



DVV International

Education for Everyone. Worldwide.
Lifelong.



Growing smaller

Global learning in the ELT Classroom

Dear colleagues,

why introduce Global Education to ELT?

English as a global language is intertwined with globalisation – in fact, many VHS learners need English because their lives and work are growing more and more global. Globalisation and aspects of sustainability are not new to the ELT classroom, but Global Education takes these topics a step further. The approach „opens people’s eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater justice, equity and human rights for all“ (Maastricht Global Education Declaration of 2002).

Far from constituting a fixed curriculum, the GE approach is an open concept of education, making us as educators aware that many topics we discuss in educational contexts have far-reaching implications concerning human rights, global (in) justice and matters of sustainability. Global Education thus is nothing less than the educational answer to the challenges of globalisation and to the necessity of developing the globalised world into a sustainable global society.

Sustainability seems to be on everyone’s lips today but what does it actually mean? The seemingly simple formula of meeting the needs of current generations without compromising the needs of future generations, if taken seriously, has consequences for many spheres of life such as mobility, energy use, resource management or economics. Students are invited to consider these ideas through concrete examples like sustainable tourism or community exchange schemes, which relate directly to their everyday lives and personal choices.

This brochure is the third in a series of modules for ELT at various levels. It is organised into:

- an introductory chapter giving you the background of the topic,
- a detailed teaching guide which includes methodological tips and information on language points and content details,
- student pages and
- material for group and pair activities

The material covers a minimum of 4x90 minutes. The focus is on the subject matter, but you may wish to include more language work. It is suitable for conversation classes or for supplementing business or standard courses at B2+ / C1 level.

We hope that these materials will inspire you and your learners and look forward to your feedback.

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1. Growing smaller

Overview and background



Introducing global perspectives to the English language classroom at VHS

Global Education

In ELT, global perspectives play a significant role because English is a global language, spoken by more non-native speakers than native speakers around the world. Mostly, what is referred to as global perspectives in the ELT classroom is varieties of English and the use of English in global (business) relations.

In Global Education, the focus is a slightly different one. Global Education zooms in on global interdependencies that manifest themselves in environmental issues, unfair trade relations, control of resources or matters of human rights, to name but a few.

More information on Global Education can be found on a variety of websites such as:
<http://www.globaleslernen.de/de>
<http://www.bne-portal.de/>

This module is set at B2+ level, confronting learners with complex issues, authentic or semi-authentic texts and fairly complex language. The topics chosen range from sustainability and global policies to sustainable tourism, climate change and alternative economic concepts. How has the concept of sustainability evolved, and what does it mean today? What does it mean to live sustainably, as an individual and as a society? What effects do the flight I take and the holiday I book have? Aren't politicians taking care of the issue of climate change? Based on a look at a variety of facts and concepts, learners are asked to develop their own ideas and to consider what kind of society they want to live in and contribute to.

ELT curriculum

At the end of level B2 or beginning of level C1, learners should have a high proficiency in understanding authentic or near-authentic texts. In this module, they will be confronted with concepts that may be new to them, and thus with new vocabulary. Vocabulary ranges from environmental to business to legal to tourism.

Some of the texts were written for this material. Authentic texts have been shortened but only very slightly simplified. Please check them against the level of your group! The focus here is on the topic rather than the language. The skills practised are mainly reading, presenting, discussing, public speaking and to some extent negotiating. Some language material is included at the back and cross-referenced, but you may wish to use additional material for language and structures. The material does not focus on specific language points.

students develop their own projects could then be given more time. This applies especially if facilities for in-class internet research or the creation of materials (powerpoint presentations, posters, leaflets) are available in class.

The material lends itself to being incorporated into longer classes that touch upon related topics as much as into business English classes. Please note that the four thematic blocks may exceed a 90-minute time frame but would fill a 180-minute session if supplemented by additional language work or research sessions. You will find some suggestions in the teaching guide, but you are encouraged to use and adapt the material according to your and your students' interests and needs.

Time frame and course format

The material and activities are meant for a minimum of eight teaching hours. Depending on your course format and the facilities available, you may wish to extend the time frame. Activities where

In a nutshell

"Sustainability" has seemingly entered our everyday discourse, as much as "growth" – just listen to the news on just about any given day. Yet the reality of incorporating the concept of sustainability into policies appears to be a challenge. This module looks at the related issues of climate change, the paradigm of growth (which our economies are based on), economic alternatives and the international development framework, which is seeing three main events in 2015:

13-16 July: International Conference on Financing for Development, Addis Ababa

The scope of the conference will be all policy matters that influence the ability of countries to finance their development, covering policies impacting the domestic and international activities of public and private actors.

<http://www.un.org/esa/ffd/ffd3/conference.html>

25-27 September: UN Sustainable Development Summit, New York

The 17 Sustainable Development Goals (SDGs) are a new, universal set of goals, targets and indicators that UN member states will be expected to use to frame their agendas and political policies over the next 15 years. These SDGs are to follow the Millennium Development Goals (MDGs), which were agreed by governments in 2000, and are due to expire at the end of this year.

<https://sustainabledevelopment.un.org/post2015/summit>

30 November-11 December: UN Framework Convention on Climate Change, Paris

The aim is to reach, for the first time, a universal, legally binding agreement to combat climate change effectively and boost the transition towards resilient, low-carbon societies and economies. This future agreement would need to focus on mitigation – efforts to reduce greenhouse gas emissions in order to limit global warming to below 2°C – as much as societies' adaptation to existing climate changes, taking into account the needs and capacities of each country.

http://unfccc.int/essential_background/items/6031.php

<http://www.cop21.gouv.fr/en>

From MDGs to SDGs

The concept of Sustainable Development Goals (SDGs) was born at the United Nations Conference on Sustainable Development, Rio+20, in 2012. The objective was to introduce a set of universally applicable goals, balancing the three dimensions of sustainable development: the environmental, social, and economic. The Post-2015 Development Agenda will build on the progress achieved through the Millennium Development Goals (MDGs): eight goals established after the

Millennium Summit of the United Nations in 2000. At the same time, it will address persistent issues and new challenges facing people and

the planet. The MDGs faced criticism for not sufficiently covering the environmental dimension of sustainable development, and for not addressing interlinkages between its three dimensions.

Instead of addressing the dimensions of sustainable development separately, the SDGs are expected to adopt an approach that integrates the social, economic and environmental dimensions of sustainable development (<http://www.unep.org/unea/sdg.asp>).

The focus areas of the SDGs, including sustainable consumption and production (SCP), offer students a link to their everyday experiences.

Climate justice – climate talks

In December 2015, the international community will once again convene at the United Nations (UN) Climate Summit. Developing countries are among the hardest hit by climate change and have participated little in the wealth generated by fossil fuel economies. Their perspective on a possible climate agreement thus is different from that of industrialised countries. By looking at the different perspectives and discussing possible ways of reconciling them, students may get an idea of why it is so difficult to come to a binding agreement on measures to limit climate change.

Respecting planetary boundaries

Be it from a scientific or a philosophical point of view, accepting the limits set by the planet (and the laws of nature) seems to be a prerequisite for continuing human life on earth. Scientists' warnings about climate change have become louder, and the 2014 report of the Intergovernmental Panel on Climate Change (IPCC), based on worldwide scientific expertise, states that the window for taking effective measures to limit climate change is closing soon.

Whose growth?

What grows when the economy grows? To what extent has the paradigm of growth entered not only the way our economy works but the way we think? Does growth make us happy? What constitutes a good life? If unlimited growth on a limited planet isn't an option, what are the alternatives? How about degrowth, post-growth, sharing communities?

Making it real

Organic views on society and the economy translate into concrete examples that are emerging all over. The very idea of concepts such as degrowth / post-growth is to initiate decentralised activities that benefit local communities. In the class activities students discuss examples of such small-scale projects and are encouraged to develop one themselves.

Further reading

Some of the main sources referred to for the module are as follows: The chapter on sustainability is largely based on UN publications for the official terms and definitions

(<https://sustainabledevelopment.un.org/>). The section on tourism draws on information from <http://tourismconcern.org.uk/> and www.tourism-watch.de, both of which offer information on political processes and background as well as tips for travellers on how to travel sustainably and with respect for the country being visited. Information on air travel comes from <https://www.atmosfair.de/> and <https://www.myclimate.org/>. On both websites, users can calculate the carbon emissions of a flight, and they can buy trade-offs. Other sources include the Global Climate Forum (<http://www.globalclimateforum.org>) and the International Panel on Climate Change (<http://ipcc.ch/>).

As you are likely to come across news on the UN Sustainable Development Summit in New York, you might find some background information useful. There is a variety of sources to choose from, one being:

<http://www.rural21.com/english/current-issue/detail/article/the-post-2015-sustainable-development-goals-a-historic-opportunity-00001407/>. The same is likely to happen around the Paris Climate Summit. Again, there are many sources to check for an overview, such as: <http://www.green-alliance.org.uk/resources/Paris%202015-getting%20a%20global%20agreement%20on%20climate%20change.pdf>

Degrowth, post-growth and sharing economies are topics discussed in academia and business contexts as well as in grassroots settings. The international degrowth website (<http://www.degrowth.org/>) gives you information and links you to national or conference websites. You may also wish to consult websites such as the one of the Post Growth Institute (<http://postgrowth.org/>), the New Economics Foundation (<http://www.neweconomics.org/>) and that of Sharing the World's Resources (<http://www.sharing.org/>). The accompanying website to Naomi Klein's most recent book offers examples for action (if not solutions): <https://solutions.thischangeseverything.org/>

Fairbindung in cooperation with Konzeptwerk Neue Ökonomie have produced educational materials on the limits and alternatives to economic growth, "Beyond growth": <http://www.fairbindung.org/bildungaktuelleprojekte/endlichwachstum/beyond-growth/>

You might want to have a look at videos and films such as "The light bulb conspiracy", "The story of stuff" (<http://storyofstuff.org/>), "The story of solutions", "The economics of happiness" or "Let's make money".

The Guardian and the BBC regularly report on sustainable business (<http://www.theguardian.com/uk>, <http://www.bbc.com/>). Also, the Guardian started a series on rethinking prosperity, looking at initiatives and concepts related to post-growth. It also takes a closer look at the SDGs: <http://www.theguardian.com/global-development/2015/jan/19/sustainable-development-goals-united-nations>

2. Growing smaller

Teaching guide



Sustainability – a global perspective on my lifestyle

Sustainability – developing the idea

The Brundtland Commission's report defined sustainable development in 1987 as "development which meets the needs of current generations without compromising the ability of future generations to meet their own needs". This concept supports strong economic and social development, in particular for people with a low standard of living. At the same time it underlines the importance of protecting the natural resource base and the environment. Sustainability today has become such a buzz word that one is occasionally tempted to smell a mere marketing tool. This chapter explores the concept and its development in the Rio+20 process, via the Millennium Development Goals (MDGs) to the Sustainable Development Goals (SDGs) to be adopted by the UN in September 2015 in New York.


Sustainable consumption – sustainable tourism

SDG 12, which is related to sustainable consumption patterns, is particularly apt to be taken up in class because it makes complex issues fairly "real". Thereby, the idea of sustainability becomes tangible for them, and they can relate it to their personal lives, affecting their decisions as consumers and citizens, if they so wish. As most of them probably like to travel, the area chosen is sustainable tourism. Students look at an example and some criteria for sustainable tourism. Based on this, they develop a tourism product themselves.

ELT curriculum

- Vocabulary: development, social and political issues, tourism, personal consumption, environment
- Skills: presenting, discussion, persuading
- Situations: presenting a product at an exhibition, client communication, small talk

Suggested time frame



Phase		Topic	Material and notes
Warm-up: "The s-word"	5-10 min	Sustainability – first definitions and brainstorming	Brainstorming in pairs and competition or as a class
Note-taking based on a reading /listening activity	15-20 min	Text puzzle sustainability – sustainable development, Agenda 21, SDGs: Different aspects of sustainability and relating these to initial ideas	Texts and instructions p. 31-33
Reading and short discussion: Post-2015	10 min	Sustainable Development Goals (SDGs)	Student pages p. 18
Partner interview or group discussion	10 min	Sustainable lifestyles?	Optional: Internet facilities (footprint calculator) Language tip discussion p. 47
Reading and discussion: Seeing the world sustainably	20 min	An email from Thailand, sustainable tourism	Student pages p. 19
Group work (and exhibition, if time permits)	20-30 min	Developing a sustainable holiday	Texts and instructions p. 34-35 Pens, flipchart paper and/or computers
Line-up	5-10 min	Students take a stand: Would they choose sustainable tourism?	
Wrap-up	5-10 min	Reflection	

**Initially,
only hand
out p. 17 of
the student
materials!**

Warm-up

Sustainability has become such a buzz word that students are likely to have come across it in all sorts of contexts. To introduce the topic, this section looks at the origin and core meaning of the term, using a dictionary-like definition of "sustain" and a short text on the first use of the German term "Nachhaltigkeit". Thus prepared, students will come up with their own idea(s) of sustainability and their attitudes to it.

