participants? It is important to always keep in mind: You are never solely doing a project FOR the community but always WITH the community. Therefore, already think about how to include your potential participants and wider community in the development and implementation of your project.</td>
<td>Time, resources, budget, etc. Always keep in mind that no project is for &quot;free&quot;. You will need time, materials and maybe money to realise your project. Therefore, start as soon as possible to reach out to potential partners and sponsors that can support you with know-how, materials and other resources.</td>
<td>What could be potential roadblocks for your project? Already think now about potential roadblocks and problems that could occur while you realise your project in order to be prepared for them.</td>
<td>What necessary ingredients for your project do you already have? Think about what things regarding know-how, materials, etc. you and your team members already bring into the project.</td>
<td>What necessary ingredients for your project do you still need? Think about what things regarding know-how, materials, etc. you still need to be able to realise your project.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Action items</strong></th>
<th><strong>Project timeline</strong></th>
<th><strong>Start project</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What are our next steps? What are your next steps in order to realise your projects. Formulate your next steps and also don’t forget to write down who of the team will do them.</td>
<td>Organize project goals and define what and when something needs to be done.</td>
<td></td>
</tr>
</tbody>
</table>
Sources

https://www.bmi.gv.at/412/Europawahlen/Europawahl__LeichterLesen.aspx
https://www.politik-lernen.at/dl/IMuNJIJKomMLnJqx4kJK/akt__Lernmodule_Europa_Teil_4_Sch_lerInnen_web_pdf
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https://www.togetherweareeurope.eu/
If this cute pigeon can’t help you vote in June, nothing will.