

## START THE CHANGE! Scheme of Work Template

### DESCRIPTION

<b>Title</b>	Climate Change Negotiation Game
<b>Author (teacher/educator's name and school name)</b>	Ben Sparham, Inverness High School
<b>Topic/issues covered</b>	Climate Change Country Studies
<b>Year group</b>	S3
<b>Time needed (ideally min 4 hours)</b>	5 lessons of varying length, one of which might be done as a homework exercise. 4-6 hours. It might be preferred to complete as one half-day sitting to best replicate the constrained, time-pressured nature of the negotiation process, with pre-tasks (Lesson 1-2) done beforehand.
<b>School Subject/s involved (and level if appropriate)</b>	Social Subjects Level 3/4. Would be appropriate for classes studying geography, modern studies or citizenship. The nature of negotiations might suit a PHSE class and the inclusion of debate and presentation elements may suit an English class. This unit would also suit RMPS classes looking at environmental action & justice and global inequalities.
<b>Learning Outcomes</b>	<p>Pupils develop skills to:</p> <ul style="list-style-type: none"> <li>• use qualitative and quantitative data to obtain, illustrate, interpret, analyse and evaluate geographical information</li> <li>• Interpret and extract information from graphs (and infographics)</li> <li>• draw informed conclusions from numerical data</li> <li>• develop argument, communicate ideas effectively and draw well-evidenced and informed conclusions using critical thinking</li> </ul>
<b>Key Global Citizenship competencies developed – max 4</b> (see back of project manual or Oxfam guide for knowledge, skills, values and attitudes)	<p><b>Knowledge &amp; Understanding:</b> Understanding how international negotiations work (Globalisation &amp; interdependence; Power &amp; governance)</p> <p><b>Skills:</b> Critical thinking: Cooperation &amp; conflict resolution</p>
<b>Brief summary of active and participatory methodologies used</b>  e.g peer-to-peer learning, brainstorming, discussion and debate, role play, ranking exercises, film analysis, storytelling, simulation games, cause and consequence activities, communities of enquiry...	Simulation game with role play; peer to peer learning; discussion and debate.

# START THE CHANGE

Structure of units	
<b>Overview</b>	<p>This unit has been developed from the excellent Royal Meteorological Society of Scotland resource 'Climate Change Negotiation Simulation' which shares the same structure and basic content.</p> <p><a href="https://www.metlink.org/climate/climate-negotiations-for-schools/">https://www.metlink.org/climate/climate-negotiations-for-schools/</a></p> <p>This unit has been developed from this exemplary foundation with a view to make some of the tasks more accessible for younger learners (S3 / BGE). The unit powerpoint should be used as the key guide to each element / lesson of the unit.</p>
<b>Lesson 1:</b>	<p>Learning Intentions: We will.....</p> <ul style="list-style-type: none"> <li>...refresh our knowledge on climate change.</li> <li>...understand the basic ideas behind the climate change negotiation.</li> <li>... take on the role of one of 10 countries at the negotiation table.</li> <li>... research relevant facts about our chosen country.</li> </ul> <p>Activity introduced using the Powerpoint presentation provided and the three-minute <a href="#">Youtube clip</a> explaining the context and purpose of the game i.e. for pupils to simulate a COP climate negotiation conference to keep global temperature rises at below 2 degrees (ideally 1.5) above pre-industrial levels.</p> <p>Pupils divide into up to 10 groups and each is allocated a country</p> <p>Pupils complete task sheet using information provided, individually then as a group. Information forms the basis for subsequent classwork. This 'Climate Conference Country Factfile' is available as a digital Word version or a paper version as part of the document 'Negotiation Cards – Individual Countries'. The electronic document allows this section to be completed electronically using, for example, Google classroom.</p>
<b>Lesson 2:</b>	<p>We will.....</p> <ul style="list-style-type: none"> <li>... produce an infographic poster about our country which can be used during negotiations.</li> <li>... make sure our piece of work is easy to interpret, contains facts relevant to climate change and our country's wealth, and is clear and well-presented.</li> </ul> <p>In order that relevant information is available to their country during presentation and the negotiation process, pupils display their research findings onto a poster. This should be a paper document to allow easy referencing during later lessons. The infographic poster should contain succinct facts on the country, for example, it's population and resources, the level of industrialisation, the country's wealth, it's current emissions level, any dangers from climate change and any current good practice in mitigating or responding to climate change. The poster can be embellished with eg country flag, outline map or relevant data expressed graphically. Prizes could be awarded for good examples.</p>
<b>Lesson 3:</b>	<p>We will.....</p> <ul style="list-style-type: none"> <li>... work cooperatively to gather information about aspects of climate change.</li> <li>... link ideas about climate change to our individual country contexts.</li> <li>... understand the words MITIGATION &amp; ADAPTATION and the idea of a GREEN CLIMATE FUND.</li> </ul>

The main lesson element is termed a Market Place. The structure of this activity largely depends on the wishes of the teacher and the class size. It could be delivered as three separate activities, attended by members of each country. Each delegate would then cascade the information learned from each activity back to the whole country group. Alternatively it could be set up as a stations approach allowing every class member / delegate to take part in all activities. Finally all 3 activities could be teacher-led and delivered one at a time to the entire class.

The lesson should be started with 'Module 4 Introduction Clip'

Brief description of activities:

### **Market Place 1 Climate Science**

**Task 1.1** Use the resource document 'Market Place 1 Climate Science' for this task. The risk cards are distributed amongst participants and read. One at a time an Enquiry card is read out by a member of the group. Participants decide if their risk cards are relevant to the enquiry, read out and discuss.

### **Market Place 2 Adaptation and Mitigation**

For this market place, use the document 'Market Place 2 Adaptation and Mitigation'.