Put students in pairs or groups of three.

Ask them to read the two texts and to then have a short brainstorming session: What sort of ideas or measures do they associate with sustainability? They should decide on six points as a group which they put on cards. Invite the class to assemble around a pin board and have them arrange their cards in clusters. Monitor the discussion. You may wish to help students structure the clusters.

Keep the cards on the pin board for future reference.

Reading and note taking: Sustainable development – 1987 until today

1987 Report of the World Commission on Environment and Development: Our common future (Brundtland Report): Links environmental issues to questions of poverty, social inequality and social injustice
<http://www.un-documents.net/our-common-future.pdf>

1992 UN Conference on Environment and Development (Earth Summit, Rio de Janeiro): Outcomes include UN Framework Convention on Climate Change, Convention on Biological Diversity, Rio Declaration, Agenda 21. Principle of common but differentiated responsibilities and precautionary principle (lack of full scientific certainty shall not be used as a reason for postponing cost-effective measures to prevent environmental degradation) is introduced
<http://www.un.org/geninfo/bp/enviro.html>

1997 Kyoto Protocol
http://unfccc.int/kyoto_protocol/items/2830.php

2002 UN World Summit on Sustainable Development (Johannesburg)
<http://www.un-documents.net/jburgdec.htm>
<http://www.who.int/trade/glossary/story097/en/>

2009 UN Climate Change Conference (Copenhagen): Failure to reach an agreement on climate targets for the period 2013 onwards
http://unfccc.int/meetings/copenhagen_dec_2009/meeting/6295.php

2012 UN Conference on Sustainable Development (Rio+20): Focusses on Green Economy as a key to sustainable development
<https://sustainabledevelopment.un.org/rio20>
http://www.uncsd2012.org/content/documents/774futurewewant_english.pdf

2015 UN Summit to adopt the post-2015 development agenda (New York, Sept 2015)
<https://sustainabledevelopment.un.org/post2015/summit>

The following activity is based on the eight short texts in the activity section (sustainability text puzzle, p. 31-33) and can be conducted in various forms.

► Version 1:

Listening and note-taking – class activity

Hand out texts to pairs of students. Give them a couple of minutes to practice their texts, then ask students to read out their text while the rest of the class listens and takes notes. Alternatively, you read out the texts, and the whole class writes down their ideas.

Then collate ideas and discuss the questions, referring back to the results of the initial brainstorming activity.

► Version 2:

Reading, presenting, listening – group activity

Put students in groups and hand out one text to each group. Groups discuss their respective texts, research further ideas related to the accompanying question and prepare a short presentation.

Then form new groups by mixing students from each of the thematic groups. Each student gives the presentation of their thematic group. Afterwards the group discusses what they find interesting / important. Add the question: "What does sustainable development mean for the relationship between industrialised and developing countries?" Each group is to agree on the three points they find most important, putting respective key words on cards. Give them 10 minutes but do leave a buffer. Collate and add ideas to the results of the initial brainstorming activity, using the same method as in phase 1. The cross-group reporting will take more time than the other formats and makes sense if facilities for further research are available.

► Version 3:

Mingling activity – reading, interviewing, note-taking

Hand out one or two short texts each (depending on group size) to students. Each text should be used twice. Students read their text(s), then mingle and interview other students on the basis of the note-taking grid.

► Summary/discussion

To sum up this activity and as an introduction to the next, ask students to add the points they found important to the result of the initial brainstorming session by adding their cards. In the accompanying discussion, highlight the scope of sustainability in the context of development (economic and social inequality, politics, health and nutrition, education, production and consumption...) and ask students which Sustainable Development Goals they expect.

Sustainable Development Goals (SDGs)

In September 2015, the Sustainable Development Goals (SDGs) are due to be finalised and adopted by the international community. The 17 SDGs developed by UN Open Working Groups cover a wider range of issues than the eight Millennium Development Goals, which were adopted in 2000, to be reached by 2015.

The idea of this activity is to display the – provisional – results of the Rio Process and to reflect on their relevance to Germany and to individual decisions, but not to go into detail. An important point here is the question of whether and how individuals can contribute to reaching these aims.

You could take the goals as a starting point for many different discussions, but in this chapter the focus is going to be on "sustainable consumption" (and possibly production), using the example of tourism.

SDGs and individual decisions

The goals relating to environmental questions and to sustainable consumption and production patterns are not beyond their immediate influence. Individual decisions – on what and how much people consume and if and how they become engaged in their communities – cannot be delegated to authorities.

Students are highly likely to have some idea of how they could make their consumption more eco-friendly and "fair". Reflecting on these and asking oneself whether it might be an idea to introduce changes to one's lifestyle makes sense because there tends to be a gap between knowing and acting.

What the tourism example also displays is that sustainability includes aspects such as working conditions and community orientation.

SDGs and the so-called global north

How can a sharing of costs, responsibilities and opportunities among and within countries regarding the SDGs be achieved? In this regard, wealthy nations have special responsibilities. Of the SDGs, some are of particular relevance to their internal affairs, requiring changes in their domestic policies; some address the need to change domestic policies in order to reduce negative external effects beyond a country's borders; and some zero in on their international duties and responsibilities. Three goals are particularly important for sustainable development worldwide: to reduce inequality within and among countries, to ensure sustainable consumption and production patterns, and to strengthen the means of implementation and revitalise the global partnership for development.

Based on: Goals for the Rich. Indispensable for a Universal Post-2015-Agenda. Civil Society Reflection Group on Global Development Perspectives Discussion paper, March 2015: www.globalpolicy.org

Hand out p. 18 of the student pages, read through the SDGs with the class and refer them back to the discussion results so far. In your discussion, ask students whether these goals are what they expected or already knew. What do students find surprising? Is there anything they think is missing from the SDGs? What aspects do they feel they can influence? The final question will lead you to SDG 12, relating to production and consumption patterns.

Partner interview: Sustainable lifestyles?

To look at their own consumption patterns, ask students to create a mini-questionnaire and interview their peers. This can be done as a pair, group or mingling activity. Depending on the format you chose for the initial activity, use a variation.

You may wish to pool some results by asking for especially interesting ideas, but the purpose of this activity is more to warm students to questions of their own consumption.

Reading: Seeing the world sustainably

This activity asks students to read an email (personal style) from someone taking a sustainable holiday. The email is fictive and based on information on a sustainable tourism project in Thailand.

If internet facilities are available, you may wish to encourage students to look at their lifestyles using the ecological footprint calculator.

Community based tourism in Thailand

The project used as an example in the text is highlighted on www.tourismconcern.org.uk as a successful sustainable tourism project under the heading "community-based tourism". It is an example of an indigenous community that has decided to welcome tourists and offer them something different altogether. Apparently, before the villagers started this initiative, tourists did visit, but they behaved in ways that tended to offend locals and littered the environment. Today, the community benefits from tourism and at the same time can control its impact, because all tourist attractions and tours are run by the villagers themselves.

Read the email with the students and check understanding by asking a few questions about where Petra is taking a holiday, where she is from and what she spends her time doing. Ask students whether they've had a similar sort of holiday before and share some experiences if you wish. How sustainable do they find Petra's holiday? And how attractive?

Pool students' ideas about possible criteria for sustainable tourism. You could refer back to the results of your discussion of the SDGs, asking students to take another look at the pin board.

Sustainable tourism

What will probably come to mind first when talking about sustainable tourism is the issue of transport. Can a holiday including long-distance flights be sustainable at all? Tourism has become a major contributor to CO₂ emissions, which have a multiplied effect due to their combination with vapour trails and other gases that are emitted. There are a number of websites where you can find out more about air travel and sustainability, for example <https://www.myclimate.org/> or find further information on sustainable tourism in general, such as <http://tourismconcern.org.uk>

Group work and exhibition: Let's go on holiday!

Explain that in the next activity, student groups are going to be travel agencies that offer sustainable holidays and work with sustainable tourism projects around the world. To form groups of 3–4, ask students about their favourite holiday destinations or activities. You could give categories, such as hiking, skiing or examples for destinations. Students' are most likely to come up with suggestions of their own.

In their groups, students plan a one-week sustainable holiday, including travel, accommodation, food options, activities, cultural events, and meeting local people. After groups have created their poster (or a website or flyer), have an exhibition. Each group should present their product as if to prospective customers they would like to win. Students then express an interest. Who wins the most customers, and why?

You can expand the exhibition phase into an exercise on customer relations, with students practising selling the product. For this, pair up students. Each student has to sell one of the products exhibited to the other student. You may wish to have a short reflection phase on how to sell a product.

Depending on your class/students, you can do this from the point of view of a travel agency, as suggested in the student material, or simply as a group planning their own holiday.

Line-up

To wrap up the activity, put the questions in the table to students and ask them to take a stand (see method box), giving them "agree", "indifferent / don't know" / "disagree" as points on a scale in the room. How do the student's attitudes compare to the results presented in the table?

Read the quotation on the role of the customer to the students and ask them to take a stand on this one as well. You may wish to invite students to discuss it further.

The line-up wraps up the activity for the whole class. The writing activity at the end (see below) asks students to reflect individually and take notes.

METHOD

Line-up

A line-up activity asks people to express their attitude / opinion by physically showing where they position themselves, related to the question asked. In this activity, create a sort of scale. This can be "agree" in one corner versus "disagree" in the opposite corner, with a "don't know" spot in the middle of the room. Ask someone to read out a statement and give students half a minute to find their respective position. You can ask a few of them to give details, which may result in a discussion. Or you simply use the activity as a quick survey.

The line-up can also be used to take a vote on something. A related activity is a sort of landscaping, where certain spots in the room are assigned specific meanings, and students assemble around their topic / preference / question etc. Most well-known is the application in picturing family constellations or relationships within groups.

Wrap-up

Give students a few minutes to reflect on the issues. They may wish to exchange their views with each other – if so, invite them to.

Ask students to note down what they found interesting, surprising or touching, using the prompts in the speech bubbles. Ask students to share ideas with the class. These "note pads" throughout the material will allow students to look back at their own learning process.

Climate justice?

Greenhouse gas emissions contribute to climate change – this is widely agreed upon. The effects of climate change do not affect countries according to the extent of their emissions. Countries of the global south tend to be more strongly affected by climate change and less well equipped to deal with its environmental and social impacts (drought, desertification, soil depletion, rising ocean levels...). For efforts to reduce emissions to be effective, they need to be implemented globally. A difficult enterprise, as exemplified in UN climate summits. Students are invited to explore the mechanisms at work, the conflicting interests and the underlying assumptions about growth, development and justice in a simplified simulation of climate negotiations. The issue of climate change is more complex than the material can convey. You and the students are invited to dig deeper. You will find suggestions for internet research further on.

A possible contribution to mitigating climate change is greening the economy. Critics say that so-called green growth cannot be the answer because the core of the issue is to rethink how we think about (technological) progress and

prosperity, questioning the very concept of growth. Climate justice proponents argue that issues of justice and human rights must come first. According to this view, ending poverty, compensating for the damage done by the industrialised countries' CO₂ emissions and economic development for developing countries need to be at the top of the agenda. In a simulated press conference, students will encounter these points of view. Negotiating climate measures in a role play, they may get a better understanding of the interests at work.

ELT curriculum

- Vocabulary: political and economic relations, environmental and science, business
- Skills and functions: small talk at a pre-conference event, presenting and dealing with critical questions, arguing, writing a press release, an article and a proposal, negotiating



Phase		Topic	Material and notes
Warm-up	5 min	The sky's the limit: Association game	
Simulation: At the climate conference			
Matching	5 min	A (very) brief history of the UN climate talks	Student pages p. 21
Reading and class discussion	20 min	Climate conference background	Student pages p. 22/23
Speaking: Mingling activity	5 min	A pre-conference event: Small talk	Role cards p. 36
Preparation for press conference and panel discussion	20 min	Understanding the perspective of the delegations / NGO on climate policies	Texts and instructions p. 23/24, 36-40, Language tips p. 45-47 Flipchart paper, thick felt tips, sticky tape
Optional: Internet research to supplement preparatory phase	10 min	See above	Optional: Internet facilities
Press conference	15 min	Different perspectives on climate change	Pin board, cards, thick felt tips
Panel discussion	15-20 min	The difficulty to reconcile the parties' interests: Finding solutions	
Reflection	5-10 min	Reflecting the solution (or reasons why no solution could be found), and consequences: What change in outlook and policies would be necessary?	
Wrap-up	10 min	Individual reflection in writing	

Warm-up: The sky's the limit

What people mean when they say “The sky's the limit” usually is that there is none. In the context of climate change, one could say the sky actually IS the limit, namely the atmosphere's (including areas covered in permafrost or rain forest) capacity for absorbing greenhouse gas emission. This quick warm-up should be an association game – what does this mean? You are going to find that the ideas associated are very much linked to the idea of growth, a paradigm which is being questioned, if only because planetary boundaries do set a limit that even new technologies such as fracking (not to mention environmental damage and as of yet unpredictable consequences) cannot stretch indefinitely.

