Didactic Manual

- How to teach about the Green Deal in class

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1. Why to Address the Green Deal in the Classroom

In recent years, the urgency to address climate change and environmental degradation has become increasingly evident. The European Green Deal aims to address these challenges head-on, providing a comprehensive roadmap that encompasses multiple sectors and policy areas. It represents a historic and collective effort by the European Union (EU) to combat climate change, protect the environment, and build a sustainable future for generations to come. The European Green Deal encompasses an extensive range of policies and measures, spanning from decarbonizing the economy to conserving biodiversity, from promoting sustainable agriculture to ensuring a just and inclusive transition. It represents a holistic approach that recognizes the interconnections between environmental, economic, and social dimensions, and the need for transformative change in all aspects of society.

In the context of the [U.Pin project](#), we want to motivate and encourage teachers and people who work with young people to take up this relevant measure pedagogically. In that context, this handbook is intended to function as a comprehensive resource designed to equip teachers with valuable knowledge and methods into one of the most ambitious and transformative initiatives of our time.

This handbook will serve as a valuable guide, providing you with essential information, practical resources, and innovative teaching strategies to engage your students in understanding and contributing to the objectives of the European Green Deal. It will enable you to explore various topics related to sustainability, climate action, circular economy, clean energy, biodiversity preservation, and more.

Through the integration of the European Green Deal principles in your teaching, you can empower your students to become active participants in the transition towards a greener and more sustainable future. By fostering their understanding of environmental challenges, encouraging critical thinking, and nurturing their creativity, you will equip them with the necessary tools to become environmentally conscious citizens and catalysts for change.

Remember: as teachers, you have the opportunity to inspire the minds of the next generation and install a sense of responsibility towards the environment. By incorporating the European Green Deal principles into your teaching, you are not only preparing your students for the challenges ahead but also empowering them to become active contributors to a sustainable and resilient future.

2. How to Use This Handbook

Climate change has emerged as an unparalleled challenge, compelling us to seek solutions that can mitigate its impacts. The European Green Deal represents a significant stride towards combating this multifaceted issue. However, due to its relatively recent introduction, comprehensive educational resources on the Green Deal are limited. Recognizing this gap, the following handbook and its associated materials have been meticulously crafted. Their primary objective is to equip educators and mentors with effective tools to elucidate the essence, strategies, and significance of the Green Deal to their students.

Crafted from 2022 to 2023, the handbook and its linked resources provide an invaluable snapshot of the Green Deal's status during that period. This choice stems from the dynamic nature of the Green Deal, wherein various aspects are still evolving and awaiting refinement. As the Green Deal materialises, intriguing and sometimes unexpected decisions come to the fore. A prime example is the debate surrounding the categorization of nuclear power as an environmentally viable energy source. This ongoing evolutionary process underscores the need for continuous awareness and engagement. Thus, a **cursory exploration of the latest developments is strongly recommended to stay abreast of the most recent progress in the realm of the Green Deal.**

As part of the project, various materials were developed to explain the European Green Deal to a young audience in a simple way and using different media.

This handbook refers to the following materials, which were also developed as part of the project:

- [The European Green Deal – What is it? [EN] [DE]](#) [NO] [IT]
- [Thematic Highlight Posts on Instagram](#) [EN]
- [Short Videos on TikTok](#) [EN]
- [Explanatory videos on YouTube](#) [EN] [DE] [NO] [IT]

These materials provide targeted use based on student needs and instructional setting. They offer the possibility to work based on text, with long and short texts or audio-visually with different video lengths. This allows for varied and deductive learning.

2.1. TARGET GROUP

The methods in this manual are aimed at students aged 14-20. The topics covered are complex, so a basic knowledge of climate and climate change is assumed. The methods can be applied to young people in different contexts and settings; at school, in youth centres, at home or in after-school care.

2.2 OBJECTIVES

The objectives of this handbook are the following:

- Promoting knowledge about climate change and the EU Green Deal.
- To give young people options for action and to empower them to become active in the fight against climate change.
- To show what other systems or sectors can or should contribute, such as politics, the economy, the agricultural sector, the energy sector, etc.
- Support teachers, trainers and youth workers with the introduction to the EU Green Deal within their teaching by providing teaching and training material.
- Enabling young people to develop their own perspective and opinion, to participate in the discussion about political processes and to develop an understanding of the EU and its influence on their own living conditions and the environment.

2.3 PREPARATION

Since the following methods are based on

1.   The document "The European Green Deal - What is it?"
2.   The EU Green Deal videos

it would be useful to read through / watch both before the lesson and to print out additional material that is provided by us. You find the materials as well on the official U.Pin website.

The pupils should already have some prior knowledge and awareness of sustainability, the climate crisis and the European Union in order to really grasp the content and the aim of the Green Deal.

3. Background Knowledge about the European Green Deal

Before moving on to the pedagogical implementation, it is relevant to give an overview and insight into the European Green Deal. Because in order to teach this topic, a basic understanding is needed. This chapter delves into the key elements and objectives of the European Green Deal, exploring its potential impact. If you want to go into more detail, download the "The European Green Deal - What is it?" document.

So, what is the European Green Deal about and why is it so important?

The scientific consensus on climate change has grown increasingly clear, highlighting the detrimental consequences of rising greenhouse gas emissions and global warming. The European Union, like the rest of the world, faces the urgent need to mitigate greenhouse gas emissions and adapt to the changing climate. The Paris Agreement of 2015, which aims to limit global warming to well below 2 degrees Celsius, provided the impetus for the EU to take decisive action.

