

The Climate Change Negotiations activity | Notes for Teachers

Simulating a world climate change conference

Background

The Intergovernmental Panel on Climate Change (IPCC) is a scientific and intergovernmental body of the United Nations (UN) tasked with providing an objective scientific assessment of climate change and its potential political, economic, social and environmental impacts.

IPCC reports support the United Nations Framework Convention on Climate Change (UNFCCC), the main international treaty on climate change that has the purpose of stabilising greenhouse gas (GHG) emissions at a level that will prevent 'dangerous' anthropogenic climate change (i.e. that caused by human activity).

An annual 'Conference of Interested Parties' (COP) assesses progress towards achieving this goal, and in December 2015 agreed the 'Paris Agreement' that set out member countries obligations to reduce GHG emissions and fund measures to mitigate the effects of climate change.

195 countries signed the agreement. This activity simulates the negotiation process that created it.

Audience

- The activity is intended for students aged 14-18 but has been used with younger and older students. Ideally, they should have recently completed a topic on climate change. Inevitably, some concepts have been simplified to meet the needs of this age group.
- Because of the on-going development of climate science this resource should not be used after COP 26 in 2020. The figures included in the fact sheets were the latest available at the time of writing (2017) – usually from 2011 or 2013.

Curriculum Links

- Please see the Curriculum links document to find out how this activity relates to your specification.

Learning Outcomes

The activity provides opportunities for pupils of all abilities to develop:

- Their ability to use qualitative and quantitative data to obtain, illustrate, interpret, analyse and evaluate geographical information.
- Investigative skills
- Their ability to describe landscapes and places from photographs
- Their ability to Interpret and extract information from graphs (and infographics)
- Their numerical skills and understanding of number and the quantitative relationship between units.
- Their ability to draw informed conclusions from numerical data
- Their understanding of number and their statistical skills – making predictions, interpolating, extrapolating, calculating percentages.
- Their ability to develop argument, communicate ideas effectively and draw well-evidenced and informed conclusions using critical thinking.

In addition, A-Level pupils may develop:

- Their understanding of what makes data Geographical
- Their understanding of ethical and socio-political aspects of data.
- Their familiarity with a variety of geographical data
- Qualitative skills to interpret, analyse and evaluate a range of source material.

- Their ability to critically analyse data sources and methodologies

Delivery

- The activity is built around modules for flexibility in delivery. It may be delivered across 2-3 lessons and homework tasks though its preferred presentation is in one half day sitting to best replicate the constrained, time-pressured nature of the negotiation process.
- It is vital that students try to represent the interests of the country they have been assigned, rather than their own viewpoint.
- You can run it with a class size as small as 10; it works best with a class size of 20-30.
- Pupils will complete work/notes on a sheet.
- The teacher adopts the role of chair-person/co-ordinator/facilitating role. You grant different delegations the right to speak during the negotiation process. You will also need to move between groups to make sure that all students are engaging appropriately.
- Keeping to time is important – time pressure is an integral aspect of the experience.
- Try to make the experience something out of the ordinary to increase engagement and ‘make it real’.

Resources

- You will need a PC connected to the internet, projector and speakers.
- Print

Pack 1: a personalised negotiation card for each delegate (double sided if possible)

Pack 2: table flags (colour – could be laminated for re-use, or print 2b which is just the country names to be folded and put up on tables).

Pack 3: sticky label name badges and reward stickers, could be printed on normal paper and put in school lanyards.

Pack 4: Optional - country fact sheets for reference in class

Pack 5: Market place resources.

Please

Let us know if you have used these resources by emailing education@rmets.org. It would be great if you could also tell us which year group you used it with, how many students there were and how it went. This will help us refine it in the future.

Structure of the activity

The activity is written as a series of homework and classwork modules for flexibility in delivery. It is recommended, however, that the activity is delivered in as short a time frame as possible to enhance the role play and time-constrained aspects of the negotiations.

The main body of the activity is contained in Modules 1-6 (below). These allow pupils to explore the science and expected impacts of climate change, how we might adapt or mitigate them, and how countries might both negotiate emissions reductions and agree to fund mitigation and adaptation in LICs.

