

Europe in the Age of COVID-19

MODULE TWO: The Role and Popular Expectations of Government in Europe



Resources compiled by:

Ryan Hauck, Ryan Quinn, Sarah Rose Shuer, and Noor Hamwy

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A Note on Learning Standards Presented in this Packet:

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State.

The **College, Career, & Civic Life C3 Framework for Social Studies State Standards** are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled *Educating for Global Competence: Preparing Our Youth to Engage the World* (2011).

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet. The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.



WASHINGTON STATE K-12 SOCIAL STUDIES LEARNING STANDARDS

There are five EALRs in Social Studies, one for each of the discipline areas: civics, economics, geography, and history, and a fifth for social studies skills.

(1) Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

(2) Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

(3) Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

(4) Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

(5) Social Studies EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

COLLEGE, CAREER, & CIVIC LIFE C₃ FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C₃ Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

- (1) Developing questions and planning inquiries;
- (2) Applying disciplinary concepts and tools;
- (3) Evaluating sources and using evidence;
- (4) Communicating conclusions and taking informed action

C₃ Framework Organization

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING ACTION
Developing Questions and Planning Inquiries	<ul style="list-style-type: none">• Civics• Economics• Geography• History	<ul style="list-style-type: none">• Gathering and Evaluating Sources• Developing Claims and Using Evidence	<ul style="list-style-type: none">• Communicating and Critiquing Conclusions• Taking Informed Action

Dimension 2 has four disciplinary subsections: **(1) Civics; (2) Economics; (3) Geography; (4) History**. Each disciplinary subsection has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

Four Categories within Dimension 2

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Special Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Religions, and Culture	Perspective
Processes, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

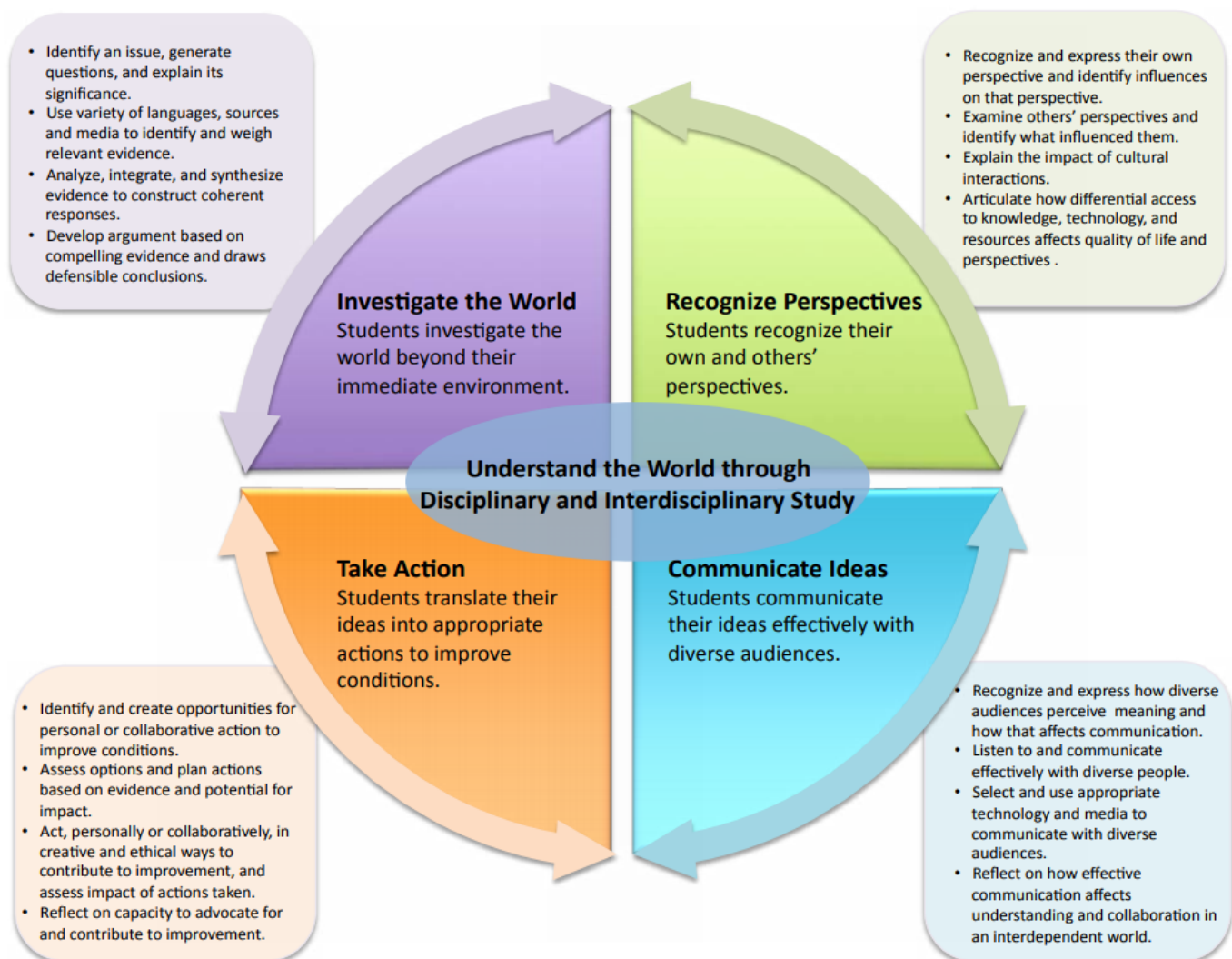
EDUCATING FOR GLOBAL COMPETENCE

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

“Global competence is the capacity and disposition to understand and act on issues of global significance” (Chapter 2).

Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives**, others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.



Learning Objectives (all modules)

1. Students will be able to identify and evaluate the European Union's response to the COVID-19 pandemic. In addition, students will be able to analyze the role of the EU as a supranational organization and its effectiveness at addressing a pandemic affecting its member states.
2. Students will be able to identify and analyze policy responses (political, economic, and social) created by individual nations such as Germany, Spain, Italy, UK, Hungary, and/or Russia. In addition, students will compare policy responses across nations and assess how these nations worked with the EU to address the COVID-19 pandemic.
3. Students will be able to identify and evaluate EU citizens' expectations of government and the role they play in mitigating crisis such as the COVID-19 pandemic. In addition, students may compare these popular expectations with citizen expectations about the role of government in nations outside of Europe (such as the United States).
4. Students will be able to explain and analyze the role of women leaders in the EU COVID-19 response. In addition, students will be able to compare the role of women in EU and national European institutions with other nations outside the region.
5. Students will be able to evaluate the impact of the COVID-19 pandemic on the future of the European Union, including possible political, economic, and social consequences.
6. Students will be able to identify and analyze potential limitations to European solidarity and propose future policy responses to address the impact of future crisis (such as COVID-19).
7. Students will be able to analyze data in their assessment of COVID-19 and its impact on EU member states politically, economically, and socially.
8. Students will be able to identify and evaluate how populist leaders (such as Hungary's Viktor Orban) have utilized the COVID-19 pandemic to increase political power.