The European Green Deal is an unprecedented plan with different measures presented by the European Commission, aiming to transform the European Union into the world's first climate-neutral continent by 2050. It represents an ambitious and comprehensive package of policies, strategies, and actions designed to tackle climate change, protect the environment, and foster a just and inclusive transition.

The Green Deal recognizes that climate change is just one aspect of the broader environmental challenges we face. The accelerated loss of biodiversity, degradation of ecosystems, pollution, and unsustainable use of natural resources further exacerbate the need for comprehensive action. The European Green Deal also states that the transition to a sustainable future must be just and inclusive. Addressing climate change and environmental challenges requires a profound transformation of the economy, industry, and society as a whole. The initiative aims to create new economic opportunities, green jobs, and social cohesion, while ensuring that no one is left behind during this transition.

3.1. KEY OBJECTIVES

The European Commission states that the European Green Deal has three main objectives:

1) No net emissions of greenhouse gases by 2050,
2) Economic growth decoupled from resource use, and

3) No person and place left behind.

This means:

- **Climate Neutrality:** The European Green Deal aims to achieve climate neutrality by reducing greenhouse gas emissions and promoting carbon removal. This objective requires significant transformations in areas like energy production, industry, transport, and buildings.
- **Clean Energy Transition:** The initiative focuses on increasing the share of renewable energy sources, improving energy efficiency, and supporting research and innovation in clean technologies.
- **Sustainable Mobility:** The European Green Deal aims to revolutionise transportation by promoting sustainable mobility options, such as electric vehicles, cycling infrastructure, and public transport.
- **Circular Economy:** The European Green Deal promotes the transition to a circular economy, where resources are used efficiently, waste is minimised, and products are designed for durability, reparability, and recyclability.
- **Biodiversity and Nature Preservation:** Preserving biodiversity and protecting ecosystems. This topic could be dealt with in biology lessons, for example, answering the questions (1) what biodiversity is and (2) which measures help to preserve it as much as possible.
- **Just Transition:** The European Green Deal emphasises the importance of ensuring a fair and just transition, leaving no one behind in the process. Teachers can address the social aspects of sustainability, discussing the impacts of climate change on vulnerable communities and fostering empathy and inclusivity in their classrooms.
- **Education and Awareness:** The European Green Deal highlights the role of education in building a sustainable future. As teachers, you can inspire and empower students by integrating environmental education across subjects, engaging in sustainability projects, promoting critical thinking and fostering a sense of responsibility towards the environment.

All these areas can be taken up and dealt with in more depth in lessons in different subjects. A more detailed and didactically elaborated version can also be found in the "The European Green Deal - What is it?" document. In addition, the videos should also serve as a support to take up all these core elements in class.

3.2. CRITICAL REMARKS

While the European Green Deal is a commendable, important and ambitious initiative, it is not without its criticisms and challenges. It is important to engage in constructive discussions and address these concerns to ensure the effectiveness and inclusivity of the policy framework.

With the aim of fostering a critical discussion about the issue, we have compiled some of the main criticisms that arose from different positions regarding the European Green Deal:

- **Preservation instead of a real transformation? Continuation of a growth-oriented economic model:** Some critics state that on one side, the EU Green Deal continues to hold on economic growth paradigm and on the other side it aims to reduce harmful

environmental practices like drastically reducing CO2 emission. These somewhat contradictory paradigms are also reflected in financial investments; "In total, the Green Deal will generate (...) €7.5bn in new budget commitments (...). By way of comparison, the commission is set to spend €29bn – almost four times more – on (...) environmentally destructive gas projects, according to a recent study" [1] In this context, it must be critically questioned if the pursuit of economic ("green") growth is compatible with environmental protection.

● **Climate targets are not based on scientific knowledge:** The EU Green Deal aims to reduce the EU's greenhouse gas emissions by half until 2030 and reach net-zero until 2050. According to science, however, this is insufficient even to prevent a temperature rise of 2°C. To limit global warming to 1.5°C a reduction of at least 65% by 2030 would be needed[2].

● **Implementation and Funding Challenges:** The European Green Deal encompasses a wide range of policies and strategies that require significant funding and resources for successful implementation. Critics argue that the financial burden of transitioning to a sustainable and climate-neutral economy may disproportionately affect certain industries, regions, or socio-economic groups. Balancing the need for sufficient funding and ensuring a fair and just transition for all is a complex task that requires careful consideration.

● **Balancing Environmental Goals and Social Considerations:** While the European Green Deal aims to protect the environment and address climate change, critics contend that it must also carefully balance these objectives with social considerations. They argue that policies should prioritise job creation, social protection, and affordable energy access to prevent exacerbating inequalities or leaving vulnerable communities behind in the transition to a sustainable economy.

● **Adaptation and Resilience:** While mitigation efforts to reduce greenhouse gas emissions are crucial, some critics argue that the European Green Deal should place more emphasis on adaptation and resilience measures. They suggest that allocating adequate resources to prepare for and mitigate the impacts of climate change, such as extreme weather events and rising sea levels, is essential to protect communities and ensure long-term sustainability.

4. "The European Green Deal – What is It?": Didactic Implementation

4.1. SHORT INTRODUCTION OF THE CONTENT

This chapter presents some activities to use the "The European Green Deal – What is it?" document as a tool to learn about this European strategy and develop complementary skills, like teamwork or critical thinking.

