

## Timetable | Topic: A healthy diet 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: A healthy diet</b>		<b>45 minutes</b>
„Traffic light“ paper circles, laid out in the middle of the CC  Distribute food cards to students	The students assign their food cards to the coloured circles without specifying any criteria. The cards can also be placed between the circles if there is a tendency.  The students have to justify why they have placed their card near this colour.	CC, Food cards
Facilitator explains the meaning of the colours of the traffic light.  Green = healthy = low in sugar/fat Red = unhealthy = high in sugar/fat	The students rearrange the food cards if they do not yet correspond to the criteria of healthy/unhealthy.	CC, Food cards
The facilitator explains how food labelling is currently regulated in Germany and the EU.	<ul style="list-style-type: none"> <li>❖ So far, there is no obligation for food traffic lights in any country of the EU. However, some countries, including France, Belgium and Germany, have introduced voluntarily labels.</li> <li>❖ In 2010, the discussion in the EU Parliament about the food traffic light failed, with a preliminary rejection of it.</li> <li>❖ Since 2014, the provisions of an EU regulation, which regulates "information to consumers", must be complied with. Among other things, this regulation stipulates mandatory information on calories and nutrients, which can be provided in writing only (see manual 3.2).</li> <li>❖ However, a law on traffic light labelling is still being discussed within the EU.</li> </ul>	CC
Facilitator discusses the advantages of the law.	<p>The advantages of the law are:</p> <ul style="list-style-type: none"> <li>❖ Citizens are made aware of the importance of healthy nutrition.</li> <li>❖ It is easy for all citizens to see whether a food is healthy or not.</li> <li>❖ Even children who cannot yet read can understand the system of coloured dots and thus identify unhealthy foods.</li> <li>❖ Since the same designations apply in all EU member states, identification is easy even if you are in another country and do not speak the language.</li> <li>❖ Products with a red dot will probably sell less. Therefore, food producers will try to make their products healthier.</li> </ul>	CC
Facilitator discusses the disadvantages of the law.	<p>The disadvantages of the law are:</p> <ul style="list-style-type: none"> <li>❖ The implementation is expensive and takes a lot of time – new packaging has to be designed, developed, and produced.</li> <li>❖ Some producers only produce unhealthy food. If they don't sell well after the introduction of the food traffic light, they may not earn enough money and have to lay off employees. Some may even go bankrupt.</li> <li>❖ Food producers can no longer decide for themselves what their packaging looks like.</li> </ul>	CC

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<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> <p>1. when? 2. must or can? 3. fine?</p> <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

Tasks of the facilitator	Tasks of the students	Material/ Preparation
<b>Continuation   Allocation of roles &amp; country presentation</b>		
<p>The focus is on ensuring that all students understand the arguments in the role dossiers and are able to reproduce them meaningfully in order to be prepared for the negotiation.</p>	<p>The students read their role dossier. In the group, they first discuss the idea of the commission and try to understand their own country position. (Potentially, further arguments for the country positions can be considered and written down).</p> <p>Afterwards, the students can present their country (e.g. step forward as a group and take turns reporting).</p> <p>Afterwards, the students should present their country's position on the Commission's legislative proposal. The aspects "from when", "must/can" as well as the option of "fine" should be dealt with and supported with the corresponding arguments from the role dossiers (supplemented by the arguments they have thought of themselves, if necessary).</p> <p>To ensure that the students listen and pay attention, they can be given the ambassador slips here to note down which countries have which positions. Optionally, an "ambassador phase" (see manual) can be played.</p>	<p>GT, Rollen- dossiers</p> <p>Ambassador sheet</p>
<b>Negotiation</b>		<b>60 minutes</b>
<p>Stick a positioning line with two opposite poles ("this year" and "never") on the floor (or a table) (in the middle of the CC).</p> <p>The EU Commission again explains its idea on the first part of the law (from when should the law apply?) and positions its table placard along the positioning line.</p>	<p>The ministers (one person per country group) set up the table according to their position. Other students in the group may give one or two arguments for the position.</p>	<p>CC, Masking tape for positioning line</p>
<p>The EU Commission moderates, proposes compromises if necessary and helps the countries to reach agreement.</p> <p>It grants the ministers short breaks in the discussion to agree on their justifications or to come up with new ones.</p> <p>The aim is for the ministers to agree on a joint law.</p> <p>Facilitator records the result of the first negotiation on the board.</p>	<p>Ministers may change their position on the line if the majority within their country group is in favour.</p>	<p>CC, board</p>
<i>The negotiations on items 2 and 3 of the draft bill follow analogously to the above procedure.</i>		CC

Tasks of the facilitator	Tasks of the students	Material/ Preparation
<b>Summary   Evaluation</b>		<b>15 minutes</b>
The European Commission presents the whole law.	The students may take off their flag tags and thus step out of their country role. This concludes the simulation game.	CC
<p>Reflect on the simulation game with the class:</p> <p>How did you feel in the simulation?</p> <p>How was it to negotiate the law?</p> <p>How satisfied are you with the result?</p> <p>Do you think it would be a good law for Europe?</p>	Here, the students should have the opportunity to express not only praise but also their frustration or discomfort during the game.	CC
<p>The facilitator draws the comparison to reality.</p> <p>The facilitator explains (again) the tasks of the institutions (ordinary legislative procedure, see manual 3.3). Here it is particularly important to emphasise once again that in addition to the Council of Ministers, the European Parliament must also negotiate and co-decide!</p> <p>This is followed up by some additional information on the three institutions mentioned:</p> <ol style="list-style-type: none"> <li>1. EU Parliament (democratically elected representatives of the countries, number: currently 705, etc.).</li> <li>2. European Commission (Commission consists of 27 commissioners and the president. The members of the Commission are proposed by the governments of the EU states and appointed for five years after approval by the European Parliament).</li> <li>3. EU Council of Ministers (rotating ministers, one representative per member state; depending on the policy area, the Council meets in different formations).</li> </ol>	<p>Further info and download of all materials: <b><a href="http://www.pep.uni-göttingen.de">www.pep.uni-göttingen.de</a></b></p> <p>This material has been developed within the framework of the Jean Monnet Project "<b>Simulation Games for Action-Oriented EU Education in Primary Schools</b>" (PEP) with the support of the European Commission. This publication reflects the views of the authors only, and the Commission cannot be held responsible for any further use of the information contained therein.</p> <p>Project lead   Professor Monika Oberle University of Göttingen (Germany) Concept and development   planpolitik Design   Stephanie Pehl</p> <p>© PEP, 2023</p> <p>  <b>GEORG-AUGUST-UNIVERSITÄT GÖTTINGEN</b>  <small>IN PUBLICA COMMODO SEIT 1737</small> </p> <p>  <b>bpb</b>          Bundeszentrale für politische Bildung       </p> <p>  <b>planpolitik</b> </p> <p>  <b>Erasmus+</b> </p>	<p>CC,</p> <p>Pictures of the European Commission, the Council of the EU, and the European Parliament <i>(not included in materials)</i></p>