



K-12 Teach EU Studies Bootcamp

Summer 2023

EU Security and the Ukraine Conflict

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History, Grade 11



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1. Lesson Plan Information	
Subject/Course: AMH	Name: Guillermo T. Cancio
Grade Level: 11th Grade	Date: Open Time: TBA
Topic: EU Security & The Russo-Ukraine Conflict	Length of Period: 7 Class Periods/ 1.5 Week

2. Overview

This lesson plan on EU Security and the War in Ukraine is designed to introduce high school students to the ongoing conflict in Ukraine and its implications for European security. Students will explore the causes, key events, and the role of the European Union in the conflict.

Through interactive activities, discussions, and multimedia resources, students will develop a comprehensive understanding of the complex dynamics involved in the war in Ukraine and its impact on regional stability.

Student Skill Development

- Knowledge:** Students will Demonstrate an understanding of the historical context and key events surrounding both the EU and the conflict between Russia and Ukraine.
- Research Skills:** Students will conduct independent research to gather relevant information and sources related to the Russia-Ukraine conflict and its impact on the EU's security landscape.
- Critical Thinking:** Students will analyze the causes, courses, and consequences of the Russia-Ukraine conflict and evaluate its implications for the security of the European Union.
- Communication:** Students will effectively communicate their finds and perspectives through oral presentations, class discussions, and written assignments.
- Global Awareness:** Students will develop an awareness of geo-political dynamics and understand the significance of the Russia-Ukraine conflict within the broader context of European security.
- Analyzing Perspectives:** Students will examine various viewpoints, including those of Russia, Ukraine, and the European Union, to gain a comprehensive understanding of the conflict and its impact on EU security.
- Evaluation of Sources:** Students will critically evaluate the credibility, bias, and relevance of different sources of information on the Russia-Ukraine conflict, including news articles, scholarly publications, and official statements.
- Empathy and Cultural Sensitivity:** Students will demonstrate empathy towards the affected populations in Ukraine and Russia, while recognizing the diverse perspectives and experiences of individuals living in the European Union.
- Ethical Considerations:** Students will discuss the ethical implications of the Russia-Ukraine conflict and the EU's response, considering concepts such as human rights, sovereignty, and

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international law.

10. **Problem Solving:** Students will brainstorm and propose potential strategies and diplomatic measures that the European Union could undertake to address the security challenges arising from the Russo-Ukraine conflict.
11. **Reflection and Synthesis:** Students will reflect on their learning experience and synthesize the knowledge gained throughout this lesson to develop a well-rounded understanding of the complex security dynamics in Europe.

3. Learning Objectives

1. Identify the causes and key events that led to the war in Ukraine.
2. Understand the role of the European Union in addressing the conflict and ensuring regional security.
3. Analyze the impact of the war in Ukraine on European security and the implications for international relations.
4. Evaluate the effectiveness of EU policies and initiatives in resolving the conflict and maintaining stability in the region.
5. Develop critical thinking skills and the ability to articulate informed opinions on complex geopolitical issues.

4. Florida State Standards/Benchmark Codes: Social Studies, Grades 9-12

1. **SS.912.G.5.4:** Analyze the impact of major global conflicts on society and culture, including World War I, World War II, and the Cold War, and their effects on the European Union.
2. **SS.912.G.5.5:** Examine the causes and consequences of contemporary conflicts and evaluate their impact on global relationships, including conflicts involving the European Union.
3. **SS.912.C.1.1:** Analyze the structure and function of the European Union and its impact on global politics and economics.
4. **SS.912.C.2.9:** Evaluate the impact of international organizations, such as the European Union, on regional and global security.
5. **SS.912.C.2.13:** Analyze the challenges faced by the European Union in maintaining security and stability within its member states and in dealing with external conflicts.
6. **SS.912.W.4.6:** Analyze the causes, key events, and consequences of significant global conflicts, including conflicts involving European nations and the European Union.
7. **SS.912.W.8.1:** Evaluate the impact of economic, political, and cultural integration within the European Union on member states and on Europe as a whole.
8. **SS.912.A.6.5:** Examine the role of the United States in the formation and development of NATO (North Atlantic Treaty Organization) and its impact on international security.
9. **SS.912.A.6.3:** Evaluate the role of the United States in the establishment and development of the

United Nations and other international organizations after World War II.

10. **SS.912.A.6.1:** Analyze the causes, course, and consequences of World War II on the United States and the world.
11. **SS.912.H.3.1:** Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
12. **SS.912.H.3.3:** Identify contributions made by various world cultures through trade and communication, and form a hypothesis on future contributions and change.
13. **SS.912.P.10.1:** Define and give examples of culture and diversity.
14. **SS.912.W.8.5:** Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
15. **SS.912.W.7.9:** Identify the wartime strategy and post WWII plans of the Allied leaders .

5. Essential Questions

1. What propaganda connections learned from previous lessons about WWI, WWII, the Korean War, the Cold War & the collapse of the Soviet Union are present in current news coverage about the Russo-Ukraine War.
2. What factors have contributed to the conflict between Russia and Ukraine, and how has the European Union responded to this crisis?
3. How has the conflict between Russia and Ukraine affected the security landscape of the European Union, drawing lessons learned from the aftermath of World War I up through the collapse of the Soviet Union?
4. What role does the European Union play in ensuring security and stability in Europe, particularly in the context of the war in Ukraine?
5. How has the conflict in Ukraine impacted the relationship between the European Union and Russia, and what implications does this have for the security of EU member states?
6. What are the challenges and limitations faced by the European Union in addressing the security concerns arising from the war in Ukraine, and how can these be overcome?
7. To what extent can the European Union's response to the war in Ukraine be seen as a model for international conflict resolution and peacekeeping efforts?

6. Key Vocabulary: Use as needed to grade level and learning objectives selected.

Annexation of Crimea, Cultural Heritage (EU Perspective v. Russo-Ukraine War) European Union Monitoring Mission (EUMM), European Neighborhood Policy (ENP), Eastern Partnership (EaP), EU Border Assistance Mission (EUBAM), European Battle Groups, EU Common Security & Defense Policy (CSDP), Enhanced Forward Presence (eFP), Organization for Security & Cooperation in Europe (OSCE), Hybrid Warfare, Donbas, Minsk Agreement, Separatists, Donetsk & Luhansk People's Republic

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1. **Annexation of Crimea:** The controversial event in 2014 when Russia occupied and formally annexed the Crimean Peninsula, which had been part of Ukraine, sparking the contemporary Russo-Ukraine conflict.
2. **Cultural Heritage:** Refers to the unique and valuable aspects of human culture that have been inherited from past generations. It encompasses the tangible and intangible expressions, artifacts, practices, knowledge, and beliefs that are transmitted from one generation to another, shaping the identity and collective memory of a particular community or society.
 - a. **EU Perspective:** refers to the unique and diverse historical, archaeological, architectural, artistic, and traditional assets that hold significant cultural, historical, and social value for the European countries, including those affected by the Russo-Ukraine War. It encompasses tangible artifacts, sites, monuments, traditions, and intangible aspects such as languages, customs, folklore, and oral history.
 - b. **Russo-Ukraine War:** The cultural assets and sites that have been affected, damaged, or destroyed as a result of the conflict.
3. **De-escalation:** The process of reducing tensions and moving towards a peaceful resolution in a conflict. De-escalation efforts have been made at various stages of the Russo-Ukraine conflict, but a lasting resolution has yet to be achieved.
4. **Donbas:** A region in eastern Ukraine that includes Donetsk and Luhansk, where much of the fighting between Ukrainian forces and pro-Russian separatists took place.
5. **(DPR/LPR):** Donetsk People's Republic (DPR): A self-proclaimed state in eastern Ukraine that emerged as a result of the conflict, primarily controlled by pro-Russian separatists in Donetsk. Luhansk People's Republic.
(LPR): Another self-proclaimed state in eastern Ukraine that emerged during the conflict, controlled by pro-Russian separatists in Luhansk.
6. **Eurasian Economic Union:** An economic agreement forged in 2000 to reduce trade barriers and promote economic cooperation between Belarus, Kazakhstan, and Russia. Similar to USA's NAFTA Agreement.
7. **European Neighborhood Policy (ENP):** A framework developed by the European Union to support and strengthen relationships with neighboring countries, including Ukraine, by offering political cooperation, economic integration, and assistance.
8. **Euromaidan Uprising:** Ukrainian protest movement seeking to establish closer ties with the EU, the West, and NATO. (November 2013- Feb 2014).
9. **EU Border Assistance Mission (EUBAM):** A mission launched by the European Union to support Ukraine in enhancing border management and customs procedures, aiming to contribute to the country's security and stability, particularly in the context of the conflict.
10. **European Union Battle Groups:** Rapid response military forces established by the European Union, consisting of rotating contingents contributed by member states, which could be potentially deployed to support peacekeeping or crisis management operations, including in the context of the war in Ukraine.