Guiding Questions (all modules)

1. What strategies has the European Union utilized to address the COVID-19 pandemic? Which of these strategies have been effective and which have encountered challenges in terms of results or implementation?
2. What has been the role of individual EU member states in addressing the COVID-19 pandemic? How have individual member states created their own measures to addressing COVID-19, but also collaborated at the regional level with EU policymakers?
3. How have EU countries addressed testing challenges, rising COVID cases, lockdown procedures, and re-opening measures?
4. To what extent will the EU change (politically, economically, and/or socially) as a result of the COVID-19 pandemic? Will there be limits to European solidarity in the future? Why or why not?
5. How has the EU response (and individual member states) been similar and/or different from the United States?
6. What has been the role of women leaders in addressing COVID-19 within individual member states and across the European Union?
7. How have leaders, such as Hungary's Viktor Orban, utilized the pandemic to increase political power? Should Europeans be concerned with perceived authoritarian policies connected to the pandemic response? Why or why?
8. What are the popular expectations of government (both at the EU level and within individual member states) by European citizens, especially in the context of addressing the COVID-19 pandemic? Does the role of the EU (and individual member states) in addressing the pandemic match citizen expectations? Are these expectations similar or different across nations, including the United States?
9. How can we utilize and analyze data to better understand the COVID-19 pandemic in the EU and other contexts? What might this data analysis help key stakeholders address global health crisis and its consequences?
10. How has the European Union collaborated with other nations or supranational organizations to address the COVID-19 pandemic?

Key Terms (all modules)

Antibodies: A substance produced by special cells of the body that counteracts the effects of a disease germ or its poisons.

Brexit: The withdrawal of the United Kingdom from the European Union.

Contact Tracing: The process of identification of persons who may have come into contact with an infected person and subsequent collection of further information about these contacts.

COVID-19: COVID-19, also called coronavirus disease 2019, is the respiratory disease caused by SARS-CoV-2, the technical name for the new coronavirus. COVID-19 is part of a family of coronavirus diseases that include the common cold, SARS, and MERS.

Epidemiology: The branch of medicine which deals with the incidence, distribution, and possible control of diseases and other factors relating to health.

Essential Workers: Those who conduct a range of operations and services that are typically essential to continue critical infrastructure operations. Critical infrastructure is a large, umbrella term encompassing sectors from energy to defense to agriculture.

Eurobond: A debt instrument that's denominated in a currency other than the home currency of the country or market in which it is issued. Eurobonds are frequently grouped together by the currency in which they are denominated, such as eurodollar or Euro-yen bonds.

European Green Deal: A set of policy initiatives by the European Commission with the overarching aim of making Europe climate neutral in 2050.

European Union: An economic and political association of European countries as a unit with internal free trade and common external tariffs.

Eurozone: The group of European Union nations whose national currency is the euro.

Flattening the Curve: When viewed on a graph, a sudden surge in people getting sick with COVID-19 over a very short period (within a few days) can look like a tall, narrow curve, similar to a spike. The United States and countries around the world want to "flatten the curve" if possible, meaning that a smaller number of people are sick with coronavirus at any one time.

Healthcare: The organized provision of medical care to individuals or a community.

Herd Immunity: A form of indirect protection from infectious disease that occurs when a sufficient percentage of a population has become immune to an infection, whether through vaccination or previous infections, thereby reducing the likelihood of infection for individuals who lack immunity.

Key Terms (all modules)

Immunocompromised: People who are immunocompromised have a weakened immune system, meaning their white-blood-cell counts are low or they have other conditions that make it harder to fight off infections and diseases.

Isolation/Quarantine: If a person has a confirmed case of coronavirus, they are instructed to practice isolation, which may be at home or in the hospital, depending on how sick the person is. It's meant to keep sick people from infecting other people by keeping them away from everyone.

Multilateral Organizations: Organizations formed between three or more nations to work on issues that relate to all of the countries in the organization.

Pandemic: A pandemic is the global outbreak of a disease; pandemics are usually classified as epidemics first, which is when a disease is spreading rapidly in a particular area or region.

PPE (Personal Protective Equipment): Protective clothing, helmets, goggles, or other garments or equipment designed to protect the wearer's body from injury or infection.

Social Distancing: Physical distancing, commonly referred to as social distancing, is the deliberate increase of physical space between people to keep them from spreading illness. Experts recommend staying at least six feet away from other people to reduce your risk of catching the coronavirus.

Stimulus: In economics, stimulus refers to attempts to use monetary or fiscal policy to stimulate the economy. Stimulus can also refer to monetary policies like lowering interest rates and quantitative easing.

World Health Organization: An agency of the United Nations, established in 1948 to promote health and control communicable diseases.

Vaccine: A biological preparation that provides active acquired immunity to a particular infectious disease.

A Note on Articles and Paywalls

Some of the resources found within this packet require a subscription or other payment in order to be viewed. If you do not have free access to these resources through your home institution, you may be able to access them through the University of Washington's borrowing program for educators. To find out how to utilize this program, please follow the link below:

<http://www.lib.washington.edu/services/borrow/card/eligible>

About the Speakers



Dr. Eva-Maria Maggi – *The Role and Popular Expectations of Government in Europe*

Dr. Eva-Maria Maggi teaches international politics and security at the University of Montana and the School of Government and Public Policy at the University of Arizona. Her research on the European Union and Middle East appeared in peer-reviewed journals and her book on Europe's relationship with North Africa was published in 2016. Her current research focuses on cyber security policies in the U.S. and Europe and Wilderness policy. She has been a frequent contributor on all issues Europe in daily news, as for example NPR's Planet Money, the magazine Europe Today or The Arizona Daily Star. As an avid outdoorswomen and mule packer, Dr. Maggi enjoys exploring Montana's wild places, preferably on horseback with her two kids and husband.



Ryan Hauck – *Workshop Facilitator*

Ryan Hauck teaches AP Comparative Government & Politics, Psychology, and World History at Glacier Peak High School in Snohomish, WA. Passionate about international education, Ryan is also the Director of the Global Classroom Program at the Seattle World Affairs Council. In this role, Ryan creates and manages global education resources and opportunities to empower teachers and students to become globally competent. Ryan completed his master's degree in Globalization and Educational Change from Lehigh's Comparative & International Education Department. In this program, Ryan worked with classmates to enhance teacher training and student learning in Cambodia. In addition, Ryan worked on a library project in the Niger Delta region of Nigeria with a local NGO and returned to the area 6 times to develop and implement educational initiatives. Most recently, Ryan participated in the U.S. State Department's Fulbright Teachers for Global Classroom Program to Senegal (2016), Transatlantic Outreach Program (TOP) to Germany (2017), and National Consortium for Teaching about Asia (NCTA) to Taiwan. When Ryan isn't teaching or traveling, he's attending his nephew's baseball games, rooting for his hometown Seahawks, and enjoying the mountains and water of the Pacific Northwest.

Dr. Maggi's lecture was recorded and is available on Soundcloud and iTunes. Find it [HERE](#).

