# Topic Exploration Pack

# The Paris Climate Change Summit

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## Instructions for teachers

These instructions cover the student activity section which can be found on [page 15](#_Student_Activity_section). This Topic Exploration Pack supports OCR GCSE (9‒1) Citizenship Studies.

**When distributing the activity section to the students either as a printed copy or as a Word file you will need to remove the teacher instructions section.**

### Learning outcome

This topic is part of the theme ‘the UK and the wider world’ but also introduces learners to aspects of human rights, democracy and government.

By studying this topic, learners will develop their knowledge and understanding of:

* The potential effects of climate change on human rights.
* The potential challenges of climate change for democratic governments.
* The difficulties of legislating to reduce global warming.
* Why governments of less economically developed countries have been reluctant to reduce carbon emissions.
* The role of the United Nations in encouraging international agreement and cooperation.

Learners can apply their knowledge and understanding from different parts of the specification to the following citizenship questions and issues:

* How does climate change threaten human rights?
* What challenges does climate change pose for democratic governments?
* Why is it so difficult to reach international agreement to address climate change?
* How significant was the Paris Summit of 2015 – will it save the world?

Learners have the opportunity to develop the following skills linked to the specification’s assessment objectives:

* Applying knowledge and understanding to different contexts (AO2).
* Analysing information to help develop an understanding of citizenship issues and debates (AO3).
* Advocating a viewpoint using evidence (AO3).
* Evaluating a viewpoint to reach a reasoned conclusion (AO3).

### Introduction

After years of scientific and political debate, most people now agree that our climate is changing. Melting polar icecaps, increased incidence of drought in Africa and freak weather in the northern hemisphere all suggest that climate change is a key international issue of our times.

Learners will know something of climate change from their studies in science and geography. Students may need an opportunity to revisit that learning before working through this Topic exploration Pack. Try the 90 second video from the Royal Society <https://www.youtube.com/watch?v=n4e5UPu1co0>. There are more detailed text summaries at: <http://www.globalissues.org/article/233/climate-change-and-global-warming-introduction> and <http://www.neaq.org/conservation_and_research/climate_change/climate_change_basics.php>

This Topic Exploration Pack focuses on the challenges climate change poses for human rights and democracy. Learners will also have an opportunity to consider the difficulties of reaching international agreements to tackle climate change and the significance of the 2015 Paris Summit.

This is a synoptic study through which learners can apply their knowledge and understanding from different sections of the specification. The pack can be used towards the beginning of the course to introduce learners to human rights, democracy and government, or towards the end of the course to facilitate revision of these key themes.

### Section 1: Climate change and human rights

### Teacher introduction

The United Nations Charter (1945) and the Universal Declaration of Human Rights (1948) were written at a time that pre-dated concerns about global warming and environmental degradation. The Declaration’s articles make no specific mention of the environment. The European Convention on Human Rights (1950) is no different. It was the threat of human conflict that understandably preoccupied international legislators after the Second World War. Nevertheless, human rights are clearly threatened if governments fail to ameliorate the effects of climate change and are unable or unwilling to address global warming.

The link between the environment and human rights was first recognised internationally in the Stockholm Declaration of 1972 and was given a far higher profile at the Rio de Janeiro ‘Earth Summit’ (1992). However, due to some uncertainties about the validity of climate change science and the reluctance of wealthier nations to link environmental issues with human rights, it wasn’t until the UN-sponsored climate change negotiations in Cancun (2010) that there was proper international recognition of the relationship between climate change and human rights. The UN Human Rights Council made specific links between human rights and the environment in Resolution 16/11 (2011) and called for more international work to explore these links. <http://www2.ohchr.org/english/bodies/hrcouncil/docs/16session/A.HRC.RES.16.11_en.pdf>. In 2015 delegates to the UN Climate Change Summit in Paris overwhelmingly supported integrating human rights into the international agreements on climate and the environment.

