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# GREEN DEAL FOR EUROPE

# 05

## BASIC VERSION

<b>Educational Setting</b>	Classroom (with or without digital tools)
<b>Reference Chapter</b>	No reference or specific chapter on the Green Deal in the EU & ME publication, but the climate issue is mentioned in chapter 4 - the priorities of the European agenda. For more information on the Green Deal, please visit the website of the European Commission.
<b>Educational Objective</b>	This course aims to: <ul style="list-style-type: none"><li>• Let pupils understand what the EU does for the environment and for fighting against climate change</li><li>• Introduce the Green deal to pupils</li><li>• Let pupils understand that the Green deal works in several areas</li><li>• Ask pupils about their expectations, fears and hopes for the future.</li></ul>
<b>Educational Outcomes</b>	After this lesson, pupils should be able to: <ul style="list-style-type: none"><li>• Present the main elements of the Green Deal: main objectives and areas of action</li><li>• Exchange views with their peers on what they expect for the environment.</li></ul>
<b>Key concepts and terms</b>	Climate change, climate neutrality, environment, 2050, Green Deal, European Union, sustainability.
<b>Duration</b>	55 minutes (duration of a course in France)
<b>Resources</b>	<ul style="list-style-type: none"><li>• E-learning MEGA - Module No. 5</li><li>• Official resources of the European institutions.</li></ul>

# IMPLEMENTATION STEPS

## WITHOUT DIGITAL TOOLS

### Needed materials

Post-it notes in two different colours, four visuals to show pupils, four visuals (on the same themes) with explanations for teacher, Pictures of action areas and sentences describing actions.

### Climate change - Hope and fears ! - 10 minutes

*Material: post-it notes in two different colors*

The very first activity aims to introduce the theme of the lesson and to ask pupils about their environmental awareness.

The teacher asks the pupils what they know about climate change. The teacher then gives each pupil two post-it notes of two different colours and asks them to write on one their expectations and their other fears regarding the environment and climate change.

Once the post-its have been collected, the teacher can stick them on the board (expectations on one side and fears on the other), read them and comment.

### Did you know about the Green Deal? - 15 minutes

*Material: four visuals to show pupils, four visuals (on the same themes) with explanations for teacher*

The teacher asks if pupils have heard of the Green Deal and the fact that the EU is working to combat climate change.

Using visuals, the teacher presents the EU's ambition to be climate neutral by 2050.

Once the presentation is over, the teacher clarifies any doubts the pupils may have.

Note: To make the explanation more interactive, the teacher can show the visuals to the pupils and ask them to interpret, try to understand the symbols and images shown on each visual.

■ [Visuals for pupils \(image format\)](#)

■ [Visuals for teacher \(image format\)](#)

## Green deal - different domains of action - 20 minutes

*Material : pictures of action areas and sentences describing actions*

The aim of the exercise is to make it clear that in the Green Deal, all actors and areas will have to be taken into account.

The teacher asks the pupils which sectors pollute the most. After discussion with the pupils, he/she gives them images indicating several areas of action of the Green Deal (energy, agriculture, nature and oceans, mobility and transport, research and innovation) and texts indicating concrete actions. It is up to the pupils to match the actions with the action areas.

The teacher corrects the pupils, giving them additional information on each area/action.

**Note:** This activity can be done in sub-groups of 4-5 pupils each.

■ Presentation of action areas and sentences describing actions

## Conclusion - 10 minutes

Before leaving the classroom, the teacher asks the pupils whether, in view of what they have discussed and analysed, their perception of expectations and fears has changed?

The teacher can ask the pupils about the role each citizen will have in the Green Deal. The following questions may be useful for discussion:

*In the light of what we have seen with the course activities, do you feel reassured about your expectations and fears regarding the environment and climate change?*

*Can you see and/or imagine the changes that the Green Deal could bring to your daily life?*

# IMPLEMENTATION STEPS

## WITH DIGITAL TOOLS

### Needed materials

Photos with explanations for the teacher, Video presenting Green Deal and EU ambitions in terms of climate change, Pictures of action areas and sentences describing actions (PPT format).

**Note:** The course with digital tools has been imagined in the context of the classroom. The pupils do not necessarily have access to a computer for each of them, but the teacher has a video projector and a sound system.

