

Title: Public goods and social welfare

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Methodology of activities

In order to better understand the theoretical part of the study material “Public goods and social welfare”, to relate it to reality and already existing knowledge, it is recommended to perform the exercises described below in parallel with the reading of the theoretical part. The aim of active learning is to develop an independent thinker and a self-directed learner.

The teacher's task in the active learning process is to create a favourable environment that allows each learner to achieve maximum development according to their abilities. There are no specific guidelines on how to achieve independent thinking, but there are certain conditions that encourage independent thinking. These are: time, a tolerant atmosphere, recognition of the diversity of ideas and opinions, active participation, risk-taking, respect and values. The task of the teacher is to create these conditions in the learning process.

Independent thinking takes **time**, as it is necessary to first find out what is already known about the new material; find words to express it and provoke discussion. Without discussion, it is not possible to get feedback that would lead to thought development and further reflection. The exercises below are given a minimum discussion time. The teacher can extend the discussion time as needed.

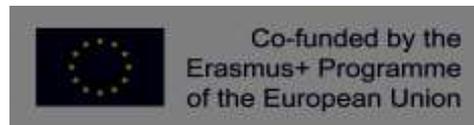
Not always and not all learners dare or want to express their thoughts. The teacher is often expected to have the "right answer", even if there is no "right answer". The task of the teacher is to create a **tolerant, supportive and creative atmosphere** for discussion related to the purpose of the task. This means that learners have the courage and desire to create, present and develop their ideas and concepts. **Active participation** is crucial in independent thinking. When learners understand that their thinking is recognized, they participate more actively. At the same time, it is the teacher's task to make it clear to learners that expressing their thoughts does not mean being allowed to be vulgar or inappropriate. The teacher can use the exercises below for active learning as well as create the exercises himself. If the teacher sees that there is no discussion in the group or that there is a discussion that is not related to the topic of the task, then he / her has to direct the group discussion with specific questions.

Learners often believe that discussions must lead to the "right answer". The teacher's task is to **create an atmosphere in the classroom that favours a plurality of opinions and ideas**, which is the basis for independent thinking. Free thinking can be risky, because the ideas that come up in a discussion can be intertwined in a strange or even contradictory way. The explanation by the teacher that this is natural is important here. Neither the teacher nor the fellow learners should make appraisal comments during the discussions. It hinders further discussion. When learners realize that their views are valued, that the teacher respects their opinions, they usually respond with greater responsibility and care.

If the learning **tasks are not affordable** for the learner or **do not provide sufficient challenge**, it will not lead to the learner's development. If, on the one hand, learning offers the learner a challenge

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to test their abilities and, on the other hand, the confidence that learning is affordable, the preconditions for the learner's maximum development have been created. Consequently, the exercises described below should be used creatively - tailored to the learners' abilities.

In the exercises, there is written in which groups they could be performed. However, if the learning is carried out individually, all these exercises can be done alone.

Activity title	Exercise 1. List of my needs
Overview	<p>The exercise is carried out after the introduction of the topic but <u>before</u> learning Chapter 1 of the theoretical part.</p> <p>Exercise content:</p> <ul style="list-style-type: none">- Each learner makes a list of his / her needs. This list could include at least 25 (or more) needs. Each need is written on a separate line.- Each student discusses about his / her list of needs with at least two fellow students. (The discussion takes place separately with each fellow student.) During the discussions, learners are asked to supplement the list.- Learner(s) may present their list to the audience. During the presentation, fellow learners can supplement their list of needs. <p>Alternative:</p> <p>This exercise can be carried out so that all learners come to the board and write one or more needs. There may also be wishes and desires on that list. The teacher does not correct the list.</p>
Objectives	The learner is able to notice needs.
Materials	Paper and pencil / board and marker
Time	Minimum 15 minutes
Group size	-
Instructions for trainers	The lists of needs likely include desires. They are not addressed initially. The distinction between needs and desires is dealt with in the following exercises.
Activity title	Exercise 2. Distinguishing between basic needs, social needs and desires
Overview	<p>The exercise is carried out <u>after</u> learning Chapter 1 of the theoretical part.</p> <p>Exercise content:</p> <ul style="list-style-type: none">- Learners exchange the lists of needs made during Exercise 1.- The basic needs, social needs and wishes are indicated in colour or abbreviated in the list of fellow learners.- The list will be returned to its original author and any additions will be discussed together.