11. **EU Common Security and Defense Policy (CSDP):** The framework within the European Union that aims to strengthen the Union's capacity to undertake common security and defense actions, which may include military operations, in support of peace, conflict prevention, and international security, including in the context of the war in Ukraine.
12. **Hybrid Warfare:** A form of conflict that combines conventional military tactics with unconventional methods, such as propaganda, cyber-attacks, and irregular forces, used extensively by Russia in the Russo-Ukraine War.
13. **Minsk Agreements:** A set of ceasefire agreements signed in Minsk, Belarus, in 2014 and 2015, aimed at resolving the conflict in eastern Ukraine. However, the agreements have been repeatedly violated.
14. **NATO:** North Atlantic Treaty Organization. Intergovernmental military alliance created after WWII (1949). It consists of 31 member countries; 29 European and 2 North American. The collective mission is to safeguard the Allies freedom and security by both political and military means.
15. **Normandy Format:** A diplomatic framework for negotiations involving Ukraine, Russia, Germany, and France. The Normandy Format has been used as a platform to address the Russo-Ukraine conflict and find a peaceful resolution. Created June 2014.
16. **(Pro-Russian Insurgency):** The armed insurgency in eastern Ukraine supported by Russia, characterized by separatist movements and efforts to destabilize the Ukrainian government.
17. **Sanctions:** Economic and political penalties imposed on Russia by Western countries and international organizations in response to its involvement in the Russo-Ukraine conflict.
18. **Separatists:** Armed groups in eastern Ukraine, backed by Russia, who declared independence and sought to break away from Ukraine during the conflict.
19. **War Crimes:** Violations of the laws and customs of war, including acts such as targeting civilians, torture, and indiscriminate attacks on civilian areas. War crimes have been reported and alleged by both sides in the Russo-Ukraine conflict.
20. **Trade-Off/Opportunity Costs** (Economics): Trade-offs and opportunity costs are important concepts in economics and decision-making processes. When discussing the European Union (EU) and the Russo-Ukraine war, these concepts can be applied to understand the choices and consequences involved.
 1. **Trade-offs:** Trade-offs refer to the sacrifices or compromises made when choosing between two or more alternatives. In the context of the EU and the Russo-Ukraine war, there are several trade-offs that can be observed:
 - Economic trade-offs: The EU has close economic ties with both Russia and Ukraine. As the conflict escalates, the EU faces the trade-off of maintaining economic relations with Russia, which is a major trading partner, or supporting Ukraine, a neighboring country seeking assistance. Choosing to support Ukraine may strain economic ties with Russia, resulting in potential losses for EU businesses and industries reliant on Russian trade.
 - Security trade-offs: The EU aims to maintain peace and stability in its neighborhood. However, in the face of the Russo-Ukraine war, the EU faces the trade-off of engaging in military intervention or pursuing diplomatic solutions. Military intervention could risk escalation and jeopardize the security of EU member states, while diplomatic efforts may be perceived as insufficient or slow in resolving the conflict.
 - Political trade-offs: The EU is composed of member states with diverse interests and priorities. When it comes to the Russo-Ukraine war, there may be political trade-offs involved in terms of maintaining solidarity among member states. Some states may

prioritize a tougher stance against Russia, while others may have closer economic or historical ties, leading to potential divisions within the EU.

2. **Opportunity costs:** Opportunity cost refers to the benefits or opportunities that are forgone when choosing one option over another. In the context of the EU and the Russo-Ukraine war, there are several opportunity costs to consider:

- Economic opportunity costs: Supporting Ukraine financially or imposing economic sanctions on Russia may result in economic losses for EU member states. The resources allocated to support Ukraine or mitigate the impact of sanctions could have been used for domestic investments or welfare programs, representing an opportunity cost for the EU.
- Political opportunity costs: Taking a stronger stance against Russia or actively engaging in the conflict may strain relationships with other global powers, such as China or the United States. This could have implications for the EU's ability to pursue its broader foreign policy objectives and forge partnerships in other regions, representing an opportunity cost.
- Humanitarian opportunity costs: The conflict in Ukraine has led to a significant humanitarian crisis, including displacement, casualties, and infrastructural damage. The EU faces the opportunity cost of not being able to fully address these humanitarian challenges if resources are directed towards other priorities, such as security or economic concerns.

** It is important to note that the specific trade-offs and opportunity costs related to the EU and the Russo-Ukraine war may vary depending on the context and the specific decisions made by EU member states and institutions. **

7. Materials Needed

1. K-W-L Chart (Criss Activity) - - See [Attachment A](#)
2. Venn Diagrams (Criss Activity) - - See [Attachment B](#)
3. Claim-Evidence-Reasoning Answer Sheet - - See [Attachment C](#)
4. Fishbowl Layout (Criss Activity) - - See [Attachment D](#)
5. Promethean Classroom Interactive White Board.
6. Internet Access
7. Google Maps: EU | Ukraine | Russia - - See [Attachment E](#)
8. Multi-Media presentation platforms (e.g., Google Slides, Prezi, PowerPoint)
9. MS Office (Word, Excel, Graphs, Charts, etc) [School Provided if needed]
10. Wheel of Names.Com (Group Topic Selections)
11. Student laptop [School Provided if Needed]

8. Steps to Deliver the Lesson

Understanding the EU and the Conflict between Russia and Ukraine

DAY 1: [Introductory to the EU and the Russo-Ukraine Conflict](#)

Learning Objective By the end of this lesson, students will be able to analyze the European Union's role in ensuring security and evaluate the complexities of the war in Ukraine, including its causes, implications, and potential resolutions.

Procedure:

Introduction (10 minutes):

a. Begin by engaging the students in a brief discussion about international conflicts and alliances. Ask questions such as:

Have you heard about any conflicts between countries in recent years?

What do you know about the European Union and its purpose?

Can you name any specific conflicts involving Russia and Ukraine?

K-W-L Activity (10 minutes):

a. Distribute the handout with the K-W-L chart to each student.

b. Explain the purpose of the K-W-L activity, which is to assess their prior knowledge, set learning goals, and reflect on their learning.

c. Instruct students to write down their current knowledge about the European Union and the conflict between Russia and Ukraine in the "**What I Know**" column of the chart.

d. After allowing a few minutes for individual brainstorming, ask students to share their ideas in pairs or small groups. Encourage them to discuss and elaborate on their existing knowledge.

e. Next, instruct students to write down questions and areas they would like to explore further in the "**What I Want to Know**" column. Emphasize that these can be open-ended questions or topics they find interesting or important.

f. Facilitate a class discussion, where students can share their questions and areas of interest.

