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Wi-Mi

**Open: Wide Minds will Find Eco Virtual STEAM Solutions towards
Climate change!**

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WP1: Role Play Unit

Climate Heroes: Saving Our Planet



Role Play Unit

Climate Heroes: Saving Our Planet

Guidance for the teacher in preparation for the Role Play

The climate change is one of the most complex and threatening problems humanity face. Climate experts on the UN Climate Panel, IPCC, are in agreement that the concentration of greenhouse gases in the atmosphere is gradually increasing – which, in turn, leads to higher temperatures. With the rising temperatures, we are facing more extreme conditions such as drought, heat waves, flooding and hurricanes more frequently around the different parts of the globe. And the primary reason behind it is human activities that harm the balance.

Researchers tell us that the consequences of climate change can be very serious and have an impact on many different areas such as international security, food security, water supply and people's health. Not only poor countries, but also rich countries will be heavily affected by the climate change. Yet, having fewer resources will mean being more seriously affected.

Global warming is a cross border and cross sectoral problem, hence countries as well as representatives of different sectors should work together to tackle this vital problem. All the stakeholders can bring different solutions to the table due to being affected by the climate change in distinctive ways. From country aspect, The relationship between the world's rich and developing countries is a key factor in international climate negotiations. Many developing countries have very little trust in the rich world, which has not fulfilled commitments on amounts of aid and reduced carbon dioxide emissions. An important principle in the Climate Convention is that industrial countries should take the lead in the fight against climate change and its damaging effects. This is because rich countries have historically been the source of the greatest amount of emissions.

Climate Heroes Role Play

Climate heroes role play is a simulation of cross-sectoral climate negotiations or talks. The students will work in groups representing different stakeholders. During the entire city level "climate change panel", students will keep acting as if they are the real representatives of the sectors. Representatives will debate certain questions which are decided upon and prepared in advance. The task of the students is to try and make as great an impact as possible to promote the standpoints of their organizations/sectors.



The representatives will show different aspects of their lives and how they are affected by the climate change. The goal is for the students to understand how different sectors are affected and to learn to look at climate change from different aspects.

The climate role play is about questions relating to the environment as well as economics, social development, agriculture, education and justice. The idea is that the students, through the role play, will experience the conflicts and difficulties that arise when stakeholders and other participants with different contexts, needs, ideologies and interests have to cooperate with one another.

The purpose of the climate role play is that, by participating in realistic climate negotiations, students will increase their knowledge and will get involved in, as well as build belief in, the possibility of solving one of the greatest challenges of our time.

Learning Outcomes

The climate issue contains many different branches of study and the teaching should therefore be characterized by an interdisciplinary perspective. In this model, the students are active and use different tools for change since the game works by putting students in the position of going through process of finding solutions on local level which is similar to what is being done municipalities. Experience shows that students quickly gain insight into the complexity behind finding a solution to climate change problem considering the benefits of different sectors and importantly, how stimulating it can be to debate on local/regional level. From an educational perspective is that students, through their roles as representatives of different sectors, practise seeing problems from another perspective. Also, students can feel more secure in debates when they do not have to defend their own values and positions. A role play gives them the chance to loosen up and explore in detail their role's argumentation. At the same time, students gain greater understanding of different positions and the complexity inherent in real political negotiations.

Climate Heroes role play's main questions

1. Emission reductions (mitigation)

How the emission of greenhouse gases will be reduced is discussed on city levels. This is a matter of reaching agreement on a local, long-term goal and of the actual construction and division of how the commitment should be divided between sectors. What can be done on a city level about financing, green public transformation, energy



efficient buildings, behavioural change, water scarcity, encouraging cycling, producing food locally, recycling and waste management and flexible mechanisms, are all considered.

2. Adapting to climate change (adaptation)

The question of adapting to climate change is of central importance for cities. In addition to the requirements on reduced emissions on city level, cities require extensive technological and financial support for sustainable development and their own adaptation to a warmer climate.

