

Brussels Study Tour 2019

K-12 Teacher Unit Planning Template

Name: Melissa Englert	Unit Plan: Weeks of
	Subject/Grade Level: ELA, 6th Grade
Unit Title:	EU Single Market
Unit Narrative:	Students will use social media posts to analyze how the European Union communicates consumer rights in the Single Market. Students will read and analyze official documentation explaining consumer rights in the Single Market. They will discern how social media posts cater to a modern, digital audience.
Standards:	Missouri Learning Standards English Language Arts Reading Informational Text 6.1.C. Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable). 6.2.A. Analyze how a particular sentence, paragraph, section, or image contributes to meaning. 6.3.C. Explain how the text reflects historical and/or cultural contexts.
Objectives	
<ul style="list-style-type: none"> → Students will interpret the visual elements of a social media post and draw conclusions. → Students will analyze how the text layered over a social media post, along with the text accompanying a social media post, contributes to conveying a specific meaning to a target audience. → Students will analyze how a particular sentence, paragraph, section, or image contributes to the meaning of a social media post. → Students will create a social media post to convey a specific meaning to a target audience. 	
Big Ideas	
<ul style="list-style-type: none"> → Students will understand how consumer rights can be communicated effectively to a diverse audience using social media. 	
Essential Questions	
<ul style="list-style-type: none"> → How does the EU Single Market benefit consumers? → What would an ideal Consumer Bill of Rights include in the United States? 	
Learning Acquisition and Assessment	
Students will know... (content/concepts) <ul style="list-style-type: none"> → how social media posts convey meaning to a target audience. → how social media posts can entertain while conveying a legal right. 	Students will be able to... (skills, performance tasks) <ul style="list-style-type: none"> → draw conclusions from social media posts. → analyze the text and symbols in an image on a social media post. → analyze the text accompanying an image in a social media post. → annotate a text to highlight important information.

Brussels Study Tour 2019

K-12 Teacher Unit Planning Template

<p>Formative Assessments</p> <ul style="list-style-type: none"> → Students will infer why a multinational company would sell the same product in different countries, and market it as the same thing, even though the recipe used to make it was different based on location. → Students will infer how they think the European Commission is using social media to communicate consumer rights in the single market. → Students will take on the perspective of an EU or U.S. business owner or consumer to identify the pros and cons of a consistent return policy for consumers and businesses. → Students will create an Instagram post to show their understanding and imagination of what an ideal consumer right would be in regards to purchasing a vacation package in the EU single market. 	<p>Summative Assessments</p> <ul style="list-style-type: none"> → Students will create an ideal U.S. “Consumer Bill of Rights” based on what they have learned about the EU single market and current U.S. consumer rights. They will create two social media posts to effectively communicate two of their ideal consumer rights.
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Learning Activities (1 week – 5 days): Lesson introduction, body, and closing

<p>Day 1</p>	<ul style="list-style-type: none"> → Lesson Introduction: Students sample a food item from different locations in a “blind taste test”. For example, Coca-Cola from the U.S. versus Europe (in the U.S., Coca-Cola is made with high fructose corn syrup and in Europe, it is made with real cane sugar) and Nutella from the United States versus Italy (different amount of hazelnuts in the recipe). → Body: Have students vote for their favorite version of the food products. Have students chart if they could detect a difference in the taste of the food items. For students that can taste a difference, ask “What differences do you detect in the two products?” Have students respond on sticky notes and add to a T-chart (Product 1/Product 2 for both Coca-Cola and Nutella). <p>Reveal the containers of the two products, showing that they are the same brand and same product, but made for a different market (the United States and European Union). Have students work in pairs to infer why the same brand/same product tastes different based on the country/area it is marketed to. Discuss packaging.</p> <ul style="list-style-type: none"> → Closing: Continuing in student pairs, have students use sticky notes to post two inferences next to the products on display, explaining why they think the two items taste different. (For example, you might have two bottles of Coca-Cola on the table that the students have sampled. Student pairs place their sticky notes with their inferences next to the specific bottles they are referring to. Then, have student partnerships split, with one from each student pairing stay with each product (one with Nutella from the US and one with the Nutella from the EU). Then, have students work in two larger groups to sort the inferences for the two products into categories. (For example, students might infer that Coca-Cola in the U.S. tastes sweeter. All sticky notes with this idea would go in the same pile.) Each of the larger groups shares the categories of inferences with the other group. Finish with a whole group discussion, drawing conclusions about the inferences.
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Brussels Study Tour 2019

