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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



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.



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



- 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