Overview of modules

| Module | Location | Title | Description | Time (mins) |
|-----------------|----------------------|--|---|-------------|
| Module 1 | Classroom | Introduction + prep homework | Introducing the activity, how it will work, sharing groups, setting homework. | 10 |
| Module 2 | Homework or IT suite | Preparatory homework | Pupils complete task sheet using information provided. Information forms the basis for subsequent classwork. | 30 |
| Module 3 | Classroom/ homework | Strategy meeting | Country groups meet, check info, discuss their countries. | 20 |
| Module 4 | Classroom | Market Place – Climate science Market Place – Mitigation and adaptation Market Place – Economics: Climate finance and Climate justice | Differentiated activity to represent the process of the IPCC providing guidance on the impacts and causes of climate change to the UNFCCC. Pupils collect information which is fed into the negotiations process, and share it with their delegations. | 45 |
| Module 5 | Classroom/ homework | Writing pledges & speeches | Country groups discuss the pledges they wish to make & write a 2 minute speech. | 20 |
| Module 6 | Classroom | Negotiations | Countries make representations and pledge emissions reductions and their finance/justice position. Bilateral talks between groups to negotiate pledges. | 50 |
| Module 7 | Homework | Optional final homework, evaluation or assessment | | |

Module 1 (10 minutes)

Introducing the activity and allocating countries

You will need

- PowerPoint slides – you will need to edit slide 3 before the lesson (see notes below on how to allocate students to countries).
- Introductory powtoon
- Negotiation cards (Pack 1).

If you are running the whole activity in one session, you should also rearrange tables into 10 groups with one country flag or name on each group.

Instructions

Introduce the activity by playing the powtoon supplied.

Assign pupils to a country using the PPT supplied. Distribute your class between the countries as equally as possible. A mix of abilities and personalities works best at each country. Think carefully who you allocate to the most influential countries.

Give them the negotiation card corresponding to their country – note that every single one is different (if you have two delegates representing Australia, they should get the Australia 1 and Australia 2 cards etc.). **The students are responsible for making sure they keep this card throughout the activity and should write their name on their card.**

Country representatives could move to sit together or make a note of who they are with. They will be collaborating in class and for homework for the duration of the activity and should be encouraged and reminded (frequently) that they represent the wishes of their country, not their personal view points.

Module 2 (30 minutes)

You will need:

- To share/publish the homework activity below
- To have provided each pupil with a copy of their 'negotiation card' to complete (pack 1)
- Each student needs individual access to a computer, whether at home or at school, for this module.

Instructions

You may wish to copy the information below to SMHW or your VLE.

Homework

Go to <http://bit.ly/metlink-climate-negotiation-countries> and select your country.

Look at the images and read the key country fact sheet to learn about your country and complete JUST THE 'country facts' part of your negotiation card – not the thoughts column.

Learn the words in the glossary – you'll be expected to know what they mean.

You are not expected to have any knowledge of specific actions individual countries have already made. If you find out about them, though, noting them down may help you later!

Optional (delete if not required)

You may like to ask additional specific questions such as:

- Have the resources changed what you thought you knew about your country – or maybe you didn't know anything at all about it?
- Do you think the mood board images are biased?
- What surprised you about your country?
- What do you think are your country's major concerns?
- Can you find another 5-10 images which provide further insight into your country?
- More able and/ or advanced students could also be encouraged to look at the further information links.

Module 3 (20 minutes)

Strategy meeting

Students should meet in their country groups to check their homework and discuss their country, making sure they understand their country, its assets and vulnerabilities. Are they a country which can make a big difference to global emissions? Will other countries expect them to offer big emission reductions and significant financial support, or are they more a country which needs room to develop and help dealing with the impacts of climate change? What would the political impact of the negotiations be?

Together, they should complete the 'thoughts' column of the country facts.

Optional: assessment opportunity for the teacher. Students could share their country facts on the SMHW or VLE.

Module 4 (45 minutes)

Market places

You will need:

- Workspace – you will need the tables grouped into ten groups, with one of the table flags or labels (pack 2) on each.
- Print pack 5 (1 of each) and pack 3 (labels), and possibly also pack 4 for reference.
- David Warrilow video 1
- PowerPoint slides
- To make sure that you understand the market places and can demonstrate them to your students
- Space in the room for students to move around – could bags be moved to a corner?
- You may also like to use some sort of clock or other timekeeping tool

Instructions

This module develops pupils' understanding of climate science, adaptation, and mitigation. Some of these concepts may be familiar. The idea of climate finance and justice – who can pay, who should pay, and who should receive help – will probably be unfamiliar, however. Time pressure is key to this module.