There is now extensive commentary on human rights and the environment. For example, the pressure group, Human Rights Watch, has made environment and human rights a particular focus over the last two years. <https://www.hrw.org/topic/environment>

### Activities

1. Ask learners to study examples of how people have been affected by environmental disasters caused by climate change.

The following examples and resources may be useful:

Drought and famine throughout Africa – 2015 and 2016

<http://www.bbc.co.uk/news/world-africa-34770831>

and <http://www.telegraph.co.uk/news/worldnews/africaandindianocean/ethiopia/11989083/11m-children-at-risk-of-starvation-disease-and-water-shortages-Unicef-warns.html> (This article links the issue of migration to Europe with the effects of climate change in Africa.)

Floods in Bangladesh – 2007, 2012 and 2015

<https://www.bing.com/videos/search?q=Floods+in+Bangladesh&view=detail&mid=22F12065D96FD3BEE18422F12065D96FD3BEE184&FORM=VIRE7> and <http://www.bbc.co.uk/news/world-18620315> (These are more comprehensive videos than any of those available for the more recent 2015 floods covering impacts on a rural and an urban area.)

Cultural change for Inuit peoples in the Artic

An Inuit student writes about how climate change is affective the lives and culture of her people.

<http://www.skepticalscience.com/Inuit-Climate-Change.html>

Ask learners to list the main effects of climate change events on:

* Survival – particularly of infants
* Diet and health
* Family life
* Employment
* Education
* Security
* Self-determination.

[**Resource 1** (page 15)](#_Resource_1:_The) can be used by learners to record and organise their findings.

1. Ask learners to refer to the Universal Declaration of Human Rights and to note the articles that link to the effects they’ve included on Resource 1.
2. Ask learners to study and analyse the Human Rights Watch article on outcomes of the Paris Summit <https://www.hrw.org/news/2015/12/15/dispatches-climate-pact-recognizes-rights-now-work-begins>

Learners could organise their analysis around the following questions:

* 1. According to *Human Rights Watch*, why is a “global response to climate change … urgently needed”?
  2. Which groups of people are more likely to be affected by climate change?
  3. Explain why *Human Rights Watch* called the Paris agreement ‘a good first step’

### Section 2: The challenge of climate change for democratic governments

### Teacher introduction

The more extreme effects of climate change can destabilise governments, especially when people lose trust in their representatives and in public officials. Democratic governments in economically developed nations such as the UK and USA were sometimes seen to have immunity from such problems, so there was shock around the world in 2005 when a humanitarian crisis engulfed New Orleans (USA) leading to over 1,200 deaths. The United States Government had failed to deal with the effects of Hurricane Katrina. Inadequate maintenance led to the failure of levees (embankments) that should have protected the city against flooding. Thousands of homes were flooded. The consequences were made even more serious by the incompetence of local, state and federal government whose officials and elected representatives found it difficult to coordinate the relief effort. Political differences between these layers of government led to lack of trust and co-ordination. Another major problem for government was that many people decided not to follow official advice to evacuate the city, while others had no access to affordable transport.

The crisis in New Orleans was characterised by ambiguity about who was in charge at a time when clear leadership was essential. Public order and confidence were restored only when the armed forces were given authority to co-ordinate a response. Inaccurate reporting by the media gave people false hope at the start of the crisis and caused panic later. Support for the tens of thousands of people without food or shelter proved almost too big a challenge for the richest and most powerful country in the world.

National Geographic’s ninety minute documentary on *Katrina – the New Orleans nightmare* is available on <https://www.youtube.com/watch?v=JEAedjLXw7Q>

The documentary is best viewed in three sections:

Part 1. 0–33 minutes. Warnings and preparations.

Part 2. 34–56 minutes. Katrina hits New Orleans.

Part 3. 57 minutes to the end. Aftermath and inquests.

