

# Brussels-Lux Study Tour 2022

## K-12 Teacher Unit Planning Template

Name: Jessica Felosi		Unit Plan: Market Structures and Monopolies	
		Subject/Grade Level: Economics, Grade 12	
<b>Unit Title:</b>	European Union Competition Law and Football		
<b>Unit Narrative:</b>	<p>In this lesson, students will take their understanding of market structures and monopolies and apply it to a real-world court case in the European Union Court of Justice involving the Union of European Football Associations (UEFA) and the proposed European Super League (ESL). The Court of Justice is currently weighing the arguments from the ESL that UEFA participates in monopolistic behavior, which stifles competition. UEFA is arguing that the ESL is trying to create a cartel within the football league. Students will research the opposing arguments, and conduct a classroom debate on whether or not UEFA violates European Union antitrust legislation.</p>		
<b>Standards:</b>	<p><b>Minnesota K-12 Academic Social Studies Standards:</b>            9.2.4.6.1: 1 Compare and contrast characteristics of various market structures</p> <p>9.2.4.8.1: Identify and analyze market failures caused by a lack of competition, lack of resource mobility (barriers), and lack of perfect information; evaluate the rationale and effectiveness of government attempts to remedy these problems</p> <p><b>Minnesota 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>            11.12.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>11.12.7.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, spatially, aurally, physically as well as in words) in order to address a question or solve a problem.</p> <p>11.14.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to discipline, task, purpose, and audience</p>		
<b>Objectives</b>			
<ol style="list-style-type: none"> <li>1. Understand the characteristics of a monopoly.</li> <li>2. Make comparisons between American and European Union government regulation.</li> <li>3. Research arguments supporting and challenging the legality of European sports leagues and their relationship to the market.</li> <li>4. Effectively communicate their ideas with evidence to support their position both verbally and in a written response.</li> </ol>			
<b>Big Ideas</b>			
<p><i>Students will understand that:</i></p> <ol style="list-style-type: none"> <li>1. A monopoly is a market structure characterized by a single seller that excludes viable competition.</li> <li>2. The purpose of antitrust legislation to protect the process of competition for the benefit of consumers, making sure there are strong incentives for businesses to operate efficiently, keep prices down, and keep quality up.</li> <li>3. The European Union's Court of Justice interprets EU law to make sure it is applied in the same way in all EU countries, and settles legal disputes between national governments and EU institutions.</li> </ol>			
<b>Essential Questions</b>			
<ol style="list-style-type: none"> <li>1. Why does the government intervene when there is a monopoly in a market?</li> <li>2. Should European Union antitrust legislation be applied to football sports leagues?</li> </ol>			

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### Learning Acquisition and Assessment

Students will know... (content/concepts) 1. Key terms to understand markets and monopolies. 2. Arguments in favor and opposed to monopolies and competition.	Students will be able to... (skills, performance tasks) 1. Read and analyze economic articles and news sources. 2. Understand issues related to market structures and monopolies. 3. Present ideas using evidence to support their arguments.
Formative Assessments → Notes on monopolies and market structures → Class discussions → Exit tickets	Summative Assessments → Presentation of evidence/information in classroom debate → Written essay

