



Get Real on Climate

Climate Change Lesson Plans for Grades 9-12

Published by UNICEF Canada to accompany the **Get Reel on Climate Competition 2009**.

Introduction

The time has come to face the facts. Climate change is **real**. And the risks of doing nothing about it are also **real**. Engage your students with these activities and encourage them to take **real** action on climate change today.

Through the following lessons students will...

- Explore climate change, its consequences and possible solutions
- Work constructively in groups
- Debate controversial aspects of climate change
- Consider the opinions of others and respond respectfully
- Learn about individual, community-level, national and international opportunities to mitigate climate change
- Discover why children are vulnerable to the effects of climate change
- Conduct research into climate change
- Design and implement a survey on climate change
- Prepare an entry to the Get Reel on Climate Competition

Suggested audience

These lessons are suitable for Canadian high school classes that address local and global citizenship, leadership, environmental and global issues. In particular, this resource fits well with Civics and Social Studies curricula for Grades 9 to 12. The language used in this guide reflects a classroom setting, but many activities are suitable for less formal settings.

Get Reel on Climate Change Competition

UNICEF Canada produced *Get Real on Climate: Climate change lesson plans for grades 9-12* to accompany the **Get Reel on Climate Competition**. Teams of four students (aged 14-17) will compete in this video contest to be Canada's delegation to the Children's Climate Forum in Copenhagen, Denmark from 29 November to 5 December 2009. Visit www.unicef.ca/getreelonclimate for more information.

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Blackline Masters

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Activity 1: Climate Chat

Preparation

- Photocopy one *Climate Chat Questions* handout (p. 8). Cut out the questions.
- Collect one large piece of banner paper (or several pieces of chart paper), markers and masking tape.
- Clear a large space in centre of room.
- Have one chair available per student.

Instructions

1. Explain that today the class is going to have a chat on climate change. Give each student one *Climate Chat* question. Instruct students to have a pencil/pen and paper.
2. Have the students read their assigned question. Explain they will ask this question of everyone in the room and they need to design a chart or list to record each person's answer.
3. Organize the students into two equal-sized groups. Join the chat if you have odd numbers.
4. Form two concentric circles of chairs with the inner chairs facing out and the outer chairs facing in. Have everyone take a seat.
5. The chat begins with the outer circle asking their question of the person facing them in the inner circle. They record the answer. (Students should also collect anecdotal comments. For example, they should ask each person they chat with if they want to elaborate on their answer with a **short** comment. Have them record these comments in addition to the Yes/No-type answers that most of the questions elicit.)
6. Then the inner circle asks their question and records the answer. When both students are finished, they put up their hand. When everyone's hands are up, instruct the outer circle to stand and move one seat to their right. The process repeats until the outer circle returns to the person they chatted with first.
7. Have each student compile the data they collected and create a simple chart or graph to convey the results of their question.
8. Then have students contribute the best of the anecdotal comments they collected to a communal climate change graffiti wall. They can contribute drawings, graffiti tags, quotes, etc. in addition to the comments. (This wall can be added to during any of the other activities in this guide.)
9. Display the charts/graphs and graffiti wall around the room. Have students walk around to see the results.
10. Repeat this exercise after completing the rest of the lessons in this resource, or after completing other lessons on climate change. Then compare the graphs and look for changes.

Discuss

- Did you find your peers to have strong feelings or ideas about climate change?
- Is this a topic that seems to interest you as a group?
- Were there similar levels of understanding about climate change?
- Did anything surprise you about the results?

Extension/Assessment

- Have students draft a creative campaign to raise the level of awareness and understanding of climate change in their school. What would they call the campaign? What creative tactics would they use to get staff and students interested? What resources/support would they need to implement it? Based on their *Climate Chat* findings, what aspects of climate change should the campaign focus on? For ideas, have students visit www.uniteforclimate.org to see examples of youth campaigns that tackle climate change.