Simulation: Talking climate business

The simulation game consists of a press conference. Here, positions of different delegations are presented and critical questions will be asked. The panel discussion takes place during the climate summit with representatives from different countries and from NGOs. It may take about a full hour. By breaking it down into group and plenary phases, the activity provides structure to the students and gives you a good chance to monitor. During group phases, circulate to make sure students can cope with the texts and understand their task.

The initial reading and the press conference are primarily aimed at sharing information, whereas in the panel discussion students will explore the different perspectives, possible solutions and/or the difficulty of finding an agreement.

The simulation combines group discussions, presentations, small talk, interviewing, exchanging opinions and negotiations. It can be intensified even further by including writing activities.

There is a preparatory phase in which the class looks at and discusses information to get some idea who will be negotiating at the conference, and what the positions are likely to be. Also, students are likely to have their preconceptions and views.

If internet facilities are available, giving students a chance to do additional internet research will allow them to dig deeper. This will require additional time not only for the research itself, but also for digesting the information. More complex information may also expand the discussion sessions.

► Matching: A (very) brief history

To activate their existing knowledge, ask students to try to match years, conference outcomes, concentration of CO₂ and emissions. This will make them aware how long the talks have been going on, how little effect they have had, and how difficult it seems to be to come to binding agreements. The lapse between the Kyoto Protocol and its becoming international law is a case in point, as is the rise of CO₂ levels.

Key: A (very) brief history of the UN climate talks

June 1992

22.60 billion kt global CO₂ emissions

At the Rio Earth Summit, countries agree to establish the UN Framework Convention on Climate Change.

December 1997

24.39 billion kt global CO₂ emissions

The first international agreement to cut carbon emissions, the Kyoto Protocol, is finalised.

February 2005

29.67 billion global kt global emission

The Kyoto Protocol becomes international law after Russia ratifies the agreement. The US fail to ratify it.

December 2009

32.05 billion global kt CO₂ emissions

The UN Climate Summit in Copenhagen ends in disappointment. After Kyoto expires in 2012, some countries submit voluntary carbon cuts up to 2020 because no binding agreement could be reached.

December 2010

33.61 billion kt global emissions

In Cancún, Mexico, 167 countries (representing more than 87 % of global carbon emissions), commit to “2°C above pre-industrial levels” global average temperature as the limit not to be exceeded.

November 2014

China and the US come to an agreement that some consider historical. The US pledge to cut emissions by at least 26% by 2025 and China commits to peaking emissions by 2030.

December 2014

In Lima, negotiators agree a draft text for a climate deal to be finalised in Paris in 2015, which will mandate cuts from all the nearly 200 countries in the UN process.

► Reading

Explain to the class that you are going to enact a press conference and panel discussion during a climate conference. Ask students to read the text and complete the climate facts & figures sheets on the basis of the information given. They may do this individually or in pairs.

Circulate and support as necessary.

If internet facilities are available, you could expand this into an internet research task. However, it may be more useful to research at a later stage when the delegations get together.

► Mingling and speaking: A pre-conference event

Hand out the role cards to students for the mingling and group finding activity (ideally 3 students per group). Instruct students to walk around the room, greeting people and finding out who they are. That way, they are likely to find out a little about the other delegates and about the questions people may ask at the press conference. They should then find their groups. Hand out the role descriptions and background information. The information in the student pages is the same for everyone, but the background information differs.

► Preparation phase

Instruct groups to read their texts (dividing them up and then sharing the information), digest the information provided and discuss what they would like to present to the public (delegation spokespeople) / what would be in the public's interest to know about or confront the delegations with (journalists / NGO). They prepare presentations and questions combined with short statements respectively.

Hand out the relevant language tips (p. 45-47) to the students. You may wish to have some more intensive language practise to prepare them for the simulation. Although the language tips provide some input, you may need to find further material and exercises in business English textbooks or on websites.

► Press conference (10–15 minutes)

Arrange the room for a press conference, with allocated space for the speakers and an audience. Give the delegations each 5 min for their presentations, with a Q&A afterwards. After the press conference, ask the class how

likely the parties are to find an agreement. This should be a quick survey because the discussion follows in the panel. You could use a line-up or have a vote.

(Optional: Delegations write press releases which they put on flipcharts.)

► Panel or group discussion

This phase gives a glimpse of what happens at climate negotiations. If you are interested in a simulation game, go to: <https://www.climateinteractive.org/tools/world-climate/> or <http://jsterman.scripts.mit.edu/docs/Sterman-World%20Climate.pdf>. The aim is to try and come to a joint statement which the group will put to the official conference.

To conduct this phase as group work, put together groups in which all roles (delegations, science journalist, NGO) are represented and give them 10 minutes to negotiate a model agreement. Afterwards, the groups present their result, and the class compares them.

To conduct this as a panel discussion, ask the groups to nominate a spokesperson each who will participate in the panel. The journalist group should also take the role of the moderator. Again, set a time limit of 10 minutes.

► Reflection

Discuss the outcome of the panel discussion as a class. Have you achieved a result? Why? Why not? Which issues were conflictive, and what do students think about these?

The purpose of this activity is not to solve a problem that politicians of the world have not solved in almost 25 years. It is to understand the rationale of different delegations.

Wrap-up

Give students a few minutes to reflect on the issues discussed. They may wish to exchange their views with each other – if so, invite them to.

Ask students to note down what they found interesting, surprising or touching, using the prompts in the speech bubbles. Ask students to share ideas with the class. These “note pads” throughout the material will allow students to look back at their own learning process.

More or less? Beyond growth

If growth is not the answer...

As has become apparent in the discussion on climate change, given that there are planetary boundaries, growth is not endless. A paradigm shift is being advocated, and what may sound to some as a strange idea of possibly naïve people in fact is a movement supported by scientists, economists and academics around the

world. Grassroots initiatives are putting new ideas and projects into practice for alternative economies in all parts of the world. Steps are being tried to change the global institutional architecture to allow for a positive development of inclusion, equality, a stop to climate change and a fair distribution of income and resources. To get some idea parts of who is part this movement, go to: <http://www.postgrowthalliance.org/>

Suggested time frame



Phase		Topic	Material and notes
Warm-up: Would you like some €?	15 min	Free Money Day and our relationship to money	Student pages p. 26
Mingling activity and discussion: LET'S share!	15 min	Experiencing and reflecting on a community exchange programme	Student pages p. 26 Offers-and-needs form, p. 41 Pin board
Reading: The sharing economy	15 min	Understanding the concepts behind the sharing economy and how they differ from our mainstream economic system	Student pages p. 27
Reflection/partner discussion: Food for thought	5-10 min	Profit-making internet platforms and apps vs. sharing economy: Whose benefit?	Student pages p. 28
Creating a project: Group work (and exhibition, if time permits)	20-30 min	Beautiful solutions?	Texts p. 42-44 Pens, flipchart paper and/or computers
Pair or class discussion	10 min	Sharing time – sharing work	Student pages p. 28
Wrap-up	5-10 min	Reflection	

Warm-up: Would you like some €?

Free Money Day turns our assumptions of how to deal with money upside down. The idea of giving away money – not to charity, not to someone you know and not necessarily to someone in need – challenges our ideas about money: Money is something to be earned, to be saved, to be spent carefully and not to be wasted. You could lead into this chapter by asking students to associate verbs with

“money” – the ones just mentioned are likely to come up – and to group them into “positive” and “negative” to elicit the underlying assumptions. This is a quick exercise on the board. Then ask the students what they would do if a total stranger approached them in the street, offering them money. Students should note or tell their neighbour their immediate reaction and then discuss what may be behind this. The next activity will introduce money-free community exchange systems as an example for a sharing economy project.

Free Money Day

is an annual global event that aims at raising awareness and initiating discussions about the benefits of economies based on sharing. By challenging assumptions about the value of money, it inspires thinking about our relationships with money and how we can have new types of economic activity. At the core of this is a step towards a post-growth, not for profit economy. Free Money Day is organised by the Post Growth Institute.

<http://www.freemoneyday.org/>

Mingling activity: LET'S share

Around the world, money-free local economies exist, many of which would not even call themselves such. Exchanging favours, support or goods is commonly done. A community exchange trading system spells out the fact that such an exchange really is an economic system outside the money-driven market economy. It uses a time based currency that is based on mutuality because it is only valid within a certain community. By supporting a member of the community with an hour of your time you earn a currency unit (in this example a talent) and can ask another member for an hour of their time.

Explain that you are going to have a market of talents or talent exchange. Hand out the offers-and-needs forms. Students may find it difficult at first to find talents they could offer, that is why some examples are given on the form. After two minutes, ask students to mingle and try to find matching needs or talents among their classmates. They should arrange a time for whatever activity or service they are offering, so that at the end of the activity students have put a name and time next to each offer and need. As a class exercise, this will probably not be translated into real meetings, but then who knows...

At the end, ask students what they think about this sort of talent exchange, and whether they've participated in one in real life. The question about what students spend, and what they save, will lead to "time" and "money". What do students value more?

After students have shared their personal experience and views, ask them to consider the difference between the "talents" and "real" money. What difference does it make?

During the discussion reflecting the mingling activity, note down key words on cards and bring the ideas together at the end, arranging the cards on a pin board. In a small class, ask students to assemble around the pin board and discuss between them how to arrange the cards.

Characteristics of community exchange systems

Money-free local exchange systems, beyond providing services to community members, also contribute to community building, to neighbours helping each other and forging personal relationships. Students will probably experience this during the exercise as well – finding out about each other's hidden talents is a way of getting to know each other better. At the same time, local economies save resources, transportation costs, CO₂ emissions and packaging, all of which benefits the environment. The exchange system values everyone's time equally and contributes to (or at least make a statement about) equality, fairness and social justice. No resources are extracted from the community.

<https://www.community-exchange.org/>

Reading: Sharing economy

A community exchange system is a small-scale example of a sharing economy. The text spells out some principles and gives examples of sharing economies. They are based on principles of mutuality, solidarity and the distribution of wealth. An important idea is that of the commons, i.e. communally used land that all individuals have access to, without, however, owning it. To learn more about the commons (or Allmende), go to:

<http://www.onthecommons.org/> or

<http://globalcommonstrust.org/> or <http://globale-allmende.de/>

Whereas the community exchange system might be something students will appreciate, taking the idea to the level of a different economic system will probably challenge beliefs most of us have been raised on – namely that the economy is aimed at profit and growth, and that each individual can earn a share through work.

Ask students to read the text and to discuss it. They may know examples of sharing – a flat share or not-for-profit car share, urban gardening or community gardens, book or clothes exchanges, repair cafes are a few examples. As students will explore ideas further and draw up a project themselves, this should be no more than a short brainstorming.

Food for thought

Students are likely to associate internet-based services like platforms where you can buy and sell, rent a flat, get a ride or rent a private room as examples of sharing economies. In the press, these are sometimes associated with the term sharing economy, although most of them are profit-oriented internet companies. They are not based on mutuality, and people offering their services through such websites are often stuck in precarious working conditions.

Discuss the question as a class, measuring the examples students come up with against the characteristics of a sharing economy just discussed. The differences outlined above should become clear to students – otherwise they may get a distorted picture of the concept.

Activity: Beautiful solutions?

This activity asks students to look at some concrete examples for projects that opt out of the growth paradigm, short texts on theoretical concepts and outlines of possible projects in general terms. Most texts were taken from the website <https://solutions.thischangeseverything.org/> under the Creative Commons (CC BY-NC-SA 4.0) and some written on the basis of articles from www.theguardian.com.

Distribute a text each to your students. Should there not be enough for your class, you will find more on the websites. Give students time to read and understand their texts. Then ask them to mingle and hear about the other students' texts. As this should be a pair-finding activity, colour-code texts that you feel complement each other (e.g. a small-scale and a large-scale project, a rural and an urban project). After about 5 min of mingling ask students to get together with their partners. Give students a minute or two to decide what ideas their projects have in common.

Ask the class to assemble around a pin board covered with paper (to draw and note the connections later). Pairs of students present their cards and explain how they are related, then pin them on the board and write one or two key words next to them. The next pair follows. In the discussion, the underlying ideas and principles will emerge, for example community orientation, recycling/reusing waste and discarded goods, making use of unused land or community as developer, extending the commons, solidarity economics or social imagination.

Ask students which of these they find interesting, and which they feel are of relevance to themselves and their communities. Give them a few minutes to browse the cards and exchange views. Then ask them to pick the idea that appeals to them the most, and that they would like to put into practice. When everyone has chosen their card, get students to team up in groups to explore their texts a little further. Explain that they will draw up a project to be put into practice in their community.

Hand out the group instructions to the groups and provide flipchart paper and pens.

Give students 10–15 minutes and then ask them to share their ideas with the class. You may wish to encourage students to actually adopt one of the ideas in real life as a class – this will depend on the group and on the projects presented.

