

Materials and plan for session 1: The academic and policy debate behind each European Green Deal topic	
Goals and aims	<ul style="list-style-type: none"> ● To understand the policy debate behind each EGD issue through debate rounds. ● To learn how to graphically express these issues about the target group personally and the other EGD issues. ● To understand EGD issues and policy debates on the 8 EGD policy areas.
Learning formats	Group work
Teaching methods	Jigsaw method, world school debate, conflict mapping
Teaching aids	Whiteboard/flipchart, smartphone or computer, worksheets for jigsaw activity
Resources and literature	<p>Part 1: The European Green Deal. European Commission. Available at: https://eur-lex.europa.eu/resource.html?uri=cellar:b828d165-1c22-11ea-8c1f-01aa75ed71a1.0002.02/DOC_1&format=PDF</p> <p>Part 2 and 3: The EU Green Deal – a roadmap to sustainable economies. Available at: https://www.switchtogreen.eu/the-eu-green-deal-promoting-a-green-notable-circular-economy/ European Green Deal – striving to be the first climate-neutral continent. European Commission. Available at: https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en European Green Deal. European Climate Foundation. Available at: https://europeanclimate.org/the-european-green-deal/ Siddi, M. (2020). The European Green Deal: Assessing its current state and future implementation. Sikora, A. (2021, January). European Green Deal—legal and financial challenges of climate change. In Era Forum (Vol. 21, No. 4, pp. 681-697). Springer Berlin Heidelberg. Leonard, M., Pisani-Ferry, J., Shapiro, J., Tagliapietra, S., & Wolff, G. B. (2021). The geopolitics of the European green deal (No. 2021/04). Bruegel Policy Contribution. Eckert, E., & Kovalevska, O. (2021). Sustainability in the European Union: analysing the discourse of the European green deal. Journal of Risk and Financial Management, 14(2), 80. Fetting, C. (2020). The European Green Deal. ESDN Report, December. Wolf, S., Teitge, J., Mielke, J., Schütze, F., & Jaeger, C. (2021). The European Green Deal—more than climate neutrality. Intereconomics, 56(2), 99-107.</p>

Commented [1]: Forum theatre & play

OUTLINE OF THE SESSION

Introduction (5 minutes)	<p>Introduction of the facilitator.</p> <p>Welcoming the participants.</p> <p>Quick presentation of the Green Artivism project and its results, goals, and aims.</p> <p>An outline of the workshop session is presented.</p> <p>Time for questions.</p>
Introductory motivation (10 minutes)	<p>It's important to use a light-hearted strategy to <i>foster connections</i> between participants and encourage them to share their <i>background knowledge and interest in the workshop</i>. You can choose between various icebreakers.</p>
Part 1: Presentation and analysis of each EGD topic using the jigsaw method (optional)	<p>The facilitator writes (European) Green Deal on the whiteboard/flip chart, etc. They invite participants to come to the board and write down their associations with the phrase. The knowledge of the topic will, of course, differ from participant to participant. Based on the answers, <i>a discussion</i> takes place, and the participants have the chance to <i>elaborate</i> on their answers and the answers of others.</p> <p>The facilitator sums up the main points and gives <i>a short presentation</i> on the European Green Deal and its eight thematic areas (if the participants mention them beforehand, the facilitator can write them down on the board as they go).</p> <ol style="list-style-type: none"> 1. Increasing climate ambition 2. Clean, affordable, and secure en 3. Industry for a clean and circular economy 4. Energy and resource-efficient buildings 5. Sustainable and smart mobility 6. Farm to fork 7. Biodiversity and ecosystems 8. Zero-pollution, toxic-free environments <p>The facilitator then gives instructions for group work with the jigsaw method. The objectives of the jigsaw method are to present one's work results and to learn about the work results of others and to directly share and communicate the results to others. The facilitator forms (<i>home</i>) <i>groups</i> to work on a specific problem or issue – in our case, these issues will be the 8 topics of EGD. The learners are then placed in new groups (<i>expert groups</i>) so that each previous group is represented by at least one member in the new situation.</p>