The Role and Popular Expectations of Government in Europe

What Do EU Citizens Expect from Their Governments?

What Do the People Want? - October 1, 2015

<https://eupinions.eu/de/text/what-do-the-people-want>

This report examines the opinions, needs, and preferences of EU citizens after the strenuous effect of The Eurozone Crisis. While the majority of citizens support their country's membership with the EU, they are not satisfied with policy direction in the EU. There has been increased wariness about the EU's current direction.

EU Citizenship: New Survey Shows EU Citizens Are More Aware of Their Rights—July 9, 2020

<https://europeansting.com/2020/07/09/eu-citizenship-new-survey-shows-eu-citizens-are-more-aware-of-their-rights/>

A new Eurobarometer survey on EU Citizenship and Democracy released demonstrated a high level of awareness among EU citizens about their citizenship rights, benefits of free movement in the EU, and good knowledge of EU electoral rights.

Major Changes in European Public Opinion Regarding the European Union—November, 2016

http://www.ieee.es/Galerias/fichero/OtrasPublicaciones/Internacional/2016/EuropeanPublic_Opinion_ExploratoryStudy_Nov2016.pdf

This study monitoring public opinion found that the EU can be seen as a buffer against the crisis initially and that surveys conducted after enlargements mostly recorded significant improvements in opinion.

Citizens' Expectations for Europe Focus on Climate and Social issues—March 27, 2019

<https://www.euractiv.com/section/future-eu/news/average-citizens-want-a-europe-that-focuses-on-climate-and-social-issues/>

Ten ideas that garnered the most support among participants were presented to a small group of MEPs. Social justice, together with climate change issues, came highest on the agenda.

Delivering On Europe - Executive Summary

https://www.europarl.europa.eu/at-your-service/files/be-heard/eurobarometer/2018/delivering_on_europe_citizens_views_on_current_and_future_eu_action/executive-summary.pdf

The European Parliament's Eurobarometer which sets out several survey waves since 2016, finds that a clear majority of European citizens want the EU to speak with one voice and act together.



What Do EU Citizens Expect from Their Governments?

Unsettled status: EU Citizens Want Card to Prove Right to Stay in UK

<https://www.theguardian.com/uk-news/2020/jan/20/unsettled-status-eu-citizens-want-card-to-prove-right-to-stay-in-uk>

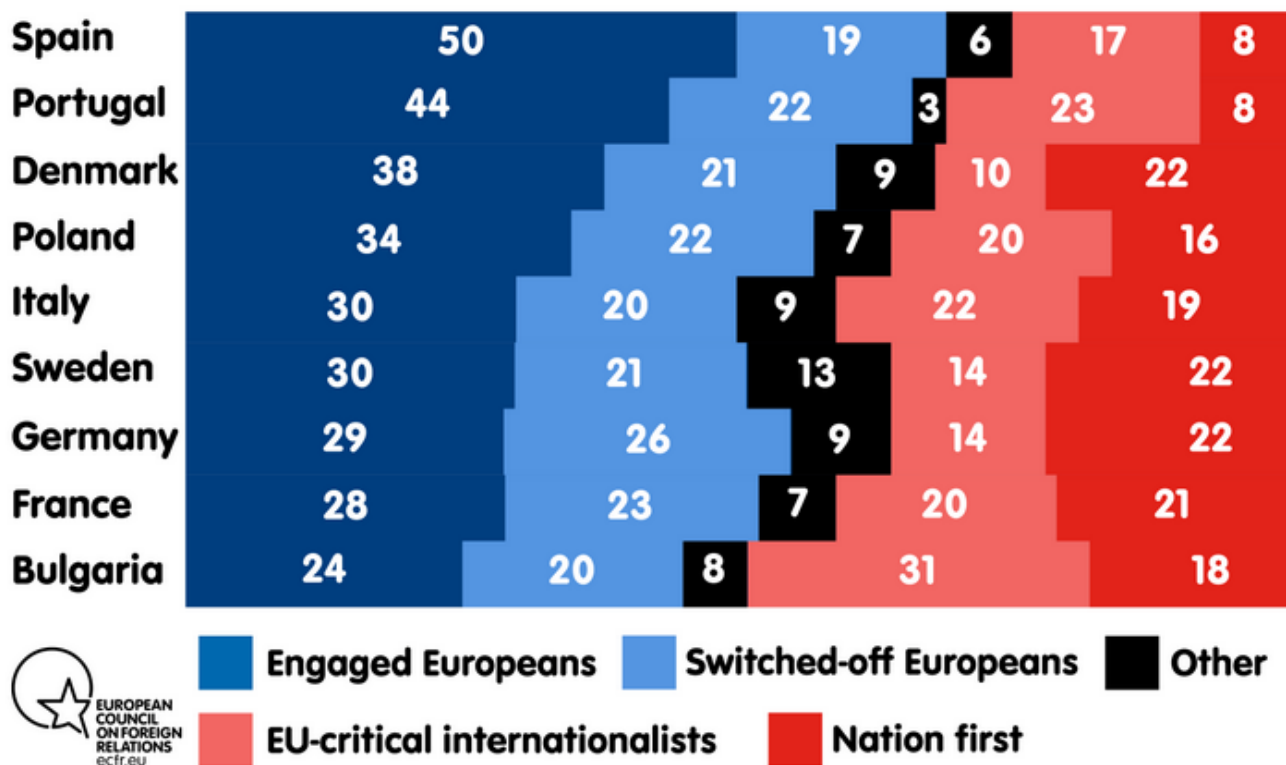
A report found nine out of 10 EU citizens in the UK would prefer a card over the digital evidence they have now to demonstrate their rights in future to employers, banks or landlords as fears over discrimination, loss of identity and a continuing lack of trust in the government's willingness to deliver guaranteed lifetime rights loom over them.

Give the People What They Want: Popular Demand for a Strong European Foreign Policy

https://www.ecfr.eu/publications/summary/popular_demand_for_strong_european_foreign_policy_what_people_want

This policy brief examines European voters' desire to see a European Union come of age as a geopolitical actor and chart its own course in the face of other powers. They further believe in the importance of addressing existing challenges such as climate change at the European level.

Voters' broad attitudes towards the EU (%)



Source: ECFR

<https://www.ecfr.eu/publications/summary/>

EU's Response to Unemployment

The European Union's SURE Plan to Safeguard Employment: A Small Step Forward - May 20, 2020

<https://www.bruegel.org/2020/05/the-european-unions-sure-plan-to-safeguard-employment-a-small-step-forward/>

The so-called Temporary Support to mitigate Unemployment Risks in an Emergency (SURE), will provide temporary support of up to €100 billion in loans to EU countries that request financial assistance in an effort for greater unity.

European Unemployment is Half that of America. Here's Why - June 4, 2020

<https://edition.cnn.com/2020/06/03/business/europe-unemployment-coronavirus/index.html>

The data indicates that Europe has been able to soften the blow on unemployment despite battling its worst economic crisis since the 1930s through their short-term work programs which are far more common than in the United States. Programs of this type make it harder to hire and fire workers with many employees are covered by collective bargaining agreements.

