LESSON PLAN

COP28 - THE CONFERENCE OF PARTIES

6 to 12 years

10-15 minutes Input
50-60 minutes Activities

Includes:

Teacher Notes

Presentation for a guide to the Conference of Parties

Three Activities

EXPO CITY DUBAI

EXPO SCHOOL PROGRAMME

TEACHER NOTES

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LESSON SUMMARY

This lesson and accompanying activities are designed to provide students with an understanding of COP28 and what the conference is attempting to achieve. Students will also gain a more conceptual understanding of climate change issues and how we are attempting to mitigate and adapt to contemporary issues.

EXPO CITY DUBAI CONNECTION

The 28th Conference of the Parties (COP28) will be held at Expo City Dubai. COP28 will assess and drive progress on combating climate change, while sharing Expo City Dubai's objectives of achieving sustainability and enabling action towards climate security.

LEARNING OBJECTIVES

- To describe where and when COP 28 is taking place
- To understand the importance of COP28 to the UAE and the rest of the world
- To understand and describe the key ideas and themes of COP28

MATERIALS/ RESOURCES REQUIRED

- PowerPoint presentation
- Access to a device for research
- Access to printing facilities

MAIN PRESENTATION (10-15 mins)

A presentation which is designed to give the students a background knowledge of climate change and its primary causes. The slides then delve more specifically into the themes and ideas of COP28 and what it hopes to achieve. The presentation includes visual content and in parts requires interactivity and student involvement.

After this presentation you will be able to download three accompanying activities, a description of which are as follows.

Activity 1 – Youth Climate Representative (15-30 mins)

This task is designed to encourage students to think about climate and sustainability issues.

Teachers can decide how to facilitate this activity. It will work within smaller and larger groups and can be carried out independently or be driven by the teacher.

Activity 2 – Climate Finance Adventure (15 mins)

OBJECTIVE – The objective of the game is to be the first player to reach the end of the board whilst learning about the positives and negatives of climate finance.

HOW TO PLAY - To play the game the students will need dice and a counter or token to move along the board. Before beginning the game, the teacher should explain the rules and the ideas that each square represents a positive and negative aspect of climate finance.

Activity 3 – Mapping the UAE for Sustainability (20 mins)

MAPPING THE UAE FOR SUSTAINABILITY – An interactive map of the UAE with icons representing various aspects of sustainable practices. The task is to place the icons strategically, using the thinking questions and the segregation of each region as a guide.

OBJECTIVE – Students will be required to strategically position the icons which represent, mangroves, nature reserves, wind and solar farms.

ACTIVITY 1 – **Youth Climate Representative**

This task is designed to encourage students to think about climate and sustainability issues.

Question 1 – Potential answers for younger learners would be:

- They need our help to stay healthy and safe.
- We want clean air to breathe and clean water to drink.
- Animals and plants make the world beautiful.
- When we are kind to them, they can help us, like giving us food and oxygen.

Older learners may demonstrate a better understanding:

- BIODIVERSITY: Being kind to plants and animals means we respect the amazing variety of life on Earth. Each species has a role to play, and by protecting them, we keep the world diverse and interesting.
- HEALTHY ECOSYSTEMS: Plants, animals, and the environment all work together in ecosystems. When we're kind to them, we help keep these ecosystems balanced and functioning well. This is important because it affects things like the food we eat and the air we breathe.
- CLIMATE CHANGE: By taking care of the Earth, we can slow down climate change. Plants absorb carbon dioxide, a gas that makes our planet warmer. When we cut down forests or harm plants, we make climate change worse.
- CLEAN AIR AND WATER: Trees and plants help clean the air by absorbing bad stuff and giving us oxygen. They also help keep our rivers and oceans clean. When we're kind to them, we keep our air and water clean and healthy.
- FUTURE GENERATIONS: We want to leave a beautiful and healthy Earth for our children and their children. Being kind to plants, animals, and the Earth is a way to ensure a better future for everyone.
- RESPONSIBILITY: It's our responsibility to take care of the Earth because we live here too. Just like we're kind to our friends and family, we should be kind to the environment and all the creatures that share our planet.

Question 2 – Likely answers for all ages will be based around the following:

- PROTECTING NATURE: Trees are homes for animals, and when we use a lot of paper, we cut down more trees.

- CONSERVING RESOURCES: The Earth has limited resources like water and trees. If we use them up too quickly, there won't be enough for us and future generations.

- REDUCING WASTE: Using things like paper wisely means we don't make as much garbage. Less garbage is good for the environment because it keeps our world cleaner and less polluted.

- SAVING ENERGY: Making paper and using water also takes energy. When we use these resources carefully, we save energy.

- BEING RESPONSIBLE: Using resources carefully is a way of being responsible and showing respect for the environment.

Question 3 – Expect responses such as:

- REDUCE LITTER: We can make sure we don't throw our trash on the ground. We should use trash cans and recycling bins.

