**FG4-Challenges: Our priorities for the world**

**Faced Topic:** EU societal challenges

**Duration:** 60 min

**General Objective** : Make the students think about what is a societal challenge.

To identify if young people perception about Societal Challenge coincides with the EU societal challenges.

To identify ways to talk about EU Societal Challenges with/to young people.

**Description of the FG :**  
A terrible disease strikes at once EU politicians of all countries, who are unable to attend an important congress. In that congress, politicians have to decide in which societal challenges they are going to invest the EU resources during the next 4 years.

As politicians can not attend the congress, students have to take the decisions.

In this fiction scenario, students are asked, as themselves, to decide in their stead on what are the big challenges that the world is facing and that we should focus our efforts on.

1. Students are asked to reflect, collectivelly, about the most important challenges that their NEIGHBOURHOOD / CITY have to face. Facillitators write the challenges in the blackboard
2. Students are asked to reflect, collectivelly, about the most important challenges that their COUNTRY have to face. Facillitators write the challenges in the blackboard
3. Facilitators presents the fiction-scenario to the students - 5 min
4. Students are asked to reflect individually about what is the most important challenge to them AT EUROPEAN LEVEL and write it on a post-it note (fisrst color) - 5 min
   * *only one or two keyword for each student.*
5. The facilitator writes on the blackboard the titles of the 8 EU Societal Challenges **(up to now refered as EU TOPICS)** in columns, and a 9th column called VARIOUS. Facilitator explains briefly each EU topic. - 5 min
6. Students stuck under the most appropiate column (according to their own perception) their post-its - 5 min
7. Students are split by the facilitator in 4 groups (number of students in each group will depend on the final number of students attending the activity). The facilitator gives 2 blank cards (one for each topic) to each group. Facilitator distributes the topics among the groups (two topics per group. “Various” topic is excluded) 5 min
8. Each group discuss to understand how much the two topics they have on their cards is relevant. They write their arguments on post-its (second color). - 10 min
9. Each group explains to the other groups what they wrote on their post-its and stick them under the appropriate column. - 10 min
10. The facilitators draw a line on the blackboard. On the left extremity they write “LESS RELEVANT”, on the right extremity they write “MOST RELEVANT”. There are 8 marks on the line : from 0 (less relevant) to 8 (most relevant).
11. All the students stuck in the blackboard their cards. In a global discussion, the students have to discuss why they think each EU topic is important and have to find a consensus on the order of EU topics’ importance. - 10 min
12. Conclusion - 5 min

**Material Needed:**

* blank post-it notes, two colors.
* pencils,
* a board/empty wall,
* 8 A4 blanks cards.

\*Remember that current EU societal challenges are:

1. “Health, demographic change and wellbeing”;
2. “Food security,
3. “Sustainable agriculture and the Bioeconomy”;
4. “Secure, clean and efficient energy”;
5. “Smart, green and integrated transport”;
6. “Climate action and environment”;
7. “Inclusive, innovative and reflective societies”;
8. “Secure societies -freedom and security”.