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[1]https://www.theguardian.com/commentisfree/2020/feb/07/eu-green-deal-greenwash-ursula-von-der-leyen-climate

[2]https://www.greenpeace.org/eu-unit/issues/climate-energy/2517/european-green-deal-misses-the-mark/

4.2. AIM OF THE CONTENT

The document "The European Green Deal – What is it?" explains what the European Green Deal is and the actions the European institutions are implementing on eight different topics: energy, buildings, mobility, agriculture, ecosystems & biodiversity, pollution, research & innovation, and the fair transition. Each chapter introduces the relevance of the topic regarding climate change, the measures adopted in the frame of the European Green Deal and the impact they will have on citizens' lives, with a special focus on young people's lives. The main concepts and terminology related to each topic are explained in the glossary.

The following activities present some proposals on how the document can be used as a tool to get familiar with this wide topic. At the same time, the different methods reinforce several learning goals, focusing on soft skills and learning-by-doing approaches.

The proposed activities can be used to work on the "The European Green Deal – What is it?" document as a whole, but they can also be implemented by focusing on concrete chapters. In this way, the topics and the complexity with which they are worked on can be adapted to the needs and interests of the group.

4.3. METHODS

4.3.1. Method 1 – Green Transition's Taboo

Title of the method	Green Transition's Taboo
Goal of the method	Train students' understanding of basic concepts related to the European Green Deal and climate change
Learning goals for the target group	- Familiarise Students with the European Green Deal - Raise their knowledge about concepts related to climate change - Train their ability to share their knowledge using their own words - Encourage them to ask for clarifications - Teamwork - Communication - Public speaking - Collaboration - Active listening
Target group	Young people between 14 – 20 years

Setting	**Duration**
	      150 mins
	
	Materials
	      "The European Green Deal – What is it?" document
	Materials to prepare a presentation such as flipcharts, pens and pencils, etc.
	
	Group setting
	      Small groups of 4-5 people

Equipment	Optional: Devices with internet connection (laptops, smartphones)
Requirements	A basic understanding of concepts such as climate change, sustainability and sustainability dimensions is recommended, as well as a basic knowledge of the functioning of the European Union and its decision-making process. The complexity of the game will be adapted according to the concepts chosen by participants (more or less technical according to their previous knowledge on the topic).

Preparation	**Creating the groups and splitting the topics**
	
	Participants will be divided into small groups and each of them will receive a subject area of the document to work on (e.g. innovation, agriculture).
	
	Activity's explanation
	
	The facilitator will explain the game to the group:
	· Each group is now an "expert" on their topic: they will explain it to the rest of the group in a short presentation. To enrich the activity, students can also be encouraged to share their reflections at the end of the presentation, such as positive and negative aspects.
	· To test if the topics have been well explained and understood by the whole big group, each small group will prepare at least 4 taboo cards with:
	      o The word to be guessed
	      o At least 3 forbidden words that cannot be used to describe the main concept
	Every group should keep in mind that the game will test two complementary aspects:
	      • How well the experts did their work
	How much the audience has understood

Implementation	**Becoming "experts" (45 mins)** Each group will read and understand the chapter related to the main topic they have been assigned to. They will choose at least 4 terms or keywords that they identify as basic to understand their topic (they can use the concepts in the glossary or think about others themselves). They can search for more information if needed. They will prepare a short presentation on the topic making sure that they also explain central concepts to be guessed, but without telling the rest of the group which ones they are. **Presentation round (45 mins)** · Each expert group will present their topic, including the explanation of their taboo words. · The audience should make sure that they understand what the experts present (they will not know what words they have to guess yet): they should ask questions if something is not clear enough. **Game time! (40 mins, depending on the number of groups and cards)** · All the cards are mixed. · In turns, each small group will receive a card. One person in the group will have to explain the word and the rest have to guess it. They will have a minute or a minute and a half for it. · If the group does not guess it, the experts that chose the word will have to explain it to the whole group again, to make sure it is understood. **Debriefing – Do we know what the EU Green Deal is? (20 mins)** · The whole group will reflect on the challenges faced during the activity and its takeaways. Activity suggestion: The whole group gathers together and each participant shares one concept or keyword they learned during the game. Encourage them to briefly explain its significance or connection to the overall topic. As each participant shares, the next person in the circle should try to connect their concept to the previous one. This can be a connection of ideas, themes, or how the concepts interrelate. During the process the facilitator shares insights or reflections on the presentations and the game, highlighting key takeaways and reinforcing the importance of the presented concepts. After the entire group has participated, open the floor for a broader discussion, encouraging participants to share their

	thoughts on the overall experience, and the challenges faced during the game.
Further sources	Tools to ensure basic knowledge of environmental protection topics and the EU: · [Toolkit for young climate activists, UNICEF](#) · [Climate Kids, NASA](#) · [READY – Raising EU Awareness through accessible Documents for Youth](#) Resources to gain more knowledge on climate change: · [EU Youth & Climate](#) · [NASA - Climate change](#)

4.3.2. Method 2 – Yes, but…

Title of the method	**"Yes, but…"**
Goal of the method	Raise awareness about the importance of ensuring a fair green transition
Learning goals for the target group	● Get familiar with the European Green Deal ● Reading comprehension ● Foster critical thinking ● Understand the complexity of finding solutions to climate change ● Empathy: understanding the side effects of some decisions ● Conducting respectful discussions Media literacy: identifying reliable information sources ● Communication ● Public speaking ● Collaboration ● Active listening
Target group	Young people between 17 – 20 years