- SAVE WATER: We should be careful not to waste water when we brush our teeth, take a shower, or play with water.

- PLANT TREES: Trees are like Earth's lungs; they help keep the air clean. Planting trees and taking care of them is a great way to help our planet.

- USE LESS PLASTIC: Plastic can be bad for the environment, so we can try to use less of it. Using reusable bags and containers instead of disposable ones is a good idea.

- WALK OR BIKE: Instead of riding in cars all the time, we can walk, bike, or use buses and trains. This helps reduce air pollution.

- CLEAN UP NATURE: When we visit parks or beaches, we should pick up our trash and maybe even organize clean-up events with friends and family.

- LEARN ABOUT NATURE: When we learn about animals and plants, we start to care about them. We can read books, watch documentaries, or visit nature centers to learn more.

- SPREAD THE WORD: Finally, we can tell our friends and family about these things. When more people know how to keep the Earth and air clean, we can all work together to make our planet healthy and happy.

Question 4 – You will be looking for answers such as:

- SHARE OR DONATE: If we have toys we don't play with anymore, we can share them with friends or donate them to kids who might like them.
- REPAIR AND FIX: Sometimes, toys or clothes can get a little broken. We can try to fix them or ask grown-ups for help.
- REUSE: Old clothes can become dress-up outfits or rags for cleaning. We can also reuse paper for drawing or making crafts.
- RECYCLE: Paper, cardboard, and some clothes can be recycled.
- SWAP: Sometimes, we can trade toys or clothes with our friends.
- CRAFTS: We can use old paper to make cards, art projects, or even homemade books. It's a fun way to be creative and use things again.
- SHARE WITH SCHOOL: Sometimes, schools or community centers collect toys, clothes, or books for others to use. We can ask our parents or teachers if there's a way we can share.

CONCLUSION

Through teacher input and this discussion activity the students will obtain a greater understanding of climate change, sustainability and more specifically, COP28.

ACTIVITY 2 – **Climate Finance Adventure** (15 mins)

CLIMATE FINANCE ADVENTURE – A fun game with a simple objective.

OBJECTIVE – The objective of the game is to be the first player to reach the end of the board whilst learning about the positives and negatives of climate finance.

HOW TO PLAY – To play the game the students will need dice and a counter or token to move along the board. Before beginning the game, the teacher should explain the rules and the ideas that each square represents a positive and negative aspect of climate finance.

CONCLUSION

Although a game of chance, which is designed to be fun, the students will be required to use their reading skills to understand what is written on each square.

- Older learners will have a much clearer comprehension of what is being explained.
- Younger learners will be able to associate the positive and negative by whether they move forwards or backwards. After multiple plays, they will become more aware of the facts and what they mean.

ACTIVITY 3 – Mapping the UAE for Sustainability (20-25 mins)

MAPPING THE UAE FOR SUSTAINABILITY – An interactive map of the UAE with icons representing various aspects of sustainable practices. The task is to place the icons strategically, using the thinking questions and the segregation of each region as a guide.

OBJECTIVE – Students will be required to strategically position the icons which represent, mangroves, nature reserves, wind and solar farms.

Before they begin the interactive activity, get them to consider the following questions:

- THINK WHY, AS WELL AS WHERE, YOU WOULD PLACE THE CLEAN ENERGY RESOURCES.

  Ask the students to consider which region and environment will provide the optimum conditions for these green energy sources. Ask them to explain why they make the choices they do. *(Wind farms in mountainous regions, Solar in more isolated desert areas)*

- WHY WOULD MANGROVE FORESTS BE UNSUITABLE IN CERTAIN AREAS?

  Test the student's ability to understand that mangroves are a coastal tree that grows exclusively in these specific regions. To extend students, teachers can ask why they grow in these regions and the huge benefits they bring. *(Huge carbon sequestration, protection from storm surge, vital eco system)*

- WHAT ARE THE MAJOR BENEFITS FOR CREATING NATURE RESERVES IN THE UAE?

  Younger learners will be able to see the benefits of trees and natures reserves for habitat creation and even Carbon sequestration. Older learners could see or explain how nature reserves and trees in particular help the soil, mitigate desertification and improve air quality.

- ARE THERE ANY NEGATIVE IMPACTS OF PLACING THE ICONS IN CERTAIN AREAS?

  Solar farms need a large expanse of land and are difficult and expensive to maintain. They can also cause disruption to habitats. Similarly, wind farms require a large area, they are often seen as aesthetically unpleasant and frequently disrupt birds and their habitats. Wave turbines are difficult to maintain the further they are placed offshore, they also disrupt habitats and can be an obstruction for shipping. The Arabian gulf is a relatively calm body of water so these would not be a premium option of clean energy in this region.

CONCLUSION

Students learn through the digital interactive map the best way to strategically position the green energy and natural resources within the UAE.