K-12 Teacher Unit Planning Template

Day 2

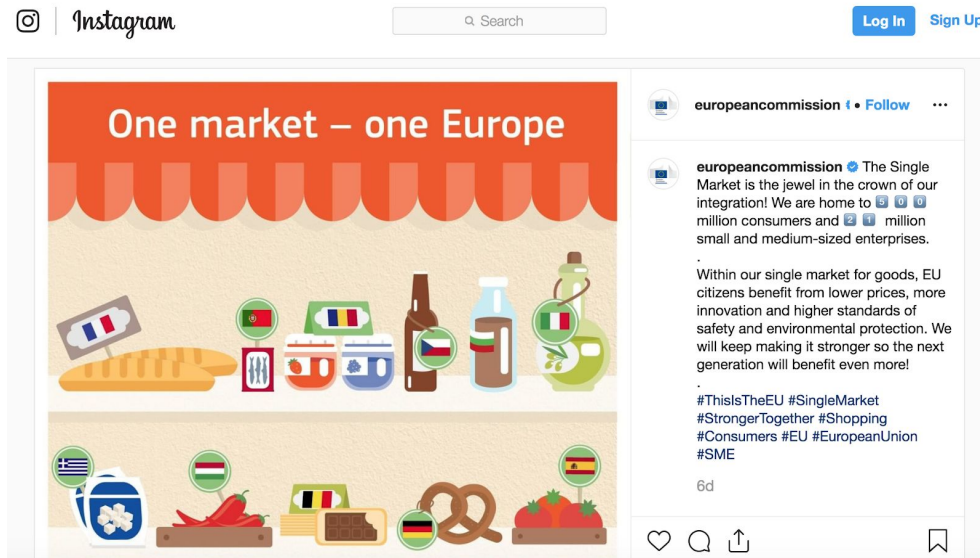
→ Lesson Introduction: Yesterday, we taste-tested two versions of two products, Coca-Cola and Nutella, made by the same company for two different areas of the world. We inferred why we thought they tasted different, even though they appear to be the same thing, and consumers might assume that they are exactly the same. A few years ago, in the EU, there was a Nutella issue. They found that Nutella had varying qualities and different amounts of the key ingredients used to make the recipe, across the EU. They began to wonder why.

→ Body: Have students work in groups of four to complete a [jigsaw activity](#) of this article: [Dual Food Quality in the EU](#).

The issue with the product Nutella is one of the reasons why the European Parliament Committee on the Internal Market and Consumer Protection drafted [a report](#) about “dual quality of products in the single market.” Using the [Explanatory Statement](#) from the report from the European Parliament on page 8, have students use the “Sketch to Stretch” method of notetaking. (During “Sketch to Stretch” students read each paragraph and draw a quick sketch to help them remember the information presented in the paragraph. They can also add a word or short phrase as a reminder.)

→ Closing: Show students this social media post: European Commission Instagram Post “One market - one Europe” found at <https://www.instagram.com/p/Bzm7sb5ggIv/?igshid=1eit91c3ab5dm>

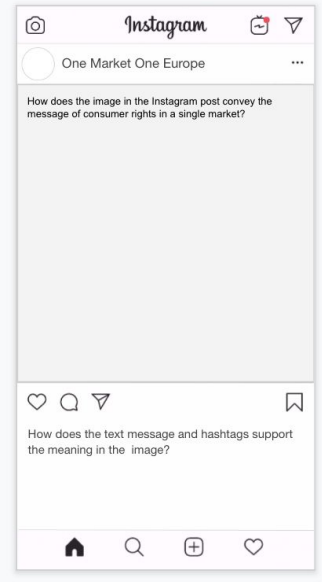
Screenshot:



→ Have students complete an Instagram [exit ticket](#), stating how they think the European Commission is using social media to convey consumer rights in a single market, using today's new background knowledge about the Nutella issue and the European Parliament Committee report.