Setting	**Duration** · 105 – 135 mins **Materials** · "The European Green Deal – What is it?" document · Laptops/smartphones · Notebooks/paper · Pens/pencils If you have insecure students it can be helpful to prepare a sheet, that helps to differentiate between strong and weak arguments **Group setting** · Small groups of up to 5-6 people
Equipment	· Internet connection · Laptops/smartphones/devices to search information
Preparation	**Getting familiar with the topic (30 mins)** In the big group, participants will read the document "The European Green Deal – What is it?" (or just some chapters). · The whole group will brainstorm on positive effects and side effects ("Yes, but…") of the Green Deal. · After gathering some examples, the big group will be divided into smaller groups to prepare the discussion. · Some groups will be in favour of the Green Deal and others will be more critical: they will need to find a "but" to every positive argument.
Implementation	**Preparing for the debate (30-45 mins)** In small groups, participants will prepare arguments to defend their positions. They can search on the internet for information, especially to find critical voices or arguments. They need to make sure that the information they find is reliable. **Joint discussion (30-45 mins)** Participants will discuss their arguments and ideas. Discussion setting proposal: ● The teacher will play the moderator role. The whole group will establish the discussion's rules together and the teacher will make sure that they are followed ● The two groups will sit opposite to each other.

	● One of the groups will start the discussion with an opening argument and the debate will follow as an argument ping-pong (statement–rebuttal–counter statement). The groups will answer the remarks of the opposite group and so on. **Debriefing (15 mins)** Joint reflection on the challenges faced during the activity, new perspectives they have gained, group dynamics, rhetorical tricks of argumentation, etc.
Further sources	· Tips to prepare a debate · How to avoid fake news Resources to gain more knowledge on climate change: · EU Youth & Climate · NASA – Climate change

4.3.3. Method 3 – It's show time!

Title of the method	It's show time!
Goal of the method	Actively learn more about the Green Deal through the creation of a short video.
Learning goals for the target group	● Critical thinking ● Communication ● Public speaking ● Collaboration ● Active listening ● Problem-solving ● Creativity and imagination
Target group	Young people between 14 – 20 years
Setting	**Duration** · 240 – 300 mins **Materials** · "The European Green Deal – What is it?" document · Smartphones · Notebooks/paper · Pens/pencils · Optional: laptop to edit the videos **Group setting** · Small groups of up to 4 people
General conditions	It would be ideal that students can use the venue's surroundings for making the video.
Equipment	· Smartphones/Cameras/recording devices · Projector and projection screen to display the videos

	· Sound equipment ● Software for editing
Requirements	Students must understand the concept e.g., Green Deal. It is essential that they fully comprehend the chapter before preparing the video and the short presentation/explanation.
Preparation	**Get familiar with the topic (max. 40 mins)** · Students will have to produce an explanatory video about the fields covered by the EU Green Deal. The videos should highlight the need to take action on each field and the main goals set on the EU Green Deal. · The style of the video can be decided by each group or agreed upon the whole group. E.g. humoristic videos, use of memes, more informative/serious… · Ask the students to carefully read (it is highly recommended to highlight and take notes since it might be useful when planning the video) the chapter selected for that day.

Implementation	**Let's move to the fun part! (max. 120 mins)**
	
	In small groups, the students will:
	
	1. **Plan the video:**
	    1. Decide what they want to explain on the video, both content-wise visually.
	    2. Write a script that will guide the filming process: what images will appear, will there be a voiceover or subtitles, etc.
	2. **Filming:** Record the scenarios based on the script.
	3. **Editing:** students will add sound effects, filters, text captions, voiceover…
	
	Videos' recommended length: between 30 sec to 1:30 minutes
	
	Creative thinking awards + joint discussion (optional) (max. 120 mins)
	
	Play the short video and present it to the class by giving further explanations. (max. 10 groups each group)
	
	After the videos are presented, each group assesses each of the videos by using different metrics such as impact, appeal, message's clarity, etc. If appropriate, others can be included. The results will be later introduced to the whole classroom (30-60 mins).

Further sources	Apps to edit the video: · Capcut · Inshot · Funimate · Canva You can also find more details about how to produce a short video in Chapter 6 of this handbook. Resources to gain more knowledge on climate change: - EU Youth & Climate - NASA - Climate change

5. Didactic implementation of videos explaining the EU Green Deal

5.1. SHORT INTRODUCTION OF THE CONTENT

In the course of U.PIN 8 videos were created, which show and briefly explain different topics of the EU Green Deal. The topics of the videos are based on the chapters of the document "The European Green Deal – What is it?". The following pointsare methods and ways for incorporating these videos into a workshop or lecture setting that focuses on the EU Green Deal or specific sustainability topics. You can find the videos here and you are welcome to subscribe. ;)

The videos cover the following topics:

- Understanding the EU Green Deal

- Mobility

- Environmental Protection

- Fair Transition

- Agriculture

- Housing

- Research and Innovation

- Pollution

5.2. AIM OF THE CONTENT

The videos can be used as an introduction to the Green Deal topic. On the other hand they can also be used to complement sustainability topics such as agriculture, traffic, clean water or the energy sector.

