

LESSON PLAN DEVELOPMENT: THE CLIMATE CLASSROOM @ COP27

THE
CLIMATE
CLASSROOM

ONLINE

SWITCH ON TO CLIMATE CHANGE

RECOMMENDED GUIDELINES

The Climate Classroom aims to build the individual climate literacy, knowledge and skills needed for delegates and professionals - including women, minority groups and persons with disabilities - to actively engage in and contribute to climate discussions. In particular, it aims to strengthen participants' understanding and decision-making capacity both in the context of climate change negotiations as well as national policymaking and action.

Each class offers a short, interactive learning experience that is designed to expose and introduce learners to a range of climate change topics, allowing anyone that is interested – and particularly junior delegates and professionals from African countries, Least Developed Countries (LDCs), Small Island Developing States (SIDS) and Landlocked Developing Countries, including from under represented groups (e.g., women, people with disabilities) – to get quickly up-to-speed on relevant global climate issues. The Climate Classroom @ COP27 edition will be delivered in a fully online format, and broadcast live on Zoom to both on- and off-site audiences.

Your **45-minute class** should allow for content delivery, examples/illustrations, and an open discussion at the end. While previous editions have avoided following a typical PPT presentation style, the online nature of the COP27 edition means that the use of online presentations and other communication tools, to aid your delivery, are encouraged. However, we recommend that these are kept to **three-five slides maximum**, with UN CC:Learn providing branded presentation templates for you to follow if needed.

A dedicated webpage will be created in advance to provide participants with general information about The Climate Classroom initiative, the specific classes being delivered @ COP27, the expert(s) delivering these, and also provide links to complementary learning resources for those that are interested in engaging with the topic after the class. A short evaluation form will also be delivered to participants via Zoom at the end of each session.



TOTAL SESSION TIME: 60 MINUTES

TOTAL TEACHING TIME: 45 MINUTES

I. INTRODUCTION (3 MINUTES)

a. Welcome and Introduction to The Climate Classroom @ COP27

- Provide a brief introduction (**1 Minute**) including your name, position/affiliation, and the topic you are currently working on (e.g. how it relates to the class topic and/or climate negotiations).
- Introduce The Climate Classroom as a *"short, interactive learning experience that is designed to expose and introduce learners to a range of climate change topics, allowing anyone that is interested to get quickly up-to-speed on relevant global climate issues"*

b. Class Rules

- Explain that participants are welcome to keep their cameras on throughout the session
- Ask that microphones are to be muted for Parts 1 and 2
- Open Q&A session is scheduled for the final part of the class
- If participants wish to speak, they must first raise their hand – either by using the hand raising option, raising their hand on camera, or writing in the Zoom chat
- When inviting a participant to speak, ask them to briefly introduce themselves first with their name and affiliation

c. Agenda

- Short Introduction
- Part 1 (Substance)
- Part 2 (Illustration)
- Part 3 (Q&A)
- Explain that The Climate Classroom website contains additional information on the initiative, including the programme topics, speakers, and additional learning materials and resources
- Participants can also follow updates from The Climate Classroom @ COP27 edition through UN CC:Learn's social media channels (using the #ClimateClassroom)
- Encourage participants to share their own experiences using the #ClimateClassroom hashtag

d. Kick-off Icebreaker

- Expert(s) are welcome to create/design their own icebreaker to help participants connect at the beginning of the class (as there won't be time for a full introduction round)
- **Example:** Quick participant demographic/background exercise.
 - Ask all participants to turn on their cameras, and to raise their hands to the following questions (via the hand-raising tool, on screen or in the live chat)
 - Who is joining this session live from the COP in Sharm El-Sheikh, Egypt? Who is following the discussions from home/online?
 - Are there any country delegates here that are participating in the climate discussions?
 - How many of you are working for an NGO or international organization?
 - Do we have any teachers or students, or others working in academia?
 - Which parts of the world are the class from? (Ask for each continent/region)
 - Who has been to a COP before? Who is attending/following a climate meeting for the first time?
- Once finished, invite participants to introduce themselves in the live chat using their name, affiliation, and email address in case they wish to connect with others after the class.