### Climate change - Hope and fears ! - 10/15 minutes

*Material: photos with explanations for the teacher (PPT format)*

**Note:** If each pupils had a computer (as the course is distance learning), this activity could be done with Padlet or similar digital tools. Here is an example of how the Padlet could be structured: <https://padlet.com/europedirectppa/cxq108a33wd8ed5n>. Pupils, interacting with the Padlet, can add their answers and comments to the teacher's questions.

■ Photos with explanations for the teacher (PPT format)

The aim of this first activity is to question the environmental awareness of the pupils.

The teacher shows images of environmental activists and/or climate change deniers and asks the pupils if they know or not the people/movements which are shown (possible questions are suggested directly in the power point).

### Did you know about the Green Deal? - 10 minutes

*Material: video presenting Green Deal and EU ambitions in terms of climate change*

■ Video presenting Green Deal and EU ambitions in terms of climate change

The teacher asks if pupils have heard of the Green Deal and the fact that the EU is working to combat climate change. Using the video, the teacher presents the EU's ambition to be climate neutral by 2050.

Once the presentation is over, the teacher clarifies any doubts the pupils may have.

## Green deal - different domains of action - 20 minutes

Material : pictures of action areas and sentences describing actions (PPT format)

■ Pictures of action areas and sentences describing actions (PPT format)

The aim of the exercise is to make it clear that in the Green Deal, all actors and areas will have to be taken into account.

The teacher asks the pupils which sectors pollute the most. After discussion with the pupils, he/she gives them images indicating several areas of action of the Green Deal (energy, agriculture, nature and oceans, mobility and transport, research and innovation) and texts indicating concrete actions. It is up to the pupils to match the actions with the action areas.

The teacher corrects the pupils, giving them additional information on each area/action.

## Conclusion - 10 minutes

Before leaving the classroom, the teacher asks the pupils which are their expectations and hopes regarding the environment and climate change.

The teacher can also ask about the role each citizen will have in the future.

The following questions may be useful for discussion:

*In the light of what we have seen with the course activities, do you feel reassured about your expectations and fears regarding the environment and climate change?*

*Can you see and/or imagine the changes that the Green Deal could bring to your daily life?*

## VISUALS FOR PUPILS

To download the images in image format, click here: [Visuals for pupils \(image format\)](#)

### WHAT THE EUROPEAN UNION HAS ALREADY DONE FOR THE ENVIRONMENT?



The European institutions are working together with the Member States to reduce pollution, GHG emissions, improve air quality, protect nature, promote the use of renewable energy :



For the Pupils

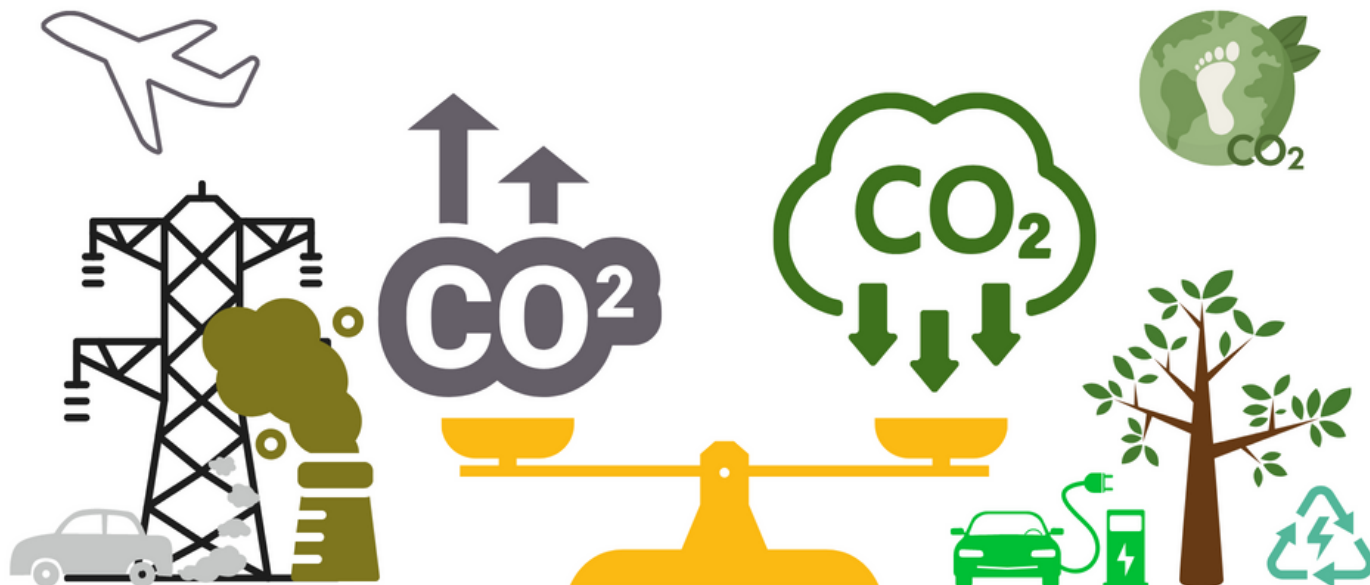
### THE GREEN DEAL: A NEW DEAL BETWEEN HUMANS AND NATURE?



