World CLIMATE SIMULATION
Your turn to negotiate

Facilitator Guide for Classrooms

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Welcome

Congratulations on bringing *World Climate* into your classroom.

World Climate is a fun, easy-to-facilitate, interactive simulation that places participants in the role of international delegates at the United Nations who are charged with negotiating a global agreement to prevent the worst impacts of climate change.

Watch a quick Video Introduction to World Climate: http://bit.ly/world-climate-intro

World Climate helps meet many objectives of educational programs, including participants' growth and development in the following areas:

- Critical & Strategic Thinking Skills
- Systems Thinking Skills
- Effective Communication, Public Speaking & Negotiating Skills
- Exposure to relevant STEM concepts surrounding Climate Change & Sustainability

Within this guide, you'll find all the information and support resources you need to successfully run *World Climate* in your program. If you need any additional assistance, feel free to reach out to the *World Climate* Support Team at climate_change@uml.edu.

Thanks so much for your interest and commitment to bringing this cutting edge learning tool to your classroom.

Getting Started: Simulation Overview

At the beginning of *World Climate*, participants are broken into small negotiating groups representing one nation or a bloc of nations from around the world. Each participant is then provided with a briefing statement that has all the background information they need to effectively negotiate.

The activity begins with the Facilitator providing a brief orientation to the simulation through which participants gain a basic understanding of the science, impacts and justice implications of climate change, what their negotiation objectives are, and the basic logistics of how the negotiations will be run.

After that, participants are guided through 1-3 rounds of negotiations where they interact with the delegates from other nations/blocs, formulate their key policy decisions, present their decisions through a short, two-minute speech, and enter their decisions into the C-ROADS climate policy model (which allows participants to see the progress they've made toward achieving their goals).

At the conclusion of the simulation, participants are invited to break out of their character as a delegate and reflect on the activity in small and large groups. Participants are also invited to think about ways they can learn more about climate and sustainability and get involved in solutions to this issue at the campus level, community level and beyond.

We invite you to watch this short Simulation Orientation video, which will walk you through the basics of *World Climate* and how it works.

Simulation Orientation video:
http://bit.ly/world-climate-orientation

On the next page, you'll find a basic Agenda / Sequence of Play for the Simulation.

Simulation sequence (3-3.5 hours)

1. Pre-Survey (15 mins)
2. Welcome and introductions (~5 mins)
3. Participants assigned to roles, take seats and read briefing statements (~20 mins)
4. The Facilitator orients participants to the *World Climate* simulation, the basics of climate change and the key decisions they have to make. (~20 mins)

5. Negotiation Round 1 (~35 mins)
    a. Negotiations among parties
    b. Two-minute plenary addresses by one representative of each delegation outlining their key policy decisions
    c. Key Policy Decisions entered into C-ROADS climate policy model
    d. C-ROADS results shown and discussed
6. Negotiation Round 2 (steps a-d) - (~25 mins)
7. Negotiation Round 3 (steps a-d) - (~20 mins)
8. Facilitator brings negotiation to close (~5 mins)
9. Debriefing - participant reactions, comments and feelings discussed. (~30 mins)
10. Next Steps - participants learn about possible solutions & ways to get involved (~20 mins)
11. Post-Survey (15 mins)

NOTE: *World Climate* is designed to be flexible and adaptable to meet the needs of various purposes and timeframes. More information on suggested adaptations (including how to run *World Climate* in shorter class periods) can be found in the next section.

Setting Up & Preparing for the Simulation

Below you'll find all the resources and information you need to get ready to run *World Climate* with your program participants.

Preparing to Facilitate:

Everything you need to run *World Climate* can be downloaded for free at the following website: http://climate-change-initiative.org/worldclimate.

Here you'll find the simulation slide deck, facilitator script, briefing statements, pre & post surveys, table cards, proposal summary sheets, the C-ROADS policy model and more.

After reading through this Facilitator Guide, we recommend walking through the Slide Deck independently, reading the presenter notes and watching the embedded videos as you go.

Once you're finished, you should feel confident, prepared and ready to lead *World Climate* in your program. (And if you have any questions, we're happy to support you! Just email: climate_change@uml.edu).

Time Required:

We recommend running *World Climate* in one 3 to 3.5 hour session, if possible, with 30 mins for the pre/post surveys, two hours for role playing/negotiating, and one hour for the debrief and next steps.