5.3. METHODS

5.3.1. Method 1 - Focus Question Discussion

Title of the method	Engaged Learning through Video Exploration: Focus Question Discussion
Goal of the method	The task of the "Focus Question Discussion" method is to make learning more engaging during video sessions. Students are divided into small groups and given specific questions about the video content. This approach promotes active participation and ensures that students understand the key points. The main objective is to deepen their understanding of topics like the European Green Deal and climate change while encouraging critical thinking and teamwork. The method follows a step-by-step process, including preparing students, watching a video, discussing questions in groups, sharing answers, and recognizing successful participants or groups. The goal is to create an interactive and enjoyable learning experience focused on questions related to the video content.
Learning goals for the target group	● Deepen the knowledge of the European Green Deal, climate change, and related topics ● Critical thinking ● Collaborative problem-solving.
Target group	Young people between 14 – 18 years old
Setting	**Duration** · **ca. 40 minutes** · Preparing students for the task (3 minutes): The preparation for the "Focus Question Discussion" method involves a brief 3-minute activity to get students ready for the main task. This may include: ● **Setting the Context:** The teacher provides a brief introduction to the topic or the video content that students will be engaging with during the session. This ensures that students have some background knowledge before watching the video.

- **Explaining the Task:** The teacher outlines the task for the day, emphasizing the importance of active participation and discussion. Students may be briefed on the types of questions they will be asked after watching the video.
- **Grouping Students:** If applicable, the teacher may organize students into small groups, ensuring an effective and collaborative discussion format.
- **Encouraging Note-Taking:** Students may be encouraged to take notes during the video to aid in the subsequent discussion. This helps them focus on key details and concepts.
- **Addressing Any Questions:** The teacher addresses any initial questions or concerns students may have about the upcoming activity, creating a conducive and comfortable learning environment.

·   Playing the video (maximum 5 minutes)
·   Asking questions (10 minutes)
·   Providing students with time to discuss their findings (5 minutes)
·   Sharing the answers with possible explanations (5 minutes)
·   Identifying the winner (2 minutes)

In the "Focus Question Discussion" method, the concept of a "winner" is introduced to add an element of friendly competition and motivation. The process of determining a winner typically involves the following steps:

·   **Answer Evaluation:** After the group discussion phase, each group is given an opportunity to share their answers to the focus questions with the entire class.
·   **Quality of Responses:** The teacher or facilitator assesses the quality and accuracy of each group's responses. This evaluation may consider how well groups have understood and articulated their insights on the video content.
·   **Points or Scores:** A scoring system may be in place, where groups earn points or scores based on the correctness, depth, and clarity of their answers. The scoring criteria should be communicated to students beforehand.
·   **Recognition:** The group with the highest score or the most accurate and insightful responses may be recognized as the "winner" of the activity. Recognition can be in the form of praise, acknowledgment, or a small reward.

It's important to note that the concept of a "winner" is intended to encourage active participation, critical thinking, and effective group discussion. The emphasis should be on the learning process,

and the competitive element is secondary. The goal is to create a positive and engaging learning experience for all participants.

Materials
- [Videos](#)
- Equipment for watching the video (e.g. laptop/computer for the small groups & projector)
- Prepared questions by the teacher (Sample questions can be found in the implementation)
- Paper for the students

Group Setting

Ideally, groups should consist of a maximum of 5 or 6 students to facilitate effective discussions and participation.

General conditions	It is preferable to have access to one or more classrooms to accommodate multiple groups comfortably, as this activity may involve some noise due to videos and discussions.
Equipment	Technical equipment, including devices for video playback (e.g., laptops or computers for small groups and a projector).
Requirements	Students must understand the video – therefore, ensure they are attentive and that everything is clear.
Preparation	Prepare the questions and/or an online quiz about each video before the class. The guideline for the "Focus Question Discussion" method doesn't explicitly include quiz questions in the provided information. However, it suggests an optional extra tip, which is to "Prepare an online quiz that asks comprehension questions. This promotes attention with a playful approach. Quizzes can be prepared with kahoot.com." This means that while the primary focus is on group discussions based on specific questions related to the video content, the option to enhance the learning experience with an online quiz is mentioned as an additional and engaging activity. If you choose to incorporate a quiz, you can create questions that assess students' comprehension of the video material and align with the learning goals of the activity.

Implementation	· Prepare the focus questions about each video before the class.
	· Optionally, group the students at the teacher's discretion.
	· Encourage students to take notes during the video, if they wish.
	· Play the video with sound.
	· After the video, engage the students in a discussion centred on specific focus questions.
	· Pose questions one by one, allowing one to two minutes for each question to enable students to note down their responses. Limit the questions to a maximum of 5 per video.
	· Sample focus questions:
	● What is the link between milk and climate change?
	● What measures does the European Green Deal set?
	● Do you have other ideas on how to solve that problem?
	● What is the main problem described in the video?
	● Do we face similar issues in our city/region?
	Extra tip:
	· Prepare an online quiz that asks comprehension questions. This promotes attention with a playful approach. Quizzes can be prepared with kahoot.com
	· Following this, provide students with time to answer the questions.
	· Conclude the activity by either repeating it with another video or determining the student or group with the most correct answers.

5.3.2. Method 2 - Remember and Write

Title of the method	Remember and Write
Goal of the method	The point of this activity is to make sure that students pay attention but also to make them realise all that they learn that day.