For the Pupils



WHAT IS CLIMATE NEUTRALITY?



For the Pupils



For the Pupils



## VISUALS FOR TEACHERS

To download the images in image format, click here: [Visuals for teacher \(image format\)](#)

### WHAT THE EUROPEAN UNION HAS ALREADY DONE FOR THE ENVIRONMENT?



If the global and international community has realized the climate emergency that our planet Earth is experiencing, the EUROPEAN UNION has also realized this. That is why EU has been working on environment since the 1970s.



The European institutions are working together with the Member States to reduce pollution, GHG emissions, improve air quality, protect nature, promote the use of renewable energy ... and much more :



creation of Natura 2000 network - a EU network of natural or semi-natural sites with a high heritage value, due to the exceptional fauna and flora they contain;



ban on certain single-use plastic products (cotton buds, straw, etc.)- especially those for which a sustainable alternative has been found;



management of the quantities of greenhouse gas emissions produced by European companies...and many other activities and action plans.



For the Teacher

### THE GREEN DEAL: A NEW DEAL BETWEEN HUMANS AND NATURE?



Faced with an alarming environmental outlook-global warming, sea and air pollution, loss of biodiversity-the European Union, in the person of Ursula von der Leyen, President of the European Commission, has proposed, in December 2019, a GREEN DEAL for Europe.

The Green Deal for Europe is a set of policy guidelines and legislative proposals for the coming years with one specific objective : to make Europe the first continent able to remove as much CO2 emissions as it produces by 2050.

With the Green Deal, the European Union has never been so ambitious since the objective of ecological and energy transition will have to involve all the actors of our society, while producing important impacts in all sectors:

- Decarbonization of the energy sector-with the aim of using more clean energy rather than energy derived from fossil fuels;
- Renovation of our homes and buildings to optimize our energy consumption;
- Support the innovation of different industries by helping them to produce clean technologies and adapt to green revolution;
- Development of new clearer and less polluting ways of transport;
- Protection of biodiversity;
- More sustainable products that can be repaired, recycled and reused;
- Environmentally friendly farming that will produce healthy and affordable food;
- Sustainable jobs and training in the skills needed for transition

And much more !

This will be achieved through the European Climate Act, which anchors climate neutrality in the EU's governing legislation.

For the Teacher

## VISUALS FOR TEACHERS

### WHAT IS CLIMATE NEUTRALITY?

To limit global warming to 1.5 degrees (a threshold that the Intergovernmental Panel on Climate Change considers safe), achieving carbon neutrality by the middle of the 21st century is essential.

This objective is also defined in the Paris Agreement signed by 195 countries, including the European Union.

But what does “climate neutrality” mean?

Carbon neutrality does not mean the elimination of greenhouse gas emissions.

Carbon neutrality implies a balance between carbon emissions and the absorption of carbon from the atmosphere by carbon sinks: to achieve zero net emissions, all greenhouse gas emissions worldwide will have to be offset by carbon sequestration.

A carbon sink is any system that absorbs more carbon than it emits.

The main natural carbon sinks are soil, forests, and oceans. Natural sinks are estimated to remove between 9.5 and 11 giga tonnes of CO<sub>2</sub> per year.