In our experience, it is easier and perhaps more impactful to run World Climate in one continuous session. However, if one 3.5 hour session is not possible, you can also adapt the activity to span across four 50 minute class periods. In this setup, we recommend the following breakdown of activities:

- Session 1: Pre-Survey, Welcome, Participants Assigned to Roles and Review Briefing Statements, *World Climate* Simulation Orientation. (Slides 1-9)
- Session 2: Briefing on Climate Science & Key Policy Decisions, Negotiations Round 1 (Slides 10 - 38)
- Session 3: Negotiation Round 1 Debrief, Negotiations Round 2, End Negotiations (Slides 38 - 53)

- Session 4: Simulation Debrief, Next Steps (Solutions & Ways to Get Involved), Post-Survey. (Slides 54 - 76).

If you cannot arrange 3-3.5 hours of in-class time, you can reduce the time needed by:

- Asking students to complete surveys outside of class.
- Having students read their briefing statements and prepare for negotiations as a homework assignment.
- Using the 3-bloc version, which requires less time for negotiation and inputting decisions.
- Reducing the number of negotiation rounds.

Assigning Participants to Delegations

There are two primary ways to group participants for *World Climate*:

Six Regions – This version allows for larger groups (more than 18 people, with at least three participants per delegation) and enables greater participation from all individuals. Participants are divided into negotiating teams representing the *United States, European Union*, all *Other Developed Nations, China, India*, and all *Other Developing Nations*.

Three Regions – This version is effective for small groups (6-18 people) or for exercises with less time. Participants are divided into *Developed* countries, *Developing A* countries (which are rapidly developing: China, India, South Africa, Mexico, Brazil, Indonesia) and *Developing B* countries (Bangladesh, Pakistan, southeast Asia, the less developed nations of Central and South America, most African nations, the island nations of the Pacific, Indian Ocean, and Caribbean, and much of the Middle East).

NOTE: The C-ROADS policy simulator can be easily switched from the 6 Region version to the 3 Region version by going to "Simulation" in the toolbar.

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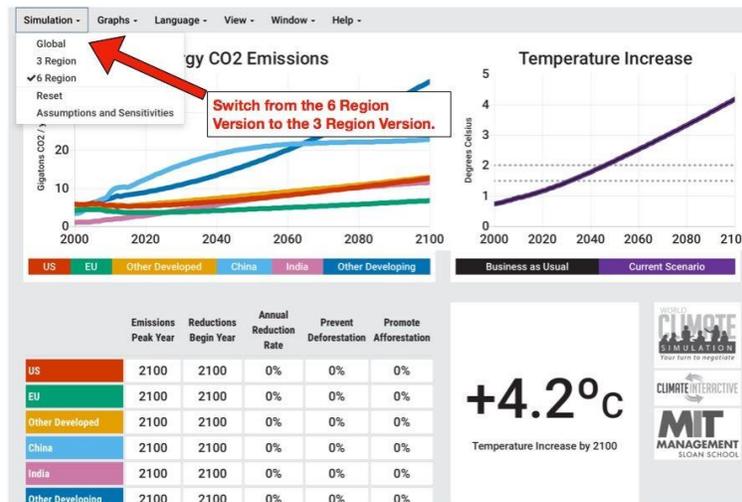
Optional Additional Delegations – You can adapt to different group sizes and needs by incorporating several additional delegations, including: *US Cities and States, Climate Activists, Fossil Fuel Lobby***.** These delegations do not have an opportunity to enter decisions directly into the C-ROADS model, but they can work to influence the decisions that the other delegations make. If you have a large group of participants (e.g., more than 35-40 participants) or are including participants who have experienced the simulation before, you may find it helpful to include one or more of these additional delegations. Given that many US cities and states are making different climate decisions than the federal government, including the *US Cities and States* delegation is likely to foster discussion and learning about local and regional decisions in the US.