II. TOPIC DELIVERY (39 MINUTES)

a. Part 1 (Substance, 13 Minutes)

- If available, may show a short video (2-3 minutes) introducing the topic or presenting a controversial perspective
- Alternatively, can begin with a [poll question](#) (Example: Why do you think Climate Adaptation is important?)
- Address [three main points](#) (roughly 4-5 minutes per point)
 - What is the topic (e.g. standard definition, brief history)
 - Why is it relevant in the global context (e.g. link to climate discussions, ongoing negotiations)
 - Relevant facts, data (possibly disaggregated data - such as on gender and/or persons with disabilities - for the lesson topic) and/or trends (may also be presented in Part 2)
- [Delivery](#): Propose using presentation tool to illustrate key points (three slides max, UN CC:Learn to provide branded template for expert(s) to follow)

Poll Question/Reflection (2 Minutes)

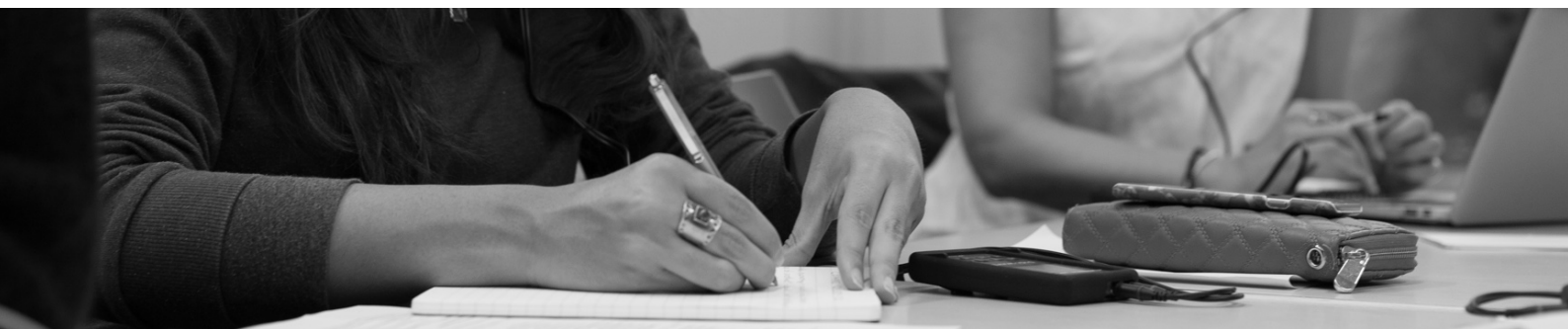
- Example: How does this topic apply to your country, delegation, negotiations?
- [Delivery](#): May use Zoom poll, ask participants to write their answers in the chat, or create a space on Padlet

b. Part 2 (Illustration, 12 Minutes)

- The content of this section can be adapted according to the topic.
- May present examples, case studies and/or real-world applications, and/or provide an overview of recent developments, the current status of the discussion(s) and emerging issues. In addition, may explain how case study/example contributes to "Leave No One Behind" and/or gender equality (e.g., gender-responsive project, use of indigenous knowledge within the topic).
- Example:
 - Climate Change Negotiations: What is the current state of play, have there been any recent developments, what key topics are being negotiated, what are some important emerging issues, including with reference to "Leave No One Behind" and/or gender equality?
 - Climate Change Adaptation: 1-2 climate adaptation case studies, examples of successful climate adaptation approaches (e.g., case studies that demonstrate generational change - how it is vs. how it was)
- [Delivery](#): Propose using a second presentation tool to illustrate examples/case studies. Imagery may be used to reinforce key points (recommend three slides/visuals max, UN CC:Learn to provide branded template for expert(s) to follow)
- [Interaction](#): May interact with participants using Zoom's non-verbal communication tools.
 - Example: Can this be applied within your own country, to your own delegation/negotiations?

c. Part 3 (Reflections, 12 Minutes)

