

Exercise: Future workshop on rural regions in the EU

Overview

- Grade: from 10th grade
- Type of school: general and vocational schools
- Duration: 90 - 180 min
- Method: Future workshop
- Topic: EU areas of tension
- School subjects: geography, politics
- Operators: evaluate, develop
- Group size: from 4 people per group
- Social form: Group work

Description

The students conduct a future workshop on structurally weak, rural regions in the EU. They receive factsheets on six example regions and are asked to analyse their problems and challenges using graphics. Each group works on one region. Ideas are then collected and solutions considered. At the end, the regions and the solution ideas are presented to the other groups.

Learning objectives

- Analyse graphics and identify problems.
- Develop creative solutions.
- Critically analyse solutions and design a business plan.

Materials

- Factsheets
- Posters and pencils

Preparations

1. Print factsheets.
2. Set up six group tables.

Procedure

1. Explain the procedure of the future workshop: Introduce regions, explain the three steps and the writing and discussion rules of the future workshop.
2. Group division: The class is again divided into six groups.
3. Allocation of the profiles: Each group is now given a region (Podlasie, Lusatia, Murau, Campania, Severozapades, Extremadura).
4. If you have table signs with the names of the places, you can place them on the respective group tables when distributing the cities and regions.

5. Step 1: Critique

Explain the assignment, show an example mind map, possibly explain the mind map method. Point out that it is important to write down all thoughts and that the posters do not have to look nice.

6. The pupils have 45-60 minutes (depending on group size and level) to complete the work. This step of the future workshop is very important because the pupils familiarize themselves with their case and collect problems and their consequences with which they will then continue to work.

7. In the meantime, the teacher can go from group to group or come on call, ask questions and provide assistance. Make sure that the pupils keep asking themselves: What could result from this or what consequences could this development have?

8. The groups should then agree on a maximum of three problems/consequences within five minutes. These problems do not have to be the most important or biggest problems of their case, they can also be smaller challenges.

9. Step 2: Imagination

Introduce the step: Imagination means imagination! Possibly refer back to the motto ("The future we want must be invented").

10. Give a work assignment: The Pupils should take new flipchart papers or posters, write down the selected problems on them and then come up with ideas for solving them. It is important to note that they should not worry about funding or feasibility.

11. The pupils have approx. 30-45 minutes (depending on group size and level) to work on the problems.

12. During this time, the teacher can go from group to group again, ask questions and provide assistance. In this step, it is also important to ensure that the pupils write down all their ideas.

13. The groups should then decide on a favourite solution.

14. Step 3: Reality

Initiate the step: Now comes the reality check!

15. Give a work assignment: Pupils should think about how their favourite fantasies can be implemented and transformed into a concrete project or business idea. The ideas should be checked and adapted to ensure that they are socially, economically and ecologically viable and sustainable.

16. The pupils should draw up a concrete project plan.

17. Questions that lead to the concretization of the idea serve as an aid (slide): What problem do you want to solve with your idea and (how do you want to achieve this)? Which group of people will benefit from your idea (and how)? What

framework conditions need to be in place or adapted for your project to be a success? How can your idea be in harmony with the environment? How and where do you want to promote your idea?

18. The pupils have approx. 25-30 minutes to work on the project, the teacher supports the pupils again. If necessary, the students can also use their cell phones for research.
19. Finally, the groups should agree on their best idea, which they then present in the "Shark Tank".
20. Step 4: "Shark Tank" - presentation of the results
 "Shark Tank" is a TV show in which people present their inventions, project or business ideas to a jury in order to find investors. Similarly, the groups present their best idea to the other pupils, who decide whether they want to support the ideas or not.
21. Work assignment: The groups should think about how they would like to pitch their idea. They can also design a new poster or use the posters from the future workshop. They can present as a group or alone.
22. The pupils present their ideas one after the other, the others can ask questions and then a vote is taken to decide whether the project will be funded or not.
23. Either green and red voting cards or a simple show of hands can be used for voting.
24. The follow-up can be organized very freely, as you wish, embedding the future workshop. You can ask the class questions that they should discuss in small groups or in plenary or use short evaluation methods such as 5-finger evaluation or flashlight.

Schedule

1. Explain future workshop and procedure - 10 min
2. Step 1: Criticism - 45 - 60 min
3. Step 2: Imagination - 30 - 45 min
4. Step 3: Reality - 30 min
5. Step 4: "Shark Tank" - presentation of the results - 25 - 30 min
6. Reflection - 5 min