

Lesson plan: Business game on the topic “Agricultural policy and species protection“ (T5)

Lesson phase/time	Course of lesson	Material	Social form
<p>Introduction and pre- preparation</p> <p>Instruction at the end of a previous lesson (10 min)</p>	<p>The students are divided into seven small groups. They each receive group-specific role cards that correspond to different actors in the agricultural policy discussion (M1). The following players are considered:</p> <ul style="list-style-type: none"> • NABU • Greenpeace • WWF • IPBES • IFOAM Organics Europe • COPA <p>A seventh group receives a neutral role card. Further internet resources are linked on the (digital) role cards. These provide information about the relevant organization; the neutral group is provided with general information about European agricultural policy.</p> <p>The individual groups are given the task of filling out their assigned role cards. The groups, which deal with different actors in the agricultural debate, work out basic information about the content or strategic orientation, financing, and the development of the respective player. The neutral group deals with the objectives, the instruments, and the financial basis of European agricultural policy.</p> <p>Numerous internet resources are available in English. Therefore, multilingual access is already possible in this step.</p>	<p>Role cards M1</p>	<p>Teacher-centered instruction in plenary</p>
<p>Development I: Preparation at home</p>	<p>The students should work on the role cards at home. For this purpose, they may, if necessary, meet in the groups. However, it is equally possible to complete the worksheets individually. The teacher decides, possibly together with the class, whether the cards should be filled out in German or in English. The class should be made aware that the presentation will then take place in the other language.</p>	<p>Role cards M1</p>	<p>Individual or Group work</p>

<p>Evaluation and completion of the role cards (45 min)</p>	<p>At the beginning of the following lesson, small groups are formed again. The students exchange information about their homework and check the results. The teacher goes from group to group and checks the homework. Possibly, he/she gives hints for supplementing the role cards. In the working material, there are solutions for all role cards with further links. The teacher can use them to help learners with their research.</p>	<p>(Possibly digital) Role cards (M1); computers with internet access in sufficient number</p>	<p>Group work</p>
<p>Securing I Presentation and duplication of the role cards (30-45 min)</p>	<p>When all role cards have been improved, each group presents its own work results. The presentation should be held in a different language which was not used during the preparation. Presentations should not exceed five minutes. Afterwards, the role cards are printed or copied (in case of "analog" worksheets) for all students.</p>	<p>Physical role cards (printed or copied)</p>	<p>Plenary</p>
<p>Development II: Preparation of a panel discussion (90 min)</p>	<p>After the students have received an overview of the different organizations, a discussion round is prepared in which the associations are to appear. The connection between agricultural policy and species protection was chosen as the topic for discussion. The teacher announces this method and moderates the phase change. Here, the students can already decide for themselves whether they want to speak in German or English. The teacher should show encouragement for the entry into this role-based model with the goal that roughly half of the class speaks in German and the other half of the class speaks in English.</p> <p>All groups except the neutral group and the group representing IPBES work with the worksheets M2 in the next step. In the first step, the learners are asked to read two introductory texts about European agricultural policy. These are provided either in German or in English, so that the students can choose for themselves. They are linked on worksheet M2. The texts provide information about the concept of agricultural policy and inform about the recent reform. Statements from the various organizations are linked on the same worksheet, and these materials are also available in multiple languages. The students are assigned to read the texts to get an overview of the agricultural policy position of their own organization. They can read the texts in individual or partner work. The results should be recorded on another worksheet. This serves as a tool for later discussion. At this point, a switch in the group work is necessary. The learners can structure the worksheet themselves and set different thematic focuses. Accordingly, they should also be instructed to take notes in German and English, so that they can dynamically participate in the discussion process, regardless of language. The following aspects may be deepened:</p>	<p>Worksheets M2; Worksheet M3; Worksheet M4;</p> <p>Material from T2 and T3</p>	<p>Individual or Partner work</p> <p>Group work</p>

- Basic assessment of EU agricultural policy
- Assessment of the latest agricultural reform
- Demands for the future of agricultural policy
- Ecological importance of the agricultural sector

It is obvious that the discussion will deal with the design of EU agricultural policy in the period after the year 2023. While not all players have yet commented on the latest agricultural reform. However, the available materials allow conclusions to be drawn about the attitudes of the various actors toward these reforms.

The group representing IPBES should be high-performing if possible. It will not participate in the actual discussion. As a preparation, it is given its own worksheet (M3). Linked on this is a text that provides information on the relationship between agriculture, biodiversity, and human well-being. In addition, students should use the materials in topics 2 and 3 to learn about this context. On this basis, a keynote presentation will be prepared to open the panel discussion. Prior, it should be decided whether the keynote presentation will be in German or English. Before the research begins, the groups should be told whether they will participate in the discussion or give a presentation. The students should perform the roles voluntarily.

The seventh, neutral group is to prepare the organizational framework of the talk show.

Students in this group should volunteer to lead the discussion. If possible, they should be high-performing students. The students will receive several worksheets (M4). These contain linked materials that provide further information about the discussion topic. The learners are given the task of preparing a discussion round. They should also receive an overview of the positions of the different organizations (using the texts linked on M2). They will be asked to divide the discussion topic into different topic blocks that can be discussed in a certain order. These topic blocks can be documented and annotated on a progress chart. In addition, students should select videos to be shown as interludes during the debate. Ideally, the group decides on the multilingual methods, meaning which language and model (phase or role based) is applied.

<p>Development III: Panel discussion (30-45 min)</p>	<p>Learners conduct the planned "talk show". The discussion is led by a student from the neutral group, who explains the chosen linguistic method in advance, which can include a free choice on behalf of the presenting group. The groups representing the organizations NABU, Greenpeace, WWF, and IFOAM Organics Europe, each send one student to the plenary session. The group representing COPA is allowed to send two students because it represents a position that is clearly different from the positions of the other groups.</p> <p>The students from the neutral group should pay special attention to the formal course of the discussion. For this purpose, they will receive worksheet M5 with text boxes and relevant observation tasks. The students from the group representing IPBES will give their keynote speech at the beginning of the discussion. They then leave the debate and are given the task of observing the course of the discussion in terms of content. For this purpose, they are given worksheet M6.</p>	<p>Worksheets M5 and M6</p>	<p>Panel discussion</p>
<p>Reflection and securing (20 min)</p>	<p>After the debate is over, the observers present their findings. Afterwards, the plenary will reflect on the course of the discussion. Here, it is a good idea to let the class decide the language or the multilingual method, since linguistic method competences have already been acquired in advance. The reflection sheets (M5 and M6) can be printed out or copied for all students at the end.</p>	<p>Worksheets M5 and M6</p>	<p>Plenary</p>