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# CRE(ACTIVE) COURTROOM

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**PARTNER: Cap Ulysse**

**COUNTRY: France**



# ***Table of contents***

<b><i>1. Introduction</i></b>	<b><i>2</i></b>
<b><i>2. Activity Implementation</i></b>	<b><i>3</i></b>
<b><i>2.1 Activity Objectives</i></b>	<b><i>3</i></b>
<b><i>2.2 Activity Description and Methodology</i></b>	<b><i>3</i></b>
<b><i>2.3 Tools and Resources</i></b>	<b><i>3</i></b>
<b><i>2.4 Suggested integration</i></b>	<b><i>3</i></b>
<b><i>3. Debriefing and Feedback</i></b>	<b><i>4</i></b>

## 1. Introduction

The Cre(ative) Courtroom module addresses critical global topics such as climate change, inequalities and environmental justice through role-playing in a courtroom setting. Learners will take on the traditional courtroom roles (judge, lawyers, witnesses, and experts on the topic) and present their arguments and ideas on a pre-determined topic using the power of creative expression (words, pictures, paintings, drawings, videos, etc.).

This activity allows learners to engage actively with EU values such as **freedom, participation, solidarity, human dignity, and respect for human rights**. The activity promotes freedom of expression and active citizenship, as learners embody different societal roles and work collaboratively to find creative and inclusive solutions.

The value of **solidarity** is emphasised through discussions around collective European action in response to environmental and social challenges, particularly the disproportionate impact of climate change on vulnerable communities. In parallel, the values of **human dignity and human rights** are explored through themes of environmental justice, where access to basic needs such as water, food, and safety is increasingly threatened.

The goals of the ONE Culture project are also clearly aligned with the activity. Informal, innovative and creative learning are used as tools to explore EU values and foster a sense of belonging among learners. The training encourages **intercultural and intergenerational dialogue**, as well as the development of **critical thinking, creativity, and civic engagement** as learners reflect on European challenges and the importance of environmental and civic responsibility.

The target group adapted to this activity is **adults and young adult learners** who have a low level of schooling and/or feel disconnected from the EU and its institutions.

This activity will last a maximum of 3h30m maximum

- 15 min of briefing regarding EU values (optional)
- 15 min of icebreaker
- 20 min of introduction activity
- 1h10 of research
- 15 break time
- 1h of role playing
- 15 min of debriefing and conclusion

## 2. Activity Implementation

### 2.1 Activity Objectives

By the end of this activity, learners will :

- Raise awareness on environmental justice and how it connects to EU values: Through realistic scenarios and role-based debates, learners will explore how climate justice intersects with EU values such as **solidarity**, **human dignity**, and **equality**, encouraging reflection on shared responsibilities.
- Understand how environmental challenges impact communities: Through case studies, stories or videos, learners will identify specific and global environmental issues and recognise how these challenges affect communities unequally.
- Foster critical thinking, self-expression and creativity: Learners will take on courtroom roles and present arguments using creative formats, engaging and expressing themselves beyond traditional methods.
- Develop concrete solutions/answers to fight environmental issues: Given a specific problem or situation, learners will work in groups to propose realistic actions based on EU values to change the initial situation.

## 2.2 Activity Description and Methodology

Cre(active) Courtroom is a role-playing activity that puts learners in a courtroom environment on environmental justice. Learners will incarnate traditional tribunal roles (judges, lawyers, witnesses, journalists, and citizens) where they will argue on a given fictional but realistic situation related to environmental challenges and EU values.

In detail, this module consists of 5+1 parts :

### Step 0 (optional) - introduction to the EU values (15 min)

Brainstorming session with the learners on the EU values and its significance, followed by a short presentation with examples for each value.

Ressource: Video on EU Values  [What are EU values?](#)

### Step 1: Ice breaker (15 min) - “Which environmental challenge affects my community?”

On a digital or physical map of the country or world, learners will place an environmental challenge that affects their community. This part is followed by an exchange on the topic.

### Step 2: Environmental challenges (20min)

Following the Icebreaker answers, the trainer will proceed to exhibit a video or do a presentation on climate change and environmental challenges that affect our society nowadays. This method will be accompanied by a participatory dimension with the group of learners, collecting reflections and stories.