Activity 2: Face the Facts on Climate Change

Preparation

- Prepare sets of *Face the Facts Cards* by drawing a large iconic happy face on a piece of letter-sized paper, a sad face on another paper and a big question mark on the last. Label the happy face *Agree*, the sad face *Disagree* and the question mark *Could Not Agree*.
- Photocopy enough sets of these three cards for one set per group of four to six students.

Instructions

1. Organize the class into groups of four to six students.
2. Give one set of *Face the Facts Cards* to each group.
3. Explain that you will read statements about climate change out loud. Each group will then have one minute to discuss the statement and determine whether they *agree*, *disagree* or *could not agree* about the statement.
4. Read the first question. After one minute, ask the class to hold up the *Face the Facts Card* that represents their decision.
5. Students should look around at other groups. Ask for some students to share why they made the decision they did.
6. Reveal the answer and discuss.
7. When all the facts have been read, following steps 3 through 6 for each, discuss as a large group:
 - Were you surprised by any of the answers?
 - Tell us something interesting you learned.

Extension/Assessment

- Have students create a group discussion on the Web site www.uniteforclimate.org. (New users will need to create their user name and password.) Students should contribute a comment about climate change that reflects some of what they have learned. Encourage them to ask controversial questions and be honest and respectful when stating their opinions. Have them respond to any comments that their entry elicits and then hand in a printed copy of their online conversation.

Face the Facts Statements

Over the course of history, temperatures have fluctuated significantly. The increasing of the earth's current average temperatures (global warming) is due to natural causes.

Answer: Disagree. It is true that the earth's atmosphere has warmed and cooled in the past without interference from humans. However, concentrations of CO₂ (carbon dioxide) in the atmosphere are at their highest levels in the last 650,000 years. Science has proven the ability of carbon dioxide to act as a greenhouse gas and trap heat close to the earth, causing temperatures to rise.

The Intergovernmental Panel on Climate Change (IPCC) states that there is "unequivocal" evidence that climate change is occurring as a result of human actions. This United Nations Panel relies on the expertise of hundreds of climatologists around the world to draw its conclusions.

A recent poll of climatologists, actively conducting research, found that 97.4% agree that human activity is causing global warming.

Some major news organizations are still reporting that scientists cannot agree that recent human activity is primarily causing global warming. But it appears that it depends on which scientists you ask. A poll of 3,146 earth scientists resulted in 82% answering 'yes' when asked: "Do you think human activity is a significant contributing factor in changing mean global temperatures?" The scientists polled that were more likely to answer 'no' were petroleum geologists and meteorologists.

More than 100 years ago, it was predicted that burning fossil fuels would increase atmospheric carbon dioxide (CO₂), which would lead to global warming as the CO₂ traps heat in the earth's atmosphere.

Answer: *Agree.* Svante Arrhenius predicted this in 1896. However, the predictions of this Nobel Prize winner went unnoticed for more than 50 years.

About one quarter of carbon dioxide emissions caused by human activity are absorbed by the world's forest and oceans.

Answer: *Disagree.* Actually, about half of the CO₂ emissions produced by humans are absorbed by the world's forest and oceans. These large "sinks" of carbon have a cooling effect by removing CO₂ from the air. However, we are destroying these carbon sinks at an alarming rate. For example, when a forest is destroyed it releases the carbon it has stored into the atmosphere. It goes from being a carbon sink to a carbon source. This release of carbon will cause the atmosphere to warm and in turn put more stress on forests, causing more forest fires or difficult growing conditions. Trees then burn or die and again release carbon. This cycle that continually increases in intensity is called a positive feedback. This positive feedback among the world's forests is feared to become one of the 'tipping points' that could drastically speed up the process of global warming. Conserving carbon sinks (including forests, ocean life and permafrost) are an important way to mitigate climate change.

The world's poorest countries and most vulnerable people will bear the heaviest burden of climate change.