	Alternative: Under the guidance of students, the teacher distinguishes between basic needs, social needs, and desires in a list written on the board.
Objectives	The learner is able to distinguish between basic needs, social needs and desires
Materials	Needs lists and coloured pencils / needs list on board and coloured markers
Time	Minimum 5 minutes
Group size	-
Instructions for trainers	If necessary, the teacher helps learners to differentiate between needs and desires.
Activity title	Exercise 3. Private goods, club goods, collective goods, public goods
Overview	The exercise is carried out <u>after</u> learning Chapter 2 of the theoretical part. Exercise content: - Each learner reviews their own list of needs / wishes and notes private, club, community and public benefits. If necessary, a companion will be found in the auditorium to consult. - If on the existing list there are no examples of some goods, the list will be updated in cooperation with a fellow student. The aim is to compile a list of needs / wishes with different goods. Alternative: Under the guidance of the students, the teacher indicates private, club, community and public benefits in the list written on the board. If necessary, the list will be supplemented.
Objectives	The learner is able to notice different types of benefits in his / her list of needs / wishes.
Materials	Needs and wishes list and pen / needs and wishes list on board and marker
Time	Minimum 10 minutes
Group size	-
Instructions for trainers	If necessary, the teacher helps learners to identify existing benefits and to complete the list of benefits.
Activity title	Exercise 4. Problems associated with the consumption of common and public goods
Overview	The exercise is carried out <u>after</u> learning Chapter 3 of the theoretical part.

	<p>Exercise content:</p> <ul style="list-style-type: none"> - The auditorium is divided into groups of 3-4 members. - Each group will receive larger paper for drawing and coloured markers. - The teacher gives each group one common or public good. These can be, for example, a river in a local area, a naturally beautiful place, a public park or square, and so on. - Based on the object given by the teacher and using the knowledge learned in Chapter 3, students compile a story about the problem of free-riders, overconsumption, pollution, pollution damage, and external costs. - The story is displayed as a picture, cartoon, scheme, etc. - An exhibition will be organized. The viewers explain the situations shown in the picture. If necessary, the authors of the picture will provide explanations.
Objectives	The learner is able to relate the problems associated with the consumption of common and public goods.
Materials	Larger paper and coloured markers
Time	Minimum 25 minutes
Group size	3 - 4 learners
Instructions for trainers	Before carrying out the study, the teacher finds the common or public benefits that actually exist in the area, which can be used, for example.
Activity title	Exercise 5. Compiling a list of social welfare services provided by my country
Overview	<p>The exercise is carried out <u>before</u> learning Chapter 5 of the theoretical part.</p> <p>Exercise content:</p> <ul style="list-style-type: none"> - The auditorium is divided into groups of 2-3 members. - Groups of learners compile a list of social welfare services provided by their country. - The common and public goods and our need which will be satisfied is written next to the service name. - One group introduces their list. Other groups can help complete this list. In this way, an accurate list of social welfare services is formed. <p>Alternative:</p> <ul style="list-style-type: none"> - All learners come to the board and together they write a list of social welfare services with goods and needs. - Learners name social welfare services, together with goods and needs, and the teacher writes them on the board.
Objectives	The learner knows social welfare services and is able to relate them to benefits and needs.
Materials	Paper and pencil / board and marker

