

Pedagogical Script for Citizen Engagement course

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After completing the course, students can:

- understand the possibilities and advantages which CE can offer for society
- identify possibilities for using different communication channels, and citizen and stakeholder engagement in all phases of CE of plastic packages.

Course contents:

- The relationships of plastic packaging, circular economy, and society
- Planning, using assessing communication and engagement methods

The following assessment scheme is recommended but can be applied.

Total points of the course add up to 25 p as follows:

Individual tasks

Circular economy concepts 1-3 (compulsory task)

Starting discussion in media follow up 1-3 (compulsory task)

Activity points on commenting media follow-up 0-3

Group tasks

Participation in role play 0-16 p. Each role play task 0-3 points, group reflection 0-2 points, self-reflection 0-2 points.

The following scheme is used in all parts of course to guide assessment

	1–2 (satisfactory; limited professional skills)	3–4 (good; applied professional skills)	5 (excellent; creative, and developing professional skills)
Knowing	Can recognise phenomena and basic concepts of citizen engagement, can describe benefits of circular economy to the society.	Understands the assignments. Structures relations between phenomena and concepts of citizen engagement in plastic packaging circularity. Applies theory in the role play and individual tasks. Explains and compares alternative solutions.	Defines the assignment appropriately. Understands extensively the entities and relations of citizen engagement in plastic packaging circularity. Generalises, and analyses the results of individual tasks and the roleplay.



	1–2 (satisfactory; limited professional skills)	3–4 (good; applied professional skills)	5 (excellent; creative, and developing professional skills)
		Structures things in relation to one another.	
Acting	Participates in activities and manages the assigned tasks under supervision/assisted. Acquires knowledge. Recognises important ways of action in citizen engagement for plastic packaging circularity.	Acquires new knowledge and applies previous knowledge. Presents justified alternatives. Recognises and follows ways of action in citizen and stakeholder participation.	Brings their diverse skills to common use and develops other students' ideas. Brings creative suggestions, combines ideas creatively or creates new ones. Understands and assesses the principles of public participation in the sphere of plastic packaging circularity.
Being	Recognises their interaction skills. Can work responsibly in a team. Can give and receive feedback. Considers and assesses things from their viewpoint	Cooperates responsibly and develops their interaction skills. Can give and receive feedback actively and constructively during the whole process. Considers and assesses things both from their team's and the community's viewpoint.	Cooperates responsibly, flexibly, and constructively. Develops their own and the team's interaction skills. Develops new, creative solutions. Uses feedback systematically as a tool for their own and the community's professional growth.

Meeting 1 Introduction to the relationship of circular economy and society

Introduction to the course

Introduction to the course structure and assignments.

Introduction of the role play process (See slide: Role play schedule)

Activity in the class

Ask students to watch a video on the European union's priorities of circular economy using e.g. the following link.

<https://www.europarl.europa.eu/news/en/headlines/priorities/circular-economy/20151201STO05603/circular-economy-definition-importance-and-benefits>



- 1) Ask them to write 1-3 thoughts about plastics, packing, and circular economy or discuss this issue in class.
- 2) Discuss the concepts in class. You can use the slides “Circular economy and society” to explain the concepts and the connections between EU and national policies and circular economy

Individual online activity or guided task in pairs: Fill in the exercise “Circular economy concepts”. You can appoint some suitable materials (glossaries or general articles) in your national language to help your students in this.

Meeting 2 Citizen engagement in CE (of plastics)

Teacher’s preparation for the class:

Invent or find a circular economy -related decision-making process. Prepare a description of what is going to be decided. See Role Play Handbook: Example of Case Description.

The class:

1. **Introductory talk** Use the slide show [Participation in Plastics] as the core for an introductory talk to the ways a citizen can participate in circular economy in addition to making choices in stores and recycling at home or at work. The important concepts are related to the extent and level of participation.
2. **Individual task to students for next week – media follow-up:** to find (from the Internet) an example of citizen participation related to circular economy, post it to a forum, and assess what kind of participation does it present compared to the slide presentation.
3. **Group work in class** Discuss with students what kinds of benefits the topic could have and to whom, who would oppose it, why who would lobby it; why? These are the stakeholders in this case.