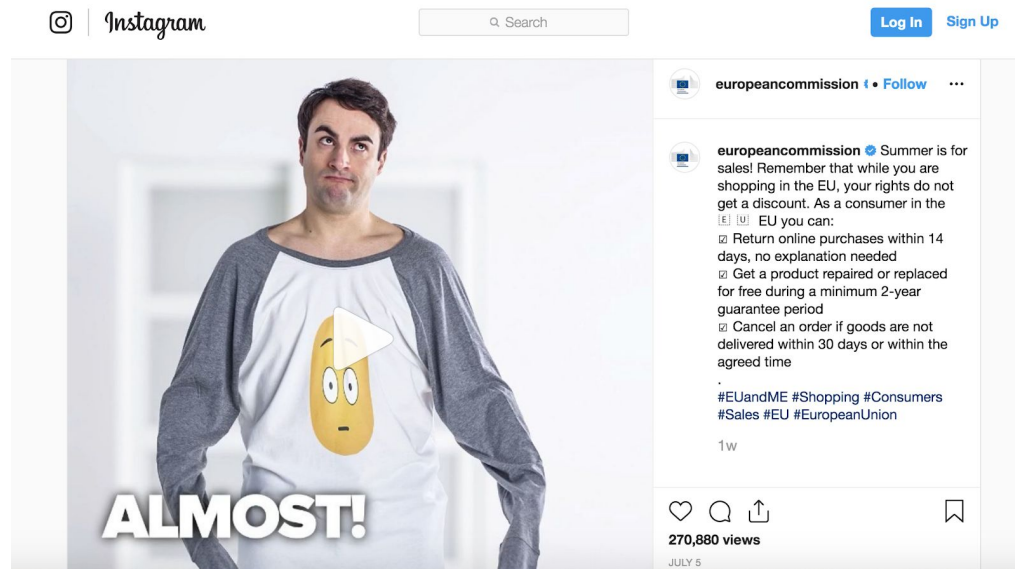
Brussels Study Tour 2019

K-12 Teacher Unit Planning Template

	 <p>The screenshot shows an Instagram post from the account 'One Market One Europe'. The post features a large, blank image area. Below the image, there is a caption that reads: 'How does the image in the Instagram post convey the message of consumer rights in a single market?'. At the bottom of the post, there are icons for heart, comment, share, and bookmark, followed by another caption: 'How does the text message and hashtags support the meaning in the image?'. The Instagram navigation bar is visible at the very bottom.</p>
Day 3	<p>→ Lesson Introduction: Have you or your family ever purchased something and had to return it because it wasn't quite what you needed, or there was a problem with it? What have you noticed about return policies? (Students may have noticed that in the United States, return policies vary with the business.)</p> <p>Have students research a variety of return policies from online shopping sites and/or supply receipts from businesses, where the return policy is often listed on the back of the receipt. Make a class chart on paper (or use this Google Slide Deck) of the different return policies. Discuss how the variety can lead to confusion for consumers.</p> <p>→ Body: This summer, I saw a social media post from the European Commission, which is a governing branch of the EU. Check this out: European Commission Instagram Post “Almost!” found at https://www.instagram.com/p/Bzh8OZUBJKc/?igshid=1mt986ivxigzl Discuss: Based on the information in this social media post, what do you know about making returns in the European Union? How does that compare to returning items purchased in the United States?</p> <p>Screenshot:</p>

Brussels Study Tour 2019

K-12 Teacher Unit Planning Template



With a partner, you are going to make a pros and cons chart. Distribute pages with the T-chart listing pros and cons. Have students view this from different perspectives. Have some partnerships brainstorm pros and cons for business owners in the U.S., some for business owners in the EU, some for consumers in the U.S., and some for consumers in the EU. (Google Slide Deck with templates: [T-Chart Template](#))

From the perspective of an **EU business owner**

Pros	Cons
Add pros to this side of the T-chart •	Add cons to this side of the T-chart •

After students have brainstormed with a partner, match business owner perspectives with consumer perspectives from both the EU and the U.S. and have them compare and contrast their pros and cons lists.

→ Closing: Summarize class thoughts from the perspectives on the T-Charts. How does consistency with return procedures for the Single Market in the EU help both consumers/business owners? In the U.S.? What further support could the EU put in place for consumers and businesses to ensure that the needs of both are met? In the U.S.?