Write down these questions on the whiteboard or flip chart and address them during the content explanation delivered by the teacher.

Teacher Presentation and Inquiry

a. Using a projector or computer, present a brief overview of the European Union and the conflict between Russia and Ukraine. Include key points, historical context, and current events related to the topic. Use multimedia resources such as videos, images, or maps to enhance understanding.

b. Pause periodically to address students' questions and encourage further inquiry. If time allows, engage students in brief discussions or small-group activities to promote critical thinking and deeper understanding.

Lesson 1: Causes and Key Events of the War in Ukraine (1991-2022)

1. Introduction (10 minutes)

- Engage students with a thought-provoking question or a short video clip highlighting the war in Ukraine.

- Discuss the importance of understanding geopolitical conflicts and their impact on global security.

2. Historical Context (10 minutes)

- Provide an overview of the historical background and the factors that contributed to the conflict in Ukraine.

- Explore the events leading up to the war, including the Euromaidan protests and the annexation of Crimea by Russia.

3. Causes of the War (25 minutes)

- Divide students into small groups and assign each group a specific cause (e.g., ethnic tensions, geopolitical interests) to research during class.

- Have groups present their findings and engage in a class discussion on the various causes of the war.

4. **Key Events and Players** (20 minutes)

- Using a timeline or infographic, highlight the significant events and key players involved in the war in Ukraine.
- Facilitate a class discussion on the role of different actors, such as Ukraine, Russia, and separatist groups.

5. **Reflection and Recap** (10 minutes)

- Allow students to reflect on the information discussed and share their thoughts or questions.
- Summarize the key points covered in the lesson and provide any necessary clarifications.

*** Provide students the following exit slip***

Exit Slip: Russo-Ukraine Conflict

Name: _____ Date: _____

Please answer the following questions based on your understanding of the causes and key events of the Russo-Ukraine conflict.

1. What are the primary causes of the Russo-Ukraine conflict?
a) _____
b) _____
c) _____
2. Briefly explain the significance of the annexation of Crimea in the Russo-Ukraine conflict.
3. Name two key events that escalated tensions between Russia and Ukraine during the conflict.
4. Describe the role of separatist movements in the conflict and their impact on the situation in Ukraine.
5. How has the international community responded to the Russo-Ukraine conflict? Provide at least one example.
6. Identify one potential long-term consequence of the Russo-Ukraine conflict.
7. In your opinion, what could be done to de-escalate the conflict and promote a peaceful resolution?
8. Share one thing you learned or found interesting about the Russo-Ukraine conflict.
Thank you for your participation!

Identify the following countries and their respective capital and region on the attached map:

9. a. Ukraine b. Kyiev c. the Donbas Region
10. a. Russia b. Moscow c. Crimea (Annexed Territory)

DAY 2: Lesson 2: The Role of the European Union and Implications for Security

1. EU's Response (10 minutes)

- Present an overview of the European Union's response to the war in Ukraine, including diplomatic efforts and economic sanctions.
- Discuss the EU's role as a mediator and its support for Ukraine in terms of financial aid and political cooperation.

2. EU Security Policies (15 minutes)

- Provide an in-depth exploration of the EU's security policies and initiatives aimed at countering the threats posed by the war in Ukraine.
- Discuss topics such as border security, information warfare, and the Eastern Partnership program.

3. Impact on European Security (25 minutes)

- Engage students in a group activity where they analyze the impact of the war in Ukraine on European security.
- Have groups present their findings and participate in a class discussion on the implications for regional stability.

4. Evaluating EU Actions (15 minutes)

- Guide students in evaluating the effectiveness of EU policies and initiatives in resolving the conflict and maintaining security.
- Encourage critical thinking by discussing alternative approaches the EU could have taken.

5. Conclusion and Reflection (20 minutes)

- Summarize the main concepts covered in the lesson and encourage students to reflect on their learning.

Reflect and Complete K-W-L (10 minutes):

- After the presentation, allow students a few minutes to reflect on what they have learned.
- Instruct them to complete the "What I Learned" column of their K-W-L charts, noting the new information they acquired during today's lesson.
- If time permits, invite a few students to share their reflections with the class.

Conclusion (5 minutes):

- Summarize the main points discussed during the lesson, emphasizing the significance of the European Union and the conflict between Russia and Ukraine.
- Encourage students to continue exploring the topic independently and highlight any further resources or readings they can explore.

Note: Adjust the time allocated for each activity based on your class schedule and the depth of discussion during the lesson.

DAY 3: Group Formations, Topic Assignments, Begin Research (Entire Class Period)

1. Introduction (10 minutes):

- Begin the lesson by reviewing the teacher presentation inquiry of the EU Security and the War in Ukraine, highlighting its significance for global politics and EU security.
- Explain the purpose of the lesson: to delve into specific aspects of the war and their implications for the EU, fostering an understanding of the complex dynamics involved.

2. **Group Formation (10 minutes):**
 - a. Have students count off from 1 to 6.
 - b. Group students with the same number together.
 - c. Assign each group a unique identifier (e.g., Group 1, Group 2, etc.).

3. **Topic and Objective Assignment (15 minutes):**
 - a. Access wheelofnames.com on the classroom computer or projected screen.
 - b. Ask each group to take turns spinning the wheel to randomly select their learning topic and objective.
 - c. Assign each group their specific topic and objective based on the wheel's result.
 - d. Provide handouts or display a list of the assigned topics and objectives on the class Schoology website for reference. Here are the topics and objectives:
 - GA Topic #1: Causes of the War in Ukraine**
Objective: To explore the underlying causes and factors that led to the war in Ukraine and its implications for EU security.
 - GA Topic #2: The Role of NATO in the War in Ukraine**
Objective: To analyze the involvement of NATO in the war in Ukraine and its impact on EU security.
 - GA Topic #3: Humanitarian Crisis in Ukraine and EU Response**
Objective: To examine the humanitarian crisis resulting from the war in Ukraine and the EU's response to address the situation.
 - GA Topic #4: Economic Sanctions and their Impact on EU Security**
Objective: To discuss the economic sanctions imposed by the EU on Russia and their implications for EU security in the context of the war in Ukraine.
 - GA Topic #5: The Minsk Agreements and Peace Process**
Objective: To explore the Minsk Agreements as a framework for resolving the conflict in Ukraine and analyze their effectiveness in ensuring EU security.
 - GA Topic #6: Energy Security and the War in Ukraine**
Objective: To examine the connection between energy security and the war in Ukraine, focusing on the role of natural gas supply and its implications for the EU.
 - GA Topic #7: Cybersecurity Challenges in the War in Ukraine**
Objective: To analyze the cybersecurity challenges arising from the war in Ukraine and their impact on the EU's security infrastructure.
 - GA Topic #8: Hybrid Warfare and the War in Ukraine**
Objective: To investigate the concept of hybrid warfare in the context of the war in Ukraine and assess its implications for EU security.
 - GA Topic #9: European Union Monitoring Mission (EUMM) in Ukraine**
Objective: To explore the role of the European Union Monitoring Mission (EUMM) in Ukraine and its contribution to EU security efforts.
 - GA Topic #10: Disinformation and Propaganda in the War in Ukraine**
Objective: To evaluate and grasp the role of disinformation and propaganda in the war in Ukraine and their impact on EU security.
 - GA Topic #11: EU Enlargement Policy and Ukraine**
Objective: To analyze the EU's enlargement policy and its implications for Ukraine's security and potential EU membership.
 - GA Topic #12: Lessons Learned from the War in Ukraine for EU Security**
Objective: To critically evaluate the lessons learned from the war in Ukraine and their significance in shaping future EU security policies and strategies.

