

## Strategies of young Greenlanders

### EXERCISE

## J

**Subject** Social sciences | political education  
**Level** medium  
**Duration** 40 minutes

### Learning Opportunity

Competence	Detailed description
Social and civic competences	The pupils realise that individuals develop different strategies to cope with existing challenges. These different coping strategies may be compatible or conflicting. They become aware that it is a task of politics to develop common strategies acceptable for all.

### Overview

Min.	Topic	Tasks for the pupils	Tasks for the teacher	Material
30	Statements of young Greenlanders	Watch the video sequences and answer questions on these	Show video interviews with young Greenlanders	Projector or screen, speakers, three videos (Material J 2-J 4), use worksheet (J 1) for analysis
10	Individual choice of future career and life	Make a personal choice of carrier and assess the impacts	Present the six choices of career, job and life	Cards with statements and personal choice of youngsters (Material J 5), and questions to the pupils (Worksheet J 6)
15	Challenges for Greenland at the level of society	Discuss challenges and policy options and eventually decide a strategy for Greenland	Provide options and lead discussion on the connections between the choices	Cards with policy scenarios and strategic challenges for Greenland (Material J 7)

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## Outline

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### STEP 1

In Greenland, there is a debate about how its future will look like, and which policy should be implemented. Core topics are questions of independence and self-governance, income from fishing and mining, education, social inequality and the relations between settlements and urbanisation. The videos show three young Greenlanders: Upalu, Inooraq and Qupanuk, who explain how they see the challenges that Greenlandic society faces and which futures they would prefer.

This step of the exercise entails:

1. Viewing the three videos in the class one after the other without commenting on these. While watching, the pupils note their observations in worksheet J 1.
2. The pupils complete their notes in the worksheet, and the class discusses and concludes on how the three Greenlanders view and assess the challenges for Greenland.

### STEP 2

Six personal career choices of young Greenlanders are presented illustrating the main job opportunities in Greenland and personal visions for the future (Material J 5). The pupils are asked to choose which career they would prefer and assess the consequences of that choice (Worksheet J 6).

This step of the exercise entails:

1. Presenting the six options (Material J 5). Place the career choice in the room and let the pupils choose which of these they prefer. Try to have all options covered by eventually limiting the number of pupils per career.
2. In each group, the pupils justify their choice and assess the consequences of their choice at the individual and societal level (Worksheet J 6). Let the groups present their results briefly to the class.

### STEP 3

The future of Greenland is challenged by a number of factors, of which some have been covered by the videos and discussion in step 1 of this exercise. Some have been raised in the exercises G to I. The geography of Greenland is shown on the printed map (Map H 1). The policy controversies in Greenland can be represented in four scenarios for Greenland's future (Material J 7).

This step of the exercise entails:

1. Let the pupils write their own ideas about the challenges Greenland faces on cards. Then use the four coloured scenario cards (part of J 7) and let the pupils organise the cards according to how they relate to each other.
2. Discuss the four strategies, letting the pupils name the advantages and disadvantages of these scenarios and eventually choosing one of these as their preferred option.

### Alternatives

Instead of showing the videos, the questions on the worksheet J 1 can be also discussed orally after presenting the four strategic scenarios (part of Material J 7) briefly by the teacher. The pupils then start answering Question 2 and 3 of the worksheet. Afterwards you can continue with step 2.

Step 3 could be extended by having the pupils memorise and note more carefully their results from the exercises G to I, which they have been working on before.