Climate heroes role play participants

Assign each student a specific role to play within the fictional town or community, such as:

- Mayor
- Local government representatives
- Environmental Scientist
- Renewable Energy Engineer
- Farmer (or Farmers Association)
- Teacher
- Environmental NGO Representative
- Business Owner
- Urban Planner
- Activist
- Youth climate ambassador

Climate negotiations

During climate negotiations, questions that have been decided on and prepared in advance are debated with the goal find a solution to climate change on a city level and to reach a consensus on climate agreement. An important part of the negotiations is lobbying, when stakeholders try to get support and create alliances to advance their positions. During the negotiations, stakeholders can be exposed to special challenges through a crisis scenario, for example a water scarcity. The stakeholders' task is then to react to the crisis and possibly change certain positions and proposals. The purpose of an interruption in the negotiations can be:

- To let students use their knowledge of their role under new circumstances



- To fuel the debate
- Integrate new questions
- Widen and change perspectives

Planning and execution

Conducting the climate heroes role play requires organizational and pedagogical planning by the teacher and advance knowledge on the part of the students. The extent and content of the preparatory instruction is determined by many factors including the subjects and goals that are to be covered, the questions that are to be debated in the negotiations, and the amount of time put aside for the game. Subject preparation and the stakeholders' preparations are important for a thoughtful negotiation strategy, dynamic role playing and a lively debate.

It is also important that all stakeholders are aware of the debating rules, the agenda for the meeting and the role of the chairperson.

It is advantageous for the role play to include many different subjects for example Social Studies, Geography, Natural Science, Global Environmental Health, Environmental Politics and Global Studies. The Climate Heroes Role Play can also be conducted within the framework of a single subject.

Teachers should prepare in advance for:

- Theoretical subject knowledge that climate negotiations require
- Time for preparation and the carrying out of the negotiations
- Logistics in respects of rooms and schedule planning
- Distribution of roles (stakeholders, organizations and chairperson)
- What main questions and sub-questions are going to be debated (emission reductions and/or adaptation)
- The stakeholders' preparations
- Rules for the debate, agenda for the climate negotiations and follow-up discussion
- Suggestions for what a green/sustainable city can look like
- Chairperson and vice chairperson
- Evaluation: Will the preparatory work be evaluated or just the climate negotiations?
Will the role play be followed up with oral seminars or written assignments?



Let the students go through the role cards together to:

- Note down and find out the meaning of difficult words, concepts and phenomena.
- Develop and get more into the role's positions and suggestions for courses of action.
- Possibly add additional positions and suggestions for courses of action.

Rules of debate and agenda for climate negotiations

The stakeholders now have some knowledge of the questions that are going to be dealt with during the climate negotiations. They have also read up on others' positions and proposals. The climate negotiations begin with registration and then continue with the opening speeches. After this, lobbying takes place followed by the main negotiations.

Step 1: Registration

The role play starts with registration. The stakeholders are given name tags, information on placing and the agenda.

Step 2: Opening speeches

The chairperson opens the meeting and asks each representative to hold its opening speech. The delegates have the opportunity to comment on speeches and/or pose questions in order to get answers.

Step 3: Lobbying

The representative look for support for positions and proposals and create alliances. The representatives try to promote their agendas. At the same time they must be prepared to make compromises and concessions.

Step 4: Main negotiations

The representatives discuss the question of emission reductions and/or adaptation. The chairperson and vice chairperson have the task of leading and moving the negotiations forward.

The goal is for the delegations to work out a consensus decision on a new climate agreement. If the representative do not succeed in reaching an agreement, then the final goal of the role play can be for the representatives to have presented their opinions, explanations and arguments for and against the various suggestions.



Step 5: Follow up

As a follow-up, the outcome of the Climate Heroes Role Play can be discussed.

a) If the group succeeded in reaching a common climate agreement the discussion can focus on the agreement's strengths and what prevented the delegations from reaching a stronger and more complete agreement.

b) If the group did not succeed in reaching an agreement, the discussion can focus on what prevented the delegations from doing so.