Pupils will move between two of three market places:

- **Market place - Climate science 1.** Put this on Bangladesh's table.
- **Market place – Climate science 2** Put this on USA's table
- **Market place – Adaptation & mitigation.** Put this on India's table.
- **Market place – Adaptation & mitigation.** Put this on Venezuela's table.
- **Market place – Economics.** Put this on Maldives' table.

If you have fewer than 20 students in your class, you may want to amalgamate the two climate science and the two Adaptation and Mitigation groups.

Feel free to award stickers for good engagement and reporting throughout the module.

| | |
|--------------|---|
| 0-5 mins | Students sit down on their country table and stick on their sticky label. Play module 4 David Warrilow video. Direct them to the Personal Market Place agenda on their negotiation card which will provide them with personalised instructions. |
| 5-10 mins | Run through each market place |
| 10 – 20 mins | Students go to their First market place |
| 20-25 mins | Students return to their country table and share what they have learned. During this time the teacher should re-set the three market places. |
| 25-35 mins | Students go to their Second market place |
| 35-40 mins | Students return to their country table and share what they have learned. During this time, the teacher should assess the reporting occurring. |
| 40-45 mins | Finishing Talk (read out or show powtoon) and introduce next module |

Market Place - Climate Science

Rules:

- a) Everyone take one text card from the pile. Read it quietly to yourself.
- b) Take it in turns to take a question card and read it aloud.
- c) If you think a sentence on your text card answers the question, read it out. There may be more than one answer.
- d) Discuss whether or not you've been able to answer the question.
- e) Repeat b/c/ d until the time runs out

N.B.: We provide 15 text cards at three colour coded levels – one appropriate for a lower ability group (green), one for high ability KS4 or lower ability KS5 students (amber) and one for a very high ability group (red). Choose the set appropriate to your class. We provide 10 question cards. Cut these out and put them in a pile. These questions should be answerable whichever set of text cards have been given out.

Market Place -Economics

Find a partner within the market place:

Task

1. Should you or should your partner delegation in this bilateral talk pay money into the Green Climate Fund? If both say yes, who should pay more? Remember to represent the interests of your country as well as what you, as an individual, think is fair.
[More advanced students may like to refer back to the country fact sheets at this stage]
2. Should you or should your partner delegation in this bilateral talk receive money for loss & damages incurred through climate change?

After a maximum of two minutes, change partners.

Market Place –Adaptation and Mitigation

Rules

- In turns, read out one of the climate change adaptation or mitigation examples from around the world.
- Make sure everyone in the market place understands the example and how it is either an example of adaptation to, and/ or mitigation (prevention) of climate change.
- Each delegate then says for their country,
 - **“We don’t need this”**
 - **“That won’t work for us”**
 - **“We can’t afford this without help from other countries”** or
 - **“Good idea!”**
- If you run out of statements, discuss other ways to mitigate or adapt to climate change.

Overview of who is where:

| WHERE: | Block I | | | | | Block II | | | | |
|--------------|-----------------------|------------------|---------------------|----------------------|-----------------------|-----------------------|------------------|---------------------|----------------------|-----------------------|
| | science Bangladesh | science 2 USA | adapt/ mit India | adapt 2 Venezuela | economics Maldives | science Bangladesh | science 2 USA | adapt/ mit India | adapt 2 Venezuela | economics Maldives |
| Australia A | | | | | 1 | | 1 | | | |
| Australia B | | | 1 | | | | | | | 1 |
| Australia C | | 1 | | | | | | 1 | | |
| Bangladesh A | | | | | 1 | 1 | | | | |
| Bangladesh B | | | | 1 | | | | | | 1 |
| Bangladesh C | 1 | | | | | | | | 1 | |
| China A | | | | | 1 | | | 1 | | |
| China B | | 1 | | | | | | | | 1 |
| China C | | | | 1 | | | 1 | | | |
| Europe A | | | | | 1 | | | | 1 | |
| Europe B | | | 1 | | | | 1 | | | |
| Europe C | 1 | | | | | | | 1 | | |
| India A | | | | | 1 | | | 1 | | |
| India B | | | 1 | | | | | | | 1 |
| India C | | | | 1 | | | 1 | | | |
| Maldives A | | | | | 1 | 1 | | | | |
| maldives B | 1 | | | | | | | 1 | | |
| Maldives C | | | | 1 | | | 1 | | | |
| Nigeria A | | | | | 1 | 1 | | | | |
| Nigeria B | | 1 | | | | | | | | 1 |
| Nigeria C | 1 | | | | | | | | 1 | |
| Russia A | | | | | 1 | | 1 | | | |
| Russia B | | | | 1 | | | | | | 1 |
| Russia C | | 1 | | | | | | | 1 | |
| USA A | 1 | | | | | | | | 1 | |
| USA B | | | | 1 | | | | | | 1 |
| USA C | | | 1 | | | 1 | | | | |
| Venezuela A | | 1 | | | | | | 1 | | |
| Venezuela B | | | 1 | | | | | | | 1 |
| Venezuela C | | | | 1 | | 1 | | | | |

