LESSON PLAN

CLIMATE NEGOTIATIONS

12 to 16 years

30-40 minutes ▪ Extendable

Includes:

Teacher Notes

PowerPoint Presentation

Student Research Pack

EXPO CITY DUBAI

EXPO SCHOOL PROGRAMME BY EXPO CITY DUBAI

TEACHER NOTES

LESSON SUMMARY

This lesson will provide students with an overview of how COP conferences work, and the difficulties faced by the many invested parties in coming to a consensus. The goal is for students to understand the difficulties countries face when negotiating on climate related issues.

The students will also gain an understanding in the way that countries negotiate in blocs rather than individually.

EXPO CITY DUBAI CONNECTION

The 28th session of the Conference of Parties to the United Nations Framework Convention on Climate Change (UNFCC) will be hosted in the United Arab Emirates 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

- Understand the mechanisms of the negotiations of climate conferences
- Work collaboratively to make unanimous decisions
- Provide possible solutions to adapt and/or mitigate climate change

MATERIALS/ RESOURCES REQUIRED

- Internet access for video(s) and research purposes
- Individual devices or devices with internet access (one for each group)

NOTES TO ACCOMPANY THE PRESENTATION

Slide 7 - This gives a graphical representation of number of invested parties in climate negotiations. Ask students why they think countries join multiple blocs.

Answer: *This is to allow the smaller, less develped countries have more influence, enabling them to find conclusions that benefit their needs. What can also happen, as it did in Kyoto 1995 with the EU and Umbrella Group, is that countries disagree on how far they are willing to comprimise so they will create their own negotiating bloc.*

Slide 8 - These four groups are chosen for the task as they represent the majority of stakeholders.

MAIN LESSON ACTIVITY **(15 mins)**

Each group will be allocated to one of the four blocs, and each bloc will consist of ten countries.

Each country will have a summary of the issues they are facing in relation to climate change, and students will be expected to conduct the following:

- Read the notes for each country in their bloc
- Discuss in their groups the issues facing the bloc
- Agree on the top 3 issues facing their bloc

Once the group(s) have completed their reading and have recorded the three most pressing issues, they will be asked to declare a spokeperson to report back to the group. At this point, students can begin thinking on possible solutions to the issues raised.

Additional Notes for Main Activity

These are examples of solutions to the issues that students could potentially raise.

1. TRANSITION TO CLEAN ENERGY: Encourage a shift to renewable energy sources like wind and solar power and expand existing capabilities within this sector. Modernise and reinvest in nuclear powder and hydro-electric.

2. FLOOD MANAGEMENT AND ADAPTATION: Invest in effective flood management and adaptation strategies, including infrastructure upgrades, coastal protection, and sustainable urban planning.

3. REDUCE FOOD WASTE: Implement measures to minimize food waste in food storage and distribution systems, such as efficient supply chain practices and awareness campaigns.

4. BIODIVERSITY PROTECTION AND ADAPTATION: Strengthen coastal defences, invest in natural buffers, and upgrade infrastructure to protect against rising sea levels and extreme weather events. Preserve and regenerate natural habitats including coral reefs, to marine ecosystems.

5. RAINFOREST CONSERVATION: Implement and enforce strict anti-deforestation laws, promote sustainable practices to avoid land exploitation, and provide incentives for reforestation efforts.

6. PROMOTE SUSTAINABLE AGRICULTURE: Encourage eco-friendly farming practices, reduce pesticide use, and diversify crops for food security while reducing environmental impact. This will also reduce the reliance on imports and enhance food security.

7. CLIMATE-RESILIENT INFRASTRUCTURE: Invest in infrastructure to cool urban areas, like green roofs and better city planning, to combat heatwaves and the urban heat island effect.

8. ENHANCE DISEASE MONITORING AND PREVENTION: Improve disease monitoring systems and public health campaigns to address the spread of diseases carried by insects due to changing weather patterns.

9. PROMOTE SUSTAINABLE TRANSPORTATION: Encourage the use of public transport, cycling, and electric vehicles through incentives and infrastructure development to reduce pollution and mitigate climate change.

10. AIR QUALITY CONTROL: Implement measures to reduce air pollution, especially in urban areas, to protect public health. Use existing technologies to raise awareness of air quality issues which will mitigate the harm caused.

Discussion Point Questions (Slides 11-15)

Each of the discussion points are designed to match with one of the five categories or agendas. The student's task is to decide which of the agendas the question is most relevant to. Correct answers will animate when teacher chooses to reveal.

Students should notice that the final two questions can be linked to more than one discussion point.

Action Plan (Slide 16)

These three deliverables or actions are examples of what has been agreed upon following previous COP conferences.

CONCLUSION

This lesson provided students with an overview of how COP conferences work, and the difficulties faced by the many invested parties in coming to a consensus.

While it is important for the students to understand that solutions can be made by the parties, this task's primary aim is to provide an insight into the difficulty of first finding and then agreeing on the decisions that works for all parties involved.

It is important for students to understand that cooperation and compromise are paramount, in order for amicable solutions to be agreed upon in any negotiation setting.