The US and Europe Have Addressed COVID Unemployment in Divergent Ways: The Differences are Revealing - June 8, 2020

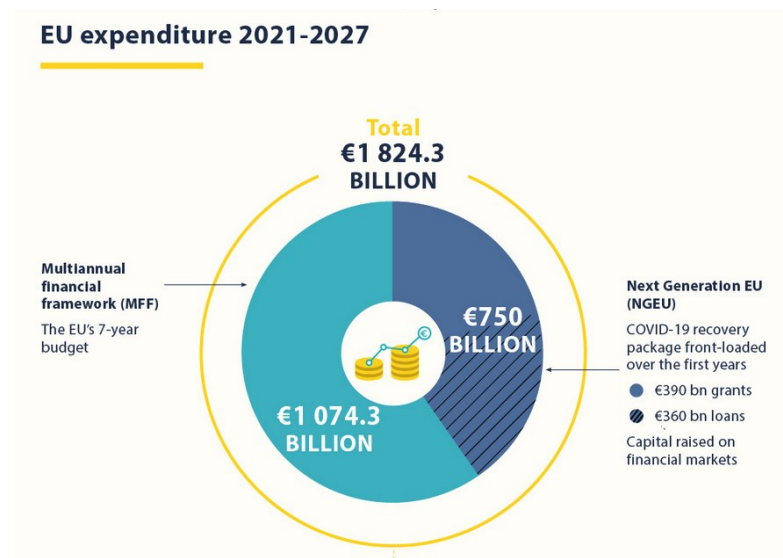
<https://www.atlanticcouncil.org/blogs/new-atlanticist/the-us-and-europe-have-addressed-covid-unemployment-in-divergent-ways-the-differences-are-revealing/>

In contrast to the US approach, the European approach emphasizes subsidizing companies to maintain their workforces in short-time work schemes at reduced pay. This approach allows for a stable work environment for workers and their employers in a recession. It also helps maintain their existing level of human capital and avoid the transition costs of firing and hiring workers for companies.

How EU Member States Reacted to the Commission's Recovery Fund Proposal - May 28, 2020

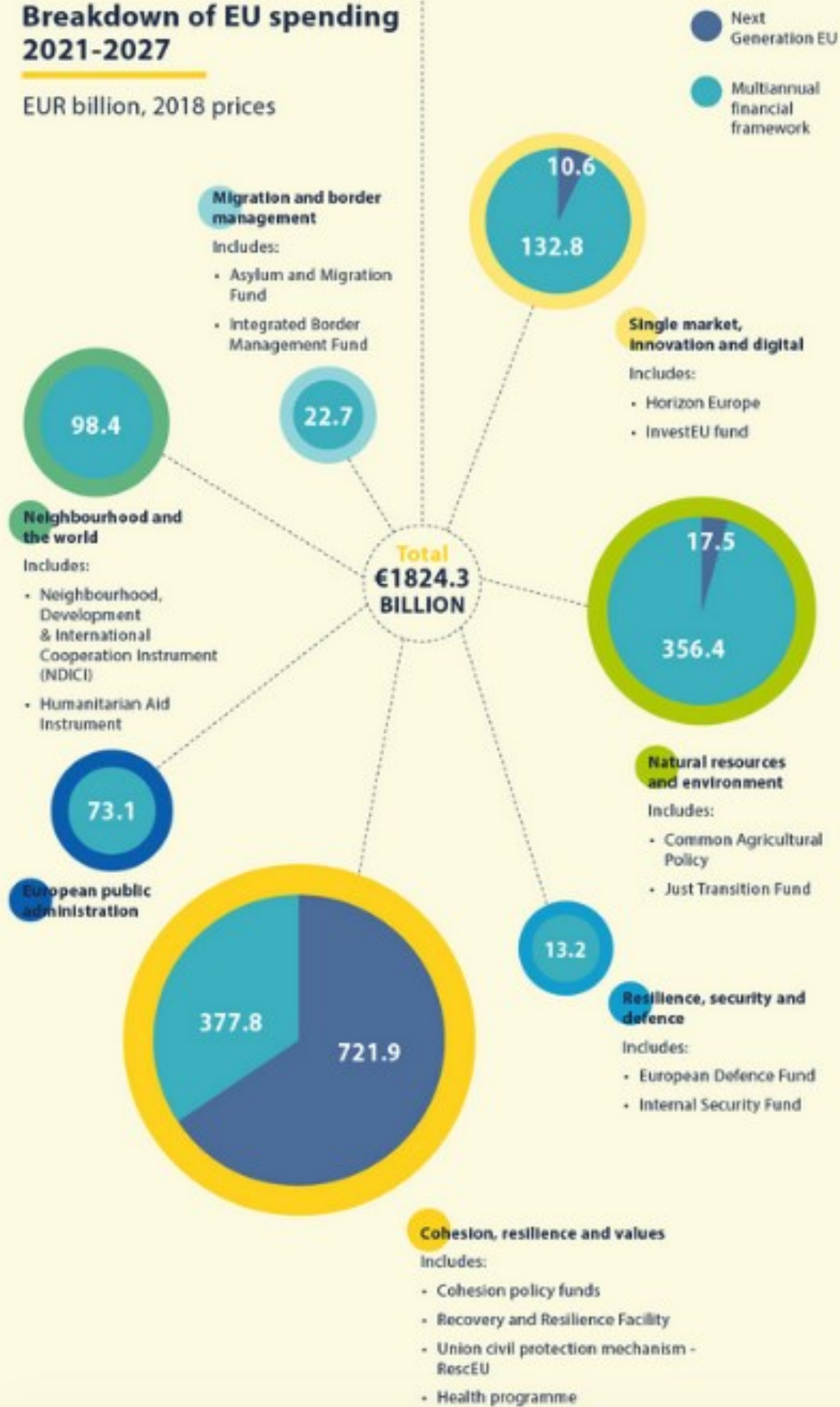
<https://www.euractiv.com/section/politics/news/how-eu-member-states-reacted-to-the-commissions-recovery-fund-proposal/>

Most EU member states have reacted positively to the European Commission's €750 billion Recovery Fund proposal, which aims to help the bloc cope with the devastating economic implications of the pandemic with the proposal's advocates pushing for quick approval. The EU governments will have a crucial role in deciding how the money will be spent.



Breakdown of EU spending 2021-2027

EUR billion, 2018 prices



EU's Response to Unemployment

EU Unemployment Crisis: Joblessness Continues to Rise As Pandemic Hits Economy - July 30, 2020

<https://www.express.co.uk/news/world/1316383/EU-news-unemployment-eurostat-coronavirus-pandemic-europe-economy-latest-update>

The EU unemployment rate has continued to rise, putting millions of people out of work, even though most member states have eased their COVID-related restrictions. Eurostat, the EU's statistics office, has claimed more than 15 million men and women were out of work in June, a 0.1 percent jump from the previous month.