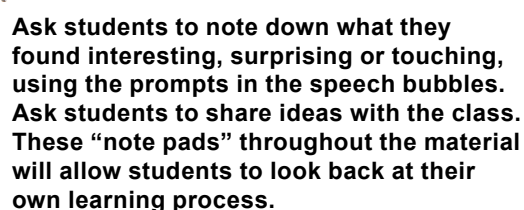
Sharing time – sharing work

Parts of the post-growth movement propose not only to share resources, but also work, resulting in less work and more time to spend with friends and family for everybody. This is likely to contribute to people's health and well-being. The idea rounds the picture of the post-growth ideas, and at the same time this gives students something to think about which they may possibly explore as an option for themselves. The activities discussed so far require time, so finding time for sharing it with others is at the basis of a talent exchange, with which the topic was introduced.

This could be a pair or class discussion.

Wrap-up

Give students a few minutes to reflect on the issues discussed. They may wish to exchange their views with each other – if so, invite them to.



Ask students to note down what they found interesting, surprising or touching, using the prompts in the speech bubbles. Ask students to share ideas with the class. These “note pads” throughout the material will allow students to look back at their own learning process.

3. Growing smaller

Student pages



“Sustainability calls for a decent standard of living for everyone today without compromising the needs of future generations. Sustainability means finding better ways of doing things.”

<http://www.un.org/en/sustainablefuture/sustainability.shtml>

Sustainability – a global perspective on my lifestyle

“The s-word”

Everybody talks about sustainability – but what does it really mean? And how does it relate to our personal lives?

Sustain (transitive verb) \sə-ˈstān\
to keep in existence; maintain, continue, or prolong
to keep up or keep going, as an action or process
to supply with food, drink, and other necessities of life
to provide for (an institution or the like) by furnishing means or funds
(of a musical instrument): to continue the resounding of a note or tone.

Where does the term sustainability come from?

The term sustainability is derived from the Latin *sustinere* (tenere, to hold; sub, up). Sustain can mean “maintain”, “support”, or “endure”. The German equivalent of sustainability, *Nachhaltigkeit*, dates back 300 years. It was first used in the context of forestry by Hans Carl von Carlowitz in 1713. In his work “*Silvicultura oeconomica*” he asked how forests could be conserved and grown in a way that ensured a “continuous, stable and sustainable use”. Sustainable ecological systems are systems that remain diverse and productive, renewing themselves from within. Sustainable use of resources makes sure the system is replenished or ideally that no more resources are used than regrow naturally.

What ideas or measures do you associate with sustainability? Brainstorm your associations, using the word web. Share your ideas with your partner(s) and decide on the three points you find most important. Put key words for these on cards to pool them as a class.



GOAL 1:

End poverty in all its forms everywhere

GOAL 7:

Ensure access to affordable, reliable, sustainable and modern energy for all

GOAL 13:

Take urgent action to combat climate change and its impacts

GOAL 5:

Achieve gender equality and empower all women and girls

GOAL 14:

Conserve and sustainably use the oceans, seas and marine resources for sustainable development

GOAL 3:

Ensure healthy lives and promote well-being for all at all ages

GOAL 8:

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Post-2015: Sustainable Development Goals (SDGs)

GOAL 17:

Strengthen the means of implementation and revitalize the global partnership for sustainable development

GOAL 10:

Reduce inequality within and among countries

GOAL 12:

Ensure sustainable consumption and production patterns

GOAL 11:

Make cities and human settlements inclusive, safe, resilient and sustainable

GOAL 16:

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

WWW

To find out how sustainable your lifestyle is, you could calculate your ecological footprint. What score did you get? Which areas of your life have the biggest impact?

<http://www.footprintnetwork.org/en/index.php/GFN/page/calculators/>

There are 17 SDGs: Open Working Group proposal for Sustainable Development Goals, <https://sustainabledevelopment.un.org/sdgsproposal>
Which of these would you consider the most urgent one(s)?
Which of these would you say are most relevant for Germany?

How about you? How sustainably do you live? Note down five questions about different fields of consumption: food - transport - clothes - holiday - shopping - electricity - heating. In your group, interview each other about your consumption habits. Compare your habits and then discuss what sustainable consumption may mean in the different fields. How do you feel when you think of yourself as a consumer and/or a citizen with the potential to become politically engaged? To live more sustainably, what ideas could you take up? What habits may you need to change? What would you gain and/or lose in doing so? What are the options to become politically active – initiate a flash mob, support a NGO?



Seeing the world sustainably

Senden

Betreff: Seeing the world sustainably

Dear Sue,

we are having the most inspiring, relaxing, exciting experience here in Thailand! And it turns out to be well worth the research. You know me; I don't really like the big hotels, all inclusive, towels-on-deckchairs type of holiday. We are staying at Mae Klang Luang, a small village in the middle of nowhere.

There are quite a few tourists here (they have a limit of max. 60 at any one time), not just foreigners like me, but also Thai people. Mae Klang Lang people are called the Pakakayor. They are a hill people who migrated from Burma some centuries ago. And they are ever so welcoming! There are no hotels – some cabins, and some people camp out, but many tourists are welcomed into family homes. We are staying in a cabin but right near a family home, so we have our meals together. It is a bit difficult to communicate, but we get on well even without much language – hands, feet and smiles work great!

A great place for bird watching! I don't know all their names, and Thai is really difficult, but the colours and sounds are amazing. We'll show you the photos when we get back to good old England. We are going on a trekking tour tomorrow to see the Pha Dok Seaw Waterfalls, but there is going to be more – it's a bit of a surprise tour. With a guide of course! He is our neighbour, a villager himself. And that's something I really like: No matter what we do here, it is not only fun, relaxing or interesting (or all of that) for the two of us, but every penny we spend goes to the village. No hotel chain or outside manager gets a share. I would be exaggerating if I claimed to be travelling and doing good, but the experience makes me wonder what share of the benefits remain in the local communities of other tourist spots?


Well, let's find out later! We are going for a hike now.

See you soon-ish,

Petra

Based on information from: <http://tourismconcern.org.uk/community-based-tourism/?print=print>

What makes Petra's holiday such a special experience?
And what do you think makes it sustainable?
What might be less sustainable about a holiday in Thailand?



Let's go on holiday!

What is your favourite holiday destination? Find two more students who like the same region or the same sort of activity. Together, plan a one-week trip for your destination – a sustainable one. Research the internet and use your imagination. Put together an advertisement, flyer or website to present to the class. How many customers can you find?



Food for thought

Sustainability and travel – what people think, what people do

32% think ecological aspects of travel are important

38% would like to travel socially responsibly

42% feel that tour operators should be committed to sustainability

12% would be prepared to pay higher prices for sustainable travel

*Abschlussbericht zu dem Forschungsvorhaben: Nachfrage für Nachhaltigen Tourismus im Rahmen der Reiseanalyse:
http://www.bmub.bund.de/fileadmin/Daten_BMU/Download_PDF/Tourismus_Sport/nachhaltiger_tourismus_nachfrage_bericht_bf.pdf*

► How about you?

WWW

On websites such as <http://tourismconcern.org.uk/> and <http://www.tourism-watch.de/en/node/1024> you will find information on sustainable tourism.

What information can you find on air travel, human rights issues or volunteering? What makes a holiday sustainable or ethical?

“Every decision made by travellers from the preparation to the choosing and purchase of a travel product, including its price, to the consumption and behaviour during the holiday as well as in everyday life sets the course for sustainable development – or just the opposite. This must be made clear to the consumers. It is their responsibility to make consistent decisions and to actively demand appropriate tourism and leisure products from decision-makers in industry and government.”

*Red Card for tourism (2002):
http://www.tourism-watch.de/files/rote_karte_englisch.pdf*

► Would you agree?

Wrap-up

Look back at this section. How do you feel about it? Note down your reactions, using the phrases suggested.

I didn't know...

What surprised me was...

It's incredible that...

Next time I'll...

What needs to be done is...

I suppose I could...

Ideas I take home:

Climate justice?

The sky's the limit

We are the first generation to feel the effect of climate change, and the last one that can do something about it.

*(US President Obama
at the 2014 Climate Summit)*

According to the German Federal Environment Agency, the average greenhouse gas emissions of the German population amount to about 11 tons per person per year, which is way above the global average of 6.8 tons. The global average that would be in agreement with limiting climate change to a sustainable level would be 2.5 tons.

http://uba.klimaktiv-co2-rechner.de/de_DE/page

Talking climate

Time is running out – scientists, politicians and campaigners alike warn that action needs to be taken urgently. Finding a climate agreement that commits all nations to doing their fair share for climate protection turns out to be a difficult business. Why is it that experts seem to have been calling for immediate climate action for years but the international community has yet to agree on comprehensive global measures for climate protection?

A (very) brief history of the UN climate talks

▶ 22.60 billion kt global CO₂ emissions

▶ 29.67 billion kt global CO₂ emission

▶ 33.61 billion kt global CO₂ emissions

▶ 24.39 billion kt global CO₂ emissions

▶ 32.05 billion kt global CO₂ emissions

▶ December 2014

▶ November 2014

▶ December 2010

▶ June 1992

▶ December 1997

▶ February 2005

▶ December 2009

▶ The Climate Summit in Copenhagen ends in disappointment. After Kyoto expires in 2012, some countries submit voluntary carbon cuts up to 2020 because no binding agreement could be reached.

▶ At the Earth Summit, countries agree to establish the UN Framework Convention on Climate Change.

▶ China and the US come to an agreement that some consider historical. The US pledge to cut emissions by at least 26 % by 2025 and China commits to peaking emissions by 2030.

▶ In Cancún, Mexico, 167 countries (representing more than 87 % of global carbon emissions), commit to “2°C above pre-industrial levels” global average temperature as the limit not to be exceeded.

▶ The Kyoto Protocol becomes international law after Russia ratifies the agreement. The US fails to ratify it.

▶ In Lima, negotiators agree a draft text for a climate deal to be finalised in Paris in 2015, which will mandate cuts from all the nearly 200 countries in the UN process.

▶ The first international agreement to cut carbon emissions, the Kyoto Protocol, is finalised.

What happened when? To what effect? Try to match years, events and CO₂ emission figures. And next time round? What will happen at this year's UN Climate Change Conference in Paris from 30 November to 11 December?

Based on data from: http://www.earth-policy.org/datacenter/xls/book_tgt_climate_2.xlsx

Paris 2015 Climate Summit: Will the world find a way to limit climate change?

March 2015

As the world's leaders are preparing for this December's Climate Summit, pressure is mounting to finally agree on decisive measures to limit climate change. Scientists around the world agree that a rise in global average temperatures of more than 2°C is likely to make the planet uninhabitable for humans, given the effects that are already to be felt. In 2010, the global community committed to this level as the limit not to be exceeded.

CO₂ has been identified as a major contributor to climate change. At the Paris Summit, climate targets of all states will need to add up to substantial reductions in CO₂ emissions for the limit of 2°C to be kept, with all countries contributing a fair share.

"If humanity wishes to preserve a planet similar to that on which civilisation developed and and to

which life on earth is adapted, CO₂ will need to be reduced from its current level to at most 350 ppm" (NASA Climate Scientist James Hansen).

According to the most recent report by the Intergovernmental Panel on Climate Change (IPCC) in November 2014, human influence on the climate system is clear and growing, with impacts observed on all continents. If it is left unchecked, climate change will increase the likelihood of severe, pervasive and irreversible impact for people and ecosystems. The report makes a clear case that many risks are particularly problematic for the least developed countries and vulnerable communities because of their limited ability to cope. Furthermore, scientific analyses presented by the World Resources Institute, among others, indicate that countries in the developing world are already most severely affected by extreme

weather, droughts and floods, which have increased in number and severity over the past decades. It is widely agreed by scientists that the frequency and intensity of these can be attributed to climate change.

The time window for action to prevent disastrous levels of CO₂ in the atmosphere is closing rapidly. According to estimates from institutions as diverse as the World Bank, the International Energy Agency and the Tyndall Centre for Climate Change Research, we are currently heading for a temperature increase of 4 to 6 degrees. The concentration of CO₂ in the atmosphere hit 400 ppm in March 2015, a level that is considered a "tipping point" level and may produce unforeseeable, sudden changes in the global climate.

