

Name: Kimberly McCabe		Unit Plan: Weeks of	
		Subject/Grade Level: Middle School Economics	
<b>Unit Title:</b>	<b>The Four Goals of the EU's Single Market Economy</b>		
<b>Standards:</b>	<p>SS.7.E.2 Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>SS.7.E.3 Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p> <p>SS.8.E.1 Understand the fundamental concepts relevant to the development of a market economy.</p> <p>SS.8.E.3 Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p>		
<b>Objectives</b>			
<ul style="list-style-type: none"> <li>→ SS.7.E.2.5 Explain how economic institutions impact the national economy.</li> <li>→ SS.7.E.3.1 Explain how international trade requires a system for exchanging currency between and among nations.</li> <li>→ SS.7.E.3. 2 Assess how the changing value of currency affects the trade of goods and services between nations.</li> <li>→ SS.8.E.3.1 Evaluate domestic and international interdependence.</li> </ul>			
<b>Big Ideas</b>			
<ul style="list-style-type: none"> <li>→ <b>What is the EU Single Market and how does it work?</b></li> <li>→ <b>What is the meaning of “Free Movement”?</b></li> <li>→ <b>What are the benefits and drawbacks of this system?</b></li> </ul>			
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>→ What is the European Union (EU) and why was it created?</li> <li>→ What is the single market and how does it work within the EU?</li> <li>→ What does it mean for goods/services/capital and people to move freely within the EU?</li> <li>→ How does this system help countries? (discussions of market, economies of scale, innovation)</li> <li>→ What are the potential drawbacks of this system?</li> </ul>			
<b>Learning Acquisition and Assessment</b>			
Students will know... (content/concepts) <ul style="list-style-type: none"> <li>→ Why the EU was created, why the single market economy was created, and the four goals of the single market economy.</li> </ul>		Students will be able to... (skills, performance tasks)	

	→ Identify the 4 Goals of the EU Single Market Economy and describe pros and cons of that system.
Formative Assessments →	Summative Assessments →
<b>Learning Activities (1 week – 5 days): Lesson introduction, body, and closing</b>	
Day 1	<p>→ <b>Free Movement of People:</b> Students will understand the concept of the free movement of people within the EU and its significance.</p> <p>→ <b>Materials: Use Day 1 Lesson and Worksheets</b></p> <p>→ Introduction to Free Movement of People:</p> <ul style="list-style-type: none"> <li>o Students will take <a href="#">Single Market Quiz</a> to determine prior knowledge</li> <li>o Students will color in the EU countries on a map of Europe</li> </ul> <p>→ Video: <a href="#">The Schengen Area Explained</a></p> <ul style="list-style-type: none"> <li>o Students will be asked to take notes during the video to discuss after:</li> </ul> <p>→ Video: <a href="#">How the Schengen was Created</a></p> <ul style="list-style-type: none"> <li>o What are some of the potential downfalls of the free movement of people mentioned in this video?</li> </ul> <p>→ Group Discussion: What are the pros and cons of the free movement of people?</p> <ul style="list-style-type: none"> <li>o Have small groups look at a scenario and determine if the scenario represents a positive or negative. Students will fill out a worksheet and then present their scenario to the class.</li> </ul> <p>→ Activity: Create a travel plan</p> <ul style="list-style-type: none"> <li>o Students will be given a scenario in which a person is moving from one country to another. Students will determine if they have free movement and what documents may be necessary to make the move.</li> </ul>
Day 2	<p>→ <b>Free Movement of Goods:</b> Students will understand the free movement of goods and how it benefits the EU economy.</p> <p>→ <b>Materials: Use Day 2 Lesson and Worksheets</b></p> <p>→ Introduction to Free Movement of Goods:</p> <p>→ Video: <a href="#">What is the EU Single Market?</a></p> <p>→ Video: Timeline: <a href="#">30 Years of the European Single Market</a></p>

	<ul style="list-style-type: none"> <li>o Why was this system created? What problems did it solve? What are the benefits/concerns for consumers? What are the benefits/concerns for businesses?</li> </ul> <p>→ Group Activity: Students work in groups to identify and present a product that is commonly traded within the EU, focusing on its journey from production to consumer.</p> <p>→ Class Discussion: Discuss how the removal of tariffs and quotas has affected trade between EU countries.</p>
Day 3	<p>→ <b>Free Movement of Services:</b> Students will understand the free movement of services and its role in the EU economy.</p> <p>→ <b>Materials: Use Day 3 Lesson and Worksheets</b></p> <p>→ Introduction to Free Movement of Services PowerPoint:</p> <ul style="list-style-type: none"> <li>o Video: <a href="#">Single Market for Services: EU Strategy</a></li> <li>o Video: <a href="#">EU Digital Product Passport</a></li> </ul> <p>→ Group Research: (20 min) In groups, students research a specific service industry (e.g., banking, healthcare) and how it operates across EU borders.</p> <p>→ Presentations: (15 min) Groups will present their findings to the class.</p> <p>→ Class Discussion: Discuss the challenges and benefits for service providers in the EU.</p>
Day 4	<p>→ <b>Free Movement of Capital:</b> Students will be able to explain the concept of the free movement of capital.</p> <p>→ <b>Materials: Use Day 4 Lesson and Worksheets</b></p> <p>→ Introduction to Free Movement of Capital</p> <p>→ Video: <a href="#">The ECB Explained in 3 Minutes</a></p> <p>→ Video: <a href="#">The European Central Bank</a></p> <p>→ Group Discussion: Discuss scenarios of cross-border investments within the EU.</p> <p>→ Activity: Have students simulate buying and selling with multiple currencies to demonstrate the problems that arise and how the Euro solves those concerns. Use lesson by The Euro: Money Changes Everything.</p>
<b>Resources and Materials</b>	
<p>→ Students will be introduced to the concept of the EU before the beginning of this unit.</p> <ul style="list-style-type: none"> <li>o May use <a href="#">Eu &amp; Me PDF</a></li> </ul>	