Climate change poses another major challenge for democratic governments. We’ve become accustomed to: relatively cheap energy; readily-available personal transport and inexpensive air travel. At the same time, many people are vociferous in their opposition to new rail lines, wind turbines or solar farms which they accuse of ‘blighting the landscape’. There is also strong opposition to ‘fracking’ the UK’s huge onshore deposits of oil and gas. Democratic governments have faced a substantial electoral backlash over these types of issue.

The *Daily Telegraph* has a wide and useful selection of news items on wind turbines at <http://www.telegraph.co.uk/news/earth/energy/windpower/> These items show opposition the onshore wind farms and identify changes to government policy. A similar selection of items on solar energy is at <http://www.telegraph.co.uk/news/earth/energy/solarpower/>

Example of public protest leading to policy change – the fuel price escalator

In the year following the UN ‘Earth Summit’ (1992), the [Conservative](https://en.wikipedia.org/wiki/Premiership_of_John_Major) Government began to increase fuel duty by up to 5% above the rate of inflation. Their aim was to discourage motor vehicle use, and so combat [climate change](https://en.wikipedia.org/wiki/Climate_change). The Labour Government of 1997 increased the annual fuel price escalator to 6% above inflation. Tax on household energy was also increased. By 1999, there were significant protests against fuel tax and a year later the escalator was dropped. Fuel prices remained high and increased further because of the escalating price of oil on world markets. Protests continued. Oil refineries were blockaded, causing filling stations to run out of fuel. Protesting lorry drivers blocked motorways. Supermarkets began to run out of food resulting in a wave of panic buying. The BBC’s short video on the crisis <http://www.bbc.co.uk/news/uk-politics-16548253> illustrates the effect of these protests on government policy.

The Government rode out the immediate crisis, not wanting to be seen giving in to protesters. Nevertheless, in the next Budget, taxes on the least polluting fuels were cut and the overall tax burden on road hauliers was reduced. There were further, less disruptive protests in 2007. These prompted the Conservative Party leader, David Cameron, to promise a fairer deal on fuel tax. Following the formation of the Conservative/Liberal Coalition Government of 2010, a “fair fuel stabiliser” was implemented which was to limit tax if higher oil prices forced up the cost of fuel.

Governments since 2010 have preferred to use grants and tax breaks to encourage environmentally friendly behaviour rather than to penalise those with the largest carbon ‘footprints’. This has proved popular but expensive leading to some ‘green’ schemes being withdrawn shortly after their launch. (See Daily Telegraph webpages above.)

Jean-Claude Junker, president of the European Commission described governments’ dilemma well when prime minister of Luxembourg, “We all know what we have to do. We just don’t know how to get re-elected after we’ve done it.” Although Junker was speaking in the context of economic policy, his comments apply equally well to environmental policies.

The short animation <https://www.youtube.com/watch?v=9JwhyiyN-aY> outlines the political challenge faced by advocates of ‘green’ policies and provides learners with a useful introduction to some of the dilemmas faced by governments.

### Activities

1. Introduce learners to the crises likely to cause the most serious challenges for governments. Use Hurricane Katrina as an example, perhaps using the five minute National Geographic video as an overview <https://www.youtube.com/watch?v=HbJaMWw4-2Q>. Alternatively use footage of the latest ‘freak’ weather event to affect the UK. Ask learners to list the challenges a government is likely to face in the event of such an event.
2. Use either the whole of the National Geographic video Katrina – the New Orleans nightmare. <https://www.youtube.com/watch?v=JEAedjLXw7Q> or part three describing the aftermath and inquests. Ask learners to validate and develop their lists of challenges governments might face with reference to information in the video

Learners can use [**Resource 2** (page 16)](#_Resource_2_Hurricane) to help them record and organise information and ideas.

1. Ask learners to evaluate the arguments for and against democratic governments using special powers during a crisis to:

* restrict civil liberties
* restrict media freedom
* increase the powers of the police, armed forces and national government
* remove power from national parliaments and local elected representatives.