4. **Research and Preparation (60 minutes):**

- a. Instruct each group to conduct thorough research on their assigned topic using reputable sources (books, articles, academic journals, etc.) addressing the 5 W's + H (Who, What, When, Where, Why, & How) of social science research.
- b. Encourage students to take notes and organize their findings effectively.
- c. Remind students to consider the learning objective while conducting their research to ensure relevance.

Research and Preparation (Entire Class):

Learning Objectives:

1. Students will collaborate effectively in groups to conduct research on various topics related to EU security and the war in Ukraine.
2. Students will analyze and evaluate multiple sources of information to gather relevant data and perspectives on the topic.
3. Students will synthesize their research findings and creatively present them through a multimedia presentation.
4. Students will develop critical thinking and communication skills through group discussions, peer feedback, and presentation delivery.
5. Students will demonstrate an understanding of the complexities and implications of the war in Ukraine on EU security.

Procedure:

- a. Instruct each group to conduct thorough research on their assigned topic using reputable sources (books, articles, academic journals, etc.).
- b. Encourage students to take notes and organize their findings effectively.
- c. Remind students to consider the learning objective while conducting their research to ensure relevance.
- d. Teacher will walk about each group evaluating work, answering group questions, and helping each group create 5 assessment questions to be asked to the class at the end of their presentation.

DAY 4: Fishbowl Discussion (15 Minutes each group for a total of 1hr, 15 minutes) | Continuation of Research & Preparation (15 minutes)

1. **Learning Objectives:** Students will analyze and evaluate multiple sources of information to gather relevant data and perspectives on the topic.
2. Students will synthesize their research findings and present arguments in a structured debate format using the fishbowl discussion strategy.
3. Students will develop critical thinking and communication skills through active participation in the debate and listening to different perspectives.

Procedure

5. Introduction:
 - a. Begin the lesson by briefly reviewing the importance of EU Security and the War in Ukraine, emphasizing the complex dynamics involved.
 - b. Explain that students will be exploring different aspects of the conflict to gain a comprehensive understanding.

6. Fishbowl Discussion (15 minutes for each group):

- a. Assign each group a specific topic and learning objective using wheelofnames.com (as described in the previous prompt).
- b. Set up a fishbowl discussion activity with two concentric circles. The inner circle will be the discussion participants, and the outer circle will be the observers.
- c. Provide each group with a fishbowl discussion prompt related to their assigned topic and learning objective. For example:
 1. "Discuss the underlying causes of the war in Ukraine and its implications for EU security."
 2. "Analyze the involvement of NATO in the war in Ukraine and its impact on EU security."
 3. Adjust the prompts according to the assigned topics.
 4. Allow the inner circle participants to discuss the prompt while the outer circle members observe attentively.

Fishbowl Discussion Preparation

- a. Review the rules and guidelines for the fishbowl discussion strategy, emphasizing the importance of active listening, respectful dialogue, and evidence-based arguments.
- b. Provide each group with a set amount of time (30-45 minutes) to discuss their research findings and formulate arguments for the upcoming debate.
- c. Encourage students to consider different perspectives and anticipate counterarguments to strengthen their positions.
- d. Circulate among the groups, offering guidance and support as needed.
- e. Remind students to take notes on key points and evidence to reference during the debate.

Fishbowl Debate

- f. Arrange the classroom to create two concentric circles: an inner circle (fishbowl) and an outer circle (observers).
 - g. Select a few students from each group to form the initial fishbowl participants. The remaining students will be observers in the outer circle.
 - h. Explain that the fishbowl participants will engage in a structured debate while observers actively listen and take notes.
 - i. Start the debate by posing a broad question related to EU security and the war in Ukraine.
 - j. Set a time limit for each speaker in the fishbowl (e.g., 2-3 minutes) and use a timer to keep track.
 - k. Encourage students in the outer circle to jot down observations, counterarguments, and questions to contribute to the discussion later.
 - l. After each speaker's turn, allow time for observers to share their thoughts and ask questions, either by entering the fishbowl or through designated reflection time.
 - m. Rotate fishbowl participants periodically to ensure everyone gets an opportunity to actively participate.
 - n. Facilitate the debate by encouraging respectful dialogue, asking probing questions, and ensuring balanced participation.
 - o. Conclude the debate with a reflection period where students from the outer circle share their observations, insights, and questions.
 - p. Summarize the key arguments and perspectives discussed during the debate.
7. Research and Preparation (15 minutes): a. Instruct each group to continue thorough research on their assigned topic(s) using reliable sources. b. Encourage students to take notes and organize their findings effectively, considering the fishbowl discussion insights. c. Remind students to focus on the learning objective while conducting their research to ensure relevance.

8. Presentation Creation

- a. Guide students in creating a multimedia presentation that addresses their assigned topic and learning objective. Each group will create 5 mid to higher order taxonomy assessment questions based on their presentations.
- b. Encourage the use of visuals, graphs, maps, and other media elements to enhance their presentations.
- c. Remind students to include clear explanations, supporting evidence, and examples to convey their understanding effectively.
- d. Provide assistance and guidance as needed throughout the multi-media creation process.

Presentation Rehearsal and Peer Feedback

- a. Instruct students to rehearse their presentations, paying attention to their delivery, timing, and clarity.
- b. Encourage students to practice effective communication skills, such as maintaining eye contact, speaking clearly, and using appropriate body language.
- c. Allocate time for students to provide peer feedback on each other's presentations, using a provided rubric or specific criteria.
- d. Emphasize the importance of constructive criticism and offering suggestions for improvement.
- e. Facilitate a discussion among students on effective presentation techniques, sharing tips and strategies.

DAY 5: Group Presentation Practice (Entire Class): (15 Minute Time Frame per Group)

Learning Objectives:

1. Students will conduct in-depth research on topics related to EU security and the war in Ukraine.
2. Students will synthesize their research findings and present them effectively through a multimedia and oral presentation.
3. Students will develop critical thinking, communication, and presentation skills.
4. Students will demonstrate an understanding of the complexities and implications of the war in Ukraine on EU security.
5. Students & teacher will engage in peer evaluation and provide constructive feedback on presentations.

DAY 6: Group Presentations

Procedure:

1. **Group Presentations (Entire Class):** (15 Minute Time Frame per Group)
 - a. Each group will deliver their research finding to the class using both a multi-media presentation format and oral explanation of their choice.
 - b. Groups are reminded to address the learning objective for each group at the beginning of each presentation and inform their classmates a brief assessment will take place after each presentation is concluded.
 - c. All students are encouraged to be both passive and active participants by taking notes and asking pertinent questions.

Presentation Delivery and Evaluation

- d. Allocate time for each student to deliver their multimedia and oral presentation in front of the class.
- e. Ensure that the presentations are within the allocated time limits and that students adhere

- to the guidelines for effective delivery.
- f. Encourage the audience to actively listen and take notes during the presentations.
- g. After each presentation, allow time for a brief Q&A session where students can ask questions or seek clarification.
- h. Distribute the rubric and have students evaluate each presentation based on predetermined criteria.
- i. Collect the rubrics and provide constructive feedback to students based on their performance.

DAY 7: Assessment/ Feedback – See Part 10 (Evidence of Student Understanding)

9. Gradual Release

Activities vary but incorporate whole class, group work, and individual presentations.

- a. KWL Activity
- b. Topic and Group Learning Objectives [Wheel of Names.com]
- c. Fishbowl Discussion Sessions
- d. Group and Individual Research
- e. Group multi-media and oral presentations.

10. Evidence of Student Understanding

Based on the application, how will I know students have learned what I intended?