Name: \_\_\_\_\_ Grade: \_\_\_\_\_



## VIDEO REFLECTION

Fill in the boxes as you watch the videos

<b>Video Name</b>		
<b>New Vocabulary</b> Write down any new words you hear in the video.		
<b>New Concepts</b> Describe any new ideas or concepts you learn in the video		
<b>Important Points</b> Note the key points or facts presented in the video.		
<b>What I Still Wonder</b> Write down any questions you still have after watching the video.		

# COUNTRIES OF THE EU



Color in the countries that you believe are part of the EU.



# FREE MOVEMENT OF PEOPLE

## ROLE-PLAYING SCENARIOS

### SCENARIO 1: ALEX FROM GREECE

Alex, an ambitious student from Greece, was thrilled when he was accepted into a top engineering program at a German university. The program offered high-quality education and valuable internships, providing Alex with practical experience. However, adjusting to the rigorous academic standards and a new language was challenging. Alex enjoyed meeting students from various countries, which broadened his cultural perspective, but he often felt homesick and missed his family. After graduation, Alex secured a well-paying job in Germany, which allowed him to stay and work in the country. Balancing his new professional life in Germany and maintaining his connections back in Greece was not always easy, as he had to navigate between two different cultures and expectations.

Your Response

Group Response

# FREE MOVEMENT OF PEOPLE

## ROLE-PLAYING SCENARIOS

### SCENARIO 2: JOHAN FROM ROMANIA

Johan, an IT specialist from Romania, decided to move to Ireland after hearing about the booming tech industry and the abundance of job opportunities. He left his home and family behind, full of hope and determination to build a better future. Upon arrival, Johan quickly realized he was not the only one with this plan. The Irish tech sector was flooded with professionals from various EU countries, all seeking the same opportunities.

Despite his strong qualifications and experience, Johan faced intense competition. Every job he applied for had numerous candidates, many with similar or even better credentials. He attended countless interviews, but the constant rejections began to wear him down. The financial strain of living in an expensive city without a steady income added to his stress. Johan also struggled with cultural differences and homesickness, making his new life even more challenging. However, he continued to network and improve his skills, hoping that his persistence would eventually pay off.

Your Response

Group Response



# FREE MOVEMENT OF PEOPLE

## ROLE-PLAYING SCENARIOS

### SCENARIO 3: ELENA FROM BULGARIA

Elena and her family moved from Bulgaria to Spain, hoping for a better life and improved educational opportunities for their children. They settled in a vibrant city known for its quality schools and friendly community. However, the reality they faced was far from their expectations. The local schools were overwhelmed with students from various EU countries, all seeking the same benefits.

Elena's children found themselves in classrooms with over 30 students, making it difficult for teachers to provide individual attention. The overcrowded conditions led to a noisy and chaotic learning environment, where students struggled to keep up with the curriculum. Her children, who were excited about starting a new school, became frustrated and anxious. The language barrier added another layer of difficulty, as they struggled to understand and communicate in Spanish. Despite these challenges, Elena appreciated the cultural diversity her children were exposed to and remained hopeful that they would adapt over time.

Your Response

Group Response

# FREE MOVEMENT OF PEOPLE

## ROLE-PLAYING SCENARIOS

### SCENARIO 4: MARIA FROM PORTUGAL

Maria, a skilled nurse from Portugal, decided to take a job offer in Sweden. The hospital in Sweden was known for its advanced medical technologies, which Maria was excited to learn about. Upon arrival, she faced the challenge of adjusting to a new healthcare system and language barriers. Over time, Maria's hard work paid off as she gained experience and improved her skills, eventually earning a promotion. While Maria enjoyed sending money back to her family in Portugal, the cultural differences and the distance from her loved ones sometimes made her feel isolated. She managed to build a new social circle in Sweden, but balancing her professional growth with her personal life remained a constant struggle.

Your Response

Group Response

# FREE MOVEMENT OF PEOPLE

## ROLE-PLAYING SCENARIOS

### SCENARIO 5: LUCA FROM ITALY

Luca's father, a skilled engineer, received a job offer in the Netherlands, prompting the family to move from Italy. The new job brought financial stability and better living conditions, including access to high-quality healthcare and education. Luca found the transition to a Dutch school challenging, as he had to learn a new language and adapt to a different educational system. Despite these hurdles, he gradually made friends and integrated into the local community. The family enjoyed frequent visits to Italy, maintaining close ties with relatives. However, the cultural blend of Italian and Dutch lifestyles sometimes made Luca feel caught between two worlds, as he tried to balance his Italian heritage with his new Dutch surroundings.