In order to encourage active discussion and participation, it is helpful to limit delegation sizes to ~3-9 participants per delegation.
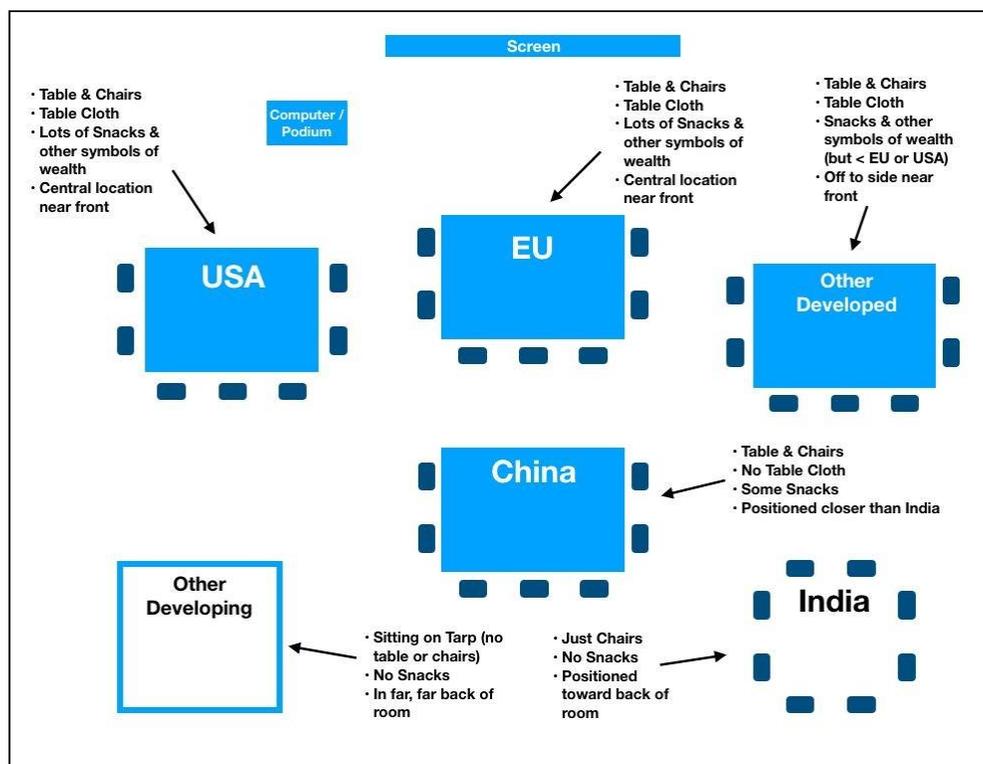
Room Setup

A basic setup will consist of:
- Tables and chairs or areas on the floor for the teams. Each table or area should have:
  - A label with group's name (table card),
  - Briefing Statements for the team (approximately one per team member),
  - 2-3 Proposal Forms.
- A computer with access to the C-ROADS World Climate simulator (downloaded to the local computer or running online) and PowerPoint slides, a projector, and a screen in the center of the front area.
- A blackboard (or big pieces of flip chart paper) with a large drawing of the Pledge Input Table for participants to write their commitments that everyone can read from their seats (see slided 36/37 for an example pledge input table).

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We recommend setting up the room in a way that highlights the power/wealth inequities between developed and developing nations. For example, we recommend putting the developed nations front and center with tables and chairs, a tablecloth, snacks and anything else you'd like to use to symbolize their power/wealth. On the other hand, we recommend positioning developing nations further back in the room with a minimalist setup (for example: no snacks, no tablecloth, no table just chairs, sit on the floor, etc.)

On the next page you'll find two diagrams giving examples and guidance on how to setup and arrange your room for both the 6 region version of *World Climate* and the 3 region version. You can also view example photos of room setups at the following link: http://climate-change-initiative.org/worldclimate. Note that these are just recommendations based on our experience. Please feel free to adapt and customize the room setup for your specific situation.

6 Region Room Setup Diagram:

3 Bloc Room Setup Diagram:
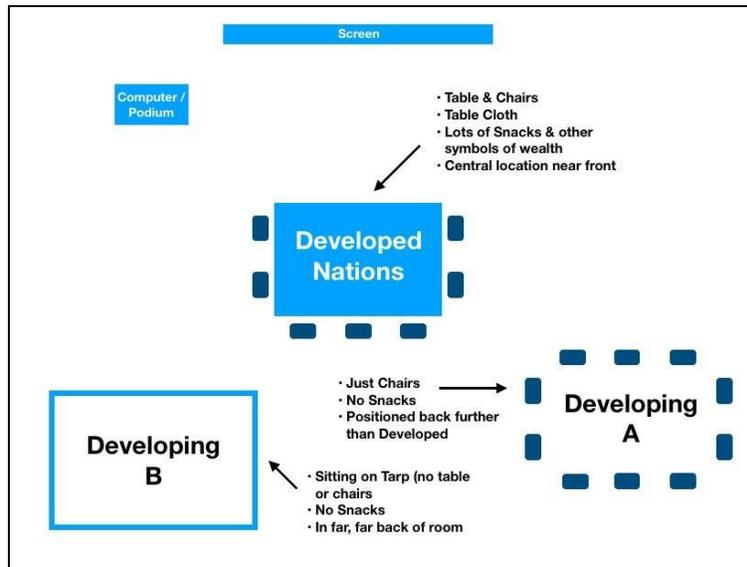
Materials Needed:

Below you'll find a list of all the printed, digital and physical materials you'll need to run the simulation. All printed & digital materials can be downloaded at:
http://climate-change-initiative.org/worldclimate

Printed Materials:

Document	Number of Copies	Instructions
Briefing Statements	1 Briefing Statement per Participant, printed double-sided.	Each nation, bloc of nations, or interest group has its own Briefing Statement. Each participant should only get the Briefing Statement that corresponds to the group they are in.
Table Cards	1 per nation, bloc of nations or interest group, printed single-sided.	These are to be placed on the tables/areas where each group will be positioned for the negotiations.