Answer: *Agree.* With continuing climate change, many of the poorest and most vulnerable countries will experience more frequent and intense disasters, slowed economic growth and falling incomes, more frequent disease outbreaks, less access to clean water, more unstable habitats and falling agricultural yields. These countries are especially vulnerable to the impacts of climate change because they lack the financial resources and technology to respond and adapt.

It's too late to address climate change.

Answer: *Disagree.* It is true that the earth's average temperatures are increasing and climate change in some way is inevitable. However, the extent to which the climate changes and the extent to which all of the associated consequences are felt are both within our control. The Kyoto Protocol, although not aggressive enough to prevent major changes in the climate, is an agreement among many countries that has ignited discussions and actions that never occurred with such regularity before. Governments, citizens and corporations around the world are paying attention to their carbon emissions and making changes that are having an effect on greenhouse gas emission levels. For example, the United Kingdom is preparing to reach a 60% reduction or more in greenhouse gases by 2050.

Activity 3: Going to Copenhagen

Preparation

- Photocopy one *Expert Team Preparation* (pg 11) per expert group.
- Photocopy one *Going to Copenhagen Country Assignment* (pg 12) per country group. Fill in the assigned countries. Consider assigning countries like: China, USA, Canada, Brazil, Russia, India, Bangladesh, Denmark and Iceland.
- Photocopy one *Peer Assessment* (pg 13) and one *Going to Copenhagen Rubric* (pg 14) per student.

Instructions

1. Organize the class into “expert groups” of (preferably three to four) students per topic:
 - Team 1: Climate Change Basics
 - Team 2: Effects of Climate Change
 - Team 3: Taking Action on Climate Change (Industry/National/International level)
 - Team 4: Taking Action on Climate Change (Personal/Community/Organization level)For large classes, have more than one team exploring the same topic.
2. Explain that each group has been asked to join their country’s delegation to the next Conference of the Parties 15. Discuss the UN Conference of the Parties. Use the backgrounder *UN Conference of the Parties No. 15* to inform your discussion.
3. Before they leave for Copenhagen, each expert group will need to brush up on their area of expertise. Have each expert group explore an aspect of climate change. Hand out one *Expert Team Preparation* to each team and one *Peer Assessment* to each student.
4. Have teams read their assignments and peer assessment forms and ask any relevant questions.
5. Teams conduct research and discuss findings together, and ensure that everyone has an equal understanding of the topic. Teams will be responsible for recording all they have learned and should devise a way to record their findings and share with all team members.
6. When the research is complete, have students each fill in one *Peer Assessment*. Teams are then reorganized so that new groups are formed with one expert on each topic in each group. (Be careful in instances where you had more than one team studying the same topic.)
7. With the new groups formed, explain that each group represents a different country. Hand out one *Going to Copenhagen Country Assignment* to each country group. Review the steps of the assignment. Answer any questions about the assignment.
8. Students conduct their research and work together to prepare their Country Presentation. These presentations should be five to seven minutes in length. Encourage students to use creativity when preparing their presentation and imagine themselves as that country’s delegation to COP 15.
9. On Conference day, invite students to dress professionally and act the part. Enhance the experience by focusing on details like: using the school gym or auditorium to host the Conference, having linen-covered tables of beverages and snacks, providing team placards and individual name cards that identify their area of expertise, and flags to represent each country. Make the experience formal to add to the excitement!
10. As chair of the Conference, welcome the leaders and delegates. Conduct the five to seven minute presentations from each country. Ask groups to keep note of any questions or points of rebuttal that arise for them. When all presentations are complete, open the floor for a question and discussion period. Act as a moderator to encourage all groups to participate. Have students volunteer to record major points of interest up at the front for all to see.