Method #1: Group Presentation Assessment Rubric

Objective: Evaluate students' understanding of EU security and the war in Ukraine through their group project presentations.

Rubric Categories:

1. **Content Knowledge:** Assess the accuracy and depth of the information presented.
2. **Organization:** Evaluate the structure and coherence of the presentation.
3. **Presentation Skills:** Assess the clarity, delivery, and engagement of the presenters.
4. **Visual Aids and Multimedia:** Evaluate the effective use of visuals, multimedia, and supporting materials.
5. **Collaboration:** Assess the level of collaboration and contribution from each group member.
6. **Critical Thinking:** Evaluate the ability to analyze, synthesize, and draw conclusions from the research.

Scoring Scale: Exceeds Expectations (4), Meets Expectations (3), Partially Meets Expectations (2), Does Not Meet Expectations (1)

Method #2: Individual Reflections Written Assessment

Objective: Allow students to reflect on their learning and understanding of EU security and the war in Ukraine.

Procedure:

After every presentation has been delivered, provide each student with a set of reflective questions related to the class group projects and the topics covered.

Ask students to write a thoughtful two paragraph and comprehensive reflection addressing three preselected questions.

Consider including questions that assess their understanding of key concepts, connections made between different aspects, and personal insights gained.

Evaluate the reflections based on the depth of understanding, critical thinking, and ability to articulate ideas.

Method #3: Peer Evaluations

Objective: Enable students to assess their peers' understanding and contributions within the group project.

Procedure:

Implement a peer assessment component where students evaluate their group members' contributions and understanding of EU security and the war in Ukraine. Provide a structured evaluation form with the following criteria:

1. **Participation and Collaboration:**
 - Contributed actively to group discussions and decision-making.
 - Demonstrated a cooperative and respectful attitude towards group members.
2. **Content Knowledge:**
 - Showed a clear understanding of the assigned topic and its implications.
 - Contributed relevant and accurate information to the group's research and presentations.
3. **Communication Skills:**
 - Communicated ideas effectively during group discussions and presentations.
 - Listened attentively to others and responded constructively.
4. **Reliability and Accountability:**
 - Completed assigned tasks and met deadlines.
 - Followed through on commitments and responsibilities.
5. **Overall Contribution:**
 - Made a valuable and significant contribution to the group project.
 - Actively supported the group's goals and objectives.

Calculate the peer assessment scores by averaging the evaluations provided by group members. Use this feedback as a component of the students' overall evaluation for the project.

Note: It is important to provide clear instructions and criteria for each evaluation method to ensure fairness and consistency in the assessment process. Consider using a combination of these methods to gather a comprehensive understanding of students' knowledge and performance.

11. Differentiated Instructional Strategies

Consider the following differentiated instructional strategies for teaching about EU Security and the War in Ukraine:

1. **Advanced Placement (AP) Students:**
 - Provide additional challenging readings, articles, or scholarly sources related to the EU Security and the War in Ukraine for deeper analysis and critical thinking.
 - Assign advanced research projects on specific aspects of the conflict, encouraging students to explore multiple perspectives and evaluate the effectiveness of EU security strategies.
 - Organize debates or simulations where students take on the roles of key stakeholders in the conflict, such as EU policymakers, diplomats, or military leaders.
2. **Honors Students:**
 - Offer extension activities or projects that delve into the economic, political, and social dimensions of the war in Ukraine and its impact on EU security.
 - Assign case studies or real-life scenarios for students to analyze and propose alternative strategies or solutions to address the conflict.
 - Foster class discussions that encourage critical analysis, encouraging students to connect the war in Ukraine with broader geopolitical issues and historical contexts.
3. **Regular-Level Students:**
 - Provide clear and concise explanations of key concepts and terms related to EU security and the war in Ukraine.
 - Use visual aids, infographics, or graphic organizers to support understanding and organization of information.

- Break down complex topics into smaller, manageable parts, focusing on cause-and-effect relationships and the implications for EU security.
 - Provide guided notes or outlines to help students structure their understanding and note key details during lectures or readings.
4. **ESOL (English for Speakers of Other Languages) Students:**
- Use simplified readings, visual materials, or multimedia resources that present information about EU security and the war in Ukraine in a more accessible language.
 - Incorporate hands-on activities, such as role-playing or simulations, to facilitate comprehension and engagement.
 - Provide bilingual glossaries or vocabulary lists to support understanding of key terms and concepts.
 - Offer opportunities for collaborative learning and peer interaction, allowing ESOL students to engage in discussions and share their perspectives.
5. **Students with Individual Education Plans (IEPs):** (Always Consult/-Ref each school provided IEP)
- Provide explicit instruction and multi-modal learning experiences, incorporating visual, auditory, and kinesthetic elements.
 - Break down complex tasks into smaller, manageable steps, and provide scaffolding and guided practice as needed.
 - Offer differentiated materials or readings at varied reading levels to match individual students' abilities.
 - Provide additional time and support for completing assignments, including extended deadlines or reduced workload when appropriate.
 - Utilize assistive technology tools or resources, such as text-to-speech software or graphic organizers, to support comprehension and organization of information.
6. **Students with 504 Plan Accommodations:** (Always consult/x-ref each school provided 504P)
- Provide preferential seating arrangements to minimize distractions and optimize focus during lessons.
 - Allow frequent breaks or movement opportunities to accommodate attention and focus needs.
 - Provide written instructions or checklists for tasks and assignments to support organizational skills.
 - Offer flexible assessment options, such as allowing students to present their understanding through visual projects or verbal presentations instead of written essays.
 - Provide additional time for completing assignments or assessments, as specified in the student's 504 Plan.

Note: It is essential to regularly assess students' progress and adjust instructional strategies based on their individual needs. Communication and collaboration with special education teachers and support staff can provide valuable insights and guidance for effectively differentiating instruction for students with diverse learning needs.

12. Lesson Closure

A. The Learners:

Have students complete the L column of the introductory KWL opening Criss Strategy.

(**What have I Learned?**) - Individual Reflection (5 minutes):

- Ask students to reflect on what they have learned during the course of this lesson.
- Provide a few minutes for individual students to complete the "L" column of their KWL charts.
- Alternatively, have students share their reflections in small groups or as a whole class discussion.

B. Learning Environment Evaluation:

Teachers can use the following evaluation methods to gauge the learning environment and its impact on student engagement and comprehension:

1. **Observation:** Teachers can closely observe the classroom during the lesson to assess the following:

- Student participation: Are students actively engaged in discussions, group work, or activities related to the topic?
 - Collaboration: Do students effectively work together in pairs or groups to complete tasks or share information?
 - Classroom atmosphere: Is there a positive and inclusive learning environment? Are students respectful of each other's opinions and ideas?
2. **Questioning and Discussion:** Teachers can evaluate the effectiveness of the lesson by analyzing the quality of student questions and their participation in discussions:
 - Depth of understanding: Do students ask thoughtful and meaningful questions related to the topic? Do their questions indicate a grasp of key concepts?
 - Critical thinking: Are students able to analyze and evaluate different perspectives related to EU Security and the War in Ukraine?
 - Communication skills: Do students articulate their thoughts clearly and effectively during discussions? Are they able to support their arguments with evidence?
 3. **Written Assignments or Projects:** Teachers can assess student learning through written assignments or projects related to the lesson:
 - Content comprehension: Do students demonstrate a clear understanding of the key concepts and events related to EU Security and the War in Ukraine?
 - Application of knowledge: Can students apply their understanding to analyze real-world situations or make connections to other historical events?
 - Research and analysis: Do students conduct independent research, evaluate sources, and effectively present their findings in written form?
 4. **Formative Assessments:** Teachers can use formative assessments throughout the lesson to gauge student progress and understanding:
 - Quizzes or short assessments: Create short quizzes or assessments to check students' understanding of specific concepts or events.
 - Exit tickets: Use exit tickets to gather feedback from students about their understanding of the lesson and to identify any areas of confusion or further questions. (**CER Model**)
 - Concept maps or graphic organizers: Have students create concept maps or graphic organizers to demonstrate their understanding of the relationships between different concepts or events.
 5. **Student Reflection:** Provide opportunities for students to reflect on their learning experience and evaluate their own understanding:
 - Learning journals: Ask students to write in a learning journal, reflecting on what they have learned, what questions they still have, and how the lesson has impacted their understanding of the topic.
 - Self-assessment: Provide a rubric or checklist for students to assess their own teacher's pedagogical praxis and understanding of the lesson objectives.