Your Response

Group Response

# FREE MOVEMENT OF PEOPLE

## ROLE-PLAYING SCENARIOS

### SCENARIO 6: PAVEL FROM SLOVAKIA

Pavel, a skilled construction worker from Slovakia, moved to the UK to take advantage of higher wages and better job prospects. He quickly found employment on a major construction project, and initially, everything seemed to be going well. However, as more people from various EU countries moved to the UK for similar reasons, Pavel began to notice significant strains on public services.

Pavel needed medical treatment for a minor injury sustained at work, but he was shocked by the long waiting times at the local clinic. The healthcare system was overwhelmed with patients, and getting an appointment took weeks. Additionally, finding affordable housing became a major issue. The influx of workers had driven up rental prices, and suitable accommodations were scarce. Pavel ended up living in a cramped, overpriced apartment far from his work site. Nonetheless, Pavel valued the professional experience and the new skills he was gaining, which he believed would be beneficial for his future career.

Your Response

Group Response

# FREE MOVEMENT OF PEOPLE

## ROLE-PLAYING SCENARIOS

### SCENARIO 7 SOPHIE FROM FRANCE

Sophie, an entrepreneur from France, decided to expand her successful bakery business by opening a new branch in Belgium. The EU's business-friendly regulations made the process relatively smooth. Sophie hired bakers from both France and Belgium, creating a team with diverse skills and backgrounds. The new bakery quickly gained popularity, boosting Sophie's business reputation. However, managing two bakeries in different countries proved to be exhausting. Sophie had to frequently travel between France and Belgium, which was time-consuming and stressful. Navigating different business environments and cultural expectations added to the complexity of her role, making it challenging to maintain the same level of quality and customer satisfaction in both locations.

Your Response

Group Response

# FREE MOVEMENT OF PEOPLE

## ROLE-PLAYING SCENARIOS

### SCENARIO 8: LEA FROM POILAND

Lea, a passionate teacher from Poland, eagerly accepted a teaching position in Denmark. She was excited about the opportunity to experience a new culture and advance her career. However, upon starting her new job, Lea encountered unexpected difficulties. The Danish educational system was significantly different from what she was accustomed to, and she found it challenging to adapt her teaching methods to fit the new environment.

Despite her efforts to learn Danish, the language barrier remained a constant struggle. Communicating effectively with colleagues, students, and parents was more difficult than she had anticipated. Lea also felt a cultural disconnect with her Danish peers. Their social customs and workplace norms were unfamiliar, and she often felt isolated despite her attempts to integrate. Despite these challenges, Lea appreciated the professional development opportunities and the chance to bring her unique perspective to her new school. She remained hopeful that with time and effort, she would find her place in the Danish community.

Your Response

Group Response

**Positive**

Fold

Fold

**Negative**

# TRAVEL PLANNER

"IT'S OKAY TO TAKE A BREAK."

COUNTRY OF ORIGIN: \_\_\_\_\_

DESTINATION: \_\_\_\_\_

## MUST VISIT PLACES

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- 
- 
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## FOODS TO TRY

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## DAY 1

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## DAY 2

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## DAY 3

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## BUDGET

## DOCUMENTS NEEDED FOR TRAVEL:

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*Exploring*  
**The European Union's**

Single Market Economy



# What do you know about the EU's Single Market?

Let's begin by taking a short quiz to see what you know about the European Union's Single Market Economy:

<https://www.europarl.europa.eu/topics/en/article/20221129ST058404/quiz-how-much-do-you-know-about-the-eu-s-single-market>



## COUNTRIES OF THE EU

Color in the countries that you believe are part of the EU.



# Mapping the EU

Now let's fill in a map of the Europe to see if you can identify the countries that make up the EU.

**HINT:** There are 27 countries that make up the EU

# How did you do?

How many countries did you get correct?

Austria, Belgium, Bulgaria, Croatia, Republic of Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain and Sweden.



# Understanding The EU Economy

The EU's single market allows goods, services, capital, and people to move freely within the European Union, creating a more integrated and competitive economy.

## **Benefits of the Single Market Economy on People:**

1. More job opportunities across the EU.
2. Cultural exchange and learning new languages.
3. Access to better education and healthcare.
4. Flexibility to live in one country and work in another.
5. Families can explore new places and experiences.



