Teacher Resource

COP31

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. What does COP stand for and why do world leaders meet at this conference?
2. What are fossil fuels? Give three examples.
3. Why is burning fossil fuels harmful to the environment?
4. What is the 35 by 35 electrification pledge?
5. What did you learn watching the BTN story?

Activity: Note taking

Students will practise their note-taking skills while watching the BTN COP31 story. After watching the story, ask students to reflect on and organise the information into three categories. What information in the story was...?

- Positive
- Negative or
- Interesting



Activity: Class Discussion

After watching the BTN COP31 story, hold a class discussion using the following discussion starters.



- Before watching the BTN story, had your heard of COP (Conference of the Parties)?
- What is the aim of the COP31 meeting?
- Why might countries around the world need to meet to discuss climate change?
- What message would you like to send to world leaders about tackling climate change?

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KEY LEARNING
Students will learn about the purpose of COP, its history and key milestones. Students will compare renewable and non-renewable energy sources.

CURRICULUM

Geography – Year 4
Sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place.

Geography – Year 7
Classification of environmental resources and the way that water connects and changes places as it moves through environments.

Science – Year 5 and 6
Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions.

Science – Year 7
Explain how new evidence or different perspectives can lead to changes in scientific knowledge.

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Activity: Key Words

Students will brainstorm a list of key words that relate to the BTN COP31 story. Here are some words to get them started.

GREENHOUSE GASES	ELECTRIFICATION	FOSSIL FUELS
RENEWABLE ENERGY	CLIMATE CHANGE	GLOBAL WARMING

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

Activity: Research

What questions were raised in the discussion about the BTN COP31 story and what are the gaps in students' knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic.

What do I **know**?	What do I **want** to know?	What have I **learnt**?	**How** will I find out?

Students will develop their own question/s to research or choose one or more of the questions below. Encourage students to collect and record information from a wide variety of sources and present the information they find in an interesting way.

- What does COP stand for? Explore the origins of COP and key milestones in its history including when the Kyoto Protocol, Paris Agreement and the Geneva Convention were adopted.
- When are where is COP31?
- Who is hosting COP31? What countries have sent the most delegates to COP31? List the top 10 countries.
- What is the main issue being discussed at COP31? Imagine you are a journalist reporting on COP31. Create a news article. Include a headline, photographs and key issues.
- What pledge did Türkiye make at COP31? What pledges have been made at previous COPS? Compare and contrast. What did they target (e.g. emissions, finance, or nature)?
- What are fossil fuels and where do they come from? Explore where coal, oil and gas each come from.
- What is the difference between renewable and non-renewable energy? Record your responses using a Venn diagram.
- How much of the world's energy supply comes from fossil fuels? Create a pie chart showing the world's main sources of energy.

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Activity: What is the Greenhouse Effect?

Working in pairs or small groups, ask students to discuss their understanding of the greenhouse effect. Use the following questions to guide discussion.

- What is the greenhouse effect?
- Why is it called the greenhouse effect?
- How is the earth a greenhouse? What are the similarities between earth's atmosphere and a greenhouse that you would find in a garden?

In their pairs or groups, students will create a diagram/illustration to explain the greenhouse effect, including the following elements in their image: sun, earth, atmosphere, ozone layer and greenhouse gases.

What are the Consequences?

Ask the class to consider a range of consequences for not reducing greenhouse gas emissions. Rate the consequences on a scale of 1 to 10, where 1 is a low impact and 10 is severe impact.

Have students give their opinion on the likelihood of each consequence. Below are some suggested consequences:

- Rising temperatures
- Ice will melt
- Sea levels will rise
- Plants and animals at risk
- How are our natural ecosystems affected by climate change? (e.g., the Great Barrier Reef ecosystem)
- Health will be affected
- Extreme weather (heat waves, flooding, bushfires, drought)

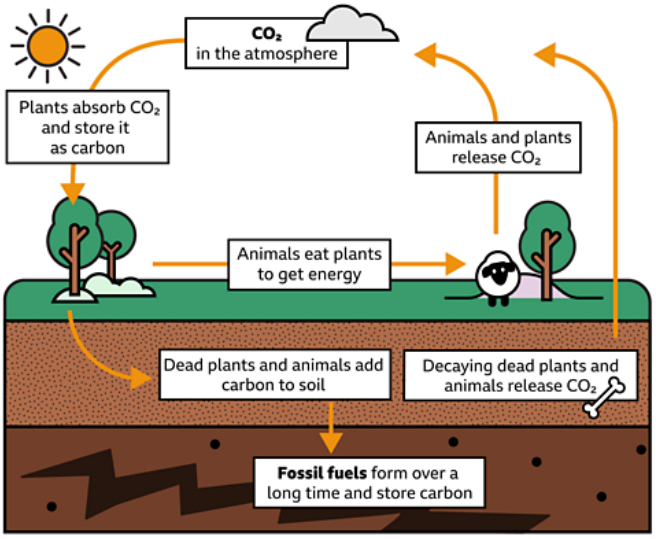
Activity: What is Climate Change?

BBC Bitesize explains climate change in bitesize pieces! Students can learn about the following topics and then take a quiz to see how much they've learned.

Topics

- What is climate change?
- What are greenhouse gases?
- What is the carbon cycle?
- What is global warming?
- What causes global warming?
- Why is climate change a problem?
- What can we do to help?

BBC Bitesize – What is climate change?



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Activity: Take Action

Ask your students, '*What can we do and why is it important to get involved in tackling climate change?*' Facilitate a brainstorming session and record students' responses on a mind map. Individually or in pairs, students will explore ways their school and home can reduce their carbon emissions and become more environmentally sustainable.

Students can undertake one or more of the following activities:

- As a class brainstorm actions that individuals can take to help tackle climate change. They can be everyday activities, for example switching off lights, using public transport, or avoiding single-use plastics. Record your responses into different categories: energy, transport, waste, food, nature and water. Choose three actions that you could implement in your class or school community. Explain how these actions could reduce carbon emissions.
- Write letters to local or federal politicians expressing your school's views on greenhouse gas emissions and its impact on communities, plants and animals in your local area.
- Contribute a class article to the school newsletter sharing your research.
- Contact your local council and/or other schools in the area to find out how they are reducing their carbon footprint. Share ideas on how your community can reduce their greenhouse gas emissions.
- Propose some goals (short-term and long-term) that your school could set to try and reduce their carbon footprint. Include a pact or plan of action in your proposal.

Activity: BTN stories

Watch one of the following BTN stories to learn about hands-on projects that kids around Australia are working on at home, in the classroom and in the community to help the environment and reduce their carbon footprint. After watching any one of the BTN videos ask students to respond to the discussion questions (to find the teacher resources go to the related BTN Classroom Episode and download the Episode Package).



Climate Change Court Battle



Teen Waste Recycler



World Clean-up Day



Young Conservationists



Electric Car Class



War on Waste School

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School Strike 4 Climate



Generation Restoration


Endangered Seeds

Useful Websites

- COP30 – BTN
- COP29 – BTN
- Net Zero – BTN
- COP31 summit targets major electrification push as 1.5C goal slips away – ABC News
- What is climate change? – CBBC Newsround
- Fossil fuels – CBBC Newsround

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