

STAGE 1 – DESIRED RESULTS

Curriculum Title: #SolveClimate - A Role-Playing Simulation to Solve the Climate Crisis

Established Goals: Students will make attempts at solving the climate crisis. The process will explore and address the structural problems that make solving the climate crisis challenging and seek to leverage the empowerment and interconnectivity of global youth to drive creative new approaches to address this existential challenge.

Understandings: *Students will understand that...*

- They are integral in solving the climate change crisis and their future is imperative in solving this global crisis.

Essential Questions:

1. How might a deeper appreciation of [our collective global interdependence](#) make it more possible for this stakeholder group and our world community to address the climate change crisis better?
2. What structural impediments make it all but impossible for current efforts to prevent an increase in average global temperature above two degrees Celsius relative to pre-industrial levels?
3. What changes to how our world operates would need to be made in order to make this possible?

Students will know:

- Who the stakeholders are in the climate crisis.

Students will be able to:

1. Phase I: create an action plan from their research.
2. Phase II: work with meet with a representative to explain their action plan (solution).
3. Phase III: Students will create an outreach program to educate the masses via social media campaigns, advocacy training, the development of advocacy materials, social media campaigns, and outreach to governments and international organizations

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

Students will be able to work in a larger group as a whole with all of the stakeholder groups to create a declaration that includes a solution inclusive of all the stakeholders involved in contributing and affected by climate change.

Evidence:

Students will be able to share their declaration with students in the school, administrators and their community working to create real change in their community.

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

1. Students will be placed into stakeholder groups and begin reading background guides.
 - Students will be divided evenly into 6 stakeholder groups (Agriculture, Energy and Extractives, Industry, Government, Civil Society, and Knowledge Workers).
 - Organizers may also allow students to rank the stakeholder groups of their choice.
 - After being placed into a stakeholder groups students will be assigned a specific position (see section 4 for a list of these positions).
 - Organizers may then distribute background guide materials. This should be done at least two weeks prior to the debate.
2. Using the guiding questions students will begin researching their particular stakeholder group.
 - While researching, students should begin writing their solution ideas to be presented and submitted to their stakeholder group.
 - It is up to the discretion of the organizer to require any additional research materials.
3. Students will begin working in their groups to find a solution to climate change that will meet the needs of their stakeholder group.
 - Students will submit their written solutions ahead of time. Organizers will combine all acceptable solutions into a single document.
 - During this session members of the stakeholder group will present and discuss their ideas until they come to a consensus about which solutions they want to present to the larger group.
 - Stakeholder groups should have at least 5 very detailed solutions drafted by the end of the session.
 - Debate can be moderated with any style of MUN parliamentary procedure. If the students are not familiar with MUN, organizers can establish their own rules of debate procedure to fit the experience of the participants.
 - This session should last about 2 hours.

- 4. Students will write out and submit their solutions ahead of the debate to the moderators.**
 - Moderators should receive one document from each stakeholder group with their written solutions.
- 5. Students come together in debate format to discuss their solutions.**
 - All six stakeholder groups will convene in the same room for this session.
 - Each stakeholder group must nominate 3-5 presenters who will read out their solutions to the larger group.
 - The group will then have a set amount of time to debate each set of solutions and ask questions to the presenters.
 - After each presentation, the committee will vote on each individual solution to determine if it should be included in the final declaration.
- 6. Students will finalize a declaration that supports the needs of all the stakeholders involved and the world as a whole.**
 - Once all solutions have been presented on and voted on individually, the committee will have a set amount of time to debate the declaration as a whole.
 - The entire session should last another 2-3 hours.
- 7. Students will vote to adopt the declaration (preferably by consensus).**
- 8. Declarations will be submitted to the #SolveClimate organizers from MUN Impact and OneShared.World to be featured on the website and presented to climate leaders.**
- 9. #SolveClimate organizers will select the best declarations to receive awards and special recognition.**