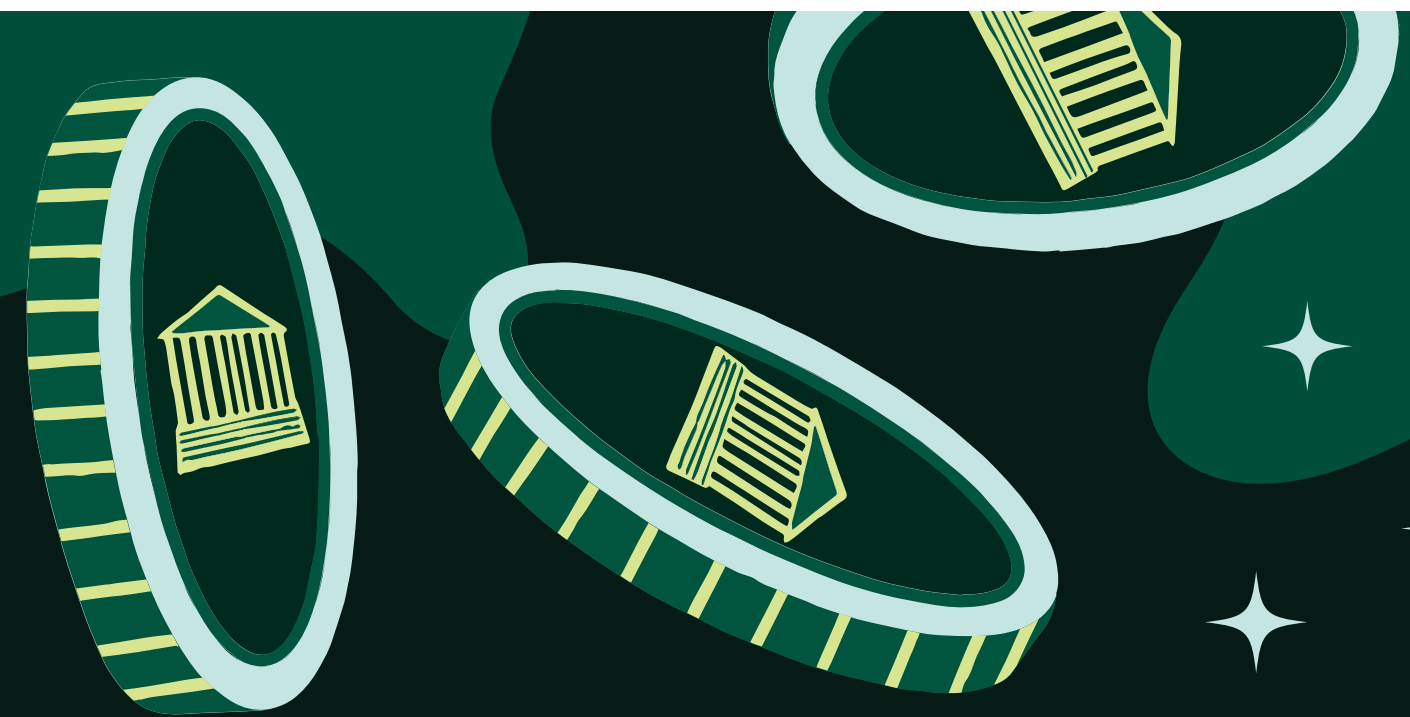


# Transformation of European Economy



- After World War II, European countries wanted to make sure they would never have such a terrible conflict again.
- To help with this, they created the EU's single market. This allowed goods, services, money, and people to move freely between countries.
- By working together and trading more easily, they aimed to rebuild their economies, create more jobs, and ensure peace in Europe.
- The single market helped countries cooperate, making Europe stronger and more united.

# The Four Goals of the EU Single Market Economy



## PEOPLE

The goal of free movement of people in the EU is to let people live, work, and study in any EU country easily. This helps families find jobs and education, and experience different cultures.



## GOODS

The goal of free movement of goods in the EU is to allow products to be sold anywhere in the EU without extra taxes or barriers. This makes shopping easier and cheaper for everyone.



## SERVICES

The goal of free movement of services in the EU is to let businesses offer their services anywhere in the EU. This helps companies grow and provides people with more choices.



## CAPITAL

The goal of free movement of capital in the EU is to allow money to move freely between countries. This makes it easier for people to invest, save, and borrow money across the EU.



# Free Movement of People

In this lesson, we will be looking at the free movement of people between the EU countries.

Before we start, stop to think about what might be some pros and cons of this goal.

Turn to the person next to you and share one pro and one con that you can think of. Try to come up with two of each between you.





# What is the Schengen Region?

## Let's take a look at the Schengen.



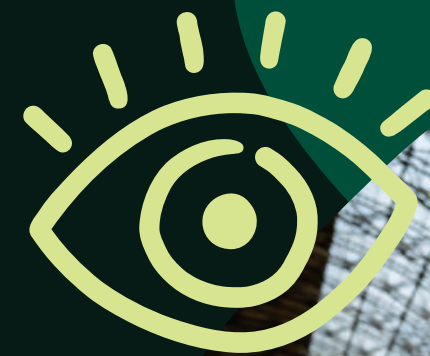
International borders are usually hard lines that one needs a passport to cross, but for 29 of the nations of Europe, no border checks are required whatsoever. This is an area called the Schengen Area, so how exactly does it work?

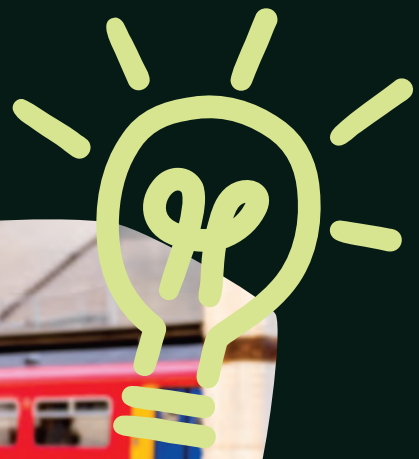
Let's watch this video to get an overview.

## How the Schengen was Created.

What does the geography of the Schengen look like?

Let's take a quick trip to Luxembourg for a quick view.





