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MODULE

Green Competences

For Indigenous peoples
debate





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GREEN THREE SEAS FOR YOUTH

Workshop Modules Series

Green Competences For Indigenous peoples debate

This workshop module, titled "Green Competences for Indigenous Peoples Debate," aims to increase awareness and understanding of the importance of indigenous peoples as the most successful guardians of the environment among high school students, university students, and other interested individuals. The module also seeks to develop participants' skills and abilities to contribute to sustainable development.

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Activity: Green Competences For Indigenous peoples debate

A decorative graphic consisting of a large white starburst shape with four points, set against a teal background.

Purpose of the activity: To increase awareness and understanding of importance of indigenous people as the most successful guardians of the environment among high students and other interested participants university students, and citizens, and to develop their skills and abilities to contribute to sustainable development.

Target group: Young people (16-30) and other interested people

Profile of the facilitator: An NGO member or an activist with a good knowledge of indigenous people issues and green competencies

Profile of the participants: Participants should have an interest in indigenous peoples issues and green competencies .

Group briefing: Participants will be briefed on the importance of the green competencies and the indigenous peoples issues especially connected with environment.

Estimated size and type of the group: Around 10, students and other interested participants.

Learning outcomes / objectives: By the end of the activity, participants will be able to:

- Understand the concept of green competences and their relevance to European Green Deal and Agenda 2030.
- Use their creativity and ideas in pro et contra debate in the field of indigenous issues while applying green competencies in the debate



Participants learn about green competences which comprise four interrelated competence areas: 'embodying sustainability values' (with competences such as valuing sustainability., supporting fairness and promoting nature) 'embracing complexity in sustainability', (with competences such as systems thinking. critical thinking and problem framing) 'envisioning sustainable futures' (with the the competences such as futures literacy, adaptability and exploratory thinking) and 'acting for sustainability' with competences such as political agency collective action and individual initiative .

Activity Outline

Goal: To help participants understand and develop green competences in the pro et contra debate in order to strengthen their activism

Duration: 60-90 minutes

Task Description:

Introduction (15 minutes):

The facilitator will introduce the concept of green competences and their relevance to European Green Deal and Agenda 2030 . It will also show a short video on Youtube about rainforest indigenous peoples.

Group discussion (30 minutes)

Participants will discuss their understanding of green competences and use them in the pro et contra debate about indigenous people trying to protect their land and environment on one hand and miners and multinational companies enroaching on their land on the other hand





Skills development activities:

Participants will be divided in two groups, pro et contra, creating through the role-play a story about the clash of indigenous people vs. Miners /multinational companies trying to incorporate in their story and dialogue green competences which comprise four interrelated competence areas: ‘embodying sustainability values’ (with competences such as valuing sustainability, supporting fairness and promoting nature) ‘embracing complexity in sustainability’, (with competences such as systems thinking. critical thinking and problem framing) ‘envisioning sustainable futures’ (with the the competences such as futures literacy, adaptability and exploratory thinking) and ‘acting for sustainability’ with competences such as political agency, collective action and individual initiative.

Reflection and evaluation (15 minutes):

Participants will reflect on their learning and evaluate the effectiveness of the activity.

Remarks:

The facilitator will guide participants through pro et contra debate and will make a final observation at the end and adapt the activity of the participants if needed.

Supporting Materials:

Internet, computer, paper, markers, and evaluation forms.

Instructions for Trainers

Introduction: Green Competencies, European Green Deal, Agenda 2030, and Indigenous Peoples

Welcome everyone to our "Green Competences for Indigenous Peoples Debate" workshop! In the next 15 minutes, we will introduce the concept of green competencies and discuss

their relevance to the European Green Deal and Agenda 2030. Additionally, we will watch a short video on YouTube about rainforest indigenous peoples to provide context for our debate.



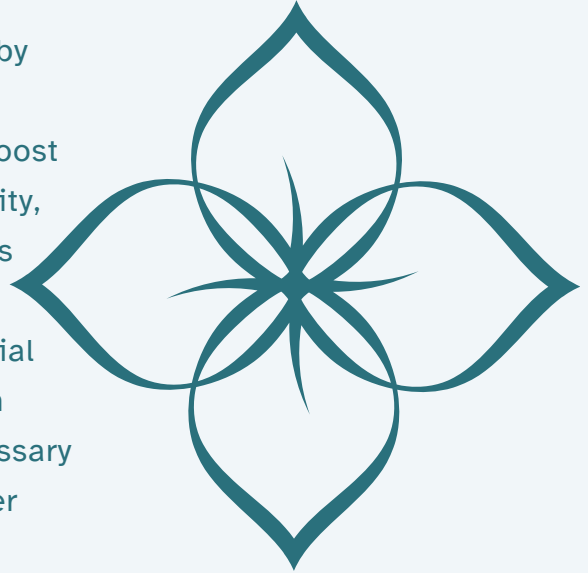
Green Competencies

Green competencies are the knowledge, skills, values, and attitudes needed to contribute to sustainable development. They encompass four interrelated competence areas:

1. Embodying sustainability values: understanding and internalizing the principles of sustainability in one's personal and professional life.
2. Embracing complexity in sustainability: recognizing the interconnectedness of social, economic, and environmental systems and making well-informed decisions that take these complexities into account.
3. Envisioning sustainable futures: imagining and designing innovative solutions to address global challenges and create a more sustainable world.
4. Acting for sustainability: collaborating with others to implement sustainable practices and policies, both locally and globally.

European Green Deal

The European Green Deal is an ambitious plan by the European Union to make Europe the first climate-neutral continent by 2050. It aims to boost the efficient use of resources, restore biodiversity, and cut pollution. The Green Deal covers various sectors, including energy, agriculture, and transportation. Green competencies play a crucial role in achieving the objectives of the European Green Deal by equipping citizens with the necessary skills to participate in the transition to a greener economy.



Agenda 2030

Agenda 2030 is a global action plan adopted by all United Nations member states in 2015. It consists of 17 Sustainable Development Goals (SDGs) designed to address the most pressing social, economic, and environmental challenges facing our world today. Green competencies are essential for achieving the SDGs, as they empower individuals and communities to take informed actions that contribute to sustainable development.

Indigenous Peoples and the Environment

Indigenous peoples have unique connections with their lands and territories, which they have managed and protected for generations. They possess invaluable knowledge about ecosystems and sustainable practices that can contribute to global efforts to combat climate change and protect biodiversity. To provide context for our debate, we will now watch a short video on YouTube about rainforest indigenous peoples and their role in preserving the environment.



[Facilitator shows the video]

Suggested videos:

[50 Years Ago, This Was a Wasteland. He Changed Everything. | Short Film Showcase](#)

[The Sustainable Future Lies in Indigenous Tradition | Yasmeen Mjalli | TEDxAlManaraSquare](#)

[Indigenous Peoples and climate change](#)

[3000-year-old solutions to modern problems | Lyla June | TEDxKC](#)

As we move forward in today's workshop, let's keep in mind the importance of green competencies and the role they play in addressing environmental challenges, including those faced by indigenous peoples. Our goal is to engage in a meaningful debate and develop a deeper understanding of these crucial issues.

Group Discussion: Green Competencies and Indigenous Peoples vs. Mining and Multinational Companies



Duration: 30 minutes

Now that we have introduced the concept of green competencies and watched a video about rainforest indigenous peoples, let's dive into a group discussion and debate. We will explore how green competencies can be applied in the context of indigenous peoples protecting their land and environment versus the interests of miners and multinational companies.

Step 1: Forming Groups (2 minutes)

Divide the participants into two groups:

1. Group A: Defending the rights and interests of indigenous peoples and the importance of preserving their land and environment.
2. Group B: Representing the perspective of mining and multinational companies, focusing on economic development and resource extraction.

Step 2: Sharing Understanding of Green Competencies (8 minutes)

Each group will discuss their understanding of green competencies and how they relate to their assigned perspective. Consider the following questions:

- How do green competencies apply to the challenges faced by indigenous peoples or mining and multinational companies?
- Can you identify any specific green competencies that are particularly relevant to your assigned perspective?

Step 3: Preparing Arguments for the Debate (10 minutes)

Each group will prepare arguments for the pro-et-contra debate, considering the following points:

- 1.The environmental, social, and economic impacts of your assigned perspective.
- 2.The role of green competencies in addressing these impacts and finding sustainable solutions.
- 3.Any potential areas of compromise or collaboration between the two perspectives.

Step 4: Pro-et-Contra Debate (10 minutes)

The facilitator will moderate a debate between the two groups, allowing each side to present their arguments and engage in a constructive dialogue. Encourage participants to apply green competencies and consider the complexities of the issue from both perspectives.

Conclusion

After the debate, take a few moments to reflect on the discussion and the application of green competencies. The goal is not to declare a winner, but rather to foster a deeper understanding of the issue and explore potential solutions that take into account the interests of both indigenous peoples and mining and multinational companies.