Module 5 (20 minutes)

Pledging

You will need:

- Module 5 Powtoon
- Pupil negotiation cards ('Template for Summary Talk' and 'Pledges' sections)

Instructions

If done in class, the students should sit at their country tables. Otherwise, students should meet in their own time.

Pupils complete the draft pledges section on their negotiation cards to create a first draft of their pledge and write a 2-minute talk to relate the information in their pledge using, if they like, the template on their negotiation cards. They should introduce their talk with a little general information about their country.

Country groups should decide which person will deliver the talk and should practise delivering it to ensure it fits in the 2-minute slot.

Module 6 (50 minutes)

Negotiations

You will need

- Arrange the tables such that the students can sit in their own country delegation group, with the table flags (from pack 2).
- Module 6 David Warrilow video
- Voting tool
- Optional: stickers to reward the best and worst negotiators in the class (pack 3)
- Students still require their negotiation cards.
- You may like to use a countdown clock or similar timekeeping tool.

Instructions

The students should sit at their country table.

The teacher adopts the role of chair-person/co-ordinator/facilitating role. You should:

- Keep time – be very strict!
- Establish rules for negotiations – polite, respect, listen

During the bilateral negotiation phase students may move around the classroom. It may be chaotic.

| | |
|-------------|--|
| 0-5 mins | Students sit down on their country table. Play module 6 David Warrilow video |
| 5-15 mins | Students from China, India, EU, USA and Russia deliver their two minute talks |
| 15-18mins | First bilateral negotiations. Can you encourage/ challenge other countries to improve their pledges based on what you know about your own country? |
| 18-28 mins | Students from Australia, Bangladesh, Maldives, Nigeria and Venezuela deliver their two minute talks |
| 28-33 mins | Second negotiation phase – students challenge the pledge of another delegation by putting their hand up. Teacher acts as chair person. We have included prompts for the teacher below to stimulate discussion. |
| 33-36 mins | In country groups, finalise pledges using the pledge section of your negotiation card |
| 36- 45 mins | Countries deliver pledges. Use the drop down box next to each country to feed the information into the Excel voting tool as each pledge is delivered. |
| 45 -50 mins | Vote whether or not to accept the pledges. All countries need to vote to accept the pledges for an agreement to have been reached. Teacher delivers closing speech. |

Introduce the talks:

- One representative from each country will speak for 2 minutes to communicate their countries specific circumstances, their pledge, and any offer/request for climate finance.
- The time limit is very strict – after 2 minutes you will have to stop talking.

Introduce the negotiations:

- Hold bilateral talks with other countries about each of your pledges. Time is short – you only have 3 minutes to influence each other! Can you challenge and encourage them to improve their pledge?

Introduce finalising pledges:

In your country group use the pledge section of your negotiation card, decide what your final pledge will be.

Delivering pledges and voting:

- Delegates, I now invite you to deliver your final pledges. We will see whether, together, we can do enough to limit climate change to 2°C.

- (as each country delivers their pledges, feed the information into the two sheets of the excel voting tool)
- Delegates, we now need to vote to decide whether, together, we accept all the pledges which have been made. Remember, we need a unanimous vote – if even one country chooses not to accept the pledges the other countries have made, none of the pledges will be binding and it will be like being back on the orange line. Even if you don't like their pledge, is it better than nothing?
- Who agrees that we should accept the pledges made today? (ask for a show of hands).
- Who thinks that the assembled countries have not done enough, and that the pledges should not be accepted? (ask for a show of hands)
- Deliver the appropriate closing speech from those below.

Finishing talk for teacher to deliver

Delegates, congratulations. Although there has been considerable time pressure, you have succeeded in representing the interests of your country and negotiating with each other.