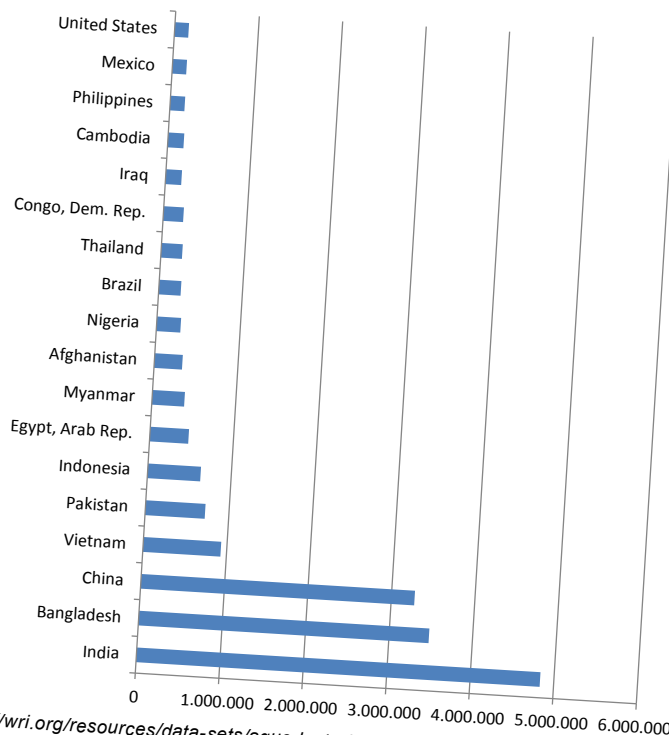
<http://co2now.org>, www.climatecracker.org,
www.germanwatch.org

Should the global community not immediately embark on wide-ranging actions to narrow the greenhouse gas emissions gap, the chance of remaining on the least-cost path to keeping global temperature rise below 2°C this century will swiftly diminish and open the door to insurmountable challenges.

(United Nations' Environmental Programme Jacqueline McGlade, UNEP Chief Scientist)

www.ipcc.ch

Current annual average population affected by river floods



<http://wri.org/resources/data-sets/aqueduct-global-flood-risk-country-rankings>

For the Paris Climate Summit in December 2015, all countries have been asked to submit pledges to concrete measures and greenhouse gas reduction in advance. The preparatory negotiations and a draft resolution to be negotiated at the summit will be based on these. See all submissions on this official UN site:

<http://www4.unfccc.int/submissions/indc/Submission%20Pages/submissions.aspx>

Will we keep within the 2°C limit?
How promising are the states' proposals?
Find out more on www.climatetracker.org



Based on the information above, complete the first part of the climate facts & figures. What should the world's emission reduction target be for the climate conference? What specific interests and demands are the (groups of) states likely to have?

Climate facts & figures

The effects of climate change we see today

The countries hardest hit by climate change

The temperature limit not to be exceeded is

Time frame and necessary action

Welcome to the negotiations

Press conference

You are now at the UN Climate Change Conference in Paris. On the eve of the conference, you will attend a press conference to either present your statement or, as journalists, ask questions. Before the conference, meet delegates and journalists informally at a brief come-together. Create a positive atmosphere with as many people as possible, even though some may have interests that are diametrically opposed to your own. Make small talk and try to find out a little bit about them.

After a few minutes, find the other members of your own group and get together. Use the Climate facts & figures and the additional information for your group to prepare yourselves for the press conference. Put down key words on cards and bring the ideas together at the end, arranging the cards on a pin board for everyone to see.

Language Box



Time is running _____. We won't

get _____ with burning more

and more fossil fuels. Climate change calls _____ immediate action.

We need to deal _____ the issue at all levels – globally, nationally, locally and individually. What ideas can you come _____ with?

We could give _____

Why don't we do _____

How about taking _____

It may help to switch _____

To bring _____ change, we should...

with – on – out – about – away – up –
for – off – without – up

More climate facts & figures

CO₂ remains in the atmosphere for decades, if not centuries. Up until the 1950s, CO₂ emissions were almost exclusively caused by Western European and North American industries, with Eastern Europe and emerging Asian industries contributing a smaller share. Current CO₂ emissions for some regions are shown in the graphs.

CO₂ emissions in 2013 were 61% higher than 1990. 1990 is the Kyoto reference year, i.e. the year against which most climate targets are measured.

A safe concentration of CO₂ in the atmosphere is 350 ppm (parts per million). This level was reached in 1980. In March 2015, CO₂ concentration in the atmosphere was 401.52 ppm (a concentration of 400 – 450 ppm is considered critical, 450 ppm will cause “significant climate stress”, according to the IPCC). In a business-as-usual scenario, this concentration will be reached by 2030.

Apart from CO₂ emissions, deforestation, loss of permafrost and desertification also contribute to rising CO₂ concentration in the atmosphere. Plants and healthy oceans are natural carbon sinks.

Based on: <http://ipcc.ch/>, <http://wri.org/>, <http://data.worldbank.org/>, www.planetseed.com, <http://co2now.org/>

After the press conference

What are the odds? Will the nations reach an agreement that can limit climate change?

Panel discussion

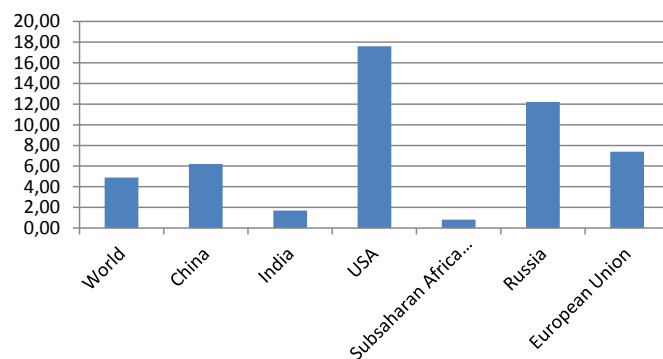
A major broadcasting corporation has invited speakers of the conference delegations and a human rights activist to participate in a panel discussion simulating climate negotiations. You are one of the invited parties. Prepare for the discussion based on your role card.

Has the panel reached an agreement? Do you find it satisfactory? Why? Why not?

“Despite credible forecasts and warnings from the scientific community about climate change for a quarter of a century, greenhouse gas emissions have continued to grow. Scientists studying the issue, project more adverse consequences to come unless stronger actions are taken, but public and policy-maker commitment to action of this seriousness remains elusive. The gap between climate science and climate policy and action remains huge.” (Gus Speth, Dean of the Yale School of Forestry and Environmental Studies, 2006)

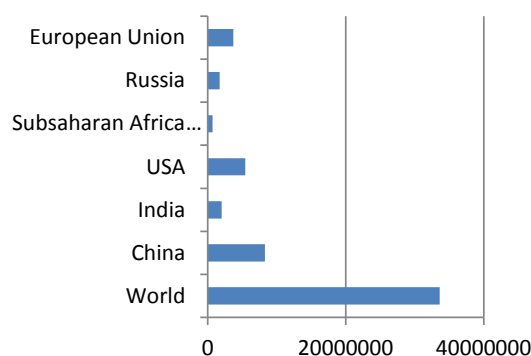
<http://environment.yale.edu/climate-communication/about/>

Per capita CO₂ emissions in metric tons (2010)



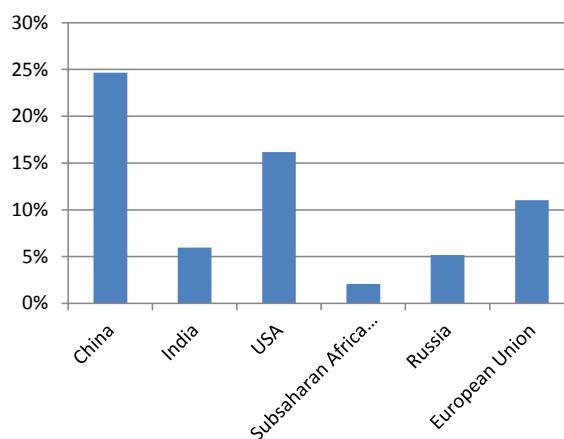
<http://data.worldbank.org>

Total annual Carbon dioxide emissions (2010)



<http://data.worldbank.org>

Share of global CO₂ emissions (2010)



<http://data.worldbank.org>

Wrap-up

Look back at this section. How do you feel about it? Note your reactions, using the phrases suggested.

[illegible]

More or less?

Would you like some €?

Imagine a total stranger approached you in the street, not asking for but offering you two banknotes and asking you to keep one and pass one on. How would you react? What would you do? And what do you think may be behind this?

“We want to question how it is that so many of us end up working too many hours, in too much debt, and how this adversely affects our lives. Our intent is to release the hold money has over us. By giving money away, we ‘interrupt the signal’ of the money program we subconsciously run: Always believing that we never have enough, and that we are afraid of running out of it. In the process, might we open up exciting futures beyond the pursuit of more?”

WWW

Every year on September 15 is Free Money Day. Why give away money? The initiators aim to raise awareness of the benefits of sharing economies. What is our relationship with money, and how can we have new types of economic activity?

<http://www.freemoneyday.org/>

LET'S share!

Welcome to the Talents Exchange! Online day and night or in real life on the first Saturday of each month, 11 a.m., at the Grimsby Community Centre.

What do you have to offer? What are your talents, skills and strengths? And what do you need? This could be a service, advice, offering your knowledge.... Fill in your offers-and-needs form and find someone who needs what you are offering. Meet your community!

Submit the form online (www.talents-exchange.org) or bring it to the next meeting at Grimsby Community Centre.

Find out more

Offers-and-needs-form

A LETS is a local exchange trading system or community trade system. Such systems often use internet platforms where people can find the person who offers what they need or vice versa. Contrary to commercial platforms, these work without money. The idea behind such an exchange is to build a money-free economy, only using a time-based measure for the value of a good or service.

On <https://www.community-exchange.org/> you can check whether there is a community exchange scheme near your home, and learn more about the idea.

Why “talents” instead of “real money”?

The simplest answer to this question probably is: Because money should only be a symbol for the work someone puts in, but not a reality in and of itself. Conventional money is a commodity that commercial banks lend to us at a price. As such it has to be created, distributed and the amount of it restricted and controlled. As money comes into existence when commercial banks grant loans, every unit in existence is based on a unit of debt. It is not based on a unit of time or work. Some people's time is “worth” more than others, they are paid more per hour than others.

Based on <https://www.community-exchange.org/>

The 2011 book by David Graeber “Debt. The first 5.000 years” provides more insight:
http://en.wikipedia.org/wiki/Debt:_The_First_5000_Years



Have you participated in this sort of money-free exchange scheme before? How do you feel about it? What do you save? What do you need to put in? What's the benefit?

The sharing economy

Examples of economic sharing at local level include the use of land in agricultural communities, which was traditionally shared by farmers who managed it cooperatively as a commons. The right to save and share seeds has also played an integral part in farming practices around the world, even though major agribusiness corporations are pushing to outlaw this practice through patenting laws. The tradition of sharing is also promoted in Community Supported Agriculture (CSA) projects in which the responsibilities, risks and rewards of producing food are shared between farmers and the local community.

In recent years, a revival of community-led initiatives in both industrialised and less developed countries embodies a process of economic sharing in different ways. These include cooperatives in the food and retail sectors, where employees participate in the decision-making processes and share the proceeds of business activity with employers. Many trusts have also been created at local levels, managing successfully land and other shared resources, such as forests, without intervention from the state or private sector.

The sharing economy movement has rapidly grown in popularity throughout Western Europe, North America and other regions, which encompasses everything from online crowd-funding initiatives to food banks, mutual aid societies and gift economies. In particular, collaborative consumption has emerged as a new economic model that allows people to share various goods and services with their peers via internet platforms, ranging from cars and food to office space and professional expertise. Accessing rather than owning resources works to save money, to build community and utilise resources more efficiently, while reducing levels of personal consumption and carbon emissions in the process.

Sharing economies strengthen social justice, solidarity and a fair distribution of wealth. They contribute to reducing inequalities and strengthen social cohesion within communities.

Based on: <http://www.sharing.org/what-is-economic-sharing/sharing-locally-nationally#sthash.3CKFAttC.dpuf> (CC BY-NC-ND 2.0 UK)

Read the text above. What are the main characteristics of a sharing economy? What possible benefits can you think of? What possible downsides can you see? What examples of sharing economy projects can you think of?



Food for thought



On the eve of India's independence, Mahatma Gandhi was asked whether he thought the country could follow the British model of industrial development. His response retains a powerful resonance in a world that has to redefine its relation to the earth's ecology: "It took Britain half the resources of this planet to achieve its prosperity. How many planets will India require for development?"

<http://postgrowth.org/learn/about-post-growth/faq/>

Think of internet platforms you use that put you in touch with other people to exchange goods or services. Which of these qualify as sharing economy projects? Which do not? Why is that?