# Scenario: Living in Belgium, Working in the Netherlands



Sophia's mom works in the Netherlands while living in Belgium. There is an easy commute using the country's public transportation systems that cross borders between countries. Her mom can benefit from the booming job market in her industry in the Netherlands and learns the Dutch culture and language, but she enjoys being able to live in Belgium where she was raised and where all of her family still lives. Her family is able to enjoy the financial stability of a well-paying job and the opportunity to benefit from cultural exchange between the two countries that are different even though they are very close to one another.

# Scenario: Challenges for an Electrician

Giulia's father is an electrician where they live in Italy. In the recent years the job market has become challenging because many people are able to commute into Italy from neighboring countries like France, Austria, and Slovenia to work, there are fewer jobs for Giulia's father. As a result he decides his business is suffering and he often accepts lower pay than he should in order to get a job.

As housing prices rise, it has become harder for Giulia's father to support their family on the reduced wages.

Throughout their community people have become upset by the lack of jobs and good wages and sometime blame those who commute in.



# Group Work



①

## Scenario

Read and review your group's scenario.

Ask yourself if this is a positive or a negative of the free movement of people and why? What are the benefits or drawbacks?

②

## Join your group

Discuss your scenario as a group. Do you feel that the scenario represents a positive or a negative of free movement of people? Why? What are the pros or cons?

③

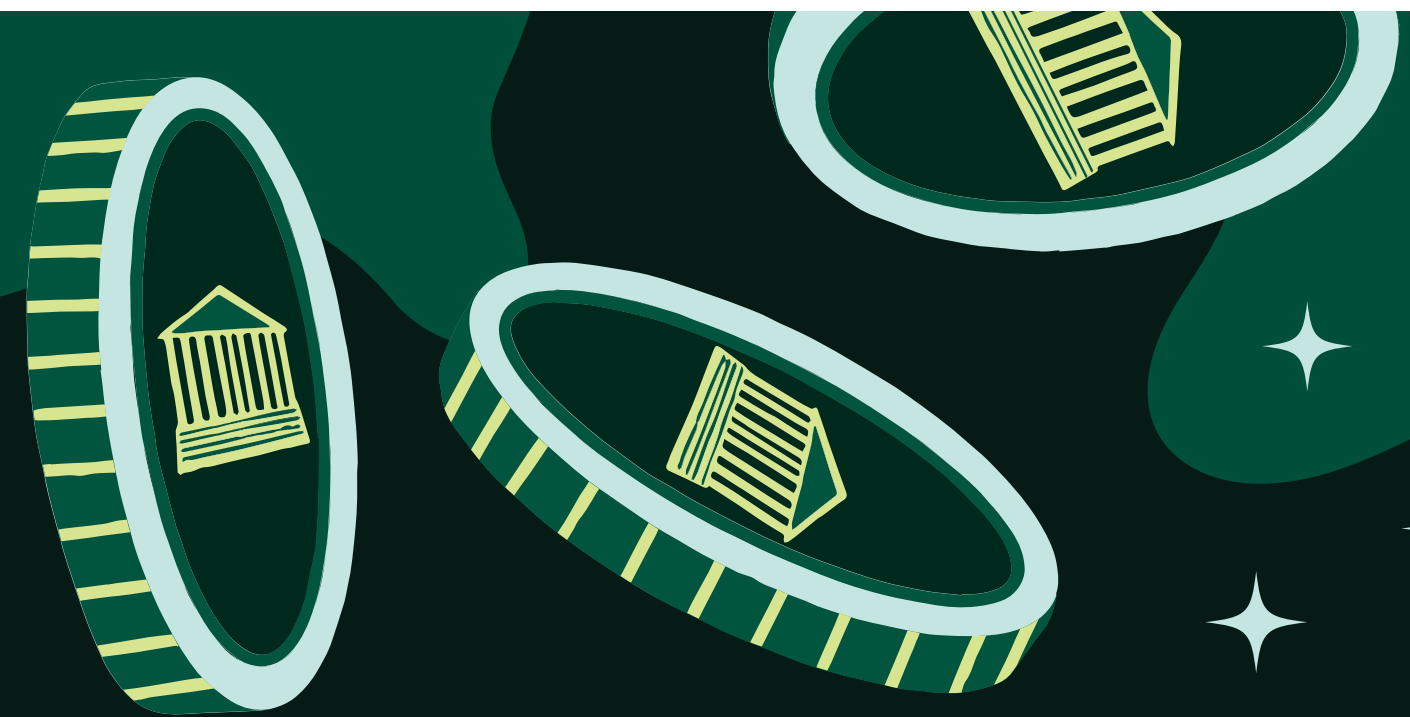
## Report to the Class

Choose someone who will read your scenario to the class. The class will vote whether they believe it is a positive or negative. Choose another person who will explain your group's decision

# Benefits vs Drawbacks

How can countries balance the benefits and drawbacks of the single market?

How might this impact students?



**Benefits**

**Drawbacks**



# Let's Become Travel Planners



Use this [site](#), set the quantity to 2 and make sure it is set to European Countries. Find two European countries. You are planning a trip for a person who comes from the first country and is traveling to the second.

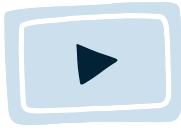
First, you must determine if the countries have free movement of people between them. What travel documents are required to move between these countries?

