
Training
session

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Packaging
and ~~Logistic~~

This guide is designed to assist teachers in conducting the mini-workshop. We recommend reading it thoroughly before starting the activity, printing the necessary templates for the number of students or groups participating in the training session, and preparing the required materials.

Have fun!

Whose side are you on? :)

Time: about 2/3 hours

Working groups: the whole class together!

Objective:

To stimulate critical thinking and enhance the ability to discuss the pros and cons of online shopping, with a particular focus on packaging and sustainability.

Tools:

- Templates
- Pen
- Paper tape
- Cards with roles
- Safety pin

Instructions for the teachers:

To develop this activity we recommend printing the card that you can find in the pages 04, 05, 06 and 07, we recommend front and back printing, flipped along the long edge (on 250-gram paper, if preferred).

We suggest printing some a few extra role cards in case students are not equally subdivided between "Supporter" and "Critic" of online shopping. You will also need one copy of the cards on pages 04 and 05, and a few copies of the cards on pages 06 and 07.

In addition, you will need as many **safety pins** as the number of students. To facilitate the activity, the safety pins can already be stapled to each card.

We also suggest **printing the templates on pages 08 and 09:**

print as many as the number of students participating in the activity.

The template on page 10, on the other hand, can only be printed

once.

Instructions - for the students:

01. With the help of the templates on pages 08 and 09, reflect on your own ideas about online shopping: **are you for or against online shopping?**

This part (part 01) of the activity is to be completed individually.

Each person will use the template on page 08 to stimulate ideas and the template on page 09 to record personal reflections.

At the end of this phase, you will have to decide whether you are for or against online shopping.

 [You have 20 minutes for this part.](#)

02. Next, **organise the space where the debate will take place:** move the desks and chairs and divide the class into two with the help of ~~paper~~ tape on the floor.

On one side of the class will be all those who are ~~pro~~ online shopping and on the other side all those who are against.

 [You have 15 minutes for this part.](#)

03. Before taking your ~~sit~~ either on the "~~pro~~" or "~~against~~" side of the classroom, you need to elect one (or more) moderator(s). The moderator will stand directly on the line marked by the ~~paper~~ tape, maintaining a neutral stance during the debate. Their role is to manage the discussion effectively by facilitating discussion and stimulating the conversation (using the questions provided in the template on page 08), and suggesting new insights into the topic.

 [You have 15 minutes for this part.](#)

04. We are almost there: before we start, **take a pin and a card.**

Depending on whether you are for or against online shopping, you will need to fasten the 'supporter of online shopping' or 'critic of online shopping' card ~~on~~ your shirt (~~with the help of~~ the pin).

 [You have 5 minutes for this part.](#)

05. Now, stand on the side of the class you have chosen (pro online shopping or against online shopping) and **wait for the moderator to start the discussion!**

To express your idea, simply **raise your hand** and wait for the moderator to give you the floor.

In order to get everyone involved in the discussion, **make short interventions: maximum 3 minutes!** It will be up to the moderator to check this.

Don't worry if during the discussion you change your mind: at any time during the debate (and as many times as you wish) you will have the opportunity to 'change sides' of the discussion/class .

Please note: when you change sides of the debate, do not change the card attached to your shirt!

 [You have 40 minutes for this part.](#)

06. After the 40 minutes have elapsed, the moderator will have the task of **summarising to the whole class the ideas presented by the students during the discussion** and count how many of them, during the discussion, changed their minds and how many are on the 'pro online shopping' side and how many on the 'against online shopping' side. The majority will define whether the class is 'more' pro or more against online shopping.

This can be noted down using the template on page 10.

 [You have 15 minutes for this part.](#)



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Emphasises the negative aspects, such as the environmental impact of extra packaging and the problem of returns.

Supporter of Online Shopping

Argues in favour of online shopping, emphasising convenience, speed and access to a wide range of products.

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Some questions for you!

- 01.** What are the main advantages and disadvantages of online shopping over traditional shopping?
- 02.** How does online shopping improve accessibility to products for people who live in remote areas or have limited mobility?
- 03.** How concerned are you about payment security or personal data protection risks in online shopping?
- 04.** How important is it to you that the packaging of products purchased online is sustainable and/or recyclable?
- 05.** What alternative solutions (such as compostable or reusable packaging) do you think companies could adopt to reduce packaging waste?
- 06.** How can companies get consumers more involved in the process of reducing the environmental impact of packaging?

Write here your ideas:
to be ready during the discussion!

Count how many students there are on the 'pro online shopping' side of the class and how many on the 'against online shopping' side. The majority will win!

Supporter

Or

Critic

Online shopping?



How many students have
changed their minds?

Check the 'pro online shopping' side and count how many have the 'against online shopping' card and do the same for the side. Then add up!
