

Summary in English: Climate negotiations - role play for a high school classroom

About the Climate negotiations -project

The climate negotiations - role play for a high school classroom -material is produced by the Finnish Association for Nature Conservation's Southern Savonian district organization, which received funds from Save Pond Hockey ry, <https://savepondhockey.org>, to use on a climate related topic.

Volunteer Kerttu Hakala developed an idea about a role game for youngsters, which would teach about the complexity of the issue and tackling it. Hakala tested the idea with local high school classes, and the idea was then later further developed and written down as a Finnish guidebook material by another volunteer, Elina Silkelä. This booklet is a translated summary out of the original Finnish guidebook.

The negotiations work best with around 14- to 15-year olds, who already have had a some classes on climate related topics and negotiation skills.

The steps of the climate negotiations role play

The negotiations need a preliminary class which explains the role play, revises what climate change is about and lets the youngsters know which role they will be taking in the actual negotiations.

The roles, ergo groups, ergo delegations, the class should be divided into are:

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| 1. Media | 5. Municipal district and traffic administration |
| 2. Farmers | 6. Car industry |
| 3. Forestry | 7. Environmental organization |
| 4. Energy industry | 8. United Nations Environment Programme |

The kids should be in a comfortable group with friends. Some delegations require its members more attention than others, think about that when you make the division. Read more on the roles on the role cards in this material.

The first lesson should include:

1. A quick recap on climate change and what is done, should or could be done to mitigate it.
2. Outline of the rules of the upcoming negotiations class.
3. Dividing the class into 8 delegation groups, handing the groups role cards, and making sure they to get to know their roles and that they answer the questions on the role cards.

The second class, the class in which the negotiations are held in, should be a doubleclass with doubletime.

The negotiations are run by a chairperson, who can either be the class teacher or an outsider, for example a representative from a nature organization.

The negotiations' aim is to come to an agreement on Finland's climate policy. Basically the idea is to discuss topics and vote for proposals for Finland's agreement on climate change.

The negotiation rules are:

1. The chairperson leads the conversation, decides on the topic and asks for delegations to vote
2. One must raise their hand to ask for permission to speak.
3. When a delegation uses a proposal or statement card, it should be turned upside down on table.
4. Only five delegations (Farmers, Forestry, Energy industry, Municipal district and traffic administration, Car industry) have the right to vote, but all delegations have the right to speak.
5. A majority vote for a proposal means the proposal is added as part of the agreement.

The chairperson will lead the discussion through the following topics:

- Energy
- Traffic
- Agriculture and forestry
- Regional administration and construction
- Consumer restrictions
- International responsibilities and liabilities

The delegations must come to an agreement on at least three proposals under each of these topics. It is a good idea to discuss energy, traffic and regional administration & construction first.

A small pause in the middle of the negotiations might be a good idea. The role play might feel difficult or tiring for some students. A small break will help everyone keep their focus.

After a break the chairperson is to give the media delegation official floor to speak and they will deliver a message from demonstrators. This message can lead the discussion into agriculture and forestry, and international issues.

During negotiations delegations can make up their own proposals and make statements they feel appropriate given their role in the negotiations. The chairperson can make this easier for youngsters by handing out proposal and statement cards on each topic to each delegation.

The proposal cards include proposals a delegation can suggest to be added as part of the agreement. After each spoken out proposal the delegations must discuss and vote.

The statement cards include statements a delegation can speak out during the negotiations. All delegations can speak out freely.

When a proposal receives a majority vote, the chairperson (or teacher, if present when the chairperson is an outsider), can write down the accepted proposal on the outline of the climate agreement (later in this material). At the end of the negotiations the chairperson can ask each delegation to send a delegate to sign the completed written agreement. At the end the chairperson should also give the media delegation floor for their report on negotiations. This is a task given to the media delegation on their role card.

The chairperson plays a key role in encouraging the youngsters to take part in the negotiations. The chairperson must also watch out for spent time on discussion.