COVID-19: 10 Things the EU is Doing to Ensure Economic Recovery - July 24, 2020

<https://www.europarl.europa.eu/news/en/headlines/eu-affairs/20200625STO82007/covid-19-10-things-the-eu-is-doing-to-ensure-economic-recovery>

The 10 actions the EU is taking to help the economy bounce back include providing massive economic stimulus, supporting EU health systems and infrastructures, protecting small and medium-sized businesses, mitigating unemployment risks, supporting the tourism industry, banking package to support households and businesses, supporting agriculture and fisheries, helping countries fund their crisis response, relaxing state aid rules, and protecting weakened European businesses from foreign competitors.

Europe's Labor Measures: Short-term Gain, Long-term Pain? - July 24, 2020

<https://www.advisorperspectives.com/commentaries/2020/07/24/europes-labor-measures-short-term-gain-long-term-pain>

Some experts are blaming Europe's relatively stable unemployment rate (given the circumstances) on providing incentives for employers to keep their employees. Europe has prioritized job protection through short-time work schemes (STWs), where governments pay a portion of employees' salaries (ranging from 60% to 85%) as their work time is reduced.

EU Myan Ku Fund Pays Over 45,000 Myanmar Workers - August 13, 2020

<https://www.fibre2fashion.com/news/apparel-news/eu-myan-ku-fund-pays-over-45-000-myanmar-workers-269187-newsdetails.htm>

The Myan Ku Fund was initiated in April, 2020 by the EU as a rapid response measure to alleviate the socio-economic impact of the pandemic on predominantly female garment workers in Myanmar who lost their jobs due to the crisis. It aims to provide cash support for around 50,000 garment workers, compile data and research on the impact of COVID-19 on the garment sector in Myanmar, and in cooperation with the ministry of labour, immigration and population, offer technical guidance in the set-up and refinement of future unemployment insurance schemes.

Health Services Provided by the EU

Rethinking Health Care Delivery: What European And United States Health Care Systems Can Learn From One Another - December 15, 2017

<https://www.healthaffairs.org/doi/10.1377/hblog20171214.835155/full/>

Solidarity in Europe has been kept alive through the availability of healthcare benefits and guaranteed pensions. Most Europeans further accept the notion of redistribution when individuals' incomes and ability to pay for care are unequal.

Health Care Reform: The European Experience - 1994

<https://www.ncbi.nlm.nih.gov/books/NBK231468/>

Healthcare in Europe is in a state of flux. Healthcare policymakers in Europe and the U.S. should ensure that health policies are rooted in thorough analyses of the problems and based on feasible and affordable solutions.

The Future of Healthcare in Europe

<https://www.medischcentrumhuisartsen.be/documents/focus/future-health-care-challenges-in-europe.pdf>

European nations are contemplating new solutions to the challenge of meeting health care demands within constrained budgets in Europe. This forum examines the nature of these challenges and potential solutions.

How European Nations Run National Health Services - May 11, 2011

<https://www.theguardian.com/healthcare-network/2011/may/11/european-healthcare-services-bel>

This article looks at individual European nations' different way treatment is controlled at the point of care, and how the patient pays and is reimbursed. These differences can have huge implications on how many people including the unemployed or homeless are treated.

Parliament Wants a European Health Union - July 10, 2010

<https://www.europarl.europa.eu/news/en/press-room/20200710IPR83101/parliament-wants-a-european-health-union>

COVID-19 has highlighted the need to engage in far stronger cooperation in the area of health for the future of the EU's public health. The resolution calls for a European Health Response Mechanism to be created rapidly to respond to all types of health crises through better coordination and management.

Digitalising the Healthcare Ecosystem in the European Union - June 25, 2020

<https://www.healtheuropa.eu/digitalising-the-healthcare-ecosystem-in-the-european-union/100949/>

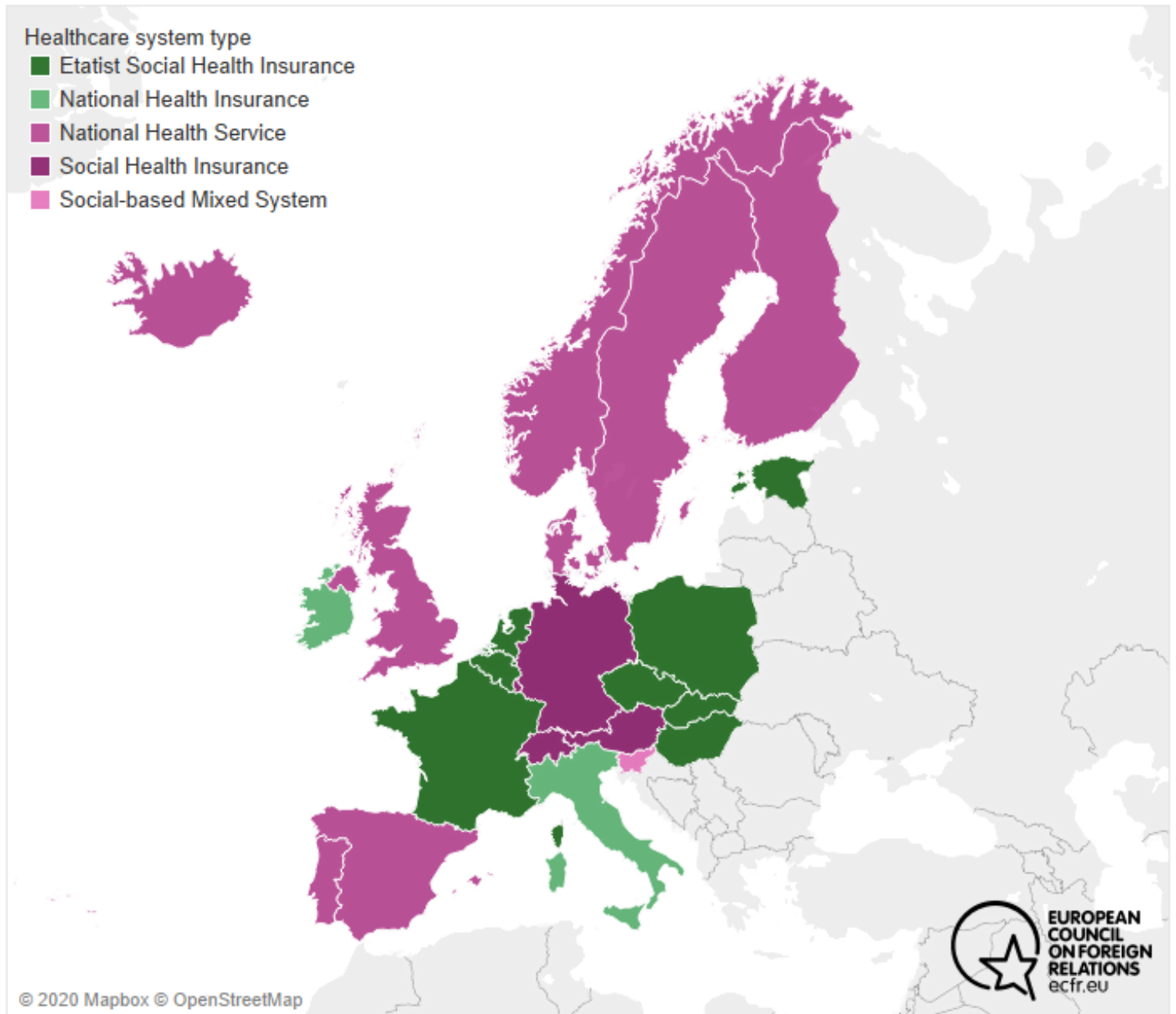
There is increasing interest across EU institutions, national governments, healthcare industries and stakeholders to digitalise the healthcare ecosystem. The EU has an important role to play in the making of the EU Electronic Health Record (EHR).