Then, research sites to see and foods you must try in that country. What are they known for? Which country tends to be more expensive?



*See You*  
**Tomorrow**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_



## VIDEO REFLECTION

Fill in the boxes as you watch the videos

#03162e

**Why was this system created?**

**What problems did it solve?**

**What are the benefits/concerns for consumers?**

**What are the benefits/concerns for businesses?**



# FREE MOVEMENT OF GOODS

## RESEARCH A PRODUCT

### RESEARCH GUIDANCE:

- **Production:** Investigate where and how the product is made. Consider the raw materials, the manufacturing process, and any unique techniques used.
- **Transportation:** Explore how the product is transported from the country of production to other EU countries. Look at shipping methods (e.g., trucks, ships, trains) and routes.
- **Regulations:** Identify any EU regulations or standards that the product must comply with. Consider safety, quality, and labeling requirements.
- **Marketing and Sale:** Look at how the product is marketed and sold in different EU countries. Consider differences in packaging, advertising, and retail strategies.

### NOTES:

# AUTOMOBILES FROM GERMANY

Research your product by tracing it's production, transportation, regulation and sale.

**Where are the materials sourced?**



**How is the product transported to other countries?**

**How is the product marketed and sold across the EU?**

**Regulations or standards that must be met in the EU:**

**Benefits & Drawbacks of Free Movement of this product:**

# CHEESE FROM FRANCE

Research your product by tracing it's production, transportation, regulation and sale.

**Where are the materials sourced?**



**How is the product transported to other countries?**

**How is the product marketed and sold across the EU?**

**Regulations or standards that must be met in the EU:**

**Benefits & Drawbacks of Free Movement of this product:**

# CHOCOLATE FROM BELGIUM

Research your product by tracing it's production, transportation, regulation and sale.

**Where are the materials sourced?**



**How is the product transported to other countries?**

**How is the product marketed and sold across the EU?**

**Regulations or standards that must be met in the EU:**

**Benefits & Drawbacks of Free Movement of this product:**

# WINE FROM ITALY

Research your product by tracing it's production, transportation, regulation and sale.

**Where are the materials sourced?**



**How is the product transported to other countries?**

**How is the product marketed and sold across the EU?**

**Regulations or standards that must be met in the EU:**

**Benefits & Drawbacks of Free Movement of this product:**

# OLIVE OIL FROM SPAIN

Research your product by tracing it's production, transportation, regulation and sale.

**Where are the materials sourced?**



**How is the product transported to other countries?**

**How is the product marketed and sold across the EU?**

**Regulations or standards that must be met in the EU:**

**Benefits & Drawbacks of Free Movement of this product:**

# PHARMECEUTICALS FROM SWITZERLAND

Research your product by tracing it's production, transportation, regulation and sale.

**Where are the materials sourced?**



**How is the product transported to other countries?**

**How is the product marketed and sold across the EU?**

**Regulations or standards that must be met in the EU:**

**Benefits & Drawbacks of Free Movement of this product:**







# FURNITURE FROM SWEDEN

Research your product by tracing it's production, transportation, regulation and sale.

**Where are the materials sourced?**



**How is the product transported to other countries?**

**How is the product marketed and sold across the EU?**

**Regulations or standards that must be met in the EU:**

**Benefits & Drawbacks of Free Movement of this product:**

# FRESH PRODUCE FROM POLAND

Research your product by tracing it's production, transportation, regulation and sale.

**Where are the materials sourced?**



**How is the product transported to other countries?**

**How is the product marketed and sold across the EU?**

**Regulations or standards that must be met in the EU:**

**Benefits & Drawbacks of Free Movement of this product:**



*Exploring*  
**The European Union's**

Single Market Economy

# Recap

What do you remember about our last lesson?

What is the European Single Market?



# What is the European Single Market



One of the EU's greatest successes is the creation of a common economic market and 2023 marked 30 years since its birth.

The European Single Market has ensured economic unity across Europe and made the free movement of goods, people, services and capital possible.

Let's dive back into the history of one of the pillars of the EU as we know it.

The background features a dark blue field with stylized, light blue illustrations of various banknotes and coins. In the top left, there's a 50 Euro note. To its right is a 25 Euro coin. In the top right, there are 1000 Euro notes. On the left side, there are several 50 Euro coins. On the right side, there are several 1 Euro coins, some with a classical building facade. At the bottom, there are more 50 Euro notes. The overall aesthetic is clean and modern, using a limited color palette of dark blue, light blue, and white.

# Benefits of the Single Market Economy for Business

1. Easier trade between member countries.
2. Access to a larger market with more customers.
3. Reduced production costs through economies of scale.
4. Increased collaboration and innovation opportunities.
5. Access to a diverse workforce.



ChocoDelight is a Belgian chocolate company that benefits from the EU's Single Market by selling chocolate all across Europe without paying additional taxes (or tariffs) when it is sold in a country outside of Belgium.

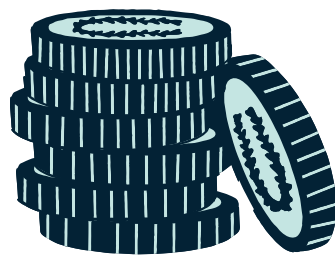
This means that ChocoDelight has a much larger market, reaching over 450 million potential customers. It is also able to reduce its production costs by buying ingredients in bulk and partnering with companies in Germany and France for the packaging and delivery of orders.