Learning goals for the target group	The main goal of this activity is to help participants to remember important information from the videos. By using both their ears and eyes to learn, and also writing things down, we aim to make it easier for them to remember the details.
Target group	Young people between 12 – 18 years
Setting	**Duration** · **ca. 60 mins:** · Prepare the class for the task and context (2 mins) Play the video (max 5 mins) · Distribute sheets of paper with certain terms from the video (1 minute) · Students are individually writing down what they remembered (5 minutes) · Students are set in groups to discuss their findings and prepare the presentation (10 minutes) · Presentations of students (depending on the size of the class and amount of questions, ca. 30 minutes) – in this timeframe the students could also tell the group additional information they found **Materials** · Sheets with prepared words from the video (central terms and concepts can be taken from the "The European Green Deal – What is it?" glossary) · Video (to be provided) · Equipment for playing the video · Blackboard for the student presentation **Groups setting** · Groups of 5 people

General conditions	Ideally, a class could form several groups
Requirements	Students need to have pen and paper to write
Equipment	Video equipment
Preparation	Ideally the students have some background knowledge about the videos topic.
Implementation	1. **Introduction to Video Presentation**: Begin by informing the students about the upcoming video presentation and stress the importance of their active engagement. Avoid mentioning note-taking at this point; focus on the need for later retention. 2. **Video Presentation**: Initiate the video presentation as scheduled. 3. **Assignment of Terms:** Assign each student a specific word or term and instruct them to prepare for a group presentation. Emphasise the necessity to attentively watch the video to fully grasp their assigned terms. 4. **Small Group Term Presentations:** In their small groups, students take turns presenting their assigned terms. The group collectively decides which terms will be chosen for presentation to the entire class. 5. **Whole Class Term Presentations:** Transition to full-class presentations, allocating approximately 5 minutes to each group for their presentations. 6. **Q&A Session:** Ensure there is a designated time for the class to ask questions or seek clarifications. This interactive segment enhances engagement and promotes a deeper understanding among the students.

5.3.3. Method 4 - Meme the video

Title of the method	Meme the video
Goal of the method	Memes are pictures that students get to see on most social media sites. There are many teachers that would use memes to enrich their class activities, and it can be done for videos as well. The point here is to make the students watch the video and then tell them to discuss the content of the video based on the information that they get from it.
Learning goals for the target group	● Supports imagination, and creativity ● Creative learning ● Use the gathered information in context ● Critical Thinking Memes are pointed and give content in a simplified and pointed way. They thus provide a good basis for discussion.
Target group	Young people between 13 – 18 years
Setting	**Duration** · In total 50 mins · Preparation of the students (2 mins) · Play the video (5 mins per video max) · Describe the task with helpful information and suggestions (5 mins) · Give the class time to create memes (25 mins) · Presentation of their creations (15 mins) **Materials** · Video · Equipment for the video (e.g. laptop/computer, projector) · Blackboard · PC for the students

	· Means to print or project the produced memes so that they can be showed to the whole group Meme Software: · Imgflip · Kapwing **Group Setting** · Individuals · Small groups
Requirements	Students need to have pen and paper to write
Equipment	· Video equipment · Blackboard for presenting · Classroom with computers for each student
Preparation	Collect some meme samples, that are related to the discussed content
Implementation	Here's a step-by-step guide on how to make a meme (if your student's are not familiar with it yet): 1. **Idea Generation Using the Videos:** Show the videos and start by brainstorming an idea for your meme afterwards. Memes can be humorous, satirical, or convey a specific message or reference. Consider popular trends, internet culture, or personal experiences as inspiration. 2. **Choose a Meme Format:** Memes often follow specific formats, such as image macros (a combination of text and image), reaction images, or GIFs. Decide which format best suits your idea.

3. **Find Source Material:**
   You'll need images or videos to create your meme. You can either use your own content, search for free images online, or utilise existing meme templates. Websites like Imgflip and Meme Generator offer a variety of templates.

4. **Image Editing Software**:
   You can use image editing software like Adobe Photoshop, GIMP (free), or online tools like Canva, Kapwing, or Imgflip's meme generator. Choose the tool that you are most comfortable with.

5. **Create or Edit the Image:**
   If you're using an existing image, import it into your chosen editing software.
   Add text: Overlay text on the image or at the top and bottom (for traditional meme formats) to convey your message or humour.
   Adjust font, size, and colour: Make sure the text is easily readable and complements the image.
   Add any additional elements, emojis, or stickers that enhance the meme.
   Save the meme.

6. **Share Your Meme**:
   Share your meme on social media platforms, forums, or wherever you want to distribute it. Use relevant hashtags if you're sharing on platforms like Instagram or Twitter to increase visibility.

7. **Give Credit (if Necessary):**
   If you used someone else's image or meme template, make sure to credit the original source if required. This is important for respecting copyrights and avoiding plagiarism.

Remember that creating memes should be fun and light-hearted. Avoid offensive or hurtful content, and always be respectful of others when sharing your creations online.

Further sources	https://cdn.esglobal.org/wp-content/uploads/2020/11/Communicating-the-Green-Deal-with-memes-1_compressed.pdf

6. Introduction on How to Produce Short Films

6.1. SHORT INTRODUCTION OF THE CONTENT

This chapter constitutes an introduction on how to produce short films from a general point of view, showing the steps and techniques that can be applied to realize a powerful audio-visual storytelling experience.