11. Adjourn for the day at this point so that you can draft a statement that does its best to represent the discussions of the day and puts forth recommendations for moving forward on climate change. This statement will act as a basis for discussion when you reconvene.
12. When you reconvene, have countries debate and discuss your proposed statement. Prompt debate with the following questions:
 - Which parts of the statement accurately reflect your country positions on climate change?
 - Which parts do you wish to amend or change? Why?
 - Can your country accept this statement and sign an agreement based on it? Why or why not?
13. At the conclusion of the Conference when a statement has been adjusted and agreed upon, have a mock signing where countries that are comfortable with the statement agree to formalize it by signing on. Have some students take photos of this as it happens. Make it fun and dramatic!

Extension/Assessment

- Have students write news articles about the results of the Conference of the Parties 15. Use the photos taken that day to supplement the articles. Submit the articles to local newspapers or to the school board newsletter.
- Use the information collected from the *Peer Evaluations* (pg 14) as an assessment tool for this activity.

Summative Evaluation

- Evaluate student understanding of climate change, its effects and possible actions and solutions in addition to presentation and organizational skills using the *Going to Copenhagen Rubric* (pg 15).

Activity 4: Entering the *Get Reel on Climate Competition*

This December, UNICEF and the city of Copenhagen will host the Children's Climate Forum. Young people from all over the world will come together to share their views on how we should face up to the **real** threat of climate change. And world leaders will listen.

Following the Children's Climate Forum, there will be a high-level meeting of decision makers representing every country in the world at the UN Conference of the Parties No. 15 (COP 15). This Conference is expected to lead an historic agreement on climate change.

Youth delegations at the Children's Climate Forum will agree upon a final resolution with recommendations for world action on climate change. This resolution will be heard by leaders attending COP 15.

The *Get Reel on Climate Competition* is a video submission contest looking to find a team of four delegates ages 14 to 17 to represent Canada at the Children's Climate Forum in Copenhagen.

Use this activity to facilitate your students to enter this competition if they are within the eligible age range of 14 to 17. By going through the process of creating an entry, your students will learn that there is no better time than now to **get real on climate change**.

Preparation

- Visit the **Get Reel on Climate Competition** Web site at www.unicef.ca/getreelonclimate to learn about the rules, terms and conditions and entry requirements.
- Explore the *Teachers Resources* section of the *Get Reel on Climate Competition* Web site for more take-action ideas, campaigns and climate change resources for teachers.

Instructions

1. Introduce students to the *Get Reel on Climate Change Competition* by having them visit the Web site and explore it.
2. Explain that they are going to prepare entries to this competition as a class assignment. When they have finished their entry, they will submit it to you for evaluation first. Following that they can decide whether or not to actually submit it for a chance to go to Copenhagen.
3. Remind them that they are well prepared to create an entry after already *Going to Copenhagen* in the previous activity.
4. Organize groups of four randomly, or let the students choose their own team mates.
5. Discuss the rules and terms and conditions of the competition. Brainstorm ideas of what makes a compelling video. Talk about some of the important things to consider for their written entry.
6. Consider having teams conduct climate change surveys of the school population or of Facebook/online groups before creating their entries. With one of the questions on the written entry asking how entrants will gather their peers' ideas on climate change before Copenhagen, a survey would give them opportunity to do just that.
7. Have teams conduct research and prepare their entries. Encourage them to access the climate change resources on the *Get Reel on Climate Competition* Web site.
8. When it comes time to submit their entries to you, consider screening them at a film night on climate change. Invite local politicians, parents, community groups and other students to view the videos. Have each team give a short introduction to their film. You could also invite local experts on climate change to moderate an open discussion on climate change.

