

Roleplay: EU and Greenland, working towards a common future

EXERCISE

P

Subject Social Sciences | Geography | Economics**Level** difficult**Duration** 160 minutes

Learning objectives

Area of Competences	Detailed description
Social and civic competences	The pupils are familiar with various strategies to implement the global partnership as one of the sustainable development goals (SDGs). They can weigh the advantages and disadvantages of the individual strategies and develop their own opinion. They are also aware of the necessity of political negotiation processes and the influence of different interest groups in these.
Communication in the mother tongue	The pupils learn to underpin positions with arguments and present them rhetorically.
Learning to Learn	The pupils must use previously acquired knowledge in the practical field of negotiation. In addition, they experience role-play games as a suitable method for analysing conflicts of interest.

Overview

Min.	Topic	Activity for students	Activity for teachers	Material
20	Introduction into the role play		Explain the schedule of the role play and create subgroups, select a President of Parliament	Schedule (Material P 1), Working space for 4 subgroups of 4-9 pupils and a space for the plenary
20	Different approaches to international cooperation	Discussions in the subgroups and familiarisation with the given proposals		Each student gets a copy of the initial situation and tasks (Material P 2) Material for the President of Parliament (Material P 3) flipchart paper, markers in different colours
20		Reunion of all subgroups and presentation of the different proposals		
60		Reflection in the subgroup followed by negotiations with other subgroups		
20		Reunion of all parties, discussion and final voting		
20	Critical reflection		Guide the discussion with relevant questions	

Detailed Description

STEP 1

Open the lessons with a brief presentation of the UN goals of sustainable development. Emphasize the 17th objective "Global Partnership". Information on the objectives can be obtained, e.g. on the UN webpage: <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>.

In the times of the Vikings, decisions in Denmark and Norway played an important role in the survival of Greenland. In many of the challenges Greenland is facing today, decisions in Europe have a similar relevant impact. Ask, therefore, the question of what cooperation between Europe and Greenland should look like, in order to solve the challenges for Greenland identified in the exercises F to J. Let the pupils first name a few of their own ideas.

The objective of the role play is to highlight the opportunities and risks of different approaches to cooperation and to understand how compromise about the approach to cooperation are developed in political negotiations. Explain the 4 phases of the role play (familiarisation with one's own position, presentation in the plenary, negotiations and decision). Then divide the class into 4 equal-sized subgroups. You can choose among the pupils a President of Parliament or take this role as a teacher.

STEP 2

Afterwards, the groups spend 25 minutes in the subgroups and examine their position (material P 2). They should be able to understand them and present them in the plenary. On the task sheet (material P 2) there are critical questions that help the groups to recognize weak points of the other positions.

STEP 3

All groups come together in the plenary. The speech of the President of the Parliament will be read out (Material P 3). He/She then asks the individual groups to present their position.

STEP 4

The pupils return to their subgroups. Give each group the task to discuss the impact of the strategies of the others groups on the people of Greenland and on Europe. If necessary, with which strategy alliances could be developed and compromises be found. Which other groups might be convinced by the one's own position with critical arguments. The negotiation phase begins after 15 minutes. Encourage the pupils to go beyond their predefined position determination and to adapt and further develop them in the discussions with the other groups. There are different modes for bilateral and trilateral negotiations:

- Open Space: Arrangements of bilateral talks are taken in the plenary and marked in the space and time grid.
- Fixed sequence: There is a given sequence, in which the groups talk with each other.
- Indirect communication: the groups write letters to other actors. Invitations for meetings are possible for a limited time, if accepted by the other group.

You can support the pupils in the negotiations by creating awareness for contradictions between the positions or for possible synergies.

STEP 5

After the negotiation phase, all groups will meet again in the plenary. The second speech of the President of the Parliament is read. Have the positions of the individual groups changed? Are there any common suggestions from different groups? Visualise proposals ready for decision. Before the vote, the subgroups can briefly discuss the proposals they support.

STEP 6

The role play is reflected in an open discussion. You can provide the following tasks to the pupils:

- Describe how the positions have changed during the negotiations. Identify the reasons for these changes. Discuss how far this is in line with political reality.
- Compare the four starting points as well as the negotiated results with your initially collected ideas for cooperation between Europe and Greenland.
- Identify aspects of your results that you believe are real or feasible in reality. Justify your assessment.
- Explain how far the chosen strategy supports the local strategies of the Greenlandic population. (compare EXERCISE J)
- Discuss the suitability and necessary adaptations of your chosen approach for other regions of the world, e.g. Tuvalu. (compare EXERCISE M)
- Explain who is assigned the main responsibility (individuals, government, company in Europe or Denmark) in each of the initial strategies. Discuss who has the main responsibility in your chosen solution.
- Describe your own position:
 - Should the EU or your government provide financial or technical support to countries outside the EU?
 - Should we adapt our way of life and consumption in the EU in order to preserve the adaptive capacity of people in other countries in the world?
 - Will Greenland be viable by being protected as a natural reserve?

Variations

There is an alternative to this classic role-playing game, in which pupils take the given position. Instead of experiencing the process of finding political compromises, it puts more emphasis on one's own opinion. For this purpose the tasks in the steps of the game are slightly changed:

STEP 2

The groups should be able to understand and explain the given proposals. In contrast to the first version, they should also discuss the advantages and disadvantages for the people of Greenland and Europe, and discuss whether they themselves are in favour of these proposals. For this purpose, you will receive the adapted task sheet (material P5).

STEP 3

In the plenary, the groups present the proposals as well as their critical reflection of the approach. The position taken therefore does not necessarily correspond to the given proposal, as in the first variant, but is the result of the formation of opinion within the group.

STEP 4

During a short time of discussions in the subgroups, it is now up to them to explore whether they assess the different proposals in the same way as the other groups and which group's proposal best suits them. Then they can go into negotiations. In doing so, the pupils develop their own strategies for cooperation between the EU and Greenland. The adjustments also demand for a slightly modified timetable (material P4) as well as an adapted speech by the President of Parliament (P6).