Day 4

→ Lesson Introduction: Do you think it would be cheaper to take a vacation to Disneyworld, Disneyland or Disneyland Paris? Why do you think so? (Students might brainstorm ideas related to travel costs, packages the consumer chooses, staying in a campground versus a hotel, flying versus driving, etc.)

Brussels Study Tour 2019

K-12 Teacher Unit Planning Template

	<p>→ Body: Today we're going to look at news articles written from the perspectives of two different news outlets, CNN and Euronews. They're both about Disneyland Paris and how there have been some inconsistencies in the pricing of vacation packages depending on which country you live in.</p> <p>Distribute one version to half the class, and the other version to the other half of the class. Have students use the reading strategy "Code the Text" while they are reading. (Code the Text is where students use symbols and write notes as they annotate.) Article 1 is from Euronews: Disneyland Paris is overcharging foreign visitors, says EU. Article 2 is from CNN: Disneyland Paris is under investigation over wonky pricing. Partner students, one with each article, to discuss what they learned and their annotations.</p> <p>This week, we've taken a look at how the European Commission uses social media, via Instagram, to communicate consumer rights. Today, we're going to imagine what we would want the ideal consumer rights to be for those purchasing a vacation package in the EU single market. If you could decide what that policy would be, design a social media post using this Instagram Template to communicate it clearly and easily to EU consumers.</p> <p>→ Closing: Have students share their Instagram Templates in groups of three and receive peer feedback for improvement using the protocol of "I like how you did _____. I'm wondering about _____." Have students make a plan for one change/addition/deletion for their Instagram posts.</p>
Day 5	<p>→ Lesson introduction: This week, we've been talking about some of the consistency that the Single Market brings to consumers and businesses in the EU.</p> <p>Use the jigsaw method to have students highlight standardization for the EU Single Market in this article: https://ec.europa.eu/growth/single-market_en</p> <p>→ Body: In thinking about the Nutella case in the EU, and Disneyland Paris example, do you wonder about the quality of products or pricing of services across regions of the United States? Perhaps how the exact same product might taste across the U.S. even if it's made by the same company? Do vacation packages to Disneyworld or Disneyland cost the same amount in Missouri as they do in Maine or Oregon? If we were able to compare the quality of a product or the price of a service, what would it be? (Have students brainstorm possibilities.) Select one product (like Nutella or Coca-Cola) or service (like DisneyWorld) to investigate. If the students select a product, have them create a contact form to use to reach out to other school groups to partner on tasting a product available in two different parts of the country. Ideally, we would reach out to three other classes, and arrange to ship a product purchased locally to them, while they would ship a product they purchased locally to us. We would then taste test the two products/analyze the ingredients and compare results with our partner classes.</p> <p>If students choose a service, we would create a Google Form to ask questions about the cost of a service, based on the region of the country they live in. Using the Disneyworld Paris example, we would ask questions about the cost of a family vacation to a Disney Park, utilizing matching information (hotel, theme park passes, calendar dates) except for our home address, to see if the quoted price is consistent across the United States, and not affected by where you live or where your Internet browser indicates you currently are.</p> <p>Then have students research consumer rights in the United States using the USA.gov website "Before You Shop", write an <u>ideal</u> "Bill of Rights for Consumers," and develop at two Instagram posts to communicate those rights clearly and in an entertaining way so consumers are engaged. In the social media posts, students should use an image with symbolism, a text message, and hashtags, as we noticed and discussed earlier in the unit. Use the Instagram Template. Checklist rubric here.</p>