By employing these evaluation methods, teachers can gain insights into the effectiveness of their social studies lesson plan on EU Security and the War in Ukraine, and make necessary adjustments to enhance student learning.

C. Resources Available

European Union

1. Fact Sheets on the European Union: <https://www.europarl.europa.eu/factsheets/en/contents>
2. European Union Facts and Worksheets: <https://kidskonnnect.com/social-studies/european-union/>
3. European Court of Human Rights, General Video Presentations: <https://www.echr.coe.int/videos>
4. The European Union Explained: <https://www.youtube.com/watch?v=O37yJBFRrfq>
5. How Does the EU Actually Work | CNBC Explains:
 - a. https://op.europa.eu/webpub/com/eu-and-me/en/HOW_DOES_THE_EU_WORK.html
 - b. <https://www.youtube.com/watch?v=9eufLQ3sew0>
6. The Establishment of the European Union: <https://www.youtube.com/watch?v=hDLowE36ZVQ>
Key Moments in this Video Presentation include...
 - a. **The Age of European Union**
 - b. **European Solidarity**

- c. Marshall Plan
- d. The Versailles Peace treaty
- e. Founding Members
- f. 1952 The European Coal & Steel Community.
- g. Why Coal & Steel
- h. Treaty of Rome
- i. The Schengen Agreement
- j. EU Laws
- k. Consumer Rights Directives
- l. The European Commission
- m. The Council of the European union
- n. European Parliament
- o. The Court of Justice of the European union.

7. Aims and Values of the EU: https://european-union.europa.eu/principles-countries-history/principles-and-values/aims-and-values_en

8. The Meaning of Europe's Flag Explained: <https://newrepublic.com/article/119601/european-flag-doesnt-have-anything-do-europe>

9. European Union Time Line: https://europe.unc.edu/wp-content/uploads/sites/314/2017/05/3.C_Answer_Timeline_of_the_European_Union.pdf

10. The EU and Ukraine, Stronger Together Fact Sheet: https://www.eeas.europa.eu/sites/default/files/ukraine_factograph.pdf

11. Current actions to support culture, cultural actors and cultural heritage in Ukraine by the EU: <https://culture.ec.europa.eu/news/eu-supports-ukraine-through-culture>

12. EU Learning Corner, Materials for Secondary Schools: https://learning-corner.learning.europa.eu/learning-materials/materials-secondary-school_en

Russo-Ukraine Conflict

1. Historical Maps of Ukraine: <https://history-maps.com/story/History-of-Ukraine>

2. Historical Maps of Ukraine After the Russian Invasion: <https://www.edmaps.com/html/ukraine.html>

3. Animated Map: Timeline Invasion of Ukraine by Russia: <https://www.youtube.com/watch?v=i94mV8rMLps>

4. Council on Foreign Relations:

a. Ukraine: Conflict at the Crossroads of Europe & Russia- <https://www.cfr.org/backgrounder/ukraine-conflict-crossroads-europe-and-russia>

b. How Much Aid has the US Sent Ukraine, 6 Charts: <https://www.cfr.org/article/how-much-aid-has-us-sent-ukraine-here-are-six-charts>

c. U.S. Strategy in Ukraine, podcast by Charles Kupchan. Senior Fellow at CFR: <https://www.cfr.org/podcasts/us-strategy-ukraine-charles-kupchan>

5. Institute for the Study of War & Critical Threats\Russia's War in Ukraine: <https://storymaps.arcgis.com/stories/733fe90805894bfc8562d90b106aa895>

6. Ukraine Facts & Worksheets, KidsConnect.org: <https://kidsconnect.com/geography/ukraine/>

7. Ukraine Profile- Timeline: <https://www.bbc.com/news/world-europe-18010123>

8. How Ukrainians are Defending their Cultural Heritage from Russian Destruction: <https://www.smithsonianmag.com/smithsonian-institution/ukrainians-defend-their-cultural-heritage-russian-destruction-180981661/>

9. A Culture in the Cross Hairs: <https://www.nytimes.com/interactive/2022/12/19/arts/design/ukraine-cultural-heritage-war-impacts.html>

10. Russia's War on Ukraine's Cultural Heritage: [https://www.europarl.europa.eu/RegData/etudes/ATAG/2022/729377/EPRS_ATA\(2022\)729377_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/ATAG/2022/729377/EPRS_ATA(2022)729377_EN.pdf)

11. The War on Culture: How Russia is Destroying Ukraine's Cultural Heritage: <https://ukraineworld.org/articles/analysis/war-culture>

12. Washington Needs to Get Ready For Russian Chaos, Hudson.org: <https://www.hudson.org/national-security-defense/washington-needs-get-ready-russian-chaos-luke-coffey-wagner>

Name: _____

Date: _____

K-W-L CHART

Fill in the first two columns before you do your research. Fill in the last column after finishing your research.

Topic: EU Security & the War in Ukraine

What I Know (K)	What I Want to Know (W)	What I Learned (L)

Ogle, D. (1986). K-W-L: A teaching model that develops active reading of expository text. *The Reading Teacher*, 39, 564-570.