	<ol style="list-style-type: none"> 1. The participants are divided into <i>groups of 4</i> (this is a HOME GROUP). 2. Each participant is assigned <i>2 thematic areas of EGD</i>. They have direct access only to their own segment/topic (materials are taken from the EU Green Deal document – chapter <i>Designing a set of deeply transformative policies</i>). 3. The participants are given time to read over their materials at least a few times to become familiar with them (10 minutes). There is no need for them to memorise it. 4. The facilitators form temporary EXPERT GROUPS by having one participant from each jigsaw group join other people assigned to the same segment. Give participants in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group (10 minutes). <i>E. g. Everyone in expert group 1 was dealing with EGD thematic areas 1 and 2.</i> 5. Participants return to their home groups. Each person presents their segment to their home group. Others are encouraged to ask questions for clarification (10 minutes).
<p>Part 2: Demonstration of policy debate behind every EGD topic through world school debate format</p>	<p>The second part of the session takes place in a debate format. The aims and objectives of the debate format are to deepen, disseminate and apply knowledge, promote critical thinking, develop information skills, and develop communication skills.</p> <p><i>Prompts/questions for the debate included as an annex.</i></p> <p>Participants can vote on the topic of their debate, or the facilitator can choose one topic.</p> <p>The teams comprise <i>three to five people</i> who prepare together (of which only 3 speak in the debate). Based on the number of participants, proposition and opposition groups are formed. If there are more people, various separate debates can take place one after another, each dealing with a different EGD topic.</p> <p>The groups have 20 minutes to prepare.</p> <p>The first three speeches from each team are <i>8 minutes long and alternate between proposition and opposition</i>, starting with the proposition. After the initial 6 speeches (3 from each team), each team delivers a "reply" speech of 4 minutes. This is delivered by either the 1st or 2nd speaker on their team. "Reply" speeches begin with the opposition first. The facilitator is timing the speeches.</p>

	<p>During the first 6 main speeches, the speaker from the opposing team may offer a “Point of Information – POIs” between the first and the seventh minute of the speech. This is a short interjection, which includes a question for the opposing team, or an objection to the person currently delivering their speech (max. 2 POIs/speech allowed).</p> <p>The debating procedure:</p> <p>1st speaker of the proposition: presents the proposition’s group position on the debate argument and the objective (explain what the group's position is and why they will defend it), presents the group's arguments.</p> <p>1st speaker of the opposition: presents the opposing group's position on the debate argument and the objective (accepts or rejects the definitions of the key terms of the debate argument), presents the arguments of the opposing group.</p> <p>2nd speaker of the proposition: re-presents the arguments of the proposition group and increases their strength with additional support, rejects the arguments of the opposing group.</p> <p>2nd speaker of the opposition: re-presents the arguments of the opposition group and increases their strength with additional support, rejects the arguments of the proposition group.</p> <p>3rd speaker of the proposition: summarises the debate (arguments and counterarguments), highlights the strongest parts of the proposition's arguments and points out the weaknesses of the opposing arguments, convincingly concludes the defense of the proposition’s group position.</p> <p>3rd speaker of the opposition: summarises the debate (arguments and counterarguments), highlights the strongest parts of the opposition's arguments and points out the weaknesses of the proposing arguments, convincingly concludes the standpoint of the opposition group.</p>
<p>Part 3: Illustrating parties involved in EGD issues and their power relationships using conflict mapping; identifying hypothetical solutions</p>	<p>Firstly, the facilitator explains the logic behind conflict mapping – gives simple examples of conflict, draws the map on the board, shows participants a video, etc.</p> <p>An example of conflict mapping is included as an annex. That particular conflict map explores the dynamics between stakeholders on the topic of offshore renewable energy.</p> <p>Then, the participants are divided into 8 (or more) groups of 3-5 people. Each group either decides on which of the 8 EGD policy areas they will work on or the facilitator assigns a topic to each group, so no topic is left undiscovered. By this point, all participants should be familiar with all EGD policy areas at least platonically. Participants can provide them with prompts that are left from the</p>

	<p>debate, or give them the prepared materials on 8 thematic areas to read once more.</p> <p>Participants follow the steps of conflict mapping (it is recommended that they are shown an example for reference). The facilitator helps participants and makes suggestions. Participants search for a key point that makes the conflict more constructive, and high leverage points.</p> <p>After approximately 20 minutes, the groups present their work and strategic points of entry they have identified that could help solve the issues in a certain policy area.</p>
<i>Reflection and transition to session 2</i>	<p>The closing of the session provides time for participants to briefly think, reflect and consolidate what they have learned.</p> <p>The facilitator should provide a summary of the main points of the session. It's beneficial to hold a short discussion on the effectiveness of the session. Take time to recognize contributions, suggestions, recommendations, and critiques. Let participants know how they can continue their learning and follow up if they have questions.</p>

Literature and resources:

McGill. SKILLS21. Facilitator Guide. Available at: <https://www.mcgill.ca/skills21/facilitator-guide> (5. 1. 2023)

Jigsaw Classroom. Available at: <https://www.jigsaw.org/> (5. 1. 2023)

English Speaking Union: discovering voices. Introduction to WSDC Format. Available at: <http://www.esu.org/wp-content/uploads/2019/01/Introduction-to-World-Schools-format-guide.pdf> (5. 1. 2023)

Conflict Analysis Tools: Conflict Mapping. Available at: <https://www.youtube.com/watch?v=iywM-o-ym1Y> (5. 1. 2023)