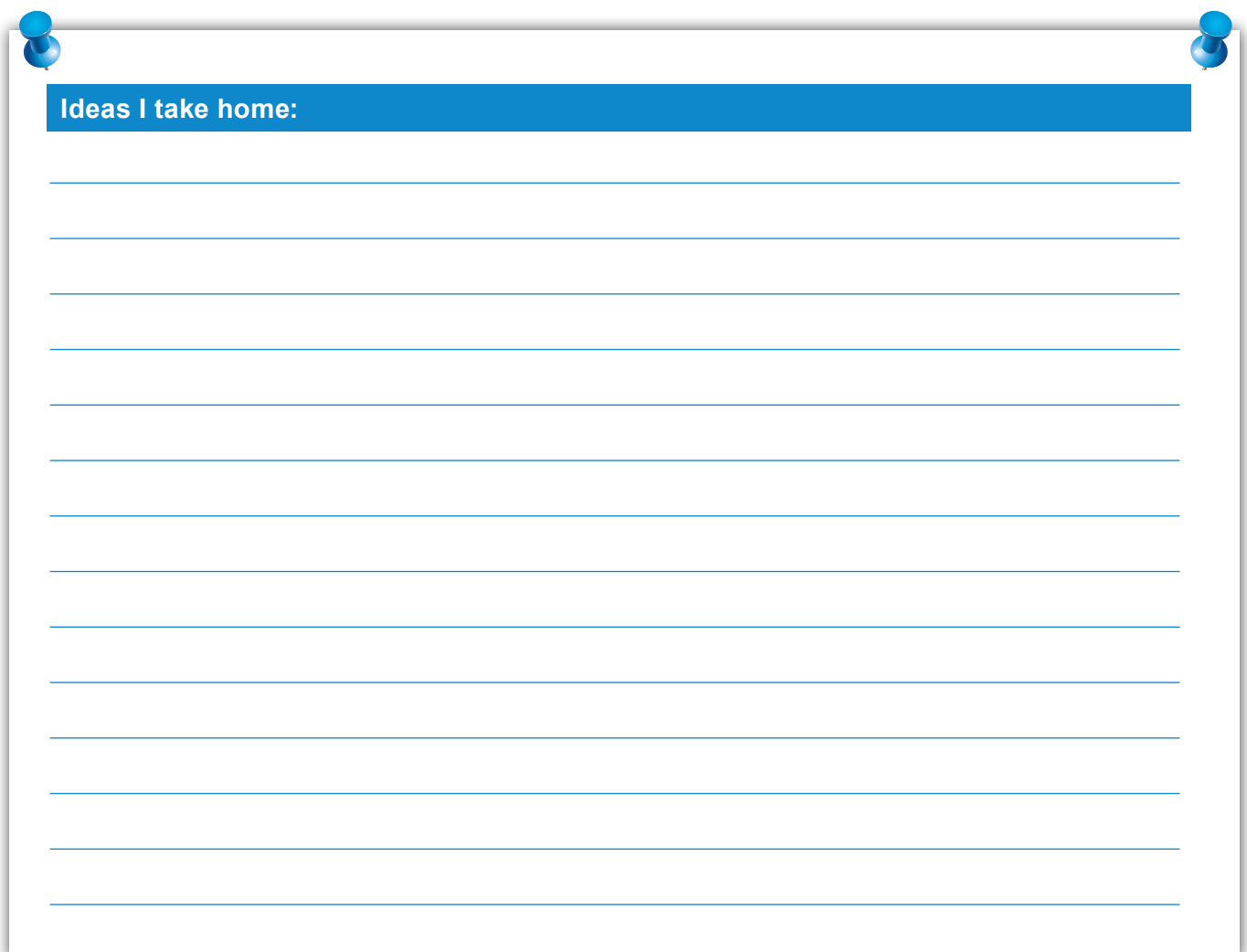
Sharing time – sharing work

If you had time on your hands... Most people have a mental list of things they would really love to do if they only had the time. Some proponents of the sharing economy suggest the 4-day week. If everyone only worked four days, the work would be distributed more equally, and everyone would have more time to spend with family and friends – for example exchanging talents. In a sharing economy, the 4-day week would not be reserved for the well-off, whose income allows them to reduce working hours, but a livelihood would be guaranteed to everybody.

If you worked four days a week, how would that change your life? How would you spend your time?



Look back at this section. How do you feel about it? Note down your reactions, using the phrases suggested.



4.

Growing smaller

Materials for activities



How to use these activities



The numerous group and pair work activities you will find in this chapter are part and parcel of the material presented. You can use them independently, but make sure you provide your students with the context information necessary.

The teaching guide includes some background information and the instructions for these activities, and a time frame for them is suggested. Please note that this time frame is the minimum for a controlled setting. Most activities can be expanded, especially with strong students, who can go into more detail.

At the end of this section you will find language and communication tips for presentations, discussions and negotiations, which can be handed out with a number of the activities.

Activities range from a partner interview to a press conference, a problem-solving discussion, role plays or developing a product. Students are asked to present their ideas in different ways, for example by creating a poster or (if facilities are available) a website, by performing an interview, or by giving a presentation.

All group activities involve discussion, so you could support students by handing out the language for discussions on p. 47.

Activity materials do not always include student instructions to leave room for different uses. Check instructions in the teaching guide – it may make sense to put instructions on the board and explain them.

Sustainability text puzzle

(see instructions p. 8)



Where does the term sustainability come from?

The term sustainability is derived from the Latin *sustinere* (tenere, to hold; sub, up). Sustain can mean "maintain", "support", or "endure". The German equivalent of sustainability, *Nachhaltigkeit*, dates back 300 years. It was first used in the context of forestry by Hans Carl von Carlowitz in 1713. In his work "*Silvicultura oeconomica*" he asked how forests could be conserved and grown in a way that ensured a "continuous, stable and sustainable use". Sustainable ecological systems are systems that remain diverse and productive, renewing themselves from within. Sustainable use of resources makes sure the system is replenished or ideally that no more resources are used than regrow naturally.

Sustainable development

Since the 1980s the concept of sustainability has been used in a broader sense. The most widely quoted definition of sustainability as part of the concept of sustainable development is that of the Brundtland Commission of the United Nations, 1987: "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

<http://www.un-documents.net/our-common-future.pdf>

In what ways does this go beyond environmental issues alone?

Principles of sustainable development

At the 1992 UN Conference on Environment and Development, informally known as the Rio Earth Summit, a declaration was drafted which included 27 principles of sustainable development. The heads of state declared, among other things, that the eradication of poverty is an indispensable requirement for sustainable development, that all human beings are entitled to a healthy and productive life, and that the special situation and needs of developing countries shall be given special priority. As stated in Principle 25: "Peace, development and environmental protection are interdependent and indivisible."

<http://www.unep.org/Documents.multilingual/Default.asp?DocumentID=78&ArticleID=1163>

What spheres of life does this idea of sustainable development encompass?

From MDGs to SDGs

The Millennium Summit of the United Nations in 2000 introduced eight Millennium Development Goals (MDGs), to be reached by 2015. These included eradicating extreme poverty and hunger, ensuring primary education, reducing child mortality, and ensuring environmental sustainability, among others. They are going to be succeeded by a new set of goals, the Sustainable Development Goals (SDGs).
<http://www.un.org/millenniumgoals/>

Whereas the MDGs were primarily aimed at improving the situation in developing countries, with the industrialised countries aiding and advising, the SDGs address a broader range of issues, e.g. climate change, inequality or decent work, and ask all nations to tackle these issues at home and globally.
<https://sustainabledevelopment.un.org/>

What do industrialised countries need to change at home in order to contribute to sustainable development? How does the shift from MDGs to SDGs change the role of industrialised countries in the process?

A different relationship with nature

Loss of biodiversity, desertification and the disruption of a number of natural cycles are among the costs of our disregard for nature and the integrity of its ecosystems and life-supporting processes.

“We recognize that planet Earth and its ecosystems are our home and that “Mother Earth” is a common expression in a number of countries and regions, and we note that some countries recognize the rights of nature in the context of the promotion of sustainable development.”

“The future we want”: Outcome document of the UN Conference on Sustainable Development (2012),
<http://www.un.org/en/sustainablefuture/>

Sustainable development 1992–2012

From the word go, sustainable development was conceived of as a broad concept, encompassing the spheres of the environment, society and the economy. With its diversification and its application to various fields it became apparent how decisive the institutional framework was in which these processes took place. Thus the three-pillar-model was superseded by a four-pillar-model, which includes economy, ecology, politics and culture. This has been broken down further into 4x7 aspects in the model of “Circles of Sustainability”, a tool for the assessment and development of sustainable cities. This is in accord with the United Nations Agenda 21, which specifies culture as the fourth pillar of sustainable development. The Circles of Sustainability model is now being used by organisations such as the United Nations Global Compact Cities Programme.

<http://www.circlesofsustainability.org>.

The Rio Process

The Rio Declaration of 1992 provided a conceptual framework for sustainable development:
<http://www.unep.org/Documents.Multilingual/Default.asp?documentid=78&articleid=1163>

Other conference outcomes were the Convention on Biological Diversity and the United Nations Framework Convention on Climate Change, both of which were ratified by many countries and thus became international law. Subsequent to Rio, UN conferences and consultations regarding climate change, biological diversity, human rights and women's rights contributed to the discourse and measures on sustainable development at a global level, referred to as the Rio Process:

<https://www.globalpolicy.org/social-and-economic-policy/the-environment/the-rio-process.html>

Activities at national and local levels followed. In this process, the concept of sustainability saw a diversification and specification for numerous fields, e.g. sustainable architecture, urban planning and development or sustainable agriculture.

The conference also initiated the Agenda 21 process, which provided a framework for initiatives and activities at a local level: Think globally, act locally.
https://www.brot-fuer-die-welt.de/static/shop-eed/eed-bfdw_20-Jahre-danach_2011_deu.pdf
 or
http://www.brot-fuer-die-welt.de/fileadmin/mediapool/2_Downloads/Sonstiges/Rio-Ein-kleines-Begriffslexikon_2011_eed.2.pdf

Find out about Agenda 21-activities in your home town or a town you know! What have you found?

Harmony with nature: Mother Earth Day

In 2009, the United Nations General Assembly proclaimed 22 April as International Mother Earth Day. Member states acknowledged that the earth and its ecosystems are our common home, and expressed their conviction that it is necessary to promote harmony with nature in order to achieve a just balance among the economic, social and environmental needs of present and future generations.

The scientific community has well documented evidence that our present way of life, in particular our consumption and production patterns, has severely affected the earth's carrying capacity. Recent scientific work suggests that planetary boundaries are being transgressed or will be in the near future if the world carries on its business as usual.

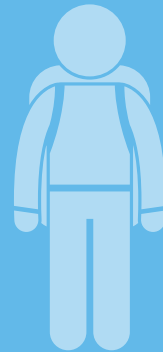
Since the industrial revolution, nature has been treated as a commodity that exists largely for the benefit of people, and environmental problems have been considered as solvable through the use of technology. Today, there is a need to devise a more sustainable model for production, consumption and the economy as a whole. The UN General Assembly has widely acknowledged that the world's depletion of natural resources and rapid environmental degradation are the result of unsustainable consumption and production patterns.

<http://www.harmonywithnatureun.org/>

Sustainable tourism – Group instructions

You own a small travel agency and have decided to specialise in sustainable holidays. You would like to put together some sample packages so that prospective customers get an idea of the sort of holiday you offer.

Plan a one-week trip to your chosen destination (or to your home town).



You should come up with ideas / information on:

- ▶ getting there (travel arrangements / mode of transport)
- ▶ accommodation
- ▶ food and drink, shopping facilities
- ▶ activities, places to see and culture
- ▶ shopping facilities, local products

Create a poster advertising your product. Prepare a short presentation of your product that will be directed at prospective customers. Your poster or presentation should include what makes your offer special / exciting / interesting, and what makes your offer sustainable.



Can you think of any other points that will make your product attractive to prospective customers? What questions are they likely to ask?



Sustainable tourism: Info texts

Air travel

Flying helps us travel long distances in a short space of time. We hardly notice just how far we travel – which is why many people are unaware of the enormous CO₂ emissions produced by flying. A round trip Cologne – Los Angeles emits about 5 tons of CO₂, which is slightly more than the global average CO₂ emissions per person per year in 2010 (4.9 tons). In Germany, every person was using about 9 tonnes of CO₂ per year (2010). The climate compatible CO₂ budget is put at about 2.3 tons per person per year. To limit climate change, global emissions will need to be reduced by about 80 % by 2050, so that every person can use 1 ton per year.

Only about 5 percent of the world population has ever flown. This minority lives mostly in industrialised countries and flies more and more often. The consequences of climate change, however, primarily affect those who have contributed little to it, i.e. people in developing countries.

<https://www.atmosfair.de/en>

WWW

You can calculate how much carbon a flight emits, and you can buy offsets. Your money then goes to climate-protecting or climate-conserving projects, primarily in the global south.

*For example:
<https://www.atmosfair.de/>*

Some principles for sustainable tourism

- Tourism must help overcome poverty – social and environmental justice and the participation of local people in destinations must be the foundations for this.
- Choose sustainable mobility!
- Tourism feeds off the natural and cultural diversity of the planet – it must contribute to its survival.
- Refreshing water is precious.
- Consumer behaviour in travel and leisure must be just towards people and the environment! Eat local food, stay at places run by locals, use locally based service providers, and make sure your activities are environmentally sound and in harmony with nature and the local culture.
- Fair Trade – also in tourism!
- Political commitment is crucial for protecting human rights and for the creation of integrated policies to balance environmental, economic and social concerns at all levels. Only then will future generations everywhere in the world be able to live in dignity and enjoy their holidays and leisure time.