read·write·thinkInternational
Reading Association**NCIE**

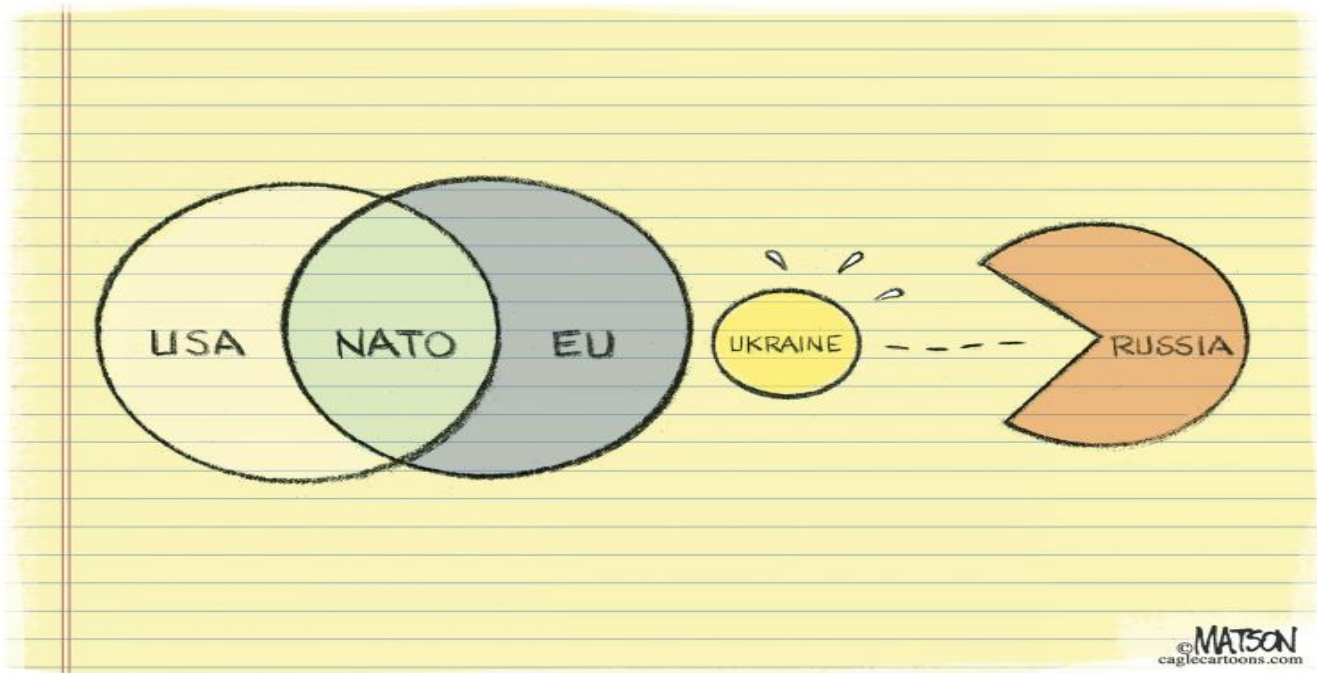
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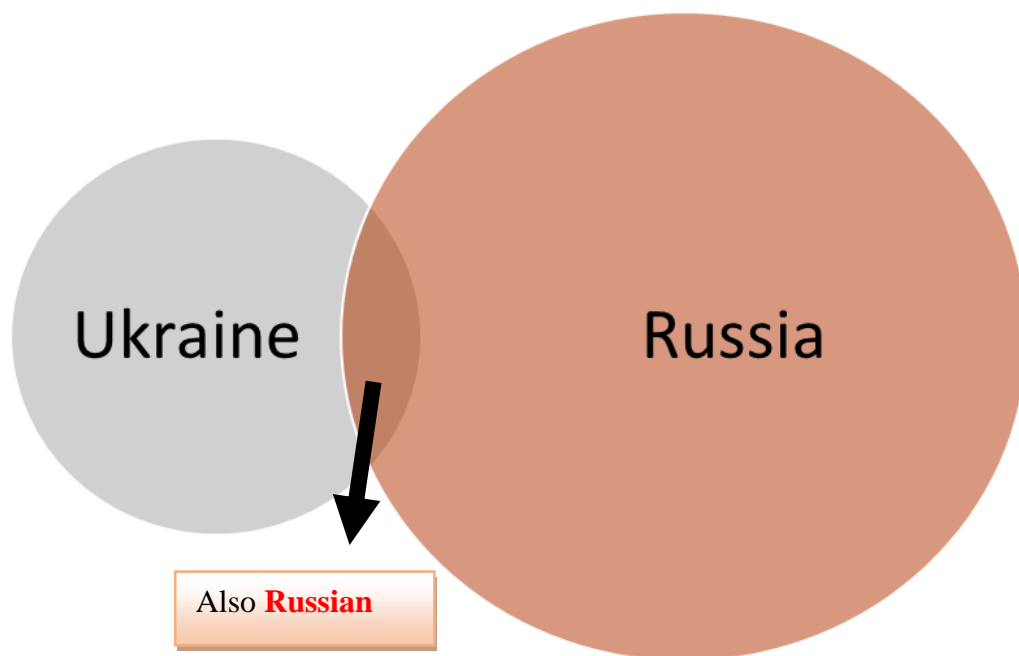
ReadWriteThink materials may be reproduced for educational purposes.

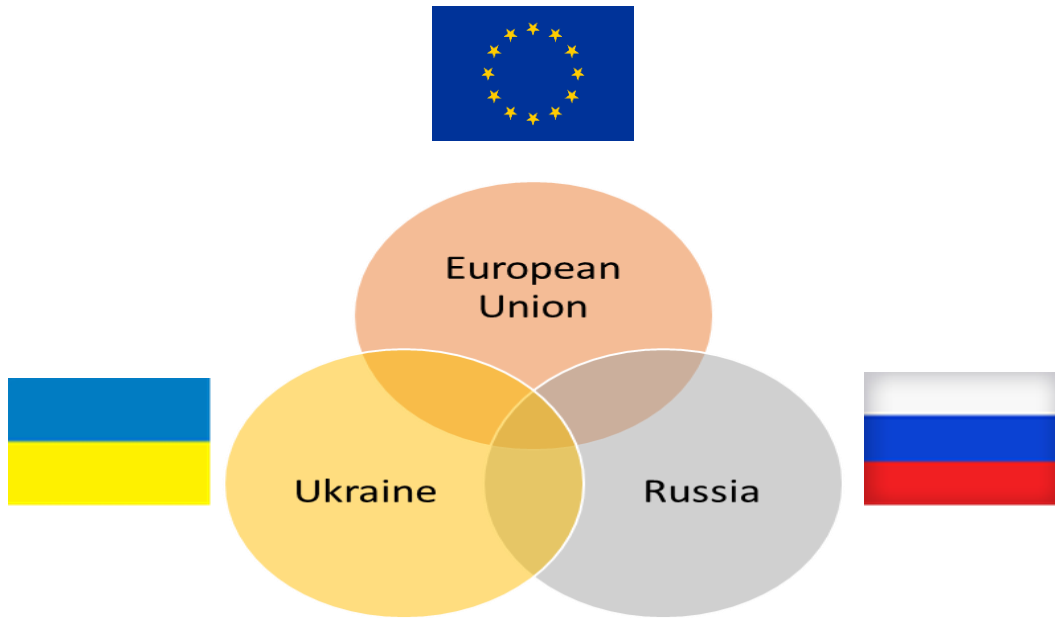
Interpretive Skill Development Activity: Venn Diagrams to the RESCUE!

Courtesy: Caglecartoons.com/venn-diagram-Ukraine



The **Russo-Ukraine** Crises: Explained Visually from the **Russian** Perspective





Differences between Ukraine & Russia: <https://www.indexmundi.com/factbook/compare/ukraine.russia>
<https://www.worlddata.info/country-comparison.php?country1=RUS&country2=UKR>

Name: _____ Date: _____ Period: _____

Assessment Topic: _____

C-E-R: Claim, Evidence, Reasoning



Q#1: I **CLAIM** that _____ is the correct answer.

The **EVIDENCE** I have is:

The **REASON** that this evidence supports the answer is:

Q#2: I **CLAIM** that _____ is the correct answer.

The **EVIDENCE** I have is:

The **REASON** that this evidence supports the answer is:

Q#3: I **CLAIM** that _____ is the correct answer.

The **EVIDENCE** I have is:

The **REASON** that this evidence supports the answer is:

Q#4: I **CLAIM** that _____ is the correct answer.

The **EVIDENCE** I have is:

The **REASON** that this evidence supports the answer is:

Q#5: I **CLAIM** that _____ is the correct answer.

The **EVIDENCE** I have is:

The **REASON** that this evidence supports the answer is:

Q#6: I **CLAIM** that _____ is the correct answer.

The **EVIDENCE** I have is:

The **REASON** that this evidence supports the answer is:

Q#7: I **CLAIM** that _____ is the correct answer.

The **EVIDENCE** I have is:

The **REASON** that this evidence supports the answer is:

Q#8: I **CLAIM** that _____ is the correct answer.

The **EVIDENCE** I have is:

The **REASON** that this evidence supports the answer is:

Q#9: I **CLAIM** that _____ is the correct answer.

The **EVIDENCE** I have is:

The **REASON** that this evidence supports the answer is:

Q#10: I **CLAIM** that _____ is the correct answer.