Ressource : Video →  [What Earth in 2050 could look like - Shannon Odell](#) Describes environmental issues and how it is affecting society.

### **Step 3: Research and preparation (1h10)**

Following this activity, the trainer will give the group a theme, and the respective roles will be divided among the learners. The trainer incarnates the role of judge. Learners choose the roles they want to incarnate. It is recommended that the roles are distributed equally.

Learners will work together in groups doing research on the topic and creating creative support (in any form) to support their arguments.

#### **Break time (15 minutes)**

#### **Themes for the activity**

Environmental & Climate Justice

Some examples of situations:

- A family fleeing drought in a non-EU country is denied asylum.
- A law proposal wants to force supermarkets to donate unsold food instead of discarding it.
- A local company is accused of polluting a river with plastic waste.
- A fast fashion company is accused of violating labor rights and harming the environment.
- ...

Social Justice & Inclusion

- A local community denies housing to a migrant family
- LGBTQ+ rights under threat in a European country
- Roma community evicted for urban development
- ...

#### **Roles for the activity :**

- Judge (trainer): The person who introduces the themes, starts the discussion and moderates the courtroom by introducing rules, ensuring that the conversation remains respectful and that the time limit is observed, and that everyone has an opportunity to speak.
- Defence lawyers: Those who defend the accused company, government or policy. They argue that the actions were justified, necessary or misunderstood by providing creative arguments and evidence.
- Prosecuting lawyers: They argue against the accusation by proving that harm was done to humans and/or the environment. Their arguments will be based on EU values and ethics.
- Experts (witnesses): They support the case by providing technical or scientific knowledge and facts. NGO representatives, policy experts and environmental scientists will provide relevant information on climate change, the legal framework and social impacts.
- Community witnesses: They will share testimonies from citizens (workers, residents, activists, etc.) on how the issues have impacted them.

- Journalists: Two participants who will document the trial by collecting arguments via photos, videos, and short interviews with the other trial participants, and create a summary of the session.
- Jury (optional): If there are a lot of participants, a jury can be created. These participants will be responsible for taking notes during the trial, providing a reflection at the end of the trial, and voting on the outcome of the session.

#### **Step 4: Order in the tribunal (1h)**

Tribunal takes place, the judge (trainer) introduces the theme and the roles. Participants will express themselves by turns. It is up to the judge to decide where to begin. Defenders and oppositions will present their views, other roles can intervene, questioning and presenting their ideas on the topic.

An example of speech could be :

***"Good [INSERT], everyone. Welcome to today's session of the Cre(ative) Courtroom."***

*Today, we gather to examine a critical issue that affects not only our local communities but the planet as a whole:*

***[INSERT TOPIC]***

*This case challenges us to reflect on the values we share as members of our communities and as European citizens. We'll be thinking about **environmental justice, solidarity, and the responsibility we all have to protect our environment and the rights of others.***

*Each of you today will play a unique role in this courtroom. Let me now introduce the key characters:*

- ***The Defense Lawyers*** will argue in support of the accused. Their task is to provide justification and challenge the accusations made.
- ***The Prosecuting Lawyers*** will present the case against the accused and provide evidence to support their claims.
- ***Expert Witnesses*** will bring in scientific, environmental, or legal knowledge to give us a better understanding of the situation.
- ***Community Witnesses*** will speak from the perspective of people directly affected by the issue at hand.

- *Journalists* will observe, take notes, and prepare a final media piece to share the story with the world.
- *And finally, I am the Judge*, here to ensure fairness, order, and that everyone's voice is heard.

*Over the next hour, we will explore the facts, present arguments, and ask tough questions. Remember: your creativity, your voice, and your commitment to justice matter here.*

*I encourage you to think critically, express yourselves boldly — through words, art, or stories — and reflect on what kind of future we want to build together.*

***Let us now begin. I invite the [Prosecution / Defense] to make the first statement."***

### **Step 5: Debriefing (15min)**

Group reflection on the activity and the core values addressed in the trial.

### **2.3 Tools and Resources**

- Art materials (paints, brushes, canvas).
- Pen, paper, pencil
- Photography and video equipment (smartphones, cameras, photo/video-editing apps).
- Computers, projector
- Internet connection
- Tables, chairs
- costumes, disguises
- Digital tools (interactive online platforms for discussions, collaborative platforms for group work).