Based on: Red card for tourism? Ten principles and challenges for a sustainable tourism in the 21st century: www.tourism-watch.de

Press conference

Delegation 1

You represent the European Union delegation.

You have ambitious climate targets you believe you will be able to reach through your Green Economy policies.

You are confident that you are doing your fair share, and you now need to get the two major CO₂ emitters, China and the US, to do the same.

role
card

Delegation 2

You represent the US delegation.

You have relatively ambitious climate targets, considering that your country never ratified the Kyoto Protocol and has not done much yet to reduce CO₂ emissions.

You are confident that you are doing your fair share, and you now need to get China to do the same.

role
card

Delegation 3

You are a member of a human rights organisation.

You are certain that the industrialised countries can do more to reduce CO₂ emissions, and that they should do so because historically, they are the main contributors to anthropogenic climate change.

Climate change for you is a human rights issue, where the situation of the least developed countries and those trying to catch up with the standard of living in the industrialised countries needs to be taken into account more. For you, the issue goes beyond emissions and includes challenging the global economic architecture.

role
card

Delegation 4

You are part of the delegation of the BRICS states (Brazil, Russia, India, China and South Africa).

<http://climate-l.iisd.org/news/brics-environment-ministers-discuss-green-economy-climate-change/>

You are from China yourself. You are aware that your country is the biggest CO₂ emitter (having recently overtaken the US), and that the EU and the US demand emission cuts from you. You have put in place some environmental measures to reduce smog in the cities, which have resulted in a slight decrease in emissions. You believe that the responsibility for climate change lies with the industrialised nations, and want to continue growing.

Your emissions per person are way below those of the EU and the US.

role
card



Delegation 5

You represent the delegation of the Least Developed Countries (LDCs).

You feel you are already victims of climate change and cannot do much to reduce CO₂ emissions because you emit so little anyway.

Climate change poses an immediate threat to your existence. For you, something decisive needs to be done now. Also, the industrialised countries are the ones who are responsible for climate change, and they now need to support your efforts to deal with climate-induced problems and with adapting to climate change. You would also like help with renewable energy technology.

role
card

Delegation 6

You are a journalist for a scientific magazine and have specialised in climate change.

You are acutely aware that the scientific community has been warning about climate change for decades, and that today climate change is a reality, with floods, droughts, rising sea levels and a temperature of 0.8 degrees centigrade above pre-industrial level. In spite of many Sunday speeches, politicians have ignored these warnings to a greater or lesser extent around the globe.

To keep within the CO₂ limit, action needs to be taken immediately.

role
card

Press conference: Instructions for representatives

You are the spokesperson of one of the delegations at the climate conference. Before the official opening of the negotiations, there is going to be a press conference where all the delegations are going to give a statement on how they intend to combat climate change, what targets they are going to set themselves, and what they want the conference to achieve.

Prepare a presentation for the press conference. Also prepare yourself for critical questions from the journalists. Consider the information in the climate fact sheets and decide what you are going to include in your presentation. You may wish to hold back some points for the negotiations.

Some guiding questions for your presentation:

- What goal is assumedly shared by everyone at the climate conference?
- What are you going to do towards reaching this goal (your climate policies)?
- What has your country already achieved / contributed? What steps have already been taken?
- Why is what you are doing good for the world / your country / the economy / ...
- What message would you like to send home?
- What message would you like to send to your critics?
- What message would you like to send to the other delegations?

Information for the US delegation

You would like to reach an agreement and show the world that the US has woken up to the issue and is prepared to take measures. At the same time, you need to take into account the electorates' expectations, and any agreement will need to pass Congress. Given that India and China are responsible for a third of the world's CO₂ emissions, they should share the burden. As they do not only have rapidly growing economies but also growing populations, and their rate of urbanisation is high, their CO₂ emissions will rise exponentially. Unless they are prepared to reduce emissions substantially, there won't be an agreement.

63% of the population of your country think that climate change is real, and that human activity contributes to it. However, about 23% believe that talk about climate change is exaggerated or even untrue. Rising energy costs will be opposed by the population and politicians, and most people believe that climate protection measures will endanger economic growth and lead to unemployment. Also, people feel strongly that India and China must contribute substantially to CO₂ reductions.

Large oil-producing and refining companies represent an important share in the US economy, and shale gas seems to promise energy self-sufficiency and profits. Measures to reduce CO₂ emissions may result in job losses in this sector. To keep energy cheap, you have introduced technologies such as fracking (which many Europeans deem dangerous to the environment) and extracting tar sands (deposits of bitumen for example in Canada, a tar-like substance that is turned into oil through complex and energy-intensive processes, believed by its opponents to be causing widespread environmental damage). Other important industries like fishing, agriculture or tourism are severely threatened and/or have already been damaged through the effects of climate change, like floods and droughts (as currently in the state of California).

The longer the country waits to take decisive action, the more the cost of climate change will increase. Climate-friendly policies will reduce costs in some sectors, and may create employment opportunities in the energy sector (renewables) and sectors like recycling plants (health, transportation), according to <http://riskybusiness.org/>

Based on: <https://www.climateinteractive.org/wp-content/uploads/2014/01/WorldClimateBriefing-US-2015-April.pdf>

Information for the EU delegation

You have been a driving force at climate talks for more than 20 years, and you are presenting ambitious climate targets. In Europe, renewable energy – energy that comes from resources which are naturally replenished on a human timescale such as sunlight, wind, rain, tides, waves and geothermal heat – recycling, climate protection regulations for industry and other climate-friendly measures and policies have been implemented to a greater or lesser extent for years. With the programme of Green Growth, you are aiming to combine economic success with the protection of the climate.

Overall, in theory Europeans – populations and politicians alike – agree that climate change is an important issue (<http://www.unendlich-viel-energie.de/themen/akzeptanz2/akzeptanz-umfrage/akzeptanzumfrage-2014>). In practice, opposition comes for example from those regions where the coal industry still plays an important role because people fear unemployment and economic problems.

Your economies have been in crisis over the last years, with only very few European economies prospering. The socio-economic gap within and between

European countries seems to be widening, and youth unemployment is at almost 25%, in some countries even 50%. The strongest economy in the EU at the moment is Germany, the "export world champion".

Your strategy is Green Growth. If other nations adopt renewable energies and "green" services and products, this may open up markets for European industries, selling technological know-how, products and services. You are convinced that "green" products and the use of biofuels will contribute substantially to reducing emissions.

The US never ratified the Kyoto Protocol, and the developing nations were exempt from it. Now you expect them (the US, China and India in particular) to substantially contribute to climate protection. You are prepared to do your share, but not at an economic expense.

The costs of delaying climate protection will be high, the US is likely to benefit from climate protection measures economically – economic growth on the one hand, savings (e.g. health and catastrophe relief costs) on the other.

Based on: <https://www.climateinteractive.org/wp-content/uploads/2014/01/WorldClimateBriefing-EU-2015-April.pdf>

Information for the Chinese representative of the BRICS (Brazil, Russia, India, China, South Africa) delegation

According to the World Resources Institute, China has committed to doubling its installed capacity of renewable energy by 2020, covering 11 % of its energy use, in its 12th 5-year-plan. Measures to increase energy efficiency include closing old and inefficient factories and introducing environmental regulations for companies. China has modified its Environmental Protection Law, introducing fines for violators, requiring companies to include local officials' environmental record in their performance assessment, and allowing NGOs to bring public interest lawsuits against violators.

<http://www.wri.org/>
<http://thinkprogress.org/climate/2015/05/15/3659355/china-coal-usedrops/>
<http://www.cicero.uio.no/en>

A glimpse of the Indian perspective

Your economy is growing rapidly, your population is growing faster than it does in industrialised nations, and the majority of your population is under 35 years of age. The average standard of living in India is way below the average of that in Western economies, and a significant share of the population suffers from poverty or even hunger.

You are experiencing more and more floods and droughts, which affect the poorest parts of your population, are a threat to your agriculture and to food supplies – and ultimately to you being re-elected. You would like to achieve an agreement that will bring you trading opportunities as well as financial and technological support for economic development with reduced fossil fuel use as to reduce climate change induced risks. You feel that the developed economies, whose economic success was based on CO₂ and who have created the problem of climate change, must take responsibility for this.

Based on: <https://www.climateinteractive.org/wp-content/uploads/2014/01/WorldClimateBriefing-India-2015-April.pdf>
 Additional information: http://articles.economicstimes.indiatimes.com/2015-04-22/news/61417309_1_bricks-nations-major-economies-forum-climate-change



Information for representatives of the Least Developed Countries (e.g. Bangladesh, Vanuatu, Equatorial Guinea) delegation

Your delegation includes those countries already worst affected by climate change through droughts, floods, rising sea levels and the increase in extreme weather events. Some are even likely to disappear within the next decades (Small Island States). Climate change poses a real threat to your very existence in the short to medium term. In many countries, a lot of damage has already been done through disasters like floods, storms and droughts.

An effective reduction of CO₂ emissions is critical to the future of your countries. At the same time, you can do little – your share of global CO₂ emissions is minimal. Through an international agreement you

hope to achieve support from industrialised nations for climate-preserving projects, compensation for loss and damage caused by climate change and in the medium to long run, reduce climate-induced risks. The latter will only be achieved if CO₂ emissions are reduced substantially now.

You represent some of the world's poorest nations, facing challenges like hunger and the lack of clean drinking water. Your population is growing, and in the near future weather events are likely to displace millions of people. The majority of your population lives below the poverty line, and a significant share of the population suffer from hunger and malnutrition.

Based on: <https://www.climateinteractive.org/wp-content/uploads/2014/08/WorldClimateBriefing-LessDeveloped-2014.pdf>



Information for the NGO representatives

Your aim is to reach not only a reduction of CO₂ emissions, but also an agreement that is fair to developing / least developed countries, which have hardly had any share in the profits from the carbon-based economy but carry most of the burden. This means that justice, human rights and the fight against poverty need to be the guidelines for the agreement, including concrete, binding policies. International agreements oblige states to protect the climate and prevent harm within and beyond state boundaries.

The access to food, sanitation and clean drinking water are protected by the Covenant on Economic, Social and Cultural Rights, making climate change fundamentally a human rights issue. Thus in your opinion, the states of the global north are not only morally but legally obliged to compensate for damage and human rights violations caused by their CO₂ emissions.

Hundreds of millions of people in developing countries are still affected by hunger, poverty and lack of access to proper sanitation. To fulfil their basic needs, they will need access to more energy. It is unsustainable to satisfy their growing energy demand by using fossil energy sources. It is therefore essential to create a supply of green energy in order to fulfil their needs. Most states in the global south will not be able to achieve this by themselves.

The Contraction and Convergence Principle is a science-based model for fair climate policies. The per capita emissions should converge, i.e. they can increase in developing countries, but need to sink more radically and faster in industrialised countries and can rise in developing countries for a limited time to allow for a better standard of living.

Based on: <http://www.climateconsent.org/>
<http://www.gci.org.uk/>
http://www.fian.org/en/library/publication/detail/human_rights_in_a_changing_climate/

Information for the science journalists

You are attending the conference for a scientific magazine and are a climatologist yourself. You cannot really understand why politicians have been making speeches about climate change for many years but are not taking effective measures. The evidence is everywhere. Extreme weather events are becoming more and more frequent. The US, which seems to be ignoring climate change, has suffered from droughts, floods and storms, which have cost a lot of money and are endangering agriculture, fishing and habitation along coastlines.

By extracting fossil fuels and burning them, humankind is upsetting the natural balance of the CO₂ cycle. Nature works in cycles – for example plants that grow and decompose so that the nutrients are returned to the soil, or the CO₂ humans and animals breathe out and plants require for photosynthesis. Two factors contribute to an ever-increasing concentration of CO₂ in the atmosphere: Emissions are rising, and CO₂ sinks (such as forests) are vanishing.

Natural laws set boundaries for human activity. These are not negotiable and cannot be subjected to the rules of economies or institutions. Human activity in

line with the way nature works mimics natural cycles by reintroducing used materials (waste) into the production cycle and only producing the amount of organic waste or emission that can be reabsorbed.

University College London research points to heavy restrictions on the use of fossil fuels to limit temperature rises. Over 80 % of coal, 50 % of gas and 30 % of oil reserves are "unburnable" under the goal to limit global warming to no more than 2°C, say scientists. Burning all of the world's fossil fuel resources would release three times more carbon than that required to keep warming to no more than 2°C, which is the critical limit which must not be exceeded.

<http://www.bbc.com/news/science-environment-30709211>

Exchanging talents



Name: _____

Phone: _____

Email: _____

The currency of an exchange system like this is usually time or time-based. For this scheme, 1 talent = 1 hour of your time. The talents work like vouchers you can earn and use as “payment”. That way you can give a number of hours of your time to one person and in return get the equivalent from that same person or from someone else. Once you have found someone who needs what you offer, you have earned talents, and if you find someone who can give you what you need, you spend them again.