Then pick one of

- Although we didn't manage to reach an agreement on this occasion, we have made considerable progress in reaching a climate change agreement. Such negotiations happen every year, and sometimes progress is slower than at other times.
- We reached an agreement. Although the pledges you have made do not yet do enough to limit climate change to within the 2 degree target, we have made considerable progress. Such negotiations happen every year, and there is always another opportunity to improve the pledges made.
- We have reached an agreement and the pledges you have made do limit global climate change to within the 2 degree target. Congratulations!

You could award certificates or stickers to those individuals who negotiated best during this module, and to those who were the worst negotiators (e.g. the Donald Trump award)

Prompts for Teachers during negotiation phase:

Use these notes to CHALLENGE lacklustre pledges or STIMULATE questioning. Why isn't a country pledging more? Has a country pledged more than it can politically or economically justify?

Australia

- Per capita emissions of 26t are the highest of countries negotiating (10th highest in world) (19t USA)
- Only 1.1% total emissions; 14th highest of all countries (UK 15th)
- GDP per capita is \$44k – 12th highest; UK 23rd
- Aging population, low birth rate, low unemployment - stable
- 20th largest exporter, 55th largest population (22 million)
- It's a democracy – will their electorate support their pledge?
- You are a rich, developed country, why haven't you pledged more?

Bangladesh

- Per capita emissions of 1t are the lowest of countries negotiating; ranked 46th in the world.
- Only 0.4% total emissions; 176th highest of all countries (UK 15th)
- GDP per capita is \$1952 – 164th highest; UK 23rd
- 97.7% electricity generation is from fossil fuels (funding could replace this with renewables)
- Bottom-heavy population pyramid- birth rate has started to fall, 9th largest population (166 million)
- 65th largest exporter
- It's a democracy – will their electorate support their pledge?
- They will suffer some of the worst impacts of climate change – are they lobbying the other countries enough?

China

- Per capita emissions of 8t are ranked 72th in the world (large population).
- 24.6% total emissions; highest of all countries (UK 15th). As China's exports are so high, though, couldn't these emissions be attributed to other countries who use it as a manufacturing base?
- GDP per capita is \$9877 – 98th highest; UK 23rd
- Approx. 70% electricity generation is from fossil fuels
- Population pyramid has thin base – ageing and shrinking population.
- China is a communist country – how does this affect what they can do?
- What they pledge will have a massive impact on the potential emissions reductions.
- If they've promised big reductions: how are they going to pay for it?

EU27

- Per capita emissions of 8t.
- 7% total emissions across diverse economies and countries which makes this different from it being one country – can everyone agree?
- GDP per capita is \$30k; compared to \$39 UK
- 97.7% electricity generation is from fossil fuels (funding could reduce this with renewables)
- Population pyramid has thin base – ageing and shrinking population.
- 65th largest exporter
- It's a democracy – will their electorate support their pledge?
- You are a rich, developed country, why haven't you pledged more?
- Are they pledging as much or more than other big economies – USA, China, Russia?

India

- Per capita emissions of 2t are the second lowest of countries negotiating; ranked 63rd in the world.
- 6.5% total emissions; 4th highest of all countries (UK 15th).
- GDP per capita is \$4036 – 140th highest; UK 23rd – what will happen to emissions if GDP per capita rises to the level of the UK, USA or Australia?
- Electricity production is 2/3 fossil fuel, 1/3 renewables. Funding could further improve this.
- Bottom-heavy population pyramid- birth rate has started to fall, 2nd largest population (1.2 billion)
- 18th largest exporter
- It's a democracy – will their electorate support their pledge?
- If they've promised big reductions: how are they going to pay for it?

Maldives

- Per capita emissions of 3t are among the lowest of countries negotiating; ranked 63rd in the world.
- Only 0.002% total emissions; 166th highest of all countries (UK 15th). Their emission pledge is fairly irrelevant.
- GDP per capita is \$7808 – 108th highest; UK 23rd
- 99.9% electricity is from fossil fuel (Diesel). Funding could improve this and mitigate the effects of sea-level rise on the islands to some extent, but what about the reefs (sea temperatures will kill them) and tourists?
- 168th largest exporter
- It's a democracy – will their electorate support their pledge?
- Do they need to be asking more from the rest of the world?