Facilitator Guide & Script	1 Guide & 1 Script per facilitator, printed double-sided.	This Facilitator Guide & the accompanying Script will be useful resources for each facilitator to have on hand during the simulation.
Action Steps Handout	1 per participant, printed double-sided.	This handout is distributed at the end of the simulation to help participants think about next steps they can take around climate & sustainability.
Pre-Surveys	1 per participant, printed double-sided.	Details on how to submit these surveys to the Geo-Interactive Research Project Team can be found on the cover page.
Post-Surveys	1 per participant, printed double-sided.	Details on how to submit these surveys to the Geo-Interactive Research Project Team can be found on the cover page.

Digital Materials:

- *World Climate Slide Deck* - Can be downloaded at:

    http://climate-change-initiative.org/worldclimate

- *C-ROADS Climate Policy Model* - Can be accessed online at:

    https://croadsworldclimate.climateinteractive.org

Physical Materials:

Materials	Required/Optional	Notes
Tech Setup: ● Computer with PowerPoint ● Projector/Large TV ● Speakers (loud enough to hear videos) ● Internet Access	Required	
Flip Chart & Markers OR *Blackboard & Chalk*	Required	These materials are necessary for creating a pledge input table (below), where each delegation's key decisions are entered at the end of each round of negotiations.
Pledge Input Table	Required	Ideally, you'll want to create one Pledge Input Table for each round of negotiations (either written on flip chart paper or on a blackboard). An example Pledge Input Table that you can copy can be found on Slide 36/37 of the slide deck.
Formal Clothes for the Facilitator: ● Suit Jacket ● Scarf ● Tie ● etc.	Optional (but encouraged)	As Facilitator, after you finish explaining the basics of *World Climate* to your participants at the beginning of the exercise, you take on the role of the UN Secretary General. To symbolize this transformation, we recommend putting on something a little more formal to send the signal that you are now in character.

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Items to Symbolize Global Inequities: For Developed Countries: ● Tablecloths (for Developed Countries) ● Snacks for Developed Countries ● Notepads, Pens, flowers, etc. for Developed Countries For Developing Countries: ● 2 Tarps/Sheets. One to sit on & one to symbolize sea level rise. US Cities and States: ● Sign making supplies (paper or cardboard + markers) Fossil Fuel Industry (if included): ● Fake Money or Candy Climate Activists (if included): ● Sign making supplies (paper or cardboard + markers)	Optional (but *highly* encouraged if at all possible)	For the wealthy countries, set up their tables with a tablecloth, flowers, pens, notepads, and snacks. These props are symbolic of relative wealth of the team who will sit here—the Developed World (or the US, EU, and Other Developed countries delegations). For the moderately wealthy countries (China & India), set up chairs but no tables. Then, have the Other Developing negotiating group sit on the floor. If you are including auxiliary groups, you might offer candy or fake money to the fossil fuel lobby and sign-making supplies to the climate activists and US Cities & States. While they are optional, props make the roles feel more authentic and make the game more engaging.

Physical Materials Checklist:

Required:
- ❏ Computer
- ❏ Projector/Large TV
- ❏ Speakers
- ❏ Internet Access
- ❏ Flip Chart & Markers OR Blackboard & Chalk
- ❏ Pre-Drawn Pledge Input Tables (see slides 36/37)

Optional (but highly recommended):
- ❏ Snacks for developed nations/blocs of nations
- ❏ Plates (of some variety) to serve the snacks on
- ❏ Tablecloths for developed nations/blocs of nations
- ❏ Additional materials to symbolize relative wealth of developed/nations/blocs of nations (notepads, pens, flowers in vases, comfy seat cushions, etc.)
- ❏ One tarp or bedsheet for Developing Countries to sit on and one tarp/bedsheet (ideally blue) that can be used to put over participants' heads to symbolize sea level rise
- ❏ Formal clothing item for the facilitator (ex: suit jacket / scarf) to symbolize stepping into the role of the UN Secretary General.

❏ Candy or fake money for the fossil fuel industry group (if included)
❏ Sign making materials (paper, markers) for the climate activist group (if included)

Facilitator Tips, Add-ons & Support Resources

Having run the simulation numerous times, here are some tips and tricks we've learned that may help you during your session.

