**COURSE SCENARIO**

***Spain: Society, Culture, and Economy in a global context***

**CLASS 12**

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| **TOPIC** | Spain in the European Union: History, Politics, and Economy | |
| **LEARNING CONTENT - DETAILED CHARACTERISTICS** | • The history of Spain's accession to the EU and its role in the organization.  • The political system of Spain and how it interacts with the EU institutions.  • The economic situation of Spain within the EU and its development in the last decades.  • The challenges and opportunities for Spain in the EU. | |
| **KEY WORDS** | Spain, European Union, accession, politics, economy, challenges, opportunities. | |
| **SUGGESTED TOOLS** | • Whiteboard and markers.  • Presentation software (e.g., PowerPoint or Google Slides).  • Internet connection for research and data gathering. | |
| **TIPS / METHODOLOGICAL REMARKS**  **(If applicable)** | • Encourage students to participate actively in the class discussion.  • Use examples and case studies to illustrate the concepts and ideas presented.  • Divide the class into small groups for discussions and group work.  • Use videos or news articles to keep the class updated on current events related to Spain and the EU | |
| **IMPLEMENTATION OF THE CLASSES** | **STEP 1** | Introduction (10 minutes)  • Welcome students and introduce the topic of the class.  • Ask students what they know about Spain's history in the EU. |
| **STEP 2** | History and Politics (30 minutes)  • Use a presentation to give a brief history of Spain's accession to the EU.  • Discuss the main features of Spain's political system and its relationship with the EU institutions. |
| **STEP 3** | Economy (30 minutes)  • Discuss the economic situation of Spain within the EU, its development in the last decades, and the challenges it faces.  • Use data and examples to illustrate the points. |
| **STEP 4** | Opportunities and Challenges (20 minutes)  • Discuss the opportunities and challenges for Spain in the EU.  • Divide the class into small groups and ask them to discuss how Spain can benefit from the EU and how it can contribute to the organization. |
| **STEP 5** | Conclusion and Recap (10 minutes)  • Summarize the main points of the class and ask students if they have any questions or comments. |

**ADDITIONAL MATERIAL 1 (simulation game)**

EUcraft – a digital simulation game (<https://eucraft.consilium.europa.eu/select_mode> )

Step into the shoes of a national minister and experience EU decision-making by negotiating on real topics that matter for you. Agreeing on a common charger for your devices, banning single-use plastics or supporting the transition to electric cars and greener buildings – it's all in your hands.

**ADDITIONAL MATERIAL 2 (WORK CARD)**

**EU Pioneers:** Who are the men and women who made Europe what it is today? From lawyers to members of the resistance, from scientists to politicians – they all played their part in building Europe. <https://european-union.europa.eu/principles-countries-history/history-eu/eu-pioneers_en>

In groups of 2-3 students, choose one of the relevant personalities that appear in the attached document and after some time of analysis, present to the rest of the class the most outstanding challenges of that person in relation to the creation of the current European Union