1. Introduce learners to the problems faced by governments wanting to:

* reduce energy use
* increase green energy production
* or exploit onshore oil and gas resources.

Ask learners to analyse a selection of text-based and video items for evidence of the problems faced by governments in these contexts. [**Resource 3** (page 17)](#_Resource_3:_Problems) can be used to record and organise findings.

1. Ask learners to discuss Jean-Claude Junker’s statement above and suggest ways in which democratic governments might resolve Junker’s ‘problem’ through one or more of the following strategies:

* Give individuals and communities incentives to encourage particular choices – including granting additional funds to communities when fracking takes place in their area. (More details at <http://www.carbonbrief.org/new-fracking-incentives-may-not-be-enough-to-win-communities-support>)
* Change the law to limit citizens’ rights to object and protest – especially in relation to planning applications. (See also <http://www.mirror.co.uk/news/uk-news/fracking-government-rides-roughshod-over-6275452> suggesting that the government will ‘go over the head’ of local authorities when granting permission to ‘frack’.)
* Seek all-party agreement on environmental policy – effectively removing choice from the electorate.

1. Ask learners to evaluate\* the viewpoint that ‘Democratic governments can never be ‘green’ governments.’

\*There is an opportunity here to teach learners how to write an effective evaluation with a reasoned conclusion. Use the appropriate marking guidance from the evaluation question on the Sample Question Papers (J270/02 or J270/03) to support your teaching.

### Section 3: The global summit on Climate Change, Paris 2015 (COP 21)

### Teacher introduction

In part 2 learners will have considered the challenges faced by democratic governments when legislating in response to climate change. This should help them to appreciate the enormity of the task faced by the United Nations as they attempt to secure international agreement on measures to tackle climate change.

The United Nations’ main purpose is to encourage international co-operation to promote peace and security, human rights and prosperity. <http://www.un.org/en/charter-united-nations/index.html> Paragraph 3 of article 1 states the UN’s purpose as being to, “To achieve international co-operation in solving international problems of an economic, social, cultural, or humanitarian character …”.

When the Charter was signed in 1945, there was little concern about threats to the global environment and it was not until 1992 that the United Nations’ called world leaders together for the Rio de Janeiro ‘Earth Summit’. This followed earlier, smaller-scale conferences including the 1979 Geneva conference which established the UN’s World Climate Research Programme. The Rio conference agreed a programme of non-binding, voluntary action for the 21st century (Agenda 21). This was instrumental in changing attitudes in those countries, including the UK, where governments adopted Agenda 21. The ‘Earth Summit’ set the parameters within which all subsequent UN conferences would address relationships between human rights, population, social development, women and human settlements — and the need for environmentally sustainable development.

Twenty-one UN international climate change conferences have followed the ‘Earth Summit’. The most significant of these conferences are listed below. (For more details on the range of the UN’s work from 1979 see <http://www.cop21.gouv.fr/en/key-dates/>):

* Kyoto, Japan. 1997. Participants agreed a protocol on carbon emissions and the development of a carbon trading system.
* Copenhagen, Denmark. 2009. UN Global Climate Change Conference. Participants found it difficult to agree anything other than a non-binding commitment to keep global temperature increases to less than 2oc. (No baseline was established for this measure.)
* Cancun, Mexico. 2010. UN Climate Change Conference. The agreement included a ‘Green Climate Fund’, proposed to be worth $100 billion a year by 2020, to assist poorer countries in financing emission reductions and adaptation.
* Rio de Janeiro, Brazil. 2012. UN Conference on Sustainable Development. Participants agreed voluntary sustainable development goals to replace the UN’s millennium development goals.
* Paris, France. 2015. (See below.)