### **2.4 Suggested integrations**

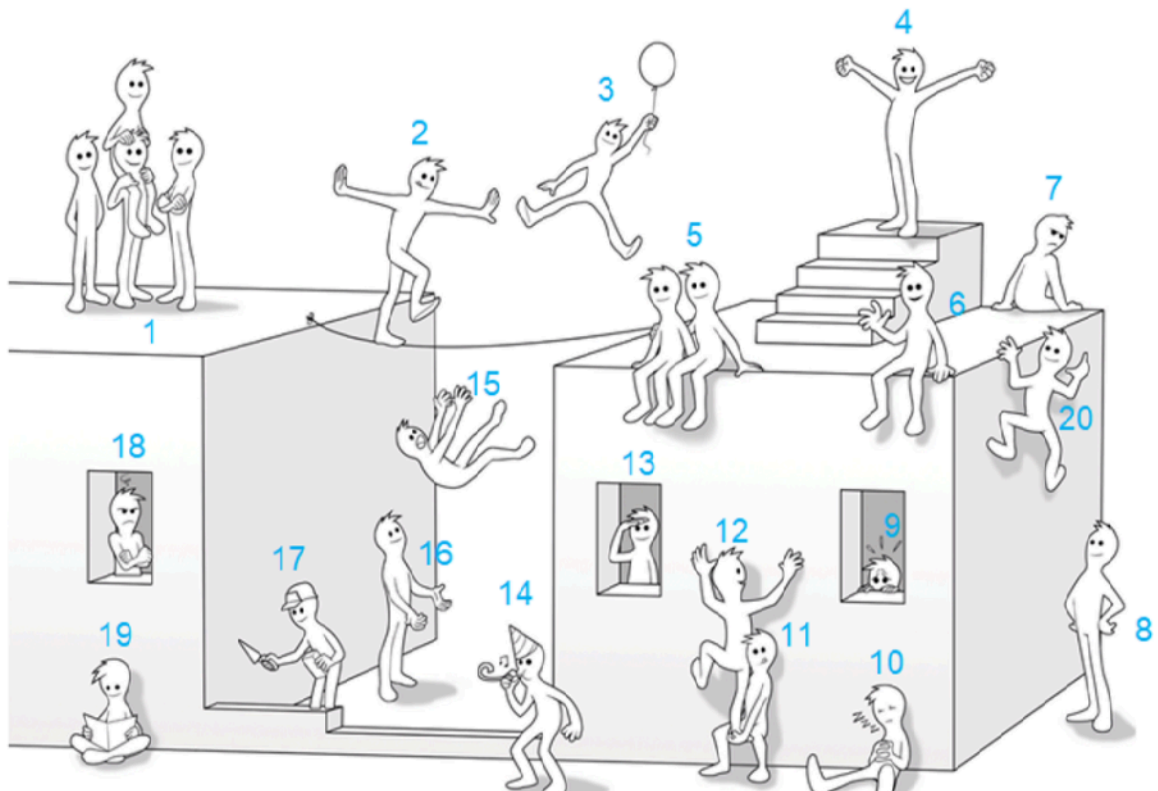
This activity strongly addresses EU values related to a specific theme, which is the environment and climate change. Some groups of learners may need more support or information regarding the topic of EU Values by itself. Taking this into account, it is suggested that this activity should be combined with a precedent activity regarding specific EU values.

### 3. Debriefing and Feedback

For what concerns the debriefing, learners should reflect on how EU values connect with environmental justice, this means that by the end of the activity it is important to assess how the process of which learners reached to their results, the thought behind it, the values identified and also the way they lived the simulation and the examples treated on the trial.

Examples of feedback questions can be:

**1 -How did you feel about participating in this trial simulation?**



**2 - What made you choose to present/create this specific argument/product**

**3- What EU values did you address? And why?**

**4- What do you keep from this activity? (What did you learn?) ...**

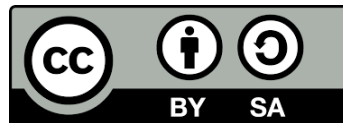
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