Skills Development Activities: Role-Play on Indigenous Peoples vs. Mining and Multinational Companies

Objective: To develop participants' green competencies by engaging them in a role-play activity that explores the clash between indigenous peoples and mining and multinational companies.

Step 1: Forming Groups (2 minutes)

Divide participants into two groups, maintaining the same pro-et-contra divisions from the previous debate:

1. Group A: Representing the perspective of indigenous peoples protecting their land and environment.
2. Group B: Representing the perspective of mining and multinational companies focused on economic development and resource extraction.



Step 2: Creating Role-Play Scenarios (10 minutes)

Each group will create a role-play story that highlights the challenges and conflicts between their assigned perspective and the opposing side. Encourage participants to include the following elements in their stories:

1. The environmental, social, and economic impacts of their assigned perspective.
2. The application of green competencies in addressing these impacts and finding sustainable solutions.
3. Any potential areas of compromise or collaboration between the two perspectives.

Step 3: Rehearsing the Role-Play (10 minutes)

Allow each group to rehearse their role-play, assigning roles to individual members and practicing their dialogue. Encourage participants to incorporate green competencies into their characters' actions and decision-making processes.

Step 4: Presenting the Role-Play (10 minutes)

Each group will perform their role-play in front of the other group. After both performances, allow participants to share their thoughts and feedback on the role-plays, focusing on how green competencies were integrated into the stories and dialogues.

Conclusion

This role-play activity aims to help participants develop their green competencies by encouraging them to think critically about the complex issues surrounding the clash between indigenous peoples and mining and multinational companies. By exploring potential solutions that take into account the interests of both parties, participants can further develop their understanding of green competencies and their relevance to real-world situations.



Reflection and Evaluation: Assessing the Workshop Experience

Duration: 15 minutes

In this final segment of the workshop, participants will reflect on their learning experience and evaluate the effectiveness of the activities. This reflection and evaluation process is essential for personal growth and improvement, as it allows participants to identify areas of strength and areas that require further development.

Step 1: Individual Reflection (5 minutes)

Ask participants to take a moment to reflect on their experiences during the workshop, considering the following questions:

1. What did you learn about green competencies and their relevance to the debate between indigenous peoples and mining and multinational companies?
2. How did the group discussion and role-play activities help you better understand the complexities of the issue?
3. Which green competencies do you feel you developed or improved during the workshop, and how might you apply these skills in your personal or professional life?

Step 2: Group Sharing (5 minutes)

Invite participants to share their reflections with the group. Encourage them to discuss their learnings, insights, and any challenges they faced during the workshop. This sharing session helps to promote a sense of community and support among participants.



Step 3: Evaluation (5 minutes)

Distribute evaluation forms to participants and ask them to rate the effectiveness of the workshop activities in terms of achieving the learning outcomes. The evaluation form should include questions related to the content, delivery, and overall experience of the workshop. Encourage participants to provide constructive feedback and suggestions for improvement.

Conclusion

Thank the participants for their active engagement and contributions to the workshop. Remind them that developing green competencies is an ongoing process and encourage them to continue exploring these topics and applying their newfound skills in their daily lives. Provide information on any relevant resources or upcoming workshops/events that may be of interest to participants.



Green Competences for Indigenous Peoples Debate: Workshop Evaluation Form

Thank you for participating in the "Green Competences for Indigenous Peoples Debate" workshop. Your feedback is valuable to us, as it helps us improve our future workshops. Please take a few minutes to complete this evaluation form by rating your experience and providing any comments or suggestions.

Instructions: Please rate the following statements on a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree."

Content

1. The workshop objectives were clearly explained.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

2. The content was relevant and engaging.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

3. I gained a better understanding of green competencies and their relevance to indigenous peoples and the environment.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Activities

4. The group discussion and role-play activities were well-structured and facilitated.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

5. The activities helped me develop my green competencies and apply them to real-world situations.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Facilitation

6. The facilitator was knowledgeable and responsive to participants' needs.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

7. The facilitator encouraged active participation and created a supportive learning environment.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree



Overall Experience

8. I found the workshop valuable and would recommend it to others.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

9. The workshop met my expectations.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Open-Ended Questions

10. What did you like most about the workshop?

11. What aspects of the workshop could be improved?

12. Do you have any additional comments or suggestions for future workshops?

Thank you for completing this evaluation form! Your feedback is greatly appreciated and will help us improve our future workshops.



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