Humanitarian Aid: EU Announces €24 Million in Uganda Amid Coronavirus Pandemic - July 14, 2020

https://ec.europa.eu/commission/presscorner/detail/en/IP_20_1341

The EU will provide €24 million in humanitarian assistance for the most vulnerable people in Uganda in 2020, with a special focus on refugees and their host communities.

Healthcare Systems Boehm Model



Source: Boehm et al.

Countries categorised by state, societal and private degree of control over regulation, financing and provision of healthcare.

EU's Role in Public Health and National Governments

Coronavirus: Commission Unveils EU Vaccines Strategy - June 17, 2020

https://ec.europa.eu/commission/presscorner/detail/en/ip_20_1103

The European Commission presented a strategy to support efforts to accelerate the development and availability of safe and effective vaccines in a timeframe between 12 and 18 months, if not earlier.

COVID-19: EU Must Step Up Efforts to Tackle Medicine Shortages - July 14, 2020

<https://www.europarl.europa.eu/news/en/press-room/20200712IPR83214/covid-19-eu-must-step-up-efforts-to-tackle-medicine-shortages>

In a report on the shortage of medicines, the Environment, Public Health and Food Safety Committee stresses the need for an increased EU response to address the issue of availability, accessibility and affordability of safe medicines in Europe.

The EU's Role in Fighting Disinformation: Taking Back the Initiative - July 15, 2020

<https://carnegieendowment.org/2020/07/15/eu-s-role-in-fighting-disinformation-taking-back-initiative-pub-82286>

This engages EU policy in order to combat disinformation and suggests recommendations for the EU commission. The four pillars are: a new approach to terminology, a new assertiveness, a new consultative process, and a new regulatory regime.

Health Sovereignty: How to Build a Resilient European Response to Pandemics - June 29, 2020

<https://www.ecfr.eu/publications/summary/health-sovereignty-how-to-build-a-resilient-european-response-to-pandemics>

Member states' reliance on third countries for goods and services during the pandemic undermined Europe's capacity to respond autonomously. This policy brief discusses steps Europe must take in order to build greater health security for decisive action in future public health emergencies.

Medicine Shortages in the EU: Causes and Solutions - July 16, 2020

<https://www.europarl.europa.eu/news/en/headlines/society/20200709STO83006/medicine-shortages-in-the-eu-causes-and-solutions>

The reasons for medicinal shortages are complex and have geopolitical dimensions. This report highlights three areas for action in order to reduce medicine shortages in the EU. These are: a return to EU independence, securing supplies of medicine and equipment, stronger EU coordination, complementing national measures to guarantee affordable and high-quality health services, and closer cooperation between EU countries.

European Parliament: Relations with the National Parliaments

<https://www.europarl.europa.eu/factsheets/en/sheet/22/european-parliament-relations-with-the-national-parliaments>

This identifies the role of the European parliament and the instruments introduced for cooperation between the European Parliament and the national parliaments.

Public Opinion of the EU

Attitudes Toward EU are Largely Positive, Both Within Europe and Outside it - October 21, 2019

<https://www.pewresearch.org/fact-tank/2019/10/21/attitudes-toward-eu-are-largely-positive-both-within-europe-and-outside-it/>

According to new Pew research, the EU is viewed favourably by much of the world. These attitudes towards the EU vary by age and ideology as young people around the globe have more positive views of the EU and those on the ideological left in 12 countries have more positive assessments than those on the right.

Major Changes in European Public Opinion with Regard to the European Union (2016 edition)

<https://www.europarl.europa.eu/at-your-service/en/be-heard/eurobarometer/major-changes-in-european-public-opinion-with-regard-to-the-eu-2016>

This is a 2016 edition of research dedicated to the major changes in European public opinion with regard to the EU since 1973. The results are presented on a timeline, in order to measure the perception Europeans have of the EU through its major steps, being institutional, political, economic, and social.

Europe's Pandemic Politics: How the Virus has Changed the Public's Worldview - June 24, 2020

https://www.ecfr.eu/publications/summary/europes_pandemic_politics_how_the_virus_has_changed_the_publics_worldview

New research reveals that the crisis has revolutionised citizens' perceptions of global order where one group sees a nineteenth-century world of every nation for itself and the other supporting the EU's sovereignty through joint foreign policy, control of external borders, and localised production.

Public Opinion On the Euro

https://ec.europa.eu/info/business-economy-euro/euro-area/public-opinion-euro_en

Each listed Flash Eurobarometer includes a summary report, containing country scorecards from 2006 onwards, and a detailed analytical report.