## Scenario: Expanding a Chocolate Business\*



# When Benefits for Business = Benefits for Consumers

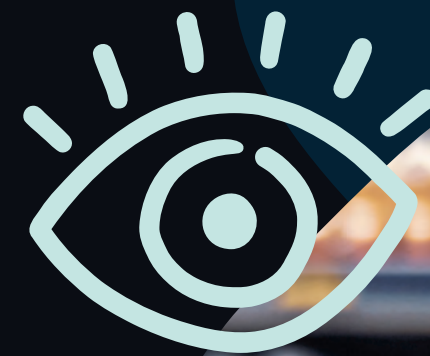
## Benefits for Businesses



- Free Movement of Workers
- Selling across the EU
- Increased Demand and Competition (when and how might competition be a good thing for a business?)

## Benefits for Consumers

- Access to a larger job market.
- Access to products from a variety of countries
- More innovation and new products, lowered prices





Liam owns a small bakery in Portugal, known for its unique pastries made from local ingredients. When Portugal joined the EU Single Market, Liam was excited about the possibility of selling his pastries in other European countries. However, he quickly discovered that larger bakeries from countries like France and Germany were now his competition. These big bakeries had more resources and could sell their products at lower prices.

Liam struggled to keep up with the competition because his costs were higher, and he couldn't produce pastries in large quantities. He also had to navigate new regulations and standards for food safety that varied from country to country, making it even harder to expand his business. This situation made Liam realize that while the single market brought opportunities, it also presented significant challenges for small businesses like his.

## Scenario: Expanding a Bakery

# What is a Tariff?

Tariffs are taxes imposed by a government on imported goods. When a product is brought into a country from abroad, the government may charge a fee, known as a tariff, on that product.

Tariffs can make imported goods more expensive, encouraging people to buy products made in their own country instead.

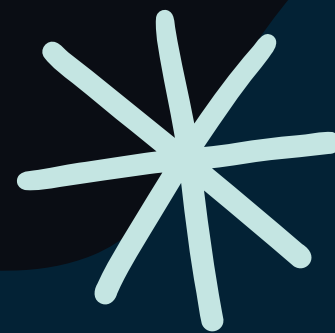
This helps protect local businesses from foreign competition but can also limit the variety of goods available and increase prices for consumers.



point of  
**Tariff** [ 'ta  
tax that a  
on goods  
into a co



# How do products move?



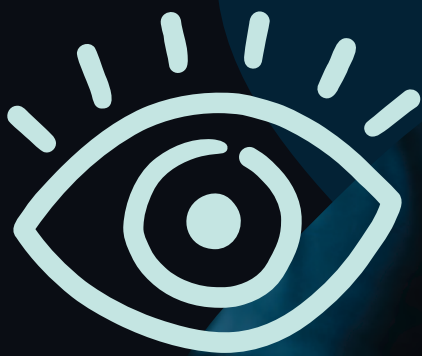
In your small groups you will be tracking one product that is made in the EU.

You will research:

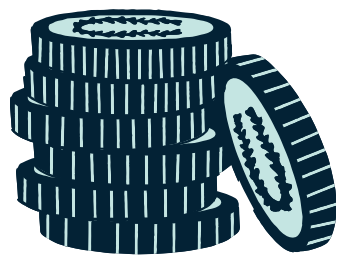
- The production process.
- Transportation methods and routes.
- Regulations and standards the product must meet within the EU.
- How the product is marketed and sold to consumers in different EU countries.

Then your group will share your findings with the class.

# Types of Tarrifs



## Fixed Fee



A fixed-fee tariff is based on the type of item.

Example: Martin purchases a car and pays \$500 in tax for that purchase regardless of the purchase price.

## Ad-Valorem

Ad-Valorem tax is based on the price of the item.