<p>Have you ever done research on climate change for a school project?</p> <p><input type="checkbox"/> Yes. <input type="checkbox"/> No.</p>	<p>How would you rate your level of concern (on a scale of one to five) about climate change?</p> <p>1 – Corresponds to no concern at all. 5 – Corresponds to extremely concerned.</p>
<p>Have you ever researched climate change for personal interest?</p> <p><input type="checkbox"/> Yes. <input type="checkbox"/> No.</p>	<p>Have you ever encouraged others to learn about climate change or take action on climate change?</p> <p><input type="checkbox"/> Yes. <input type="checkbox"/> No.</p>
<p>When buying/eating food, does it matter to you the distance it has traveled (increasing carbon emissions) before you eat it?</p> <p><input type="checkbox"/> No. I don't pay attention. <input type="checkbox"/> Sometimes. It depends on the type of food. <input type="checkbox"/> Yes. I try hard to buy/eat local foods.</p>	<p>Are you familiar with the term <i>greenhouse gases</i> (GHGs)?</p> <p><input type="checkbox"/> Yes, I know what that is. <input type="checkbox"/> Yes, but I don't know what it means. <input type="checkbox"/> No, never heard it.</p>
<p>Have you heard of the Kyoto Protocol?</p> <p><input type="checkbox"/> Yes. <input type="checkbox"/> No.</p>	<p>Is it too late to take action on climate change?</p> <p><input type="checkbox"/> Yes. <input type="checkbox"/> No. <input type="checkbox"/> I'm not sure.</p>
<p>Would you be willing to pay more for consumer goods (e.g. food, clothing, school supplies, etc.) if they could be produced using fewer fossil fuels (natural gas, oil, etc.)?</p> <p><input type="checkbox"/> Yes. <input type="checkbox"/> Maybe. It depends on the price. <input type="checkbox"/> No.</p>	<p>Do you believe we need to consider the impact our actions will have on future generations?</p> <p><input type="checkbox"/> Yes, definitely. <input type="checkbox"/> No.</p>
<p>Has a classroom lesson on climate change ever caused you to adjust any aspect of your lifestyle to tackle climate change?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> Maybe in part. <input type="checkbox"/> No.</p>	<p>Do you believe that you will be personally affected by climate change in your lifetime?</p> <p><input type="checkbox"/> Yes. <input type="checkbox"/> No. <input type="checkbox"/> I'm not sure.</p>
<p>Are you familiar with the term <i>fossil fuels</i>?</p> <p><input type="checkbox"/> Yes, I know what that is. <input type="checkbox"/> Yes, but I don't know what it means. <input type="checkbox"/> No, never heard it.</p>	<p>Does your family grow a vegetable garden?</p> <p><input type="checkbox"/> Yes. <input type="checkbox"/> No. <input type="checkbox"/> Sometimes. <input type="checkbox"/> We are considering one.</p>

Backgrounder: UN Conference of the Parties No. 15

The UN Conference of the Parties 15 (COP 15) will convene in Copenhagen, Denmark on 5 December 2009. This climate change meeting could be the most influential yet. At a time of unequivocal human-induced change to our earth's climate, world leaders have decisions to make that could alter the future of the planet.

In 1990, the UN General Assembly began work on a climate change convention, which would become the United Nations Framework Climate Change Convention (UNFCCC). To date, 192 countries have ratified this Convention.

The goal of the UNFCCC is to stabilize greenhouse gas emissions at a level that prevents human-made climate change. Every year, the countries who have ratified the UNFCCC meet to review the Convention's goals and the progress toward achieving them. One of the tools being used to reach those goals is the Kyoto Protocol, to which the Parties (countries) agreed in 1997.

There have been 14 Conferences of the Parties, with the last being held in Poznan, Poland from the 1 December to 12 December, 2008. Of recent importance was the Bali Action Plan, created as a result of the Conference of the Parties No. 13 in Bali, Indonesia from 3 December to 15 December, 2007. The plan recognizes the conclusions of the Intergovernmental Panel on Climate Change (IPCC) that say the signs of climate change are clear and that they are definitively caused by human production of greenhouse gases. In light of these findings, the Bali Action Plan calls for a new, more aggressive agreement to mitigate climate change – one that will replace the Kyoto Protocol when it expires in 2012. The goal is to reach this agreement at COP 15.

Although there is currently disagreement among countries over what a new shared vision for climate change would look like, there are a number of important issues to be discussed at COP 15 to help shape that vision.

