

Developed by EU Learning, www.EULearning.ca
An activity of the Centre for European Studies, Carleton University
www.carleton.ca/ces and canada-europe-dialogue.ca
ces@carleton.ca

Use is free of charge. Source must be acknowledged if materials are distributed.
EU Learning is made possible by a grant from the European Commission.

LESSON PLANS (Teacher Plan Instructions)

Title: EU Climate Change Policy

Description: Climate change is one of the most important issues that the human race is currently facing. The growing challenges of energy, and how we consume it, is a widespread worldwide political debate. Europe in particular, has tackled climate change head-on, with a number of ambitious policies and planning. Domestically, the EU has developed a plan for reducing GHG and limit temperature increase to to less than 2 degrees Celsius above pre-industrial levels. The EU is also a key player at international negotiations, while working at the same time with developing nations by providing funding and investment in green solutions to those imperatives most at risk from climate change.

This module will provide students with a detailed, but easy to understand, overview of EU climate change policy. The module is separated into four lesson plans, each with its own activity and video(s) attached to each respective section, in an effort to provide an interactive component.

Relevant Course Topics:

Politics (Challenge and Change, World Issues)
Law
Economics
Business

Course Breakdown:

Sections:

1. **Introduction** (European Union Climate Change Overview) - A general overview on climate change. Why climate change is important to the EU, and to the world.
2. **EU Domestic Policy**- A summation of its brief history, treaties, development and planning, and the political response within the EU.
3. **EU International Negotiations**- Analyzing the history of the EU negotiations when trying to attain a world agreement to tackle climate change through an analysis from Kyoto (1997) to the recent Paris Agreement (2015).
4. **Strategy: EU Member States+Canada**- What policy and initiatives have individual states enacted to tackle climate change? How do they compare and contrast with each other?

Suggested Length of Lesson

Section 1 and 2+videos and activities= 90min (one class)

Section 3+videos and activity= 90min (one class)

Section 4+videos and activity= 90min (one class)

Instructions:

Teacher handouts:

The material included on the teachers' handout includes cited source material from a wide variety of primary and academic sources. The handout is designed to be detailed, yet able to convey to high school students. A majority of the material used was taken from an in-class high school lesson plan taught at local high schools, which generally were easily grasped by grade 11, 12 students.

It will be up to the teacher to determine whether the material is sufficient for a particular class. The material included covers many different subjects (business, economics, politics), so the teacher may find it advantageous to focus on certain material within the lesson plan, while avoiding information not related to a particular topic. The lesson plans are sustainable in size, so this would not be a problem.

Before using the lesson plans, compare and contrast the information within the lesson plans alongside the student handouts and figure out what important information you should focus on.

Student handouts:

The student handouts follow more or less the same format as the teacher handouts but without the detailed information provided on the teachers' version.

The teacher has a couple of options with the student handouts:

- 1) The students fill out the information as you teach the plan, either by themselves, or in a group setting. Following the lesson plan the material could be taken up/ reviewed.
- 2) The student handouts could be used as test material.
- 3) The teacher could also use one section of the handouts for group work, and another part for a test. This can be accomplished, as they are substantial in size.

Each student handout focuses on the highlights of the lesson plan, and hopefully, the students are able to absorb the information presented in the lesson plan.

Videos:

All 4 sections include video(s) related to their particular topic. These videos help break up the lesson plans by providing an interactive feature and can spice up the teaching. All are linked via Youtube, so a computer and projector would be necessary for this aspect of the lesson plan. The links to the videos are located throughout the lesson plan, although they could be presented at any time.

***To access the all videos, right click on the name and press "open the hyperlink."**

Class Activities:

The class activities are designed to use at the end of each section. The activities vary from basic (Section 1) to interactive/group work (Section 2, 3 and 4). The activities are designed for teachers to use them at their discretion. It is recommended the teacher assess the classroom's capacity and make changes to the activities according to classroom needs.

Many of the class activities include research, public speaking, group work, and strategy. All of these give them a very interactive environment, but definitely will take up a substantial amount of time and preparation on the teacher's end. If done properly, they could be very rewarding for the students.

More detailed instructions for the activities are found at the end of each teacher handouts.

EU Climate Lesson Plan Sources

- Böhm, Steffen. Why are carbon markets failing? 2013. <https://www.theguardian.com/sustainable-business/blog/why-are-carbon-markets-failing> (accessed 11 16, 2016).
- European Union. *Causes of Climate Change*. 2016. http://ec.europa.eu/clima/change/causes/index_en.htm (accessed 03 20, 2016).
- EU Climate Change Policies and Adaptation*. 2016. http://ec.europa.eu/clima/policies/adaptation/index_en.htm (accessed 03 20, 2016).
- EU Climate policies and strategies for 2020*. 2016. http://ec.europa.eu/clima/policies/strategies/2020/index_en.htm (accessed 03 20, 2016).
- EU Climate policies and strategies for 2030*. 2016. http://ec.europa.eu/clima/policies/strategies/2030/index_en.htm (accessed 03 20, 2016).
- EU Climate policies and strategies for 2050*. 2016. http://ec.europa.eu/clima/policies/strategies/2050/index_en.htm (accessed 03 20, 2016).
- EU Energy Security*. 2016. <https://ec.europa.eu/energy/en/topics/energy-strategy/energy-security-strategy> (accessed 03 20, 2016).
- EU International Climate Change Finance*. 2016. http://ec.europa.eu/clima/policies/international/finance/index_en.htm (accessed 03 20, 2016).
- European Union Climate Change Policy- ETS*. 2016. http://ec.europa.eu/clima/policies/ets/index_en.htm (accessed 03 20, 2016).
- European Union Climate Policy*. 2016. http://ec.europa.eu/clima/policies/eccp/index_en.htm (accessed 03 20, 2016).
- Global Climate Change Alliance*. n.d. <http://www.gcca.eu/> (accessed 03 29, 2016).
- Government of Canada. *Canada's Climate and Energy Policy*. 2016. <http://www.nrcan.gc.ca/energy/energy-resources/15903> (accessed 03 20, 2015).
- Government of Denmark. *Danish Climate and Energy Policy*. 2015. <http://www.ens.dk/en/policy/danish-climate-energy-policy> (accessed 03 20, 2016).
- Government of Germany. *German Energy Transition*. 2015. <http://energytransition.de/> (accessed 03 20, 2016).
- Government of the United Kingdom. *A new direction for UK energy policy*. 2015. <https://www.gov.uk/government/news/new-direction-for-uk-energy-policy> (accessed 03 20, 2016).
- Green Climate Fund. *Green Climate Fund Homepage*. 2016. <http://www.greenclimate.fund/home> (accessed 03 20, 2016).
- United Nations. *Copenhagen Accord*. 2009. http://unfccc.int/meetings/copenhagen_dec_2009/items/5262.php (accessed 03 28, 2016).
- UNFCCC Kyoto Protocol*. 2016. http://unfccc.int/kyoto_protocol/items/2830.php (accessed 03 20, 2016).