Time	Minimum 10 minutes
Group size	2-3 learners
Instructions for trainers	If necessary, the teacher will assist in compiling the list with guiding questions.
Activity title	Exercise 6. What socio-political system do I live in?
Overview	The exercise is carried out after learning Chapter 5 of the theoretical part. Exercise content: - Looking at the list of social welfare services in Exercise 5 and using knowledge of politics of learners, discuss together in which socio-political system society lives: in a liberal, social-democratic or conservative. - What would the social policy be like in different coalitions?
Objectives	The learner is able to relate the provision of common and public goods and social policy.
Materials	List of social welfare services compiled in Exercise 5.
Time	Minimum 20 minutes
Group size	-
Instructions for trainers	The teacher prepares different government coalitions based on existing parties in the country and, if necessary, helps to enliven the discussion with guiding questions.
Activity title	Exercise 7. See OECD materials “How’s Life? 2020”. What recommendations would you share with your national government?
Overview	The exercise is carried out after learning Chapter 6 of the theoretical part. Exercise content: - The auditorium is divided into groups of 2-3 members. - Learners review the OECD study “How’s Life? 2020” video or slides and country-specific results for your country. - Based on these materials, the group will compile a list of recommendations that the state could make to increase the well-being of its population. - The moderator and secretary of the group work presentation are elected. The task of the moderator is to lead the discussion and the task of the secretary is to write a package of recommendations on the board. - Presentation of group work and discussion during which a package of recommendations is formulated.
Objectives	The learner knows the role of the state in providing common and public

	goods.
Materials	From the OECD website “How’s Life? 2020 “general results in slide or video and country-specific results. http://www.oecd.org/statistics/how-s-life-23089679.htm
Time	Minimum 30 minutes
Group size	2 – 3 learners
Instructions for trainers	The teacher supports the learner’s work as needed.

Glossary

Club goods	A club good is excludable, which means that the consumer cannot use the product unless they directly pay for it and non-rivalrous, which means that one person's consumption, does not prevent other's consumption.
Common goods	Common goods are characterised by non-excludability and rivalrous.
Excludability	A good is excludable if it is possible to prevent people, who have not paid for it from having access to it
External cost	An external cost is a cost incurred by an individual, company, or community as a result of an economic transaction that they are not directly involved in External costs, also called ‘spillovers’ and ‘third party costs’ can arise from both production and consumption and is expressed in monetary terms.
Free-rider problem	Free-rider problem is market failure that occurs when those who benefit from goods or services do not pay or under-pay for them. At the same time it is impossible to exclude non-payers access to or use of these goods.
Market failure	Market failure is the economic situation defined by an inefficient distribution of goods and services in the free market.
Need	Needs refer to something that is needed for survival.

Private good	A private good is a good that has a competition between individuals to obtain the good and service, and if consuming the good by one person prevents someone else to consume it.
Public good	A public good is a good that is both non-excludable and non-rivalrous. It means that individuals cannot be excluded from use, and use by one individual does not reduce availability to others, or the good can be used simultaneously by more than one person.
Rivalrous	A good is rivalrous if its consumption by one consumer prevents simultaneous consumption by other consumers, or if consumption by one party reduces the ability of another party to consume it.
Social security	Social security includes a governmental support system for sickness, accidents at work, incapacity for work, and unemployment.
Social welfare	Welfare is a system for securing various freedoms of the people and creating better opportunities for economic development through human resource development.
“Tragedy of the commons”	The tragedy of the commons is an economic problem in which every individual has an incentive to consume a resource at the expense of other individuals. It results in overconsumption, underinvestment, and ultimately depletion of the resource.
Welfare	Welfare is a type of government support intended to ensure that members of a society can meet basic needs.
Welfare state	Welfare state is a state that is committed to providing basic economic security for its citizens by protecting them from market risks associated with old age, unemployment, accidents, and sickness.
Well-being	In the European cultural space, well-being is based on the following values: good health; comfortable living conditions; personal liberty; safe working conditions; and guarantees in case of unemployment. Well-being is just feeling well.