For example, with the goal to set ambitious long-term targets for emissions reduction comes the discussion of whether short- and medium-term goals are needed. One could argue that with just long-term targets, countries may not have clear milestones to pursue in the years between.

A large question of importance for COP 15 will be to determine how forests must be managed in relation to climate change. There are groups that argue that the conservation of forests should be one of the possible projects for a Clean Development Mechanism (CDM). The Clean Development Mechanism allows industrialized countries under the Kyoto Protocol to invest in carbon-reducing projects in other countries, where the cost to implement them is less. The carbon reductions made under these projects can be counted towards that industrialized country's Kyoto commitments. The world's forests contain large amounts of sequestered carbon that is released when they burn or can no longer be drawn out of the atmosphere if they are cut down. Their continued mismanagement will eventually become one of the tipping points should climate change continue to advance.

Other discussions at COP 15 will revolve around technology transfer to and financial help for developing countries attempting to tackle climate change. As well, decisions must be made on how to deal with companies that relocate to developing countries that do not have commitments to reduce greenhouse gases.

This high-level climate change meeting promises to deliver heated debates and plenty of informed discussions as countries attempt to reach an agreement that is sure to have ramifications for us all – particularly the world's children and young people.

Expert Team Preparation

Develop your expertise on the basics of climate change

Some questions to help focus your research:

- What is climate change? What is global warming?
- What are greenhouse gases (GHGs)? What are fossil fuels?
- What is the greenhouse effect? What are carbon sinks?
- What evidence supports the idea that humans are causing global climate change?
- What has been the history of climate change science up until now?

A few places to start looking for answers:

Carbon Sinks, FERN

<http://www.fern.org/pages/climate/carbon.html>

UN Framework Convention on Climate Change

http://unfccc.int/essential_background/feeling_the_heat/items/2917.php

BBC – Climate Change

www.bbc.co.uk/climate/

Develop your expertise on the effects of climate change

Some questions to help focus your research:

- How does global warming affect species and their natural habitats?
- How does global warming affect weather patterns?
- How will human food security be affected by global warming?
- Why are the world's poor (particularly children) most vulnerable to the effects of climate change?
- What has been the history of climate change science up until now?

A few places to start looking for answers:

UNICEF Report: Our children, our climate, our responsibility

www.unicef.ca/getreelonclimate

CBC – Climate Change

www.cbc.ca/news/background/climatechange/

WWF Climate, Carbon and Energy

http://panda.org/what_we_do/footprint/climate_carbon_energy/

Develop your expertise on taking action on climate change (industry/national/international levels)

Focus your research on answering these questions:

- What are some examples of companies taking steps to reduce their greenhouse gas emissions?
- What is the Kyoto Protocol? What have countries committed to under it?
- What is the Conference of the Parties No. 15? What is the history leading up to this meeting?
- What are some examples of programs that national governments are finding successful for reducing greenhouse gas emissions? Which countries are undertaking them?

A few places to start looking for answers:

UN Framework Convention on Climate Change <http://unfccc.int/2860.php>

UN Climate Change Conference Copenhagen <http://en.cop15.dk/climate+facts>

The NEW Climate Deal: A pocket guide

www.ourplanet.com/imgversn/WWF_climate_guide/WWF_Climate_Deal.pdf

Develop your expertise on taking action on climate change (personal/community/organizational levels)

Focus your research on answering these questions:

- What can people do at a personal level to reduce greenhouse gas emissions? Does it really help?
- What innovative steps are communities and cities taking to reduce greenhouse gas emissions?
- How are climate change organizations motivating others to tackle climate change?
- What are some examples of youth-led initiatives to tackle climate change?