6.2. AIM OF THE CONTENT

This chapter, titled "An introduction on how to produce short films", aims to provide trainers, teachers and youth educators on how to make students able to produce short audio-visual materials, which can become powerful means of communication when dealing with complex topics.

Short films have emerged as a powerful way to express ideas, exploring creativity and connecting with audiences in a concise yet impactful manner.

The aim of this chapter is to empower youth with the knowledge and skills necessary to bring your short film ideas to life. The following methods are meant to lay a basic foundation in the art of short film production, so as to make trainers, teachers and youth educators able to transmit how to develop a compelling story, especially when dealing with complex topics such as climate change and the European Green Deal.

6.3. CONSIDERATIONS FOR PRODUCING SHORT VIDEOS

To this end, important considerations and options must be taken into account:

- **What I want to tell and how**, for instance:

  - A personal experience with videos/pictures shot individually

  - A generic topic with images found on open clouds (Unsplash, Pixabay, etc.). It is crucial that the images used are always copyright-free.

- **The right equipment** to be used: mobile phone/camera + tripod (if shooting live) or stock video

- **Shooting perspective**: horizontal (but depends on the platform where they will be played back)

- **Video format**: mp4. The size can be chosen depending on playback device (16:9 - 4:3).

- **How long** the short video should be, optimal length would be between 2 and 3 minutes.

- **Sequence storyboard** - what content I want to include (also written: graphic content – important to be clear and concise)

- **The editing software** I want to use. There are many options available such as Canva, INSHOT or CAPCUT.

- **Graphics**: attention to fonts and colours, as well as to contrast with the background

- Use of **free images, graphics and music**. This can be done through Canva.
- If the audio is 'live' (i.e. video shot in first person), be careful with the audio – think about using a **microphone**.

Okay, now let's get into "action"!

6.4. METHODS

The methods build on each other and cover (1) filming sequences, (2) film editing, and (3) little competition for the best films.

6.4.1. Method 1 - How to make short films

Title of the method	How to make short films – Preparations
Goal of the method	Making participants familiar with the notions of video-making and stimulating creativity to imagine their own sequence. Participants become able to practice design thinking and to identify what they want to tell and how. They also gain familiarity with a new context.
Learning goals for the target group	- Develop storytelling skills - Explore basic technical skills - Enhancing visual composition - Promoting teamwork and brainstorming - Understand the complexity behind a short video production - Cultivating creativity and imagination - Practising sequence-oriented thinking - Public speaking - Active listening - Exploratory thinking - Foster Curiosity
Target group	Young people between 14 – 20 years

Setting	**Duration**:
	· 270 − 300 mins
	Material
	· Notebook/papers to take notes
	· Smartphones and chargers
	· Pens and pencils
	· Projection screen for trainers to show presentations
	Group Setting
	Depending on the internal division of work smaller (min. 3 Persons) or bigger groups (max. 8 Persons) make sense. For an intensive involvement in every step, smaller groups are preferable. Bigger groups allow more differentiated work and roles (e.g. actor, filmer, editor).
	The group formation process should be well chosen.
	There is a possibility to form groups according to topics. In addition, it should be ensured that there are complementary characters in a group (e.g. only actors are not needed).
	Roles within the group can be: scriptwriter, actor, camera operator, editor, or continuity manager.
General conditions	An open dialogue and confrontation mind-set between participants.
	Every day must include a briefing session where everyone can express feedback.
Requirements	Participants have a basic understanding of the content they want to present in the video.
	Participants have a clear idea of what it takes to build sequences through their smartphones in public spaces.
Equipment	· Recording devices, smartphones much advised
	· Projector to display presentations

Preparation	**Explore the basics of video-making (max. 90 mins)**
	· Set up a teaching classroom where trainers will begin with a general introduction on how to produce a short but meaningful video sequence
	· Ask participants to make individual reflection on a story based on the European Green Deal topics discussed in the previous days, clearly outlining:
	● What kind of story I want to tell. It can be a personal reflection or a story about environmental issues on their own country/city
	● The sequence storyboard: How they imagine the order of the story
	Starting with storytelling for a video is an essential step in creating engaging and impactful content. Whether you're making a short film, a documentary, a marketing video, or an educational piece, a well-crafted story can captivate your audience and convey your message effectively. Here's a step-by-step guide on how to start with storytelling for a video:
	1. **Define Your Purpose and Message:** Begin by clarifying the purpose of your video and the main message you want to convey. What do you want your audience to learn, feel, or do after watching the video?
	2. **Know Your Audience**: Understand your target audience's interests, preferences, and needs. Tailor your story to resonate with them and address their concerns or desires.
	3. **Choose Your Narrative Structure**: Decide on the narrative structure that best suits your message. Common structures include:
	● Linear Narrative: A straightforward chronological order of events.
	● Hero's Journey: A hero faces challenges and undergoes transformation.
	● Problem-Solution: Present a problem and offer a solution.
	● Three-Act Structure: Introduce conflict, build tension, and resolve it.
	4. **Create a Compelling Hook:** Start your video with a compelling hook that grabs the viewer's attention within the first few seconds. This

could be a question, an intriguing statement, a visual, or an emotional moment.

5. **Use Visual and Auditory Elements:**
   Leverage visuals, music, sound effects, and narration to enhance the emotional impact of your story. The audio-visual experience is crucial in storytelling for video.

6. **Keep it Concise:**
   Be mindful of your video's length. Most online audiences have short attention spans, so aim to tell your story effectively without unnecessary filler.