Facilitator Tips

1. **You don't have to be an expert** - When many people first encounter *World Climate* they think: "How could I ever run this activity? I'm not a climate science or policy expert. I don't know enough." Many people from a wide variety of backgrounds have successfully run *World Climate*. No special expertise is needed. The key is to review the resources in advance, approach the activity with a spirit of adventure, and reach out for assistance if you need any support. Most of the exercise involves students learning from each other, which is engaging and effective.

2. **Get into character** - We know that participants learn more if they are more engaged with the simulation and one way to foster active engagement is through the role-play. While it may feel awkward to pretend to be the UN Secretary General, modeling the role-play for your students is a great way to encourage them to take on their roles as delegates and to learn more from their experience.

3. **Stir the pot & bring the drama -** Accentuate the inequity between the groups in creative ways in order to enable participants to more fully understand how geopolitical dynamics affect international negotiations and, therefore, the climate system. For example, in your introduction you could thank the rich countries for funding the UN and providing your pleasant accommodations last night. Make sure you have the Other Developing (6-bloc) or Developing B (3-bloc) team sit on the floor. Visit the team sitting on the floor and ask them what power they think they have in the simulation (i.e. not much) and whether they think that's fair.

4. **Engage minds, hearts, and bodies**. We believe that the exercise works best when participants engage all three. Minds – thinking about strategy, analyzing the numbers, negotiating well. Hearts – giving speeches, negotiating with other parties, or experiencing the impacts of climate change. Bodies – walking around the room to visit other parties and using their posture and gestures to convince others.

5. **Minimize your advocacy** - Let the simulation do its work—in most settings, someone will step forward to advocate for a position. One purpose of the simulation is to create

the conditions for participants to build leadership skills, learning to develop their own solutions and advocate for them.

6. **Give Space for Reflection & Feeling** - At its best, World Climate engages participants deeply both in analytical and quantitative thinking (e.g., negotiating, calculating, strategizing), and in empathetic and aspirational feeling (e.g., seeing others' perspective, facing difficult facts, cultivating hope). Providing an opportunity for participants to reflect and explore both analytic and emotional responses to the experience will deepen and enhance their learning.

Simulation Add-Ons

Below you'll find optional ways to build out the closing section of the simulation if you have time and want to go deeper.

How to Build Out the "Be Part of the Solution" Section:

During the closing section (slides 57-76), participants reflect on how they might want to integrate sustainability into their academics and career, as well as how they might want to get involved in solutions on campus and beyond. There are two options for building out the default activity:

Partner with Your Campus Sustainability Office:

If your campus has a Sustainability Office/Officer, consider having them participate in the full *World Climate* exercise or having them stop by for the "Be Part of the Solution" section to present on campus-based sustainability resources & opportunities. There are template slides (slides 67-75) that you can send to the Sustainability Officer to customize in advance of the simulation as well as a template handout they can customize and distribute to participants (found here: http://climate-change-initiative.org/worldclimate).

Have Your Class Research and Compile Sustainability Resources & Opportunities: As the default activity is written, participants receive a printed "Next Steps" handout and are prompted to briefly brainstorm campus-based sustainability resources & opportunities in small groups. As an alternative to this, you can assign pages 1 and 2 of this handout as homework and have participants research answers to each of the questions. During the following class period, have participants share back what they researched and compile all the information into a communal resource that everyone can reference to get involved with sustainability opportunities on campus moving forward.

Contributing to Research: Importance of the Pre/Post Surveys

The *World Climate* project recently received funding from the National Science Foundation to

study the effectiveness of the *World Climate* simulation as a teaching tool and way to expose

and engage young people in STEM.

We greatly appreciate your assistance on this research by ensuring that you distribute the
included pre and post simulation surveys at the beginning and end of the activity and follow the
included directions around them. If you have any questions regarding the research or need any
support, please reach out to the *World Climate* project team at climate_change@uml.edu.

Support Resources

We want your experience running *World Climate* to be fun, fulfilling and productive. Below you'll

find additional resources to support you as a Facilitator.

The Simulation Support Team:

Confused? Have some feedback to share? Need some advice from someone experienced at

running the Simulation? That's why we're here. If you have any questions, please don't

hesitate to reach out to our Simulation Support Team at climate_change@uml.edu. We'll either

answer your question via email or set up a time to chat by phone.

Additional Resources:

This simulation was originally developed by Climate Interactive. Their website
(https://www.climateinteractive.org/programs/world-climate) is full of additional resources and

ideas of how you go even deeper with the simulation.