A few places to start looking for answers:

Unite for Climate

www.uniteforclimate.org

Climate Change Youth Guide to Action, Taking It Global

<http://www.takingitglobal.org/action/guide/>

Climate Justice, Friends of the Earth

<http://www.foei.org/en/media/archive/2007/climate-justice-for-all/>

Going to Copenhagen Country Assignment

Congratulations! You have all been chosen as experts in your field, to form _____'s delegation to the Conference of the Parties No. 15 in Copenhagen, Denmark. (country)

This climate change conference will be the most important yet, and your expertise will be crucial in representing the interests of _____ at this high-level meeting. (country)

The Conference of the Parties No. 15 is being held on _____. Your meals, accommodations and travel have all been arranged. (date)

We appreciate your effort in this phase as you prepare together to address the agenda (below) as representatives of _____ (country).

All the best in your preparation,

Chair of the Conference of the Parties No. 15

Conference of the Parties No. 15 Agenda

1. Country presentations (each five to seven minutes in length)
2. Question period, rebuttal, discussion among countries
3. Agreement/statement drafted and discussed
4. Signing of agreement

Your task:

Prepare a five to seven minute presentation that communicates:

- Your country's position on the Kyoto Protocol and flexible mechanisms
 - Your country's recommendations for addressing climate change
 - Commitments your country is willing to make
-

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Peer Assessment

Criteria	Student Names						
Put each group member's name in a column (include yourself). For each criteria below—give a mark out of 4. 4— <u>Always</u> demonstrates the quality 3— <u>Frequently</u> demonstrates the quality 2— <u>Sometimes</u> demonstrates the quality 1— <u>Rarely</u> demonstrates the quality							
Contributes to group planning, discussion, and decision-making.							
Conducts thorough research and uses reliable sources.							
Produces high quality work.							
Contributes creative ideas with a positive attitude.							
Works with others and is willing to compromise.							
Was a valuable member of the team overall.							
TOTAL (/ 25)							

Peer Assessment

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Was a valuable member of the team overall.							
TOTAL (/ 25)							

Going to Copenhagen Rubric

Name: _____

Criteria	Level 4	Level 3	Level 2	Level 1
Knowledge/ Understanding -understanding of the topic -accuracy and thoroughness of information	-demonstrates a thorough understanding of the topic -all information presented was accurate and thorough -research was thorough with more than 20 sources	-demonstrates understanding of the topic -most information presented was accurate and thorough -research was strong with 13-20 sources	-demonstrates some understanding of the topic -information presented was at times accurate, but was not a thorough account -research conducted was somewhat effective with 6-12 sources	-demonstrates a limited understanding of the topic -information presented lacked accuracy -research effort was very limited with 5 sources or less
Thinking/Inquiry -critical thinking skills	-material presented demonstrates a well developed ability to assess issues critically	-material presented demonstrates an ability to assess issues critically	-material presented demonstrates some ability to critically asses issues	-material presented demonstrates an inadequate ability to critically assess issues
Communication -presentation style -respect for other country delegations -organization of arguments -use of visual aids	-effective eye contact, tone of voice, enthusiasm, and gestures were always used -comments and responses were always respectful and appropriate -ideas were logically organized and presented clearly -visual aids were used highly effectively	-effective eye contact, tone of voice, enthusiasm, and gestures were frequently used -comments and responses were respectful and appropriate -ideas were well organized and presented clearly -visual aids were used in an effective manner	-effective eye contact, tone of voice, enthusiasm, and gestures were used occasionally to argue the position -comments and responses were occasionally inappropriate -ideas were organized and presented clearly -visual aids were used somewhat effectively	-effective eye contact, tone of voice, enthusiasm, and gestures were rarely used -comments and responses were often disrespectful and inappropriate -few ideas were well organized -visual aids were not used effectively
Application/Making Connections -incorporates previous knowledge -engages peers on the topic	-effectively included information learned through previous lessons or activities -presentation was highly engaging for audience of peers	-included previously learned information -presentation was effective at engaging an audience of peers	-included little previously learned information -presentation was somewhat effective at engaging an audience of peers	-incorporated no previous acquired knowledge -presentation was not effective at engaging an audience of peers
Overall Level:				
Comments:				

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