Public Opinion Split on EU's Response to Coronavirus Pandemic - April 28, 2020

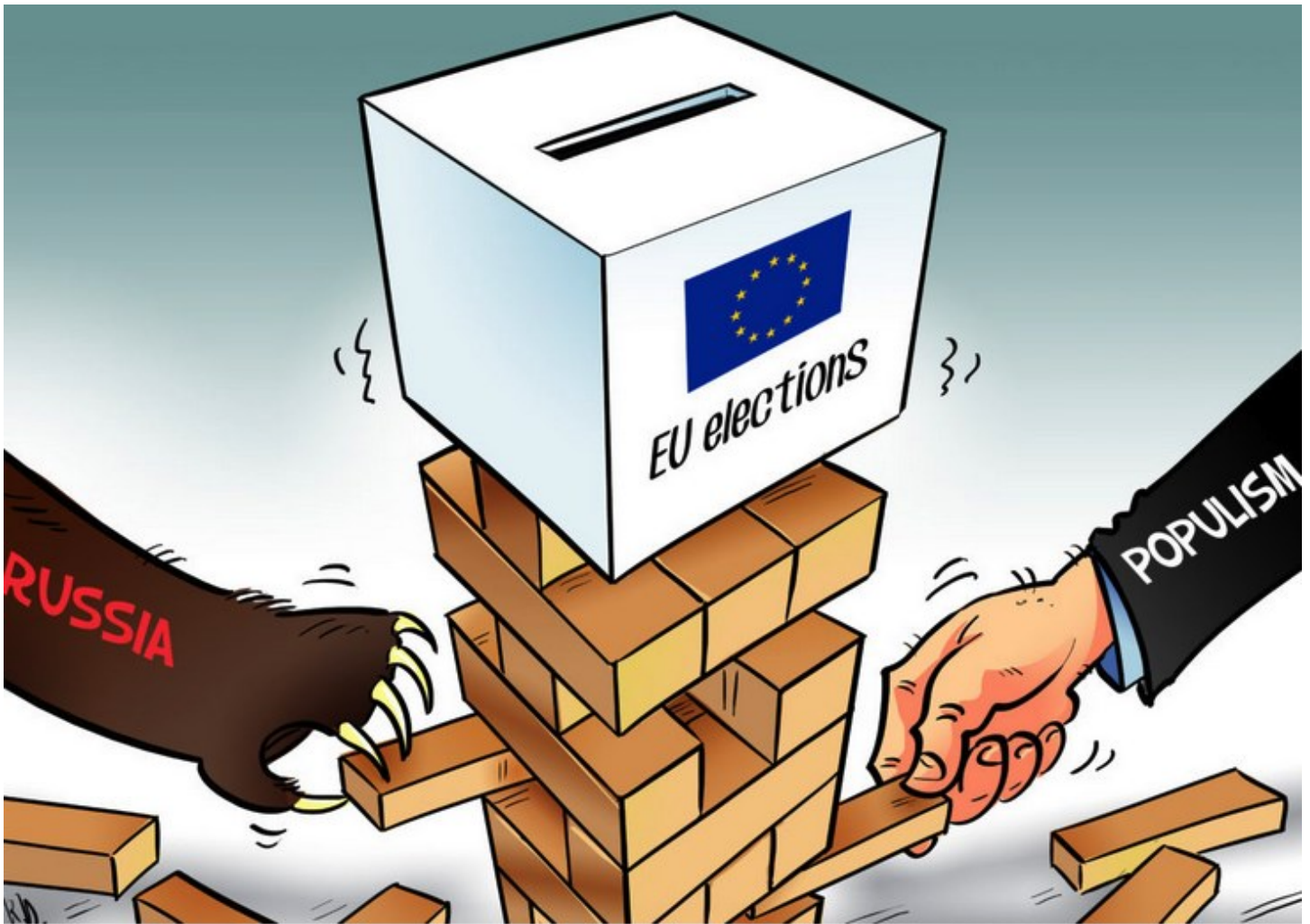
<https://www.irishtimes.com/news/politics/public-opinion-split-on-eu-s-response-to-coronavirus-pandemic-1.4239291>

Public support for Ireland's membership of the European Union has fallen to its lowest level in seven years with some 84 percent of people who said they believed Ireland should remain a member of the EU, down from 93 per cent last year and the lowest level since the annual poll began in 2013 when 85 percent of people were supportive of membership.

New Data Reveals Serious Problems with the EU's Official Public Opinion Polls - December 3, 2019

<https://www.information.dk/udland/2019/12/new-data-reveals-serious-problems-with-the-eus-official-public-opinion-polls>

Experts fear that the EU's official public opinion polls, Eurobarometer, may systematically overestimate public support for the EU. Eurobarometer have however already taken action to improve the quality of the whole process, of which response rates are an element.



Public Opinion of the EU

Public Support for European Integration - May, 2016

<https://www.annualreviews.org/doi/abs/10.1146/annurev-polisci-042214-044157>

This article reviews the large literature on public support for, and opposition to, European integration. It reveals that more work is needed to understand the ways in which opinions are shaped by their national context and how increasing public contestation of the European Union poses a challenge to, and an opportunity for, the future of the integration project.

The 'Old' and the 'New' Europeans: Analyses of Public Opinion on EU Enlargement in Review - April, 2014

https://userpage.fu-berlin.de/kfgeu/maxcap/system/files/maxcap_wp_02.pdf

The first conclusion drawn is that EU citizens are getting increasingly hesitant towards the possibility of EU enlargement in the future. There is also a significant gap in EU enlargement attitudes and evaluations between the elites and the general public which leads to the conclusion that citizens' opinions and perceptions of enlargement should be studied in the context of the discourses which influence them.

Europe Divided?: Elites vs. Public Opinion on European Integration - September 1, 2003

<https://journals.sagepub.com/doi/10.1177/14651165030043002>

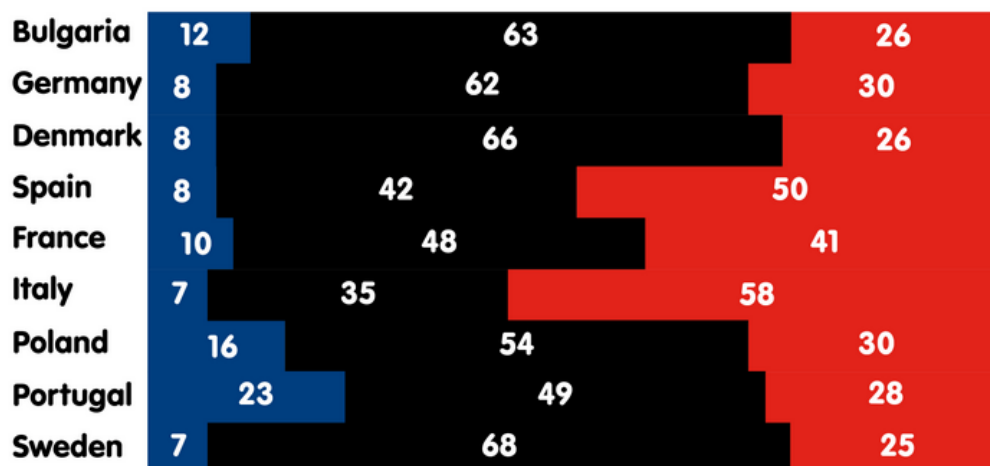
This article compares preferences among European elites, national elites, and public opinion. Elites and public preferences are similar in that both are least enthusiastic about Europeanizing high-spending policies.

Europe Belongs to the Young? Generational Differences in Public Opinion Towards the European Union During the Eurozone Crisis - January 30, 2020

<https://www.tandfonline.com/doi/full/10.1080/13501763.2019.1701533>

Findings demonstrate how the Eurozone crisis shapes generational divides as younger cohorts in debtor countries have become significantly more sceptical of the EU than their peers in creditor states. The opposite pattern emerges for older cohorts.

How has your view of the EU changed during the coronavirus crisis? (%)



Improved

Stayed the same

Worsened

Source: ECFR

Curriculum Resources (all modules)

Coronavirus Lesson Plans and Resources

<https://sharemylesson.com/collections/coronavirus>

Sample lesson Plans discussing Coronavirus and other infectious diseases.

COVID-19, Coronavirus, and Pandemics

<https://www.nctm.org/Coronavirus-and-Pandemics-Math-Resources/>

A developing set of resources for teachers and the community for all age groups to teach about the COVID-19 pandemic through math.

Teaching Our World: The Coronavirus

<https://classroommagazines.scholastic.com/support/coronavirus.html>

Resources to teach young learners about what germs are and how they spread. There are also links to other organizations with their own listed tools and resources.

