

Exercise: Budget plan

Overview

- Grade: from 9th grade
- School form: general and vocational schools
- Duration: up to 70 min
- Method: deciding game
- Subject: EU areas of tension
- Subjects: Politics
- Operators: range
- Group size: 4-6
- Social form: group work

Description

The students distribute a fictional budget of €1 million to EU regional policy projects until all group members are satisfied with the distribution. First, they allocate the money from their own perspective. How the money is distributed is up to the students: They can choose to invest all of the money in a single project or spread it over several or all projects. In a second round, roles are assigned, and negotiations on the distribution of the money are held again. What has changed? Whose interests are prioritized and how?

Learning objectives

- To conduct a negotiation process in a small group.
- Being able to represent one's own position in the group.
- To change perspective.

Materials

- The three appendices in printed form - sufficient for the selected number of small groups

Preparation

1. Print appendices.
2. Cut out EU regional policy projects, policy areas and roles.
3. Decide which of the proposed roles should be used.

Procedure

1. Introduction: The students are divided into small groups of four to six people. The exercise and the procedure are explained using the PowerPoint presentation.
2. Group work Step 1: Each group first receives the sheets with the EU regional projects and has ten minutes to agree on a distribution of the money that all group members are satisfied with. The final distribution is documented.

3. Discussion: Which projects do the individual groups want to support? And why?
4. Group work Step 2: Now each group member is given a role. The roles should be assigned randomly by the teacher. The group members redistribute the money among the EU regional policy projects, taking into account the interests of their simulated role.
5. Group work: The groups compare: How has the prioritization of the distribution of the money changed after no longer deciding based on their own position?
6. Discussion: How has the prioritization of the distribution of money changed now that decisions are no longer based on one's personal position? Why is that the case? Did the students find it difficult to change perspective and represent the interests of a simulated person?
7. Establish a link to EU regional policy: EU regional policy provides a large but limited budget to support projects to equalize living standards in all EU cities and regions. A decision must be made on how exactly the existing budget is to be distributed. Certain funding criteria are taken into account, which are defined in advance and communicated transparently to all projects that are submitted.
8. Conclusion: Flash light

Timetable

1. Introduction: 10 minutes
2. Group work step 1: 10 minutes
3. Discussion: 10 minutes
4. Group work step 2: 10 minutes
5. Group work: 10 minutes
6. Discussion: 10 minutes
7. Reference to EU regional policy: 5 minutes
8. Conclusion: 5 minutes