Brussels Study Tour 2019

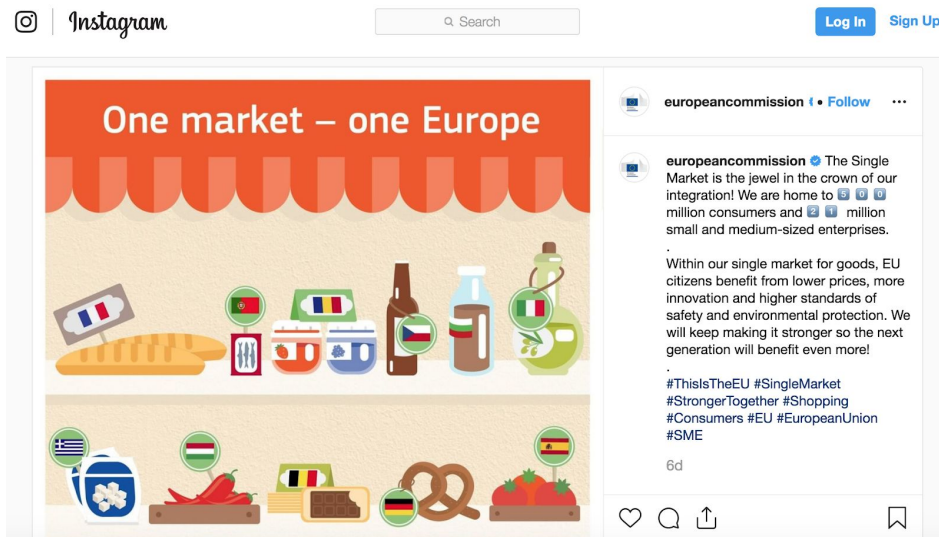
K-12 Teacher Unit Planning Template

Possibility: Respectfully submit class ideas for our favorite combination of our “Bill of Rights for Consumers” for U.S. citizens to the [Bureau of Consumer Protection at the Federal Trade Commission](#).

→ Closing: Make a plan to distribute our requests/questionnaires and how we would evaluate our qualitative/quantitative data for comparing food products and/or vacation package pricing based on region of the United States.

Resources and Materials

→ European Commission Instagram Post “One market - one Europe” found at <https://www.instagram.com/p/Bzm7sb5ggIv/?igshid=1eit91c3ab5dm>



→ European Commission Instagram Post “Almost!” found at <https://www.instagram.com/p/Bzh8OZUBJKc/?igshid=1mty86ivxigzl>



Brussels Study Tour 2019

K-12 Teacher Unit Planning Template

- “Dual Food Quality in the EU” by the European Generation, found at:
<https://www.europeangeneration.eu/single-post/2019/02/22/Dual-Food-Quality-in-the-EU>
- “European Parliament Draft Report on dual quality of products in the single market” found at:
http://www.europarl.europa.eu/doceo/document/IMCO-PR-618324_EN.pdf?redirect
- Exit Ticket: Social Media Post on Consumer Rights:
<https://docs.google.com/presentation/d/1tdNDF1THJ3KvWQFJyXWF6bLVPaRr6gAZN4JPYQCB0IY/edit?usp=sharing>
- T-Chart Template Google Slide Deck:
<https://docs.google.com/presentation/d/1r7pBBk-35Ugu1w6FYDsVsBH-w9gynDENmxZk3CPuk5M/edit?usp=sharing>
- “Disneyland Paris under investigation over wonky pricing” from CNN Business, found at
<https://money.cnn.com/2015/07/29/news/companies/disneyland-paris-ticket-prices-europe/>
- “Disneyland Paris overcharging foreign visitors, says EU” from Euronews, found at:
<https://www.euronews.com/2015/07/29/disneyland-paris-overcharging-foreign-visitors-says-eu>
- Instagram Template for Single Market:
https://docs.google.com/presentation/d/1f3kCW_SYinKnjShot2Hb2Sh2blaFcfw7kF-re1cGPo/edit?usp=sharing
- The European Single Market, found on the the European Commission website,
https://ec.europa.eu/growth/single-market_en
- “Before You Shop” website from USA.gov: <https://www.usa.gov/before-you-shop>
- Rubric Checklist for “Ideal Consumer Bill of Rights”:
https://docs.google.com/presentation/d/1ZRpj0euekQcaf06KHbxP0n0WlMIFKb8eW6fePuGi_pk/edit

Supplemental Resources

- “Nutella, imported vs. domestic: Is there a difference?” from The Washington Post, found at:
https://www.washingtonpost.com/lifestyle/food/nutella-imported-vs-domestic-is-there-a-difference/2014/05/30/3fe79e68-e5bb-11e3-8f90-73e071f3d637_story.html?utm_term=.59025f14be40
- “A Nutella Recipe for Decoding the European Single Market” from WorldCrunch, found at:
<https://www.worldcrunch.com/business-finance/amp/a-nutella-recipe-for-decoding-the-european-single-market>