Pandemic Lesson Plan

<https://www.aidr.org.au/media/5273/aidr-pandemic-lesson-plan.pdf>

The pandemic lesson plan provides teachers and students with an opportunity to investigate pandemics through individual classroom activities

Student Journal Assignment During Covid-19 Pandemic

https://docs.google.com/document/d/116FGQAow7uAbu1vJLAx2jnHeWljyrMoGvH4h1tRH7uA/edit?fbclid=IwARoHdX3G_stpH4ncvsoROAhmYd8gpaXSdvkD5aykmczYvJ55MX2dy7mpDXQ

Note: This assignment was created for a high school history class, but it could be used across content areas and adapted across grade levels. We hope you are inspired to make a copy and revise it for your context.

Lesson Plan—(Password to access= “fruitfly”)

<https://www.scienceandmathwithmrsLau.com/free-resource-library/>

In her molecular genetics class, Ronstadt plans to introduce a lesson by the popular curriculum developer Bethany Lau that looks at how the virus replicates and dives into the viral RNA genome. (The lesson is being offered by Lau for free; the password to access it is “fruitfly.”)

Coronavirus Worksheets

<https://www.teacherspayteachers.com/Browse/Search:coronavirus/>

COVID-19, Coronavirus, and Pandemics – Math Resources: Teaching and Using Mathematics to Understand our World

<https://www.nctm.org/Coronavirus-and-Pandemics-Math-Resources/>

A developing set of resources for teachers and the community to teach through the mathematics associated with the COVID-19 pandemic and learn math. Discussion also in the MyNCTM community.

Epidemiology: Solve the Outbreak

<https://www.common sense.org/education/lesson-plans/epidemiology-solve-the-outbreak>

This is a middle school science lesson for students on the field of epidemiology and the dissemination of diseases.

Curriculum Resources (all modules)

How to Talk to Your Kids About Coronavirus

<https://www.meetthehelpers.org/meet-the-helpers-coronavirus/>

How to Talk to Your Kids About Coronavirus

G3-4 - Google Doc

<https://drive.google.com/drive/folders/1nXPsuaz3ghXfTY1ZPuJk1SoVkYAtmEIRg>

A document for teachers to access and teach grades 3-4

G5-6 - Googledoc

https://drive.google.com/drive/folders/1_7lW_rDHjKmjeWZMOJ4qF83ZwTP8ub1S

This document includes quizzes and a class sheet to teach about the pandemic for grades 5-6.

What is a Pandemic?

<https://www.teacherspayteachers.com/Product/What-is-a-Pandemic-Freebie-5331387>

For Kindergartners, 1st, 2nd, and 3rd graders. Free ebook (20 pages) on What is a Pandemic?

As Coronavirus Spreads, Racism And Xenophobia Are Too

<https://www.npr.org/2020/03/09/813700167/as-coronavirus-spreads-racism-and-xenophobia-are-too>

As Coronavirus Spreads, Racism And Xenophobia Are Too - 13 minute listen for kids.

Coronavirus Syllabus - File of Resources

https://docs.google.com/document/d/1dTkJmhWQ8NcxhmjeLp6ybT1_YOPhFLx9hZ43j1S7DjE/edit

An open access crowdsourced cross-disciplinary resource since 12 March 2020 with articles, books, videos, syllabi, teaching resources, and more.

Pandemic: A Lesson Plan

<https://www.mathalicious.com/lessons/pandemic>

In this lesson, students use exponential growth and logarithms to model how a virus spreads through a population and evaluate how various factors influence the speed and scope of an outbreak.

The Flu in Context: Epidemics, Vaccines and Prevention

https://www.educationworld.com/a_lesson/flu-epidemics-vaccines-science.shtml

For grades 5-12, students learn about epidemics and pandemics, as well as vaccines and other precautions that can help prevent infections such as influenza.

Best Instructional Videos: Pandemics Through the Years

https://www.educationworld.com/a_lesson/best-instructional-videos-pandemic-plague.shtml

This video lists three videos with links on smallpox, the black death, and the Spanish Flu.

Pandemic & Epidemic Lesson Plan

<https://study.com/academy/lesson/pandemic-epidemic-lesson-plan.html>

To unlock this lesson you must be a Study.com Member. This lesson plan familiarizes students with past and present pandemics and epidemics through a video and a text lesson.

Curriculum Resources (all modules)

Viruses and Outbreaks

<https://www.discoveryeducation.com/corona-virus/>

Discovery Education has created a special channel within Discovery Education Experience—the Viruses and Outbreak Channel—featuring digital content that helps educators discuss the Coronavirus outbreak with students.

From My Window: Children at home during COVID-19

<https://issuu.com/unpublications/docs/from-my-window>

This United Nations book for young readers looks at the lives of housebound children during the coronavirus epidemic.

Comic Series: Baffled Bunny & Curious Cat

<https://sph.nus.edu.sg/covid-19/public-education/>

In the midst of the 2019 novel coronavirus outbreak, Baffled Bunny and Curious Cat seek advice and clarification from Doctor Duck in this comic series.

A Comic Strip On Coronavirus For Kids – Kids, Vaayu & Corona: Who Wins The Fight?

<https://countercurrents.org/2020/03/a-comic-strip-on-coronavirus-for-kids-kids-vaayu-corona-who-wins-the-fight/>

A comic strip on coronavirus for kids.

My Hero is You: Story Book for Children

<https://interagencystandingcommittee.org/system/files/2020-04/My%20Hero%20is%20You%2C%20Storybook%20for%20Children%20on%20COVID-19.pdf>

This is a story developed for and by children around the world.

Oaky and the Virus

<https://www.oaky.co.za/>

Free Download picture book for children in many languages.

Explaining Covid-19 to Kids

<https://sacoronavirus.co.za/category/explaining-covid-19-to-kids/>

Explaining covid 19 to kids through these short cartoon videos

Just For Kids: A Comic Exploring The New Coronavirus

<https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus>

This comic explaining the coronavirus is also available in chinese and Spanish

Coronavirus: A Book for Children

<https://nosycrow.com/blog/released-today-free-information-book-explaining-coronavirus-children-illustrated-gruffalo-illustrator-axel-scheffler/>

free audio edition of the book, read by Hugh Bonneville.

Curriculum Resources (all modules)

Covid-19 Comics

<https://www.graphicmedicine.org/covid-19-comics/>

Graphics/comics tailored towards adults

The Class That Can: Coronavirus

<https://www.citizensofcan.com/>

This book will teach children in grades K-4 about coronavirus and what they can do to stay safe.

A kids book about COVID-19

<https://akidsbookabout.com/pages/covid-19>

English, Spanish, and Printable versions available for kids to learn more about covid-19.

Film - The Seventh Seal (1957) - *one resource says 14+

<https://www.criterion.com/films/173-the-seventh-seal>

About: Returning exhausted from the Crusades to find medieval Sweden gripped by the Plague, a knight (Max von Sydow) suddenly comes face-to-face with the hooded figure of Death, and challenges him to a game of chess.

