

Discovering Solutions to Climate Change Around the World: Save the World!
By Todd Carter

Unit delimitation (places, time period, themes): worldwide, current, climate change data based

Content Area: Global Connections, Global Perspectives, Environmental Science, Social Studies Inquiry Practices and Processes, Behavioral Sciences, Economics, Environmental Literacy and Sustainability

Grade levels: 7-12

Time Required: 2-5 block class periods

Learning objectives: Students will explore (acquire, organize, and analyze) climate change data for an individual country. They will give specific examples of causes that are happening in their assigned country, of effects of climate change in their assigned country, and ultimately examine (create action) economic decisions that can lead to solutions for climate change in their country. An important part of the lesson will be that students must understand individual cognitive factors and economic factors that drive individual behaviors. Only when these are considered, can worthwhile solutions take place. Students will create public policies for their own assigned country. Students will also participate in a mock United Nations debate on environmental policies.

Materials Required: - Access to the internet, Google slideshow templates

National and State Standards: lesson aligns with a wide variety of national and Wisconsin social studies standards and Wisconsin environmental literacy standards.

Students will demonstrate the following academic skills:

- Inquiry research
- Informational reading & source annotation (MLA and/or APA)
- Compare and contrast using change and continuity over time
- Collaboration
- Presentation creation
- Essay composition

Connection to Student Lives: students live in a complex world in which they understand the problems but have little opportunity at creating solutions. This assignment focuses on solutions.

Essential Questions:

- How has your selected country addressed climate change economically, socially and culturally over time?

- What can be done to create solutions to the world climate change issue?

PROCEDURE: Lessons are designed for 80 blocks.

Day 1:

20 minutes: Teach [Environmental Issues Background Information](#) with this google slideshow.

20 minutes: Activity: Students will discuss in small groups scenarios given and what actions that they could choose to do in the situations. The objective of this activity is for students to develop values and beliefs related to the environment and to consider possible environmental actions. This is a relatively low level activity, but focus is on individuals making decisions to take environmental action. Students need to understand that taking action is not easy for anyone.

<https://www.peacecorps.gov/educators/resources/case-studies-what-would-you-do/>

*Students in class are assigned (choose) a country that they do assignments with for the year. Each student has a different country. In this way, students all have different materials to work with and can help each other but not simply copy material from others since no students have the same country. 20 minutes: Class Padlet Map- Students create a link to their individual country hyperdoc. This allows others to see the problems and solutions that exist around the world and locations of countries.

<https://padlet.com/cartert25/ekkpjh3dk892ztqg>

20 minutes: Students open their [Country Environmental Hyperdoc](#) (template for project). By assigning on google classroom, individual templates are created for each student. Complete Cover page and Country Environmental Problems Overview page.

Day 2:

30 minutes: Students continue research on their detailed environmental profile.

30 minutes: Students research about solutions that are currently being implemented in their country.

20 minutes: Teach what a public policy statement is:

Public Policy Writing That Matters by Dave Chrisinger Public policy writing—and make a significant impact on the world. Students and professionals across a variety of disciplines need to write public policy in a manner that inspires action and genuine change. You may have amazing ideas about how to improve the world, but if you aren't able to communicate these ideas well, they simply won't become reality. In *Public Policy Writing That Matters*, communications specialist David Chrisinger argues that public policy writing is most persuasive when it tells clear, concrete stories about people doing things. Chrisinger teaches readers to craft concise, story-driven pieces that exceed the stylistic requirements and limitations of traditional policy writing.

Day 3: Public Policy

60 minutes: Students write their public policies. Some students chose to create podcasts, videos, etc. to convey their message.

20 minutes: Students examine hyperdocs of other countries.

Day 4: United Nations Simulations (later date in the year)

10 minutes: Open with a discussion: What is the purpose of the United Nations?

[Purpose of the United Nations](#)

10 minutes: Students examine the Paris Agreement and the latest from the IPCC reports.

[Paris-Agreement-2015](#)

[ipcc assessment-report](#)

5 minutes: What goes into a mini-position paper?

[What Goes Into a Good Position Paper](#)

55 minutes: Research and write your country's proposition to the United Nations. Research goes into one shared google slideshow. It is important that students understand shared document etiquette and can handle this responsibility.

[United Nations Environmental Debate](#) shared google slideshow.

Day 4: United Nations Simulations

10 minutes: How do you get a final proposition that gets ratified?

<https://bestdelegate.com/dos-and-donts-of-presenting-model-un-resolutions/>

25 minutes: Students read individual country proposals and debate through individual slideshow comments (from the perspective of your country) on the country proposals. This is done by right clicking on a portion of a slide that you would like to comment on. Write your comments. Students can have active monitored discussion through comments. Persuade with facts.

15 minutes: Form Country coalitions for new proposals based on who agrees with you from a country perspective (through the class students understand international dynamics to some degree). Continue debate/discussion.

20 minutes: Formal presentations to class by coalitions to get additional support for the proposal.

10 minutes: Vote on propositions if any proposals are formed.

Valuable links:

<https://sdgs.un.org/goals>

<https://www.globalissues.org/issue>

<https://www.theguardian.com/environment/climate-change>

<https://www.motherjones.com/environment/>

<https://www.newscientist.com/article-topic/climate-change/>

<https://www.nytimes.com/section/climate>

<https://www.npr.org/sections/environment/>

<https://www.sciencefocus.com/tag/climate-change/>

<https://www.washingtonpost.com/climate-environment/>

<https://blogs.worldbank.org/climatechange>

<https://www.greenpeace.org/usa/blog/>

<https://www.climatelinks.org/blog>

<https://www.climatecentral.org>

<https://www.nrdc.org/blogs>

<https://www.brookings.edu/blog/planetpolicy/>

<https://www.rand.org/blog/topic/global-climate-change.html>

<https://serc.carleton.edu/bioregion/examples/184673.html>

<https://2009-2017.state.gov/documents/organization/232805.pdf>

<https://www.britannica.com/topic/Paris-Agreement-2015>

<https://serc.carleton.edu/bioregion/examples/184673.html>

<https://2009-2017.state.gov/documents/organization/232805.pdf>

Project Checklist:

- Padlet Map
 - Marker on your assigned country
 - Link to your Country Environmental Hyperdoc
- Country Environmental Hyperdoc

- Cover page
 - Country Name
 - Student Name
 - Background
- Country Environmental Problems Overview
 - Summary of environmental current issues for your country
 - Pictures of environmental current issues for your country
- Detailed Country Environmental Description
 - Summary
 - Videos
 - Newspaper/Online Articles/Books
- Solutions-What is happening?
 - Show what steps are being taken to solve the problem
 - Organizations
 - Newspaper/online articles/books/videos
- Solutions-What I want to happen?
 - Write a public policy for your country on an environmental issue
- United Nations Forum
 - Prepare on behalf of your country to participate in a U.N. discussion on the Paris Agreement