Nigeria

- Per capita emissions of 3t are among the lowest of countries negotiating; ranked 133rd in the world.
- Only 1.1% total emissions; 17th highest of all countries (UK 15th). Large exporter of oil.
- GDP per capita is \$2701 – 151st highest; UK 23rd
- Electricity production is 2/3 fossil fuel, 1/3 renewables. Funding could help Nigeria transition to a future without fossil fuels.
- Very bottom-heavy population pyramid, high growth rate, 8th largest population (177 million)
- 36th largest exporter
- Do they have the infrastructure to make big changes?

Russia

- Per capita emissions of 16t are the third-highest of countries negotiating; ranked 27th in the world.
- Only 4.5% total emissions; 5th highest of all countries (UK 15th)
- GDP per capita is \$18k – 60th highest; UK 23rd
- Electricity generation is split 3/5 fossil fuels, 1/5 nuclear and 1/5 renewables.
- Unbalanced population pyramid, fluctuating birth rate, higher mortality for men, 10th largest population (142 million)
- 10th largest exporter
- It's a democracy – will their electorate support their pledge?
- What they pledge will have a massive impact
- If they've promised big reductions: how are they going to pay for it?

USA

- Per capita emissions of 19t are the second highest of countries negotiating; ranked 18th in the world.
- 13.4% total emissions; 2nd highest of all countries (UK 15th)
- GDP per capita is \$52432 – 9th highest; UK 23rd
- 75% electricity is from fossil fuels, 10% nuclear and approx. 15% renewables.
- Narrow population pyramid, stable, aging population, 4th largest population (318 million)

- 4th largest exporter
- It's a democracy – will their electorate support their pledge?
- What they pledge will have a massive impact
- Are they pledging as much or more than other big economies – EU, China, Russia?

Venezuela

- Per capita emissions of 13t are relatively high for countries negotiating; ranked 35th in the world.
- Only 0.7% total emissions; 23rd highest of all countries (UK 15th)
- GDP per capita is \$14k – 72nd highest; UK 23rd
- Only 1/3 electricity generation is from fossil fuels, 2/3 is from renewables
- Bottom-heavy population pyramid but starting to narrow, 46th largest population (28 million)
- 39th largest exporter
- Politically fragile (in 2017) – how does this affect what they can do?

Module 7 - Debriefing

Ideas for an Optional (final) homework / evaluation

1. **How do climate negotiations work?**
 - a. Written task. Explain the process to someone who knows nothing about it in 250 words.
2. What have you learned about your assigned country?
People/economy/attitudes/actions/misconceptions/stereotypes?
3. Describe the outcome your class achieved.
4. Why do you think your class achieved the result they did?
5. **Find out what actually happened in Paris/ subsequently, using the additional links on the websites**
 - i. Were some countries/regions more proactive than others?
 - ii. Did some countries cause problems?
 - iii. Did Paris meet the 2° target? How have the pledges changed since Paris?
 - iv. Do people think it will succeed?
6. **Further reading/ research/'Stretch & challenge' activity/project:**
 - . Newspaper article written from the perspective of a journalist in your country. Is the media state controlled?
 - i. 2 minute video
 - ii. Produce a poster
 - iii. Connection to debating club/Citizenship/Science or Geography (trip)?

Self-evaluation / reflection option

This could be a series of structured questions – a worksheet to complete – or a more open-ended written task

These could be structured into before/during/negotiating/outcome

- Do you think you knew enough already to be able to make sense of the climate information you learned? If not, what impact did this have?
- How well did you group work together? If there were problems, what were they, and what effect did they have on your group and the activity? If things went really well, why do you think that was so?
- Did you feel prepared to negotiate with other countries?
- Do you think the other country groups behaved fairly? Did people represent their countries or their own beliefs? How did this effect negotiations and outcomes?
- Did you have too little information, or too much? How did this affect negotiations?
- Were you surprised by the final outcome of the negotiations?
- Suggest one problem that you encountered, explain the issue it created, and suggest a solution.
- What would you do differently if you took part again?
- Explain one thing you learned about negotiation/climate science/working in a group.

You could also ask for quantitative data to share with the class and discuss. E.g. 1-10 scale:

- Overall outcome
- Usefulness of information
- Behaviour of other groups
- Effectiveness of negotiations

Skills assessment

A climate scientist has given you a report after the conference and asked for a response.

[report consisting of 1 graph to interpret, e.g. emissions projection, 1 map of impacts, a table to numerical values, and a paragraph or two of analysis]

Using the information, you have been given, write your response by answering the questions below...

[questions that test interpretation of graph/map/data and understanding of concepts covered in text/ability to extract information from text/analysis]