

## Timetable | Topic: Animal welfare in the EU (180 minutes)

GT= Group tables | CC = Circle of chairs

Tasks of the facilitator	Tasks of the students	Material/ Preparation
<b>Introduction to the topic: Pig husbandry</b>		<b>45 minutes</b>
Who of you has a pet?	Students name some examples.	CC
What other animals are kept by humans?	There are farm animals (cows, chickens, pigs, etc.) that humans use for food or to make work easier. These animals are kept by farmers on farms. Pigs and sows are kept to obtain meat from them or to breed new pigs.	CC
The facilitator explains how pigs are kept. There are different ways of keeping pigs, and the pigs fare differently.	The students assign their cards to the pigs' emotions. They have to explain why they think that pigs are better/worse off with certain things.	CC, pig emotions cards, husbandry cards
The facilitator explains what pigs need for a happy life and what they are unhappy with. For a happy life, they need above all space, exercise, clean places and opportunities to be active.	Students may rearrange their cards.	CC
Facilitator explains what the current regulations are for an animal welfare label in Germany and the EU.	When buying pork, all people should be able to see how the pigs have lived. Therefore, many countries have animal welfare labels to reflect this. In Germany, as in many other countries, there is a voluntary label. However, a joint law could be passed in Europe to introduce this animal welfare label throughout the EU.	CC
Facilitator discusses the advantages of the law.	The advantages of the law are: <ul style="list-style-type: none"> <li>❖ Citizens can easily see how the pigs whose meat they buy have lived.</li> <li>❖ Even children who cannot yet read are able to understand the system with numbers or symbols.</li> <li>❖ The farmers want to have a good rating, so they will improve the living conditions of their pigs and increase stable size.</li> <li>❖ Similarly, farmers will provide their pigs with more opportunities for exercise and activity.</li> <li>❖ An EU-wide regulation creates equal conditions for farmers in all EU member states.</li> </ul>	CC
Facilitator discusses the disadvantages of the law.	The disadvantages of the law are: <ul style="list-style-type: none"> <li>❖ Implementation is expensive and takes a long time: building new stables, for example, is not easy and sometimes not even possible. The new stickers for showing the label may also be expensive.</li> <li>❖ Some producers only produce meat with poor labelling. If it does not sell well after the introduction of the label, they do not earn enough money and have to lay off employees. Some may even go bankrupt.</li> <li>❖ Not all member states have the financial means to support pig farmers in the restructuring process.</li> <li>❖ Meat with a good rating would become much more expensive. If people then buy less meat, some farmers may lose their jobs.</li> </ul>	CC

Tasks of the facilitator	Tasks of the students	Material/ Preparation
<b>Explanation of the gameplay</b>		<b>15 minutes</b>
<p>The aim of the simulation game is to pass a good law. For this purpose, the ministers meet and discuss. Good reasons/arguments are important to convince the other member states of their position.</p> <p><i>Practice with your students what good reasons/arguments are.</i></p>	<p>The students formulate example sentences: "I don't want to do homework today because...".</p> <p>The focus is on the argument/justification being as convincing as possible.</p>	GT
<p>What are the options for agreement?</p> <p>The meaning of the different modes of agreement should be worked out with the students in advance. Here, a visualisation/ backup of the results is useful.</p>	<p>There are different ways to arrive at an agreement for a shared law:</p> <ul style="list-style-type: none"> <li>❖ Direct voting: the (simple) majority decides (disadvantage: if the decision is close, many people are dissatisfied with the result);</li> <li>❖ Compromise by consensus: everyone gives in and the solution lies in the middle. If everyone agrees with this middle way, the decision is made by consensus (advantage: everyone supports the result; disadvantage: often a long, exhausting process);</li> <li>❖ Barter: Everyone gives in on one thing and gets what he/she wants on another (advantage: partial successes for everyone; disadvantage: result as a whole may be illogical or impracticable);</li> <li>❖ The strongest prevails: one person decides (disadvantage: no participation of all).</li> </ul>	GT, board
<b>Allocation of roles &amp; country presentation</b>		<b>45 minutes</b>
<p>The facilitator takes on the role of the EU Commission: he/she proposes to the ministers (played by the students) the draft law that has already been formulated and enclosed.</p> <p>The European Commission presents its idea for the law in three parts.</p> <ol style="list-style-type: none"> <li>1. when?</li> <li>2. must or can?</li> <li>3. same or different?</li> </ol> <p>Proposed law of the EU → Pin on the board</p> <p>Each group table corresponds to a country and is given the corresponding table placard.</p>	<p>The students are experts of the countries and meet in the Council of the EU (also called the EU Council of Ministers). They are assigned to country groups, for example, by drawing the table cards or name tags.</p> <p>In this way, the students take on the position of the respective country representatives, rather than their personal opinions.</p>	<p>GT,</p> <p>board, proposal of the European Commission,</p> <p>Country labels for sticking on, table placards</p>
Allocation of role dossiers (one per student, according to the country)		GT, role dossiers