### Learning Activities (1 week – 5 days): Lesson introduction, body, and closing

Day 1	<ul style="list-style-type: none"> <li>• Anticipatory Set: Ask students to think about the board game <i>Monopoly</i>. Discuss what makes a monopoly in that game, and what the consequences are when a monopoly is formed (ie: when one has all the similar properties of one color. The player (owner) can then charge higher rent to people who land on that property.)</li> <li>• Review the definition of monopoly and the 4 types of monopolies (natural, technological, geographic, government)             <ul style="list-style-type: none"> <li>◦ This can be through a PowerPoint or discussion (if these concepts have not been discussed yet, spend at least one lesson going through market structures and types of monopolies)</li> </ul> </li> <li>• As a large group, listen to <a href="#">NPR podcast</a> on how Major League Baseball is a monopoly. While students listen, they should take notes on the following:             <ul style="list-style-type: none"> <li>◦ What type of monopoly is the MLB?</li> <li>◦ Why is the MLB allowed to have a monopoly?</li> <li>◦ What problems or concerns could arise with this type of monopoly?</li> </ul> </li> <li>• Discuss student responses after listening to the podcast.</li> <li>• Exit ticket- ask students to explain their answer to the following question: “Should pro sports leagues continue to operate as monopolies? Why or why not?”</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>• Anticipatory Set: Ask students what they know about European soccer (aka: football)</li> <li>• Provide brief PowerPoint presentation on <a href="#">UEFA</a>, <a href="#">FIFA</a>, and <a href="#">the European Super League (ESL)</a>.</li> <li>• As a class, read the <a href="#">overview</a> of antitrust legislation in the European Union and discuss the purpose of limiting monopolies.             <ul style="list-style-type: none"> <li>• Students should be able to make comparisons between EU and American antitrust laws.</li> </ul> </li> <li>• Watch as a class the video <a href="#">“How the Court works”</a> on the basis of the European Union Court of Justice.</li> <li>• Exit ticket- ask students to explain their answer to the following question: “Do you think the EU Court of Justice should hear the case involving the ESL and UEFA? Who do you think is harmed if UEFA is operating as a monopoly?”</li> </ul>
Day 3	<ul style="list-style-type: none"> <li>• Anticipatory Set: Explain to students that Court of Justice in the European Union is currently hearing the case argued by the Super League on whether UEFA violates antitrust laws by being a “monopolistic entity” and abusing its market dominance.</li> <li>• Divide students into two groups— one group will research the arguments presented by the Super League, and the other group will research arguments presented by UEFA .</li> <li>• Students should research and create a one-two minute speech, supported by evidence, to support their side of the argument.</li> </ul>

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Day 4	<ul style="list-style-type: none"><li>• Anticipatory Set: Explain to students that they are going to have a classroom debate on their research for European football.</li><li>• Students should be divided into two sides of the classroom, with a spot designated for the speaker in the center.<ul style="list-style-type: none"><li>◦ There are many different ways to structure a debate in class– see the following formats for ideas, but emphasis should be placed on students providing evidence to support their arguments, basing that evidence on European Union law. Students should be assessed on their speeches to the class, and their participation in the debate.<ul style="list-style-type: none"><li>▪ Harvard University- <a href="#">“Want to Facilitate a Debate in Your Class?”</a></li><li>▪ Center for Innovative Teaching and Learning: <a href="#">“Classroom Debates”</a></li><li>▪ Education World: <a href="#">“Stage a Debate: A Primer for Teachers”</a></li></ul></li></ul></li><li>• Once students have completed their classroom debate, debrief with students the major issues they discussed.</li><li>• Summative assessment: Students should choose one of <a href="#">the judges</a> that currently sits on the European Court of Justice, and write a letter explaining how they think the judge should rule in Case C-333/21 on their interpretation of competition law.</li></ul>
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### Resources and Materials

- [European Commission Competition Law](#)
- [European Parliament: Competition Policy](#)
- Federal Trade Commission: [The Antitrust Laws](#)
- NPR: [“Baseball’s Major League Monopolies”](#)
- Promarket: [“How and Why Baseball’s Legal Monopoly Came to Be”](#)
- Eur-Lex: [Case C-333/21](#): Request for a preliminary ruling from the Juzgado de lo Mercantil n.º 17 de Madrid (Spain) lodged on 27 May 2021 — European Super League Company, S.L. v Union of European Football Associations (UEFA) and Fédération Internationale de Football Association (FIFA)
- International Sports Law Journal: [“UEFA and the Super League: who is calling who a cartel?”](#)
- Politico: [“UEFA battles Super League at EU’s top court”](#)
- RFM Law Review: [“European Super League— A Competition Law Scrutiny”](#)
- Bloomberg: [“European Football Super League Replays Clash with UEFA in EU Court”](#)
- IRRCL: [“Competition Law in Sports— The European Super League Saga”](#)
- EURACTIV: [“EU Lawmakers vote “European Super League” is a threat”](#)
- Politico: [“EU gets serious about protecting its model of sport”](#)
- ESPN: [“UEFA describes Super League as textbook ‘cartel’ in EU court hearing”](#)
- Deutsche Welle: [“Super League clubs tackle ‘monopolistic’ UEFA on EU Law”](#)
- London School of Economics [“A European Super League would violate EU competition law – as would UEFA’s proposed reforms of the Champions League”](#)
- The Guardian: [“Uefa warns of ESL’s ‘threat to football’ but drops disciplinary action against clubs”](#)
- Centre for Competition Policy: [“Do plans for a European Super League Breach Competition Law?”](#)
- [Rubric for Persuasive Letter](#)