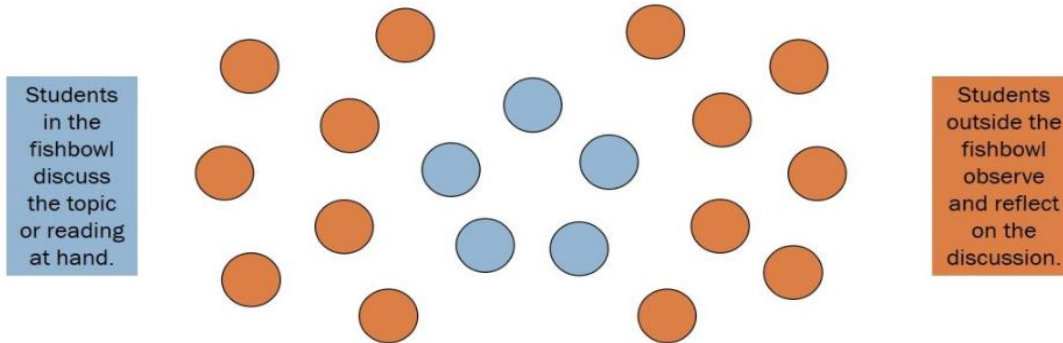
The **EVIDENCE** I have is:

The **REASON** that this evidence supports the answer is:

Score: _____

Comments: _____

FISHBOWL



How to organize a successful fishbowl discussion, follow these simple steps: (Courtesy: <https://kidskonnnect.com/articles/fishbowl-discussion/>)

1. Pick a Topic

You can organize a fishbowl discussion after a reading assignment, as a review activity for a subject unit, as a preparation activity for a writing assignment, or independently, for [analyzing complex theories and ideas](#).

If the topic for the fishbowl discussion is independent reading material, then make sure to introduce the topic before the class and give students time to prepare.

2. Set Up the Room

Before starting the fishbowl discussion, set up the room by rearranging the chairs.

- Make the first circle by positioning three to five chairs for the students who will be taking an active part in a discussion session.
- Leave enough room around and position the remaining chairs as an outer circle where the rest of the classmates will listen and take notes.
- Observing students can also stand in a circle around the inner circle, but this might not be comfortable for taking notes.

3. Select Students for the Circles

Even though all the students in the classroom should get the chance to discuss as you rotate the inner circle after 15-20 minutes, the most effective way to ensure a high-quality discussion is to pick the students considering their past academic performance as well as personality.

Create mixed groups of high-achievers, talkative students, shy students, and students that struggle with the material. This way, talkative students will have to learn to listen actively and be more patient with the shy ones, while struggling students will be encouraged to express their opinion and work on their arguments.

4. Lay Out the Ground Rules

Once everything is ready, make sure that students know and remember the fishbowl discussion rules.

The basic rule is that only the students in the inner circle speak, while others must be quiet and take notes. You should also tell the students how much time they have for discussion and what they need to go over in that time frame. Explain how the group will rotate once the session is finished, and who will be next. Last, but not least, lay out the ground rules of **mutual respect** and **tolerance** while debating.

Finally, tell students that they should be relaxed and feel comfortable. Assign a facilitator that will make sure that everyone follows the fishbowl discussion rules and there's no disrespect. Most of the time, the teachers themselves are the facilitators, especially in the beginning.

Regardless of which rules you decide students must follow, ensure that you clearly explain them beforehand. Otherwise, you'll lose valuable time by stopping the discussion and correcting the students. Plus, the flow of the conversation can be easily interrupted, and students can struggle to get back to their thoughts.

5. Give Text-dependent Questions

To make sure the discussion follows a certain structure and all of the major points are covered, provide students with open, text-dependent questions on which they can give their opinions, and share prior knowledge and their personal point of view.

The questions should be complex enough to allow the incorporation of different ideas and theories. But, most importantly, they should **never be based on right and wrong answers**. Instead of factual knowledge, fishbowl discussions explore students' way of thinking, their acquired speaking and analytical skills, and the ability to effectively communicate their opinions with their peers.

6. Divide Students into Small Groups and Reflect

Once the fishbowl discussion is finished, divide students into small groups and provide them with a list of reflective questions they should discuss or write for. The main idea is to get feedback, so you can improve the next discussions, as well as see exactly how this activity helped students develop new skills and learn more about the subject matter.

Sentence Frames to Help Students Prepare for the Fishbowl Discussion

While giving instructions, it's a good idea to give students examples of how they can structure their sentences in order to be respectful and clear. This is especially important in the beginning when they first learn to argue on a specific topic.

Here are a bunch of sentence frames you can give to your students, so they'll know what is expected from them.

- “The strengths of _____ are _____ and _____. However, I find that _____ is a big disadvantage. “
- “While I agree with _____ because _____, I also think that _____.”
- “I appreciate _____ because _____.”
- “Can you please clarify what you mean when you say _____?”
- “I do not share his/her point of view on _____ because I believe that _____. We can also look at _____ from another angle.”
- “I’m still not convinced that _____ because I believe _____.”
- “Adding onto _____’s contribution, I would also like to say _____.”
- “How does _____ explain _____?”
- “While _____ makes a great point, I think that _____.”
- “While I can see why _____ said _____, I think differently because _____.”

Reflective Questions for Students After the Fishbowl discussion

After all of the students rotate and the fishbowl discussion is finished, leave some time for reflection. Ask students how they think the discussion went and what they've learned. Below is a list of reflective questions that will help you get valuable feedback.

- **What did you like most about this activity, and why?**
- **What did you dislike about this activity, and why?**
- **What did you learn from this activity?**
- **Did something surprise you today, and why?**
- **Did you find it hard to express your opinion, and why?**
- **What was most challenging about this activity?**
- **What do you think we missed or needs to be improved?**
- **What would help you to feel more comfortable while debating?**
- **Did your classmates help you better understand the topic, and how?**

What do you think would be a good fishbowl discussion topic for the future?

Fishbowl Discussion Activity: EU Security and the War in Ukraine

Objective: To facilitate a thoughtful and engaging discussion among students on the topic of EU security and the war in Ukraine, exploring various aspects related to the conflict and its impact on the European Union.

Instructions:

1. Divide the class into two groups: Group A, Group B (the Observers.)
2. Group A will form the inner circle (the "fishbowl") and Group B will form the outer circle.
3. The Observers will be positioned around the outer circle to observe and take notes on the discussion.
4. Explain that the discussion will consist of several rounds, each focusing on a specific topic related to EU security and the war in Ukraine.
5. Assign one discussion question (from the list provided earlier) to each round of the fishbowl discussion.
6. Each round will last approximately 10-15 minutes, depending on the depth of the conversation. The teacher can set a timer for each round.
7. In each round, Group A will discuss the assigned question while Group B actively listens and takes notes on the points made.
8. The Observers will also take notes on the quality of the discussion, participation, and any additional insights.
9. After each round, the teacher will facilitate a brief debriefing where Group B and the Observers can share their observations, insights, and any additional thoughts on the topic.
10. Rotate the groups after each round, allowing Group B to move to the inner circle and continue the discussion with a new question, while Group A becomes the outer circle and Observers join the inner circle.
11. Repeat the process for the remaining rounds of the fishbowl discussion, covering all the assigned discussion questions.
12. Conclude the activity with a whole-class discussion, allowing students to share their main takeaways, connections made, and any unresolved questions or perspectives that emerged during the fishbowl activity.

Note: The teacher should encourage respectful and inclusive dialogue, ensuring that all participants have an opportunity to contribute and engage with the topic. Remind students to back up their points with evidence, examples, and relevant information to foster a more enriching discussion.

European Union Map



Source: Map of the European States| https://www.nationsonline.org/oneworld/europe_map.htm

Ukraine/Russia Map



Source: Map of the European States| <https://www.nationsonline.org/oneworld/map/ukraine-political-map.htm>