Annual global CO<sub>2</sub> emissions reached 38.0 Gt in 2019.

Therefore reducing carbon emissions is essential to achieving climate neutrality.

For the Teacher

### BEFORE REACHING 2050, AN INTERMEDIATE STEP IN 2030!

To achieve carbon neutrality by 2050, the European Commission proposed European Union should meet an intermediate target : -55% of greenhouse gas emissions compared to 1990 by 2030.

To reach such a target by 2030, the European Commission has proposed a legislative package with several measures to reduce the dependence of the European industrial sector on fossil fuels.

As soon as they are voted on and adopted, these measures could have concrete impacts on our daily lives and/or ways of living:

- from 2035 onwards, for example, new cars must not emit any CO<sub>2</sub>;
- ensure that foreign industrial competitors are subject to the same costs as those paid by European industry for reducing gas emissions;
- a significant increase in the % of biofuels in the maritime and aviation sectors will be required;
- planting at least three billion additional trees by 2030 and adopting more rigorous and transparent governance rules for forestry.

The European Union has made proposals to stop deforestation, innovate in sustainable waste management and clean up the soil for people, nature, and the climate.

The EU claims to be virtuous in the fight against climate change and intends to show the way to the rest of the world.

Yet it emitted only 7.9% of the world's CO<sub>2</sub> in 2020, compared with 30.7% for China and 13.8% for the United States (BP Statistical Review of World Energy, 2021).

It has set itself very ambitious targets in the hope that the other major greenhouse gas emitting countries will not behave as 'stowaways'.

It must both succeed in its gamble and convince its competitors that this is the right strategy

For the Teacher

# 05

## ADVANCED VERSION

<b>Educational Setting</b>	Classroom (with or without digital tools)
<b>Reference Chapter</b>	No reference or specific chapter on the Green Deal in the EU & ME publication, but the climate issue is mentioned in chapter 4 - the priorities of the European agenda. For more information on the Green Deal, please visit the website of the European Commission.
<b>Educational Objective</b>	This course aims to make pupils <ul style="list-style-type: none"><li>• Understand the need for the EU to develop an environmental strategy</li><li>• Discover the Green Deal and its main mechanisms and functioning</li><li>• Understand the multi-sectoral approach of European policy</li><li>• Reflect on the extent to which the Green Deal can trigger a multi-scale change in citizens' everyday life.</li></ul>
<b>Educational Outcomes</b>	After this lesson, pupils should be able to: <ul style="list-style-type: none"><li>• Define the Green Deal and explain EU climate ambitions</li><li>• Name and explain Green Deal domains of action</li><li>• Discuss on the ongoing debates on the climate issue.</li></ul>
<b>Key concepts and terms</b>	Green Deal, European Union, environmental policy, 2050, climate neutrality, Fit for 55 package, sustainability.
<b>Duration</b>	55 minutes (duration of a course in France)
<b>Resources</b>	<ul style="list-style-type: none"><li>• E-learning MEGA - Module No. 5</li><li>• Official resources of the European institutions.</li></ul>

# IMPLEMENTATION STEPS

## WITHOUT DIGITAL TOOLS

### Needed material

Post-it notes, box, Infographics, documentation, fact-sheets for activity 3.

### Climate change - What can and should politicians do about it? - 10 minutes

*Post-it notes, box.*

The teacher asks the young people how they think politicians should solve the problem of climate change. Do they already know what is implemented on a local, European or international scale? Are there any new measures that pupils would like to suggest?

Each pupil writes his/her idea on a post-it note. All the proposals are collected in a box.

The teacher can take some of them (2-3 proposals) and read them to the class. Pupils can say whether they agree or disagree.

### Did you know about the Green Deal? - 10 minutes

The teacher checks with the pupils if they are aware of any EU actions on the environment and climate change.

The teacher asks if pupils have heard of the Green Deal for Europe.

The teacher explains in a few words what the Green Deal is: a very specific roadmap to make Europe the first climate neutral continent by 2050.

Due to the primacy of European law over the national one, the EU legislates in the field (mainly through regulations and directives) by providing the legislative framework within which each State can act.