Some of the reasons for difficulty in reaching international agreement on climate change are outlined below:

* Climate change denial. Until recently scientific evidence on global warming was being challenged. Leading members of the Republican Party in the USA continue to argue that the science of climate change is insufficiently robust. <http://www.huffingtonpost.com/entry/trump-global-warming_us_5601d04fe4b08820d91aa753>
* The governments of Less Economically Developed Countries (LEDCs) have wanted to stimulate economic growth by engaging in an ‘industrial revolution’ similar to those experienced by More Economically Developed Countries (MEDCs) in the past. The developed west, having enjoyed greater prosperity for several generations, is seen to be blaming LEDCs for global warming. The development of a ‘carbon trading’ scheme following the Kyoto Protocol of 1997 began a process of supporting LEDCs so that they would be able to enjoy economic growth in a more sustainable way. See <https://www.youtube.com/watch?v=4x-gpPEqjE8> The Cancun and Paris summits provided LEDCs with substantial ‘climate finance’.
* Some governments fear that action to reduce global warming may be unpopular if people think their standards of living or personal freedoms are being threatened. (See section 1 above.)
* Some governments and politicians believe that terrorism, debt or unemployment are more important problems than global warming. There is also a minority view that global warming is being exaggerated so as to panic people into supporting a ‘new world order’ led by the UN. See <http://www.independent.co.uk/news/world/australasia/tony-abbotts-senior-adviser-accuses-un-of-creating-climate-change-hoax-to-impose-new-world-order-10237059.html> to illustrate this point.

However, the 2015 Paris summit was different from previous international meetings in several important ways:

* Most nations had been affected directly by climate change. Freak weather, flooding, rising sea levels, drought, starvation and migration were regular crises facing governments across the world.
* Scientific evidence was overwhelming – global warming was happening and it was causing problems.
* World leaders had been asked to prepare a proposal in advance to show how their country would contribute to a reduction in global carbon emissions. This proved to be a more effective approach than trying to impose overall targets and expecting national leaders to meet those targets.
* The hosts were determined that the summit should be a success especially as it followed the tragic terrorist attack on Paris one month earlier which had severely damaged French morale. The French hosts worked hard to secure agreement and world leaders were especially responsive to these efforts.

For a summary of the summit and its agreements see: http://www.bbc.co.uk/news/science-environment-35084374 or the more detailed <http://www.dailymail.co.uk/news/article-3357086/Climate-change-deal-final-draft-agreed-amid-hopes-ministers-agree-world-tackle-global-warning-TODAY.html>

Reactions to the Paris Summit were overwhelmingly positive but its outcomes were criticised by many on the political right who saw the agreement as a further attempt by the UN to assert ‘world domination’. Some environmental campaigners were also critical of COP21 as they wanted much firmer and wide-ranging agreements.

### Activities

1. Ask learners to consider the UN Charter and study article 1. Ask them:
2. Which section of article 1 gives the UN a mandate to address climate change?
3. Why wasn’t climate change mentioned as a global risk in 1945?
4. Ask learners to research and list the outcomes of the Paris Summit, 2015 using one of the summaries above or COP 21’s own web pages at <http://www.cop21.gouv.fr/en>
5. Ask learners to consider reactions to the outcomes of the Paris Summit (COP 21). (They should have already noted Human Rights Watch’s response as part of Activity 1.) Reactions to study could include:

* Leaders and diplomats attending the summit <http://www.cop21.gouv.fr/en/the-world-talks-about-parisagreement/>
* UK Government <https://www.gov.uk/government/news/world-agrees-historic-global-climate-deal>
* Green Party <https://www.greenparty.org.uk/news/2015/12/12/leading-greens-respond-to-cop21-announcement/>
* Global Justice Now (based in the UK and formerly known as the World Development Movement. Aims to “challenge the powerful and create a more just and equal world” <http://www.globaljustice.org.uk/blog/2015/dec/15/seven-flies-ointment-paris-climate-deal-euphoria>
* ileaks.simdif.com (A group convinced that freak weather is caused by the USA’s military in order to frighten people into supporting the UN’s attempt to impose world government.) <https://www.youtube.com/watch?v=DqoInvOrpvA>
* Learners can use [**Resource 4** (page 18)](#_Resource_4:_The) to help them organise their information.

