



Citizenship and School Library

Thinking and taking action

Stand up for a cause

Dynamic

Discussion

Purposes

- Reflect individually and collectively
 - Take a well-founded decision
 - Spark the contradictory
 - ... in public space, about a global problem
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Description

- The school library teacher projects a poster/ image about the topic being discussed. The poster has written, on one side, AGREE and, on the other side, DISAGREE (the position I DON'T KNOW should also be considered, but does not require an inscription: it is assumed to be intermediate to the main points of view). The projected image must be neutral so that there is no risk of manipulating the decisions and responses that may be given.
- After greeting the assembly and presenting the topic and the discussion's purpose, the school library teacher requests that members of the assembly voluntarily come to the stage and take a public informed position on the topic.
- Depending on the complexity of the topic and the size of the assembly, so should be the number of rounds of this discussion - 3 rounds, 3 statements and 6 citizens per round is usually enough to cover the heterogeneity of the topics on the subject.
- Each round should address different dimensions of the issue so that as many points of view as possible can be examined and the assembly becomes aware of its richness or complexity.
- Examples of reasoned decision topics on the problem of "Climate Crisis":
 - "Rich countries must pay for the consequences of climate change they cause in poor countries (which have not contributed to it)";
 - Those who produce carbon emissions must bear the cost of this pollution (CO2 tax)";
 - Young people are changing their lifestyle to solve the climate crisis.
- At the end of each round, the school library teacher should thank the participants and can briefly summarize the main positions. At this point, he can also ask the assembly for other opinions - and their fundaments - on the topics being surveyed.

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- At the end of the session, the school library teacher should thank everyone for their contributions and, resisting the temptation to present a unique solution to the problem discussed, can indicate hints that give continuity to the reflection and decision making. The school library teacher may do this orally or by showing a suggestive video or image (Reference 1).
 - This experience can become more fruitful and have a greater impact if:
 - The topics for positioning and justification should be prepared in advance by the children or young people;
 - People from different backgrounds*, sensitivities and responsibilities** should participate in this discussion;
 - The initiative is led by the children and young people themselves.

* For example, intergenerational dialogue at a time when, for the first time in human history, four different generations of people are living together, can be a strategy for deepening the richness of the problem's construction and the solution and ensuring that "no one is left behind" (fundamental principle of the Sustainable Development Goals of the 2030 Agenda for Development).

**For example, to gather in the same assembly those responsible for the school/ university, the municipality/ town hall, the companies/ factories.

References

1.

- Videos

- ONU/UNFCCC (2015). *Adapting to a changing climate*. Retrieved from: https://www.youtube.com/watch?v=vbgB8TBY_U4 [You can view the 4:03 - 15:22 minute excerpt].
- EuroNews (28/02/2019). *The rise of the right-wing extremist may stop climate policy*. Retrieved from: <https://pt.euronews.com/2019/02/28/ascensao-da-extrema-direita-pode-travar-politica-climatica>

- Image:

- Cruz, M. (2019). *Living Among What's Left Behind*. WorldPress Photo. Retrieved from: <https://www.worldpressphoto.org/collection/photo/2019/37686/1/Mario-Cruz>

Read more:

- Durães, M. (20/02/2019). *'It's really dramatic to look at a river [Pasig in Manila, Philippines] and see just trash'*. Mario Cruz nominated for World Press Photo. Público.

- Artistic installation:

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- Eliasson, O. (2015). *Encounters with ice watch*. Paris. Retrieved from: <https://www.designboom.com/art/olafur-eliasson-ice-watch-paris-agreement-climate-change-video-11-04-2016/>

[Artistic installation in front of the place where the climate change agreement was celebrated (Place du Panthéon): icebergs coming from the Arctic melting in front of the serene look of all people while they listen to a farewell song.]

#Sustainable Development; #Environmental Education