- Open Q&A session, with expert(s) to address questions posed by the participants. If there is a lot of engagement, try to select participants representing diverse geographic locations, gender, age etc., to enrich the discussions
- Expert(s) can open the floor for questions, and should also prepare 2-3 questions in advance to "plant" if needed
- [Delivery](#): Questions to be asked in Zoom chat (if low level of engagement, may invite 1-2 participants to ask questions from the floor)



III. SUMMARY AND CONCLUSION (3 MINUTES)

- Summarise 3-5 key messages for participants to take away
- May also summarise any questions and comments from Part 3 (time permitting)
- Remind participants where further information and learning materials - such as e-courses, publications and other relevant resources - can be found (UN CC:Learn will share a link to the webpage in the Zoom chat and/or the summary slide)
- Ask participants to provide feedback via the evaluation form after the class finishes (on Zoom, may also conduct a [short poll](#) at the end of the class)
- Can invite participants to ask any remaining/further questions via email after the class finishes (optional)
- Provide a short update on upcoming classes and other relevant events @ COP27, and remind participants to share their experience on social media using the #TheClimateClassroom hashtag
- **Delivery:** One slide with key messages and a link to further learning materials (UN CC:Learn to provide branded template for expert(s) to follow)

IV. GENERAL RECOMMENDATIONS & HELPFUL HINTS

Every expert will have a different teaching style and personality. These guidelines are therefore indicative, and intended to inspire ideas while maintaining a uniform lesson format throughout The Climate Classroom @ COP27 series. Experts are free to adapt this lesson plan to match their individual style, but asked to follow the overarching three-part framework (e.g. Introduction, Topic Delivery, Conclusion). It is important to keep a tight rein on time, and assistants will be on hand to provide time indications and guidance within each class.

It is important to remember that adult learners have an average attention span of up to 20 minutes, and in certain contexts this can drop to as low as five. Every 8-10 minutes, it can therefore be helpful to redirect attention towards an example, fact, question, or even a joke (if still relevant to the topic on a general level). This helps the brain to refocus, and will encourage participants to retain more of what they hear. Phonetic or memory devices, such as analogies, metaphors, acronyms and word associations can also be particularly useful tools.

Considering that The Climate Classroom will be held during COP27, it is likely that participants will ask about specific issues under the UN Framework Convention on Climate Change (UNFCCC) and the Paris Agreement. When responding to these, and particularly on contentious issues or issues being negotiated, experts are asked to remain neutral with respect to country positions.

If you feel unable to or uncomfortable answering a question relating to a particular negotiation topic, please feel free to refer this to after the session. There, the UN CC:Learn team can either respond or provide references to further learning materials. A short message at the beginning of the class on how the session will connect with climate negotiations, as well as your own familiarity with negotiation topics, can help define expectations in this respect.

Gender Equality and Leaving No One Behind

Promoting gender equality and leaving no one behind are key principles of UN CC:Learn work. In this context, consideration of both men and women speakers is highly encouraged, along with reference to relevant dimensions in the content presented, the use of disaggregated data when available, the choice of case studies focusing on the experiences of different groups (e.g., women and girls, youth, persons with disabilities, pastoral and nomadic people, displaced persons, members of indigenous groups or ethnic minorities), the use of diverse imagery and sensitive language in the lessons/materials.

V. BEFORE THE CLASS BEGINS

- Share your WhatsApp number in advance, to ensure that you can be contacted throughout the meeting (e.g. in case of any technical issues)
- Join the meeting **30 minutes early**, and immediately change your name to “The Climate Classroom @ COP27, [insert name]”, e.g. The Climate Classroom @ COP27, Angus Mackay.
- To change your name, go to the ‘Participants’ List’ on the menu in Zoom, click on your name, click ‘More’ and then click ‘Rename’
- Once you’ve joined the meeting and successfully changed your name, and tested your camera and microphone, you are free to do something else (with Zoom open in the background) until the class begins.

VI. DURING THE CLASS

- Two UN CC:Learn assistants will be on hand during the session to provide guidance on time, take care of all technical aspects, and address any technical issues if needed.