**Task 2.1** Start by using the PPT to define the terms *mitigation* and *adaptation* with respect to climate change. All 9 mitigation / adaptation cards are distributed between the group. Each participant declares whether they think their example is mitigation or adaptation. They could place the card onto the Venn Diagram. There is room here for one solution to be both. Blank cards could be handed out for participants to add further solutions.

**Task 2.2** All cards are distributed. One at a time they are read out, which can include the detailed description on the reverse of the card. One at a time each country declares how appropriate the solution is to their country. They should say one of the following: "We don't need this" "That won't work for us" "We can't afford this without help from other countries" "Good idea!" Room for discussion.

**Task 2.3** Diamond 9. Using all 9 Mitigation / Adaptation cards, one country arranges the 9 cards into a diamond shape, with their best solution at the top of the diamond, down to the least effective at the base of the diamond. Each other country is then invited to make a change to the diamond. Alternatively, every country could have a set of cards and then comparisons can be made between diamonds. Discussion opportunities.

**Task 3.1** Green Climate Fund. There is a clip which may be used to explain the Green Climate Fund. In country teams, think about whether you will be contributing to the fund or seeking funds from it. Things to consider: Can we afford to contribute? How much can we afford to contribute? From 'nothing' up to 'very large'.

Climate Justice – To what extent is our country responsible for current and past carbon emissions? Do we pollute because we produce goods for other countries?

Countries then pair up with another country to share their funding plans. Countries may wish to persuade other countries to change their pledge. Finally, countries complete their Green Climate Fund Pledge Card (Draft) on their negotiation card.

If time, countries can discuss what they have learnt from the market place activities and add this information to their poster.

# START THE CHANGE

<p><b>Lesson 4:</b></p>	<p>We will.....</p> <ul style="list-style-type: none"> <li>... work cooperatively to make evidence-based decisions.</li> <li>... use our skills to prepare a 2-minute presentation about our country.</li> <li>... develop our presentation skills and country knowledge by sharing our presentation with others .</li> </ul> <p>Start with presentation: <a href="https://youtu.be/NvtKGggoqpY">https://youtu.be/NvtKGggoqpY</a></p> <p>After this, country delegations need to decide their draft pledges and prepare a two minute presentation to be used in Lesson 5. In detail each group must:</p> <ol style="list-style-type: none"> <li>1. Complete the draft sections on the pledges part of their negotiation cards to create a first draft of their pledge.</li> <li>2. Write a 2-minute summary talk to relate the information in their pledge using, if they wish, the template on the negotiation cards.</li> <li>3. Decide which person in their country delegation will deliver which part of the talk and practise delivering it to ensure it fits in the 2-minute slot.</li> <li>4. Think about their strategy – what would they like the negotiations to achieve?</li> </ol> <p>It is worth re-iterating that their negotiation card contains a template for a presentation. It would also be worth using their infographic poster as part of the presentation.</p>
<p><b>Lesson 5</b></p>	<p>We will.....</p> <ul style="list-style-type: none"> <li>... develop our presentation skills.</li> <li>... learn to negotiate by presenting our ideas and arguments and listening to others.</li> <li>... use evidence-based approaches to make decisions.</li> </ul> <p>Prior to this lesson, countries should set up their negotiation table, including their presentations and poster and the flag of their country.</p> <p>Start with presentation: <a href="https://youtu.be/Ogm1nLx9Kd0">https://youtu.be/Ogm1nLx9Kd0</a> which sets out the aims and sequence of events at the forthcoming negotiation.</p> <p>China, the EU, India, the USA and the Russian Federation give their 2 minute presentations, including setting out the pledges they will make (draft). All other delegates should listen to the presentation and consider to what extent they think they can negotiate with the country to get them to change their pledges. Once these presentations are finished, negotiations should begin in pairs (bilateral) with the aim of getting countries to make better pledges. At the end of this first negotiation process, the final 5 countries then give their presentations. After this, there is a second round of negotiations. The structure of these negotiations is open to variation, depending on the wishes of the country delegates and the teacher.</p> <p>At the end of the process, countries are given some time to put together their final pledges. These are then fed into the voting spreadsheet which calculates the reduction in carbon emissions and global temperature targets. This can be found at <a href="https://www.metlink.org/climate/climate-negotiations-for-schools/">https://www.metlink.org/climate/climate-negotiations-for-schools/</a> or in the resources folder (Excel document)</p> <p>This may lead to discussion and possibly a further round of negotiations.</p>
<p><b>Any specific materials and equipment needed?</b></p>	<p>This scheme of work is based on a resource featured on the Royal Meteorological Society website called <a href="#">‘The Climate Change Negotiations Activity – simulating a world climate change conference’</a>.</p> <p>The scheme of work is guided by a Powerpoint presentation.</p> <p>You will also require a set of pupil packs –</p>

# START THE CHANGE

	<ol style="list-style-type: none"> <li>1. Country negotiation cards</li> <li>2. Climate Country Factfile Word Docs.</li> <li>3. Table flags or names for printing</li> <li>4. Country information sheets (optional) – available online</li> <li>5. Climate science marketplace resources</li> </ol> <p>See website above under ‘Guidance for Teachers’ for templates to print off (or borrow hard copy from HOW).</p> <p>PC connected to the internet, projector and speakers.</p>
<p><b>In-depth information</b> If applicable</p>	<p>The resource provides more than enough material for pupils to investigate climate change further and the wide-ranging impact it will have in different countries. See <a href="https://www.metlink.org/climate/climate-negotiations-for-schools/">https://www.metlink.org/climate/climate-negotiations-for-schools/</a> for original resources, including source powerpoint, and in depth instructions.</p>

**Please also attach one photograph (once delivered).**

This will be shared on the project [website](#) so any young person identifiable in the photo must have given their consent.