7. **Craft a Memorable Ending:**
   Conclude your video with a memorable ending that reinforces your message or leaves a lasting impression on the audience.

8. **Present and gather feedback**:
   The students present their story and share constructive feedback.

9. **Plan Visual and Audio Elements:**

   - Outline the shots, camera angles, transitions, and music that will enhance your story. A storyboard can be a valuable tool for planning.

10. **Scripting and Narration:**

   - If your video requires dialogue or narration, write a script that aligns with the story's structure and message.

Implementation	**Find your sequence (max. 180 mins)** Participants split into groups and explore different locations for shooting film material. Based on what they have learnt during the morning they will have to catch beautiful images and shots that will constitute the final group's videos. This phase is aimed at stimulating participants' creativity giving them the freedom to catch the sequence they prefer. No equipment is needed, except for: · A geographical map of the city · Smartphones with full battery · Notes from the morning with suggestions **Important:** Though participants are free to catch as many pictures/videos as possible, only 40 seconds will be selected

	from each video in order to make the final one lasting approx. **3 minutes.**
Further sources	Material with presentations to be developed by trainers.

6.4.2. Method 2 – Time to make!

Title of the method	Time to make!
Goal of the method	Becoming more skilled and aware on how to use personal devices to assemble the powerful images/videos and produce meaningful content on the EGD topics, participants receive the necessary knowledge to edit and mount the short film based on the sequences caught the day before.
Learning goals for the target group	● Develop practical editing skills ● Explore new ways to approach video-making ● Enhancing visual composition ● Favouring teamwork and brainstorming ● Understand the complexity behind a short video production ● Cultivating creativity and imagination ● Master (online) video editing tools (e.g. Canva) ● Cooperation ● Exploratory thinking

Target group	Young people between 14 – 20 years
Setting	**Duration**: · 270 – 300 mins **Materials** · Notebook/papers to take notes · Smartphones · Pens and pencils · Projection screen for trainers to show presentations · One laptop for each group so as to edit the short film **Group Setting**
Requirements	Participants should preferably know how to use editing tools and other relevant functionalities (audio editing, subtitles, graphic tools). The process is the goal, so the standard of the outcome should not be set too high.
Equipment	· Recording devices, smartphones are essential · Projector to display presentations · Laptop to edit the videos and mount the final video.
Preparation	**Brainstorming and recap (max. 20 minutes)** · Small moment of recap of the previous activities and basic knowledge transmitted so far · Debriefing on the local exploration of the city and general feedback · Explanation of the following activities and preparing to master the tools
Implementation	**Master the tools (max. 105 mins)** Set up a teaching classroom where trainers will go more in-depth on all the technical steps to be followed when preparing the short film, specifically: ● *The right equipment to be used* ● *The shooting perspective* ● *Video format* ● *Length of the video*

- *Sequence storyboard*
- *The editing software*
- *The graphics*
- *The use of free images and music.*
- *Audio details*

Ideas come true! (max. 180 mins)

Participants split in groups and each group is assigned a role in the video making. They will have to assemble the video footage and pieces of videos taken the day before, and be able to edit with cutting software or other tools explained by the trainers.

Trainers mentor and supervise the phase of video editing, making sure they follow the guidelines and are ready to be presented on the final day.

Further sources	CANVA and other editing materials outlined by trainers.

6.4.3. Method 3 - Time to make!

Title of the method	**Lights, camera…action!**
Goal of the method	Put theory into practice by producing a short film that will be evaluated by a jury.
Learning goals for the target group	- Enhanced presentations skills - Describing a complex sequence of pictures - Augmented cooperation between different groups - Showing creativity and imagination - Public speaking - Active listening - Exploratory thinking - Make others interested in own ideas
Target group	Young people between 14 – 20 years

Setting	**Duration**: · 200 – 220 mins **Materials** · Notebook/papers to take notes · Smartphones · Pens and pencils · Projection screen for presenters to show their work
General conditions	Participants must be properly equipped with the videos developed so far and feel confident in presenting them to the rest of the class. The room's windows should be obscured to create an cinematic experience of the videos.
Requirements	Each group has (at least) one video to present.
Equipment	· Projector with a high resolution screen · Laptop to make adjustments whereas needed
Preparation	**Preparing of the room and the jury (max. 20 min.)** · Set up a small theatre-like stage · Small group discussion where trainers explain how the activity is going to happen · Setting of the room with all necessary equipment

Implementation	**The show goes on (max. 60 – 70 mins)** Each group presents the video produced explaining the rationale behind it and the learnt techniques that have been applied. Participants will give in-depth details on all the features explained by the trainers in previous sessions. The jury will be highly encouraged to ask questions and understand the choices behind the short film, eventually giving a score to the final result. The scoring parameters will be established by the jury, but it should at least take into account the following parameters: ● How coherent the video is with the EGD topics ● The application of the thought techniques **And the Oscar goes to… (max. 90 mins)** After a thorough moment of consultation, the jury will announce the verdict of the best short film produced and deliver an Oscar statuette to the winning group.

Further sources	Material with presentations to be developed by presenters.

7. Literature/ Sources [All Partners]

- https://www.theguardian.com/commentisfree/2020/feb/07/eu-green-deal-greenwash-ursula-von-der-leyen-climate
- https://www.greenpeace.org/eu-unit/issues/climate-energy/2517/european-green-deal-misses-the-mark/

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