Discuss the following questions:

- What was it about your role that limited your efforts to reach an agreement? Was it a question of political, economic, scientific or other issues? Were there any conditions that stood in the way that were possible to change and if so, how?
- What participants were the least flexible and inclined to compromise? What participants were the most flexible?
- What participants made the most constructive proposals? Who made the least constructive proposals?

c) How well does the role play correspond to real-life climate negotiations?

Chairperson and vice chairperson

In order for the debate to function properly it is important that the chairperson and vice chairperson are prepared. Students or teachers can act as chairpersons.

Preparations

The chairperson should prepare himself/herself by going through:

- The role cards to get a better understanding of the participants' positions and proposals.
- The main and secondary issues of the climate negotiations in order to gain a better understanding of them.
- Decide which main questions and sub-questions are going to be debated and present an agenda for the climate meeting.

Task during the climate meeting

The chairperson and vice chairperson should lead the discussion and help to move it forward. They are responsible for steering all the parts of the climate meeting: registration, opening speeches, lobbying and main negotiations.



Step 1: Registration

The chairpersons are responsible for the representatives' name tags, the placing of the delegations and the presentation of the agenda.

Step 2: Opening speeches

The chairperson's task is to let every representative hold an opening speech. The chairperson should make sure that the representative do not exceed the time allotted to them. If they do, the chairperson should use the gavel and tell the representative to finish his/her speech. If the representative does not do so, the chairperson can interrupt him/her despite the fact that the speech is not finished.

Step 3: Lobbying

The chairperson's task is to facilitate the representatives' work and be available to answer their questions. To facilitate lobbying the chairperson should have insight into the different delegations' positions and proposals and encourage alliances and cooperation.

Step 4: Main negotiations

The chairperson's task is to lead the negotiations and to move them forward. The chairperson should divide the speaking time in a fair way and make sure that as many representative as possible are allowed to speak. The chairperson can use various methods for moving the debate forward:

- Breaking down the main questions into sub-questions
- Repeating and clarifying positions and proposals raised by delegates
- Freezing negotiations (breaking off the negotiations and temporarily suspending the role play) to work out difficulties
- Summarizing negotiations and calling attention to proposals that could become a part of a new climate agreement
- Stimulating negotiations through issuing policy statements and press releases

Materials and Links

- 1) Climate Change Information and Resources:



IPCC Reports: The Intergovernmental Panel on Climate Change (IPCC) provides comprehensive assessments of climate science, impacts, and adaptation/mitigation options. You can access their reports and summaries on their website: [IPCC](#)

NASA Climate Change: NASA offers a wealth of resources on climate change, including interactive visualizations, educational materials, and scientific research: [NASA Climate Change](#)

NOAA Climate.gov: The National Oceanic and Atmospheric Administration (NOAA) provides climate data, maps, tools, and educational resources for teachers and students: [NOAA Climate.gov](#)

2) Role-Play Preparation Materials:

Role Cards Template: Create role cards for each stakeholder using a template like this one from TeachEngineering: [Role-Play Card Template](#)

Climate Change Lesson Plans: Explore lesson plans and teaching resources on climate change for various grade levels from the Climate Literacy and Energy Awareness Network (CLEAN): [CLEAN](#)

3) Interactive Tools and Simulations:

Climate Interactive: Climate Interactive offers interactive simulations that allow students to explore the impacts of different climate policies and scenarios: [Climate Interactive](#)

Climate Change Explorer: The Climate Change Explorer from National Geographic allows users to explore the impacts of climate change on various regions around the world: [Climate Change Explorer](#)

4) Debating Rules and Guidelines:

Model United Nations (MUN) Resources: Model UN provides guidelines and resources for conducting simulations and debates on global issues, including climate change: [Model United Nations](#)

5) Educational Videos and Media:



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TED-Ed Climate Change Playlist: TED-Ed offers a curated playlist of educational videos on climate change topics suitable for classroom use: [TED-Ed Climate Change Playlist](#)

National Geographic Climate Change Videos: National Geographic provides a collection of videos exploring various aspects of climate change and its impacts: [National Geographic Climate Change Videos](#)