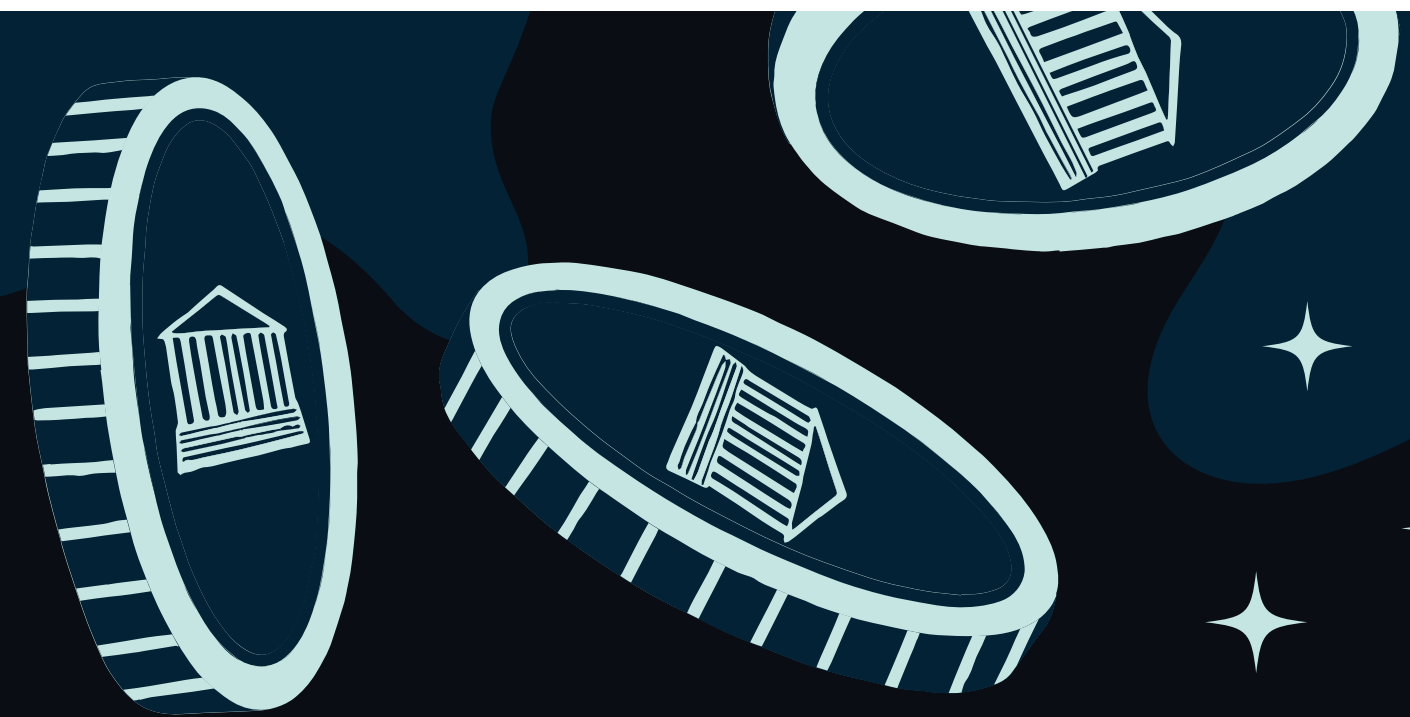
Example: Martin purchases the same car and is charged 6.75% tax on the purchase price of \$30,000

Now, he pays \$2,025 in tax on that item.

or



# Impact of Removing Tariffs



## More Products

Consumers benefit from more businesses selling their products in their country because they have access to a greater variety of items.



## Lower Prices

Consumers reap the benefit of lower prices because they no longer have to pay additional taxes on items that have been imported from other countries.



## Larger Market

Businesses benefit from selling to a larger market without needing to pay additional taxes making their products too expensive to buyers in other countries.



## Competition

When businesses compete, typically they will work to create better products at a lower cost which benefits the business and consumers.





*See You*  
**Tomorrow!**



# RESEARCH AN INDUSTRY: BANKING



**Objective: Research a specific service industry and understand how it operates across EU borders. Identify the benefits and challenges of the free movement of services within the EU.**

What is the purpose of this service industry? What do they do?

Which EU countries are major players in this industry? (Meaning, they are well known for providing excellent service in this industry.)

What is one company in this industry that operates across the EU. What services do they provide?

How does this company benefit from the single market? What challenges have they faced?

How does the service operate across different EU countries?

What are the benefits of operating across the EU?

What regulations and standards must the industry comply with in the EU?

How do these help or hinder the service providers?

What are the benefits that service provider and consumers reap because this service is available across country lines?

What are challenges that service providers face when operating across the EU borders?





# RESEARCH AN INDUSTRY: HEALTHCARE



**Objective: Research a specific service industry and understand how it operates across EU borders. Identify the benefits and challenges of the free movement of services within the EU.**

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Which EU countries are major players in this industry? (Meaning, they are well known for providing excellent service in this industry.)

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# RESEARCH AN INDUSTRY: EDUCATION



**Objective: Research a specific service industry and understand how it operates across EU borders. Identify the benefits and challenges of the free movement of services within the EU.**

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# RESEARCH AN INDUSTRY: LEGAL SERVICES



**Objective: Research a specific service industry and understand how it operates across EU borders. Identify the benefits and challenges of the free movement of services within the EU.**

What is the purpose of this service industry? What do they do?

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What are challenges that service providers face when operating across the EU borders?



# RESEARCH AN INDUSTRY: TOURISM



**Objective: Research a specific service industry and understand how it operates across EU borders. Identify the benefits and challenges of the free movement of services within the EU.**

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Which EU countries are major players in this industry? (Meaning, they are well known for providing excellent service in this industry.)

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How does the service operate across different EU countries?

What are the benefits of operating across the EU?

What regulations and standards must the industry comply with in the EU?

How do these help or hinder the service providers?

What are the benefits that service provider and consumers reap because this service is available across country lines?

What are challenges that service providers face when operating across the EU borders?



# RESEARCH AN INDUSTRY: IT SERVICES



**Objective: Research a specific service industry and understand how it operates across EU borders. Identify the benefits and challenges of the free movement of services within the EU.**

What is the purpose of this service industry? What do they do?

Which EU countries are major players in this industry? (Meaning, they are well known for providing excellent service in this industry.)

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What are challenges that service providers face when operating across the EU borders?



# RESEARCH AN INDUSTRY: TRANSPORT



**Objective: Research a specific service industry and understand how it operates across EU borders. Identify the benefits and challenges of the free movement of services within the EU.**

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