Group task (to be started at class and completed before next week) After this discussion divide the students to groups who represent the different stakeholders. Ask each group to write an opinion text on their described position. The text should answer the question: “What kinds of views on circular economy does the stakeholder you are representing present about circular economy and how do they manifest in this case?” On what does it base its arguments (values – knowledge)? Students can search for materials which support their role’s viewpoint.

Students Publish these texts in a platform you use (e.g. Moodle).

Teacher’s feedback for students

Comment students’ opinion texts from the perspective of how well the students describe the position and opinion of their role.

Meeting 3 – Contradictions are inevitable

The goal for this week is to go deeper into the role and understand that contradictions are inevitable.

Teacher’s preparation before the lesson

Find some facts or neutral sources of information related to the case you are working on in the role play. If you use the chemical recycling case, you can use the slide set “Chemical recycling in the circular economy of plastics.”

Prepare an introduction to SWOT analysis.

Check the students’ individual posts on examples of citizen engagement and be ready to discuss them. Try to classify and discuss them in a way so that students understand the different levels of involvement.

The class

1. Checking and discussing students’ individual posts. What kind of involvement was present? Could the citizens or stakeholders actually affect it, and if so, how? Encourage students to comment other discussions, find more examples especially such where citizens are expressing their opinions or trying to negotiate or lobby something. (This is part of the media follow up and students can get activity points).
2. Present your background information on the case relating it to health, employment technologies, environmental issues, and even to values. Do it neutrally. Provide sources of additional information.
3. Introduce the principles of SWOT analysis and provide the students with a template for SWOT.
4. Ask the students to start a SWOT analysis of the case from their role’s point of view. This is the Task 2 in the Role Play Handbook.
5. Share information about when the SWOT should be returned.

Meeting 4 – Decision making demands lobbying and negotiation

The aim of this lesson is to discuss different kinds of controversies and how to negotiate them. You can use the slide show “Understanding Controversies” as a source for your lectures – as well as local or national cases, and students’ examples.

Teacher’s preparation before the lesson

Prepare an introduction to the character of conflicts and negotiations.

Check students’ SWOT analyses. What kinds of controversies can you find from them? Prepare to facilitate discussion on the following topics with the students: What is the main message each role wants to deliver to the decision makers, and how would they try to do it? What are they ready to negotiate about? Who are they trying to convince, who are they lobbying? How are they addressing the decision makers? What about the citizens? Who are their allies or enemies? These questions help the groups to start planning a campaign and crystallizing their point.

Prepare to remind the students of the up-coming panel discussion.

The Class

1. Check briefly the SWOTs and possible individual examples the students have posted.
2. Give an introduction to the negotiation.
3. Give the groups some time to discuss the above-mentioned questions. Then, introduce the task of sketching a campaign (Role Play Playbook Task 3). Give instructions where and how the students should submit the task.
4. Remind the students of that the actual “test” of this course is the panel discussion of the role play in the next meeting, and that they should start preparing a talk to that occasion. (Role Play Playbook Task 4).

Meeting 5 – The Panel Discussion

Teacher's preparations

Prepare to play the role of the authority who is organizing a hearing or panel, where the stakeholders are presenting the views. You are taking care that each person has an opportunity to talk. You also make a summary of the discussion.

The Class

1. **Preparation.** Give the groups some time (half an hour) to finalize their point i.e. discuss their strategy.
2. **Presentation.** The panel discussion on the topic with everybody playing roles.
3. **Quick Reflection.** Feedback on what we learnt of the role play and on the whole course. All groups should give feedback to other groups. Have at least a short discussion round.

Final reflective tasks

1. Students should have an **open forum** where they give feedback to all other groups as themselves. What they learnt about the subject matter and about process.
2. Each student should write an individual reflective text describing their own participation in the group work and learning.



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