What I have to offer (e.g. tennis buddy, professional tax assistance, help with shopping, advice on vegan cooking or baking your own bread, help with or advice on gardening, creating a website)	When I'm available	
What I need (Spanish lessons, a connection to the mayor's office, a reliable plumber, someone who can paint my flat)	When I need it	
Things I have to offer In an exchange system, you can also offer objects you no longer need, in return for other objects or for services/help. That is why you should suggest a “price” in talents (hours).	What I would like in return (how many talents/hours)	

What do you have to offer? There may be more than you think. Think of two offers and two needs. Then “advertise” your offers and needs by mingling with the other students. Try to find people who match and agree on a time and the number of talents (hours) to be paid.

Beautiful solutions?

The texts on p. 42/43 were taken from <https://solutions.thischangeseverything.org/> (CC BY-NC-SA 4.0).

596 acres

by Paula Z. Segal

There are thousands of publicly owned vacant lots in the neighborhoods of New York City. These empty spaces fill with garbage and blight communities they could otherwise enliven. To address the issue, 596 Acres began a pilot project to help neighbors identify opportunities to transform fenced-in vacant lots into gardens, farms and play spaces. Through a crowd-sourced map and organizing support, 596 Acres has assisted 143 neighbor-led campaigns in turning 6.7 acres of vacant parcels of land into open community spaces; 26 campaigns have already been successful. Their experience has led to partnerships with advocates in other US cities, seeding three new projects in Philadelphia, New Orleans, and Los Angeles. With online tools and hands-on advocacy, 596 Acres is opening up the commons and creating spaces where people have the opportunity to rebuild their city together.

The Media Co-op

by Dru Oja Jay

The Media Co-op seeks to bring the principles of participatory democracy and decentralized decision making to the world of alternative media in Canada. In contrast to an increasingly concentrated corporate ownership of media, the co-op is collectively owned and sustained by its journalists, readers and editors (paid and unpaid), and provides a grassroots perspective on under-reported topics, particularly Indigenous sovereignty and Canadian mining companies. The co-op depends on automatic monthly donations from its reader members for financial support. Major decisions like network-wide projects and budgets typically begin with a membership consultation and discussion, and sometimes involve a referendum. Founded in 2008, the Media Co-op now has autonomous locals operating in Halifax, Montreal, Toronto and Vancouver, and a national magazine called The Dominion.

The river with the rights of a person

by Jen Wilton

In 2012, following more than a century of petitions and legal action by local iwi (Maori tribal group), the Whanganui river in New Zealand was granted the legal status of a person under the name Te Awa Tupua. This legal victory means that the river now enjoys the same rights and responsibilities before the law as people (and corporations!). The New Zealand government has officially recognised the river as a source of great physical and spiritual sustenance to the people who live alongside it. This precedent-setting legal case is the first time the rights of a river have been guaranteed in this way, opening up exciting possibilities for protecting, and changing how we understand our relationship with, the natural world.

Marinaleda's direct action economy

by *Liam Barrington-Bush and Jen Wilton*

Since 1979, the community of Marinaleda, Spain, has managed with very little money and lots of direct action to address the town's economic needs. The community occupied and eventually collectivized the land of a local aristocrat, turned it into a cooperatively run olive farm, built hundreds of co-op homes, and instituted collaborative justice and decision-making processes via community assembly. As a result, a culture of collective action has helped Marinaleda fare better than much of the rest of Spain since the economic crisis of 2008.

Factor E Farm

by *Dave Oswald Mitchell*

Factor E Farm is an experiment in creating resilient communities through open-source design. Located in rural Missouri, Factor E Farm serves as the hub of a dispersed network of farmers, engineers, architects and supporters that is working to develop the Global Village Construction Set, which developers describe as "an open technological platform that allows for the easy fabrication of the fifty different industrial machines that it takes to build a small civilization with modern comforts." The goal is to produce these machines at the cost of materials in zero waste, self-replicating "micro-factories." The project is volunteer-driven, fully open source, and prioritizes cradle-to-cradle construction.

Anchor procurement in Cleveland

by *Steve Dubb*

Cleveland's "anchor procurement" strategy leverages public or nonprofit, place-based anchor institutions – such as universities, hospitals, and local government – to use their purchasing power to seed community and employee-owned businesses in low-income communities. The Evergreen Cooperatives network, founded in 2009, now employs 100 people in three businesses – a commercial-scale laundry, a 3.25-acre greenhouse, and a solar and energy service business. Many cities have since launched similar efforts. Anchor procurement can also help support existing local businesses. For example, between 2005 and 2010, local procurement by University Hospitals as part of its \$1.2-billion "Vision 2010" construction project generated nearly 1,000 jobs for Cleveland residents.

Trade School: barter-for-knowledge

by *Caroline Woolard*

Trade School is an alternative, self-organized school that runs on barter and places equal value on big ideas, practical skills and experiential knowledge. Anyone can teach a class. Students sign up for a class by agreeing to bring a barter item that the teacher requests. Trade School is about building relationships of trust and mutual aid through the voluntary, reciprocal exchange of resources and service. The first Trade School opened in 2010 in New York City. Today, there is an international network of more than 50 local, self-organized chapters worldwide. The project is organized entirely by volunteer collectives, sharing skills to create spaces of hope amidst rising tuition costs and persistent unemployment.

A Million Miles (Black Isle, Scotland)

The Black Isle is a peninsula in the north of Scotland. It is wooded and farmed, and long stretches of road lie between the 10 towns and villages, making the communities very reliant on car use. The Million Miles initiative is a sustainable transport scheme that aims to reduce car journeys on the Black Isle by 1% a year.

Encouraging people to use and offer shared car lifts is one pillar of the project, which is supported by a free website where drivers and those seeking a lift can find each other. Educating people about fuel-saving driving is another way of reducing costs and CO₂ emissions.

Cycling is the other cornerstone of the project. Peter Rochdale's shed is stacked with donated bicycles which he makes roadworthy and then lends them out for free. "Someone can take a bike out for the day or keep it indefinitely," he says, adding that he runs regular drop-in repair clinics for cyclists: "That's free as well."

The Million Miles team is working hard to integrate cycling with other methods of travel. Stagecoach, the main bus operator on the Isle, is trialling the use of bike racks on the back of its buses to enable more joined-up journeys for cyclists. There is funding in place to boost infrastructure, such as bike-parking facilities at bus stops, and plans to identify "park-and-cycle" spots where people can leave their cars and cycle into town.

<http://www.theguardian.com/lifeandstyle/2014/sep/23/carbon-cutting-transport-scheme-helping-black-isle-go-green-scottish-highlands>

Friends and Neighbours (Neath Port Talbot, Wales)

Neath is a place with many problems. After the industries went down in the late 20th century, people lost their jobs and identities. Many of those who have jobs earn very little. It is the sort of place that, in general, bright young people want to leave. In Ethel Street, Fan is tackling some of these social issues. Some of the locals train up as fitness instructors and run aerobics and Zumba classes. They use the profits to make healthy meals for the residents and for night outs, recently running a Samba night.

A community garden was created out of what was a grubby, brambly alleyway haunted by drug addicts. Bits and pieces found in skips and on street corners were given a new purpose in the garden: A greenhouse was made of plastic bottles; herbs grow out of pallets packed with soil and carrots have flourished in discarded plastic water tanks. Apple, plum and cherry trees grow in old tubs. And thanks to the community garden, youngsters are being taught about the benefits of fresh fruit and vegetables.

People now feel safe and help each other, and they feel at home in their community and street.

<http://www.theguardian.com/lifeandstyle/2014/sep/10/how-neighbourhood-scheme-ended-nightmare-on-ethel-street-halloween>

Group instructions

Using these texts as a source of inspiration, invent a project of your own. This could be anything: a commons you would like to prosper, knowledge you would like to share – feel free to use your imagination. To present your idea to the class, create a poster presenting your project, leaving room for other people who would like to participate to note down their possible contribution.

Once you have come up with your idea, discuss a strategy how you could put it into practice. Whom would you need to convince? Whose opposition are you likely to meet? Who do you think will embrace the project? And whose support will you need?

Language tips

Negotiating

- ▶ We are prepared to..., provided that...
- ▶ We are prepared to meet you half-way.
- ▶ What we propose is...
- ▶ What we can offer...
- ▶ I'm afraid we cannot go along with that.
- ▶ I'm sorry but I am not sure that would work.
- ▶ This requires careful consideration.
- ▶ I don't see we have an option but to go ahead.
- ▶ If you look at the issue from our perspective,...
- ▶ From a scientific / practical point of view...
- ▶ I don't think this meets the criterion of...
- ▶ I would like to point out that there are different perspectives / that this proposal does not take into account...

Chairing a meeting or panel

- ▶ To come back to the main issue...
- ▶ To sum up what we have discussed so far...
- ▶ As far as I can see, everyone agrees that...
- ▶ What we still need to discuss is...

Visualising: Why use graphics, diagrams or figures rather than words?

Have you noticed that whenever you read silently, you "hear" the words in your head? That's what your audience does if your slides are text-based, in which case people can't listen to you at the same time.

After you've worked out what you'll say, create a flipchart or powerpoint slides to literally **illustrate** your talk, not to "subtitle" it. That way your slides **complement** your talk, and don't compete with it.

How to conduct an interview

- ▶ Prepare yourself - research background information.
- ▶ Make a list of points that will interest your audience.
- ▶ WH-questions (*Who - What - Where - When - Why - How*) will give you interesting answers whereas "yes/no"-questions tend to produce "closed" answers.
- ▶ A personal perspective tends to make factual information more interesting. You can include factual information into your question and ask about the interviewee's personal experience or reaction.
- ▶ Make "the right noises" – show interest by using phrases like "I see.", "Oh, really?", "That's interesting."
- ▶ Refer to the points raised by your interviewee when asking the next question. In a panel discussion, include the point(s) raised.

What sort of questions can I use to structure my talk?

Presenting a new way of doing things

- ▶ What's wrong with our "old way" of working?
- ▶ What does this "new way" look like?
- ▶ How does it affect you?
- ▶ How does it affect your external contacts?
- ▶ If you have questions or comments...
- ▶ What do we need to do next?

Proposing a new measure or project

- ▶ Why would it be good for us to (introduce X)?
- ▶ How would staff (work flow, business processes) be affected?
- ▶ How about cost?
- ▶ What would the benefit be?
- ▶ What steps would we need to take?
- ▶ Who are the stakeholders?
Who needs to be involved in the project?

Signposting

Your listeners will follow your talk more easily if you give them "signposts":

- ▶ What I'd like to discuss today is...
- ▶ Firstly, ..., after that we will look at ..., and finally I'll ...
- ▶ To begin with...
- ▶ Let's look at... first.
- ▶ To sum up, ...
- ▶ Now let's move on to ...
- ▶ As we saw earlier...
- ▶ Next, I'd like to look at ...
- ▶ To illustrate this point, ...
- ▶ To summarise, let's quickly look at the main points again.
- ▶ Thank you for your attention.

Active listening

How do we know our counterpart is following what we say?
How do we make sure they know we are listening?

- ▶ Concentrate on your counterpart – don't write emails while you're listening (not even when you're on the phone, the person at the other end will notice you are distracted)!
- ▶ Look at the person you are talking to.
- ▶ Show your reactions through mime or gestures.
- ▶ Show interest by using phrases like "I see.", "Oh, really?", "That's interesting."
- ▶ Rephrase what you have heard in order to minimise misunderstandings.
- ▶ ...

More information on the photos used in the text:**p. 3: by Duncan Hull**

<https://www.flickr.com/photos/dullhunk/6823812753/in/photolist-crVczC-7HfSp9-7HfSiA-bpHvUP-7HfRUy-7HfRLU-7HbXgT-7HbXmg-7HbXY4-ahtLJD-qGfDm-61LsZD-7HfRR7-7HbXv6-ahtMYV-ahwu4o-ahtM62-ahwuYq-ahtHQP-ahwvh3-ahtJQv-boZPN2-cpNa4d-cnV9Au-ahtKTK-ahtLgX-ahtMnP-auBefp-pcmDEB>

p. 6: by Vertigogen

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p. 28, top: by Chris Potter

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p. 28, bottom: by Denise Carbonell

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p. 30: by Graham Girard, Green Jobs Now

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Language for discussions

Giving opinions

I think / I feel / I don't think...

In my opinion / in my view...

Presenting an argument and persuading

What we need to take into account is...

If we take into consideration ..., we will come to the conclusion that...

All evidence points towards the conclusion that...

Unless we take decisive measures in the near future, we will...

Disagreeing politely

You're right in saying..., but I think we also need to take into account...

I see your point, but (I don't entirely agree).

I do understand, but have you considered...?

I don't quite agree / I don't actually think so.

Suggesting a different view

Don't you think that...

Wouldn't you agree that...

I would like to suggest ...

Quoting evidence

According to (the IPCC), ...

Research shows that...

Giving reasons

I (don't) cycle to work because...

I have very little time. That is why...

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im Auftrag des



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