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Mariagerfjord Gymnasium
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CLIMATE CHALLENGE *Adventure*

Game Time for a Green Future:
Make Your Move Against Climate Change!
2024-1-IS01-KA220-SCH-000243341

Activity Title
Climate Summit Roleplay

Grade Level:

Secondary School (Ages 12–18)

Duration:

2 Lesson Hours (2 x 40 min)

Subject Areas:

Environmental Science, Sustainable Consumption, Citizenship Education

Learning Domain:

Climate Action

Key Competences:

Collaboration, Green Competences, Problem-Solving, Creativity, Critical Thinking, Roleplay



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Learning Objectives:

- Foster understanding of international climate negotiations.
- Enhance communication and negotiation skills.
- Raise awareness about the complexities of global CO2 reduction efforts.

Materials & Resources

- Role cards for each participant (USA, EU, India, China, Developing Countries).
- Background information on each region's climate policies and CO2 emissions.
- Stationery (e.g., paper, pens) for note-taking and drafting agreements.
- A large table or space arranged to simulate a conference setting.

Learning Outcomes

- Gain insights into the challenges and dynamics of international climate negotiations.
- Develop skills in diplomacy, negotiation, and conflict resolution.
- Understand the diverse perspectives and interests of different countries in climate policy.
- Learn to collaborate and find common ground in complex discussions.

Evaluation & Feedback

- Participants reflect on their experience and the negotiation process.
- Group discussion on the outcomes of the roleplay and the challenges faced.
- Written feedback on what they learned and how they felt about the activity.

Feedback Collection:

- Use a feedback form or hold a debrief session to gather participants' thoughts and suggestions.



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Preparation steps

1. Prepare role cards with detailed information about each region's climate policies, goals, and challenges.
2. Set up the room to resemble a conference setting with nameplates for each region.
3. Provide participants with background information on global CO2 emissions and climate change impacts.

Execution of Main Tasks

1. **Introduction:** Explain the purpose of the roleplay and the rules of the negotiation.
2. **Role Assignment:** Assign each participant a role (USA, EU, India, China, Developing Countries).
3. **Preparation:** Allow participants time to review their role cards and background information.
4. **Negotiation:** Facilitate the roleplay, guiding participants through the negotiation process. Encourage them to discuss and negotiate CO2 reduction targets, financial support, and technological cooperation.
5. **Agreement Drafting:** Have participants draft a final agreement outlining the negotiated CO2 reduction commitments and support mechanisms.

Adaptations

- For smaller groups, reduce the number of roles or have participants represent multiple regions.
- For different educational contexts, adjust the complexity of the background information and negotiation topics.

Conclusion and Recommendations

- Encourage participants to reflect on the real-world implications of international climate negotiations.
- Integrate roleplay activities into broader educational programs to enhance understanding of global issues and diplomacy.

Pre- and post-evaluation

- **1. Understanding international climate negotiations**

Which of the following best describes a challenge in international climate negotiations?

- A) All countries agree easily on targets
- B) Countries have different interests and priorities



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- C) Only developing countries participate
- D) Negotiations are mostly about sports and culture
- **2. Perspectives of different countries**
Why is it important to include both developed and developing countries in climate talks?
 - A) To make the meetings longer
 - B) Because all countries contribute equally to CO2 emissions
 - C) Because climate change affects countries differently and they have different responsibilities
 - D) To make the negotiations less serious
- **3. Skills in diplomacy and negotiation**
What is a key skill needed in climate negotiations?
 - A) Speaking only for your own interest
 - B) Refusing to compromise
 - C) Listening and finding common ground
 - D) Ignoring other countries' positions
- **4. Complexity of global CO2 reduction efforts**
Why is reducing global CO2 emissions complex?
 - A) Because no one knows what CO2 is
 - B) Because countries have different economic situations and energy needs
 - C) Because CO2 only comes from one country
 - D) Because the solutions are already simple and agreed upon
- **5. Learning outcome and reflection**
What can roleplay activities like the Climate Summit teach participants?
 - A) How to win debates at all costs
 - B) How international cooperation and compromise are needed to address global issues
 - C) That climate change has no impact on policy decisions
 - D) That only scientists can make decisions on climate issues