To achieve climate neutrality:

- The EU has set an intermediate target of reducing CO<sub>2</sub> emissions by 55% below 1990 levels by 2030,
- The EU wants to involve all sectors and actors on which our daily lives depend.

After clarifying any doubts, the pupils may have, the teacher moves on to the next activity, which will clarify some of the areas of action of the Green Deal.

## Green deal - different domains of action - 30 minutes

*Infographics, fact-sheets, documentation (see Annexes).*

**Note:** The teacher can ask the pupils to present the results of their analysis in the form of a drawing.

### ■ Materials for Activity 3

The following documentation is among the official resources of the European Commission. The proposed areas are energy, agriculture, transport, biodiversity.

The teacher divides the pupils into four groups and assigns each group one of the Green Deal work areas. For instance: (1) energy, (2) transports, (3) nature, and (4) agriculture. [Of course, the Green Deal is also working in other areas. The areas proposed are perhaps those that could have the most impactful changes and modifications for the daily lives of young pupils].

For each group, the teacher provides an infographic, fact-sheets, specific documentation on the area in question, etc. Each group should identify key information, collect it and present it to the rest of the class.

To facilitate this analysis, the teacher can ask two questions to be answered by each group:

- What are the specific goals of the work area?
- Two examples of actions that have been or will be proposed by the EU in this area?

Each time a group presents a domain of work, the teacher can provide additional information.

## Conclusion - 5 minutes

The lesson can end with a reflection on the area where the pupils think it would be easier to achieve the stated objectives.

# IMPLEMENTATION STEPS

## WITH DIGITAL TOOLS

### Needed material

Images of environmental activists and deniers for activity 1, Video to introduce the Green Deal, Websites that allow pupils to research each of the Green Deal action areas.

### Climate change - What can and should politicians do about it? - 10 minutes

**Note:** If each pupil had a computer (as the course is distance learning), this activity could be done with Padlet or similar digital tools. Here is an example of how the Padlet could be structured: <https://padlet.com/europedirectppa/ppuj6k17d8omlr9i> Pupils, interacting with the Padlet, can add their answers and comments to the teacher's questions.

■ Photos with explanations for the teacher (PPT format)

The aim of this first activity is to raise the environmental awareness of young people. The teacher could show images of environmental activists (Greta Thunberg, Fridays for future, etc.) and/or climate change deniers (Bolsonaro, Trump, etc).

The teacher asks the young people how they think politicians should solve the problem of climate change. Are there any new measures that should be suggested, in addition to those already in place and known to them?

### Did you know about the Green Deal? - 5 minutes

■ Video on Youtube

The teacher checks with the pupils if they are aware of any EU actions on the environment and climate change and if they have heard of the Green Deal for Europe.

The teacher then shows the European Commission's video presenting the main lines and objectives of the Green Deal for Europe.

Opportunity to clarify any doubts before moving on to the next activity.

### Green deal - different domains of action - 35 minutes

**Note:** It would be good if the teacher used a digital platform used for video-conferencing and if it allowed for division into sub-groups.



The teacher divides the pupils into 4 groups and assigns each group one of the Green Deal work areas. For instance: (1) energy/buildings, (2) transports, (3) forest and nature, (4) agriculture. [Of course, the Green Deal is also working in other areas, the areas proposed are perhaps those that could have the most impactful changes and modifications for the daily lives of young pupils].

Each group should conduct internet research to identify key information that will then be passed on and presented to the class.

The teacher tells the pupils where to look for the information; they can go to A European Green Deal, European Commission website and look for information on the different actions.

Each action is described in the “ACTIONS” section: pupils might check the different strategies that each action is implementing.

To facilitate this analysis, the teacher can ask two questions to be answered by each group:

*What are the specific goals of the work area?*

*Two examples of actions that have been or will be proposed by the EU in this area?*

Each time a group presents a domain of work, the teacher can provide additional information.

## **Conclusion - 5 minutes**

The lesson can end with a reflection on the area where the pupils think it would be easier to achieve the stated objectives.



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# MAKE EUROPE GREAT AGAIN



ERASMUS PLUS 2020-1-FR01-KA201-080193

## PICK&TEACH: LESSON PLANS ON THE EUROPEAN UNION

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