



TITLE	DEMOCRACY MATTERS – “Have your say” DAY 1
OBJECTIVES	<ul style="list-style-type: none"> - Students attend digital meetings. The focus will be on politics today and the importance of climate decision making, built on the basic principles of the European Union and the UN. - Students report their countries' situation to each other.
LESSON PLAN	<p>Pre-activity</p> <p>(Carried out before the digital meeting.)</p> <ul style="list-style-type: none"> - Ensure that students have prior knowledge of politics and climate change. - Time to prepare for the group discussions. - Create groups 1-8 - Time to prepare a digital presentation of each country's situation regarding politics and climate change. <p>Organisation:</p> <ul style="list-style-type: none"> - There will be eight groups with one student from each country (i.e. six students/group). - Germany is the moderator of the digital platform BBB and creates space for students. Teachers from each country are invited to the rooms via a link. - The meetings start at 9 and continue until 11, at the latest. - Each meeting begins with a presentation of the participants. The participants should have their names printed and visible. The host country begins, ends and ensures that everyone has the floor during the meeting. - However, all participants have the responsibility to keep notes depending on what the discussions are to be used for in each school. <p>Lesson activity 0:</p> <p>Participants fill in a form about climate change. https://docs.google.com/forms/d/e/1FAIpQLSfp_Pf2Q_xy4QI_ZJbi6_BwB/PJKt0pEWAI_b2fkVIZzmlKwQ/viewform?usp=sf_link</p> <p>Lesson activity 1:</p> <p>Students answer to questions at www.mentimeter.com</p> <ul style="list-style-type: none"> ● How important are politics to you? ● What are your most important worries nowadays? ● Have you ever had a say? ● Do you consider yourself a European citizen? ● Should climate change be an important issue in the European agenda? ● What things do you do that improve your carbon footprint? ● Is your school climate friendly? <p>Lesson activity 2:</p> <p>Students enter the rooms. In each room, all countries give out their presentations:</p> <ul style="list-style-type: none"> - What is the political system in your country like? - Analysis of political parties. What are their proposals on climate change?



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- What is the debate now in your country regarding climate policies?
Renewable energies.

- How can you take part, influence – personally, at school, in your area, your country?

Lesson activity 3:

Students return to the main room. They share what they have learnt from others via mentimeter.



TITLE	DEMOCRACY MATTERS – “Have your say” DAY 2
OBJECTIVES	<p>The climate issue is one of the greatest and most complex challenges facing humanity.</p> <p>The climate role play is a simulation of international climate negotiations under the auspices of the UN. The students work in groups or ‘delegations’. During the entire conference they act as if they were real delegates representing nations or organizations. The delegates debate certain questions which are decided upon and prepared in advance. The task of the students is to try and make as great an impact as possible to promote the standpoints of their countries or organizations.</p> <p>The climate role play is about questions relating to the environment as well as economics, social development, security policies, human rights and justice. The idea is that the students, through the role play, will experience the conflicts and difficulties that arise when nations, regions and other participants with different contexts, needs, ideologies and interests have to cooperate with one another.</p>
LESSON PLAN	<p>Pre-activity Students learn their roles and prepare an opening speech.</p> <p>Lesson activity 1: Climate role play (see pdf) Students will be delegates in the same rooms as in Day 1 Teachers will be chairperson in each room.</p> <p>Opening speech The purpose of the opening speech is for the delegations to get a chance to tell other delegations what issues they regard as the most important ones during the climate negotiations and where the delegations stand in these questions. The opening speech should not last more than two minutes.</p> <p>Negotiation strategy Here it is important to form a strategy in order to be as successful as possible:</p> <ul style="list-style-type: none"> • Which of the delegation’s positions and proposals are most important? Highlight the important arguments that support the proposals and formulate these in proposal for a climate agreement. • Which of a delegate’s positions are negotiable and which positions are non-negotiable? • Which organizations and countries are potential partners for support or for an alliance? <p>Rules of debate</p> <ol style="list-style-type: none"> 1) The delegates ask for permission to speak by raising their hand. 2) The chairperson decides who should speak. 3) The delegates should begin their speeches with the phrase “Mr. or Ms. Chairperson and honoured delegates”.



- 4) The chairperson decides whether the delegates may reply to a statement.
- 5) The chairperson has the right to allow another delegate to speak if a statement takes too long.
- 6) Personal attacks are not allowed.

The goal is for the delegations to work out a consensus decision on the use of coal in the production of energy.

Roles are taken from

https://fn.se/wp-content/uploads/2016/08/climate_role_play.pdf

Students use shared google docs to write down their proposals using the following links:

ROOM 1: https://docs.google.com/document/d/1-4Qo9ir6hjDLfr_eh41JwGJOu5A98eIYWR1Mjic3Y_o/edit?usp=sharing

ROOM 2:
https://docs.google.com/document/d/1JsICT_UVmoKF28aOI3hoQl1zJ_fd00TUWIm569IV_Tc/edit?usp=sharing

ROOM 3:
https://docs.google.com/document/d/1mA2LdaCnK6Upy_itR2FEug9B6W-_VYO2x--bln6GL6Y/edit?usp=sharing

ROOM 4:
https://docs.google.com/document/d/1PayENZ4xUfvAeIkWrd2DSSvb48_uoOH6OrUQBCJeDK0/edit?usp=sharing

ROOM 5:
https://docs.google.com/document/d/1PpLEszPTe0AgFb7Q277npB4GuXnWK6E8wDibOZeS_VU/edit?usp=sharing

ROOM 6:
https://docs.google.com/document/d/1GowJ6fpZcLNSxxe9pei8MSLsRzXk2Vat8g_kvga0KbY/edit?usp=sharing

ROOM 7:
<https://docs.google.com/document/d/1AdD9nwCM6XzXjQLyt70cCFecRUm8SMAmc7gOMDKpZgQ/edit?usp=sharing>

ROOM 8: https://docs.google.com/document/d/14F1-QuoDoKMNzB4u-LM6MQp6BdMzz_msD5z-vwH2eJs/edit?usp=sharing



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TITLE	DEMOCRACY MATTERS – “Have your say” DAY 3
OBJECTIVES	
LESSON PLAN	<p>Lesson activity 1: The results of the form filled on the first day are shared and analysed.</p> <p>Lesson activity 2:</p> <p>We will use Mentimeter. With a presentation, the students will answer questions, and they will visualize their responses in real time. Possible questions can be:</p> <ul style="list-style-type: none">● What was it about your role that limited your efforts to reach an agreement? Was it a question of political, economic, scientific or other issues? Were there any conditions that stood in the way that were possible to change and if so, how?● What participants were the least flexible and inclined to compromise? What participants were the most flexible?● What participants made the most constructive proposals? Who made the least constructive proposals?● What have you learnt during the meeting? <p>Mentimeter to “evaluate” the results of day 2</p>