1. Learners could evaluate the viewpoint that, “Without the United Nations, the world’s future would be in danger.” (This evaluation\* could extend beyond the UN’s action on the environment to include assessments of the organisation’s work on: peacekeeping; aid and development; human rights and justice.)

\*There is an opportunity here to teach learners how to write an effective evaluation with a reasoned conclusion. Use the appropriate marking guidance from the evaluation question on the Sample Question Papers (J270/02 or J270/03) to support your teaching.

### Suggested answers to worksheet questions for teachers

### Resource 1: Effect of climate change on human rights

| **Effect of climate change on human rights** | | |
| --- | --- | --- |
| **Effects** | **Examples** | **UDHR articles under threat** |
| **Survival – particularly of infants** |  | 3 |
| **Diet and health** |  | 25 |
| **Family life** |  | 12 |
| **Employment** |  | 23 |
| **Education** |  | 26 |
| **Security** |  | 12, 23 |
| **Self-determination and culture** |  | 3 |

### Resource 2: Hurricane Katrina

| **Hurricane Katrina – New Orleans, 2000 – a challenge for the United States Government** | | |
| --- | --- | --- |
| **Issues** | **What happened – including examples** | **What should have happened** |
| **An emergency response needs effective co-ordination between different levels of government and between all the agencies involved.** | The mayor, state government and federal government failed to work together properly. The Federal Emergency Management Agency didn’t have the authority to require local government agencies to take particular action. There was no unified command structure until the army was brought in to coordinate action. |  |
| **People need clear information about what to expect and how to respond.** | Information was muddled. The media underestimated the effect of the hurricane and then helped to create panic afterwards. The emergency call system failed. |  |
| **First-responders should be trained, reliable and follow a clear plan.** | Many first-responders lived in or were based in the flooded areas. They often rescued their own families first or were trapped in their bases. (249 police officers deserted their posts.) |  |
| **People should be evacuated to a safe environment.** | Local government underestimated the number of people who would ignore the call to evacuate voluntarily or who lacked the means to leave the city. Neither the Superbowl nor the Convention Centre were properly equipped to be evacuation centres. |  |
| **The authorities should be ready with supplies of food, water, clothing and medicines that can be accessed easily.** | There was confusion about where supplies were stored and who was responsible for them. Businesses, charities and individuals had to help bring aid to New Orleans. |  |

### Resource 3: Problems in reducing energy use

*(Note that the points below are among the general points that learners may identify through their analysis of the recommended resources and through their additional research.)*

| **Problems faced by the UK Government when attempting to reduce energy use, increase green energy production, and exploit onshore oil and gas resources** |
| --- |
| **1.** Public concerns about the need to protect communities and areas of attractive landscape or preserve wildlife. |
| **2.** Lack of information and understanding. Protests about air passenger duty and fuel taxes might have been less popular if people had understood the rationale for such government decisions. There is also considerable uncertainty about the costs and benefits of fracking. |
| **3.** Perceived threats to personal wealth and well-being. People have been concerned that tax increases would result in them being unable to afford personal transport or overseas holidays. Green energy subsidies have been reduced because it is thought unfair for green energy pioneers to benefit at the expense of all fuel consumers. |

### Resource 4: The global summit on climate change

| **Statement sources** | **Statement summaries** | |
| --- | --- | --- |
| **Comments from those involved in the Summit**  Record different statements from at least four summit participants. (One statement has been included as an example.)   * <http://www.cop21.gouv.fr/en/the-world-talks-about-parisagreement/> | The White House (USA)  *What matters is that today, we can be more confident that this planet is going to be in better shape for the next generation* | |
| **1.** ***[Learners should select three more statements from those available on the recommended web page.]*** | |
| **2.** | |
| **3.** | |
| **The UK Government’s view**  Summarise the statement in three key points.   * <https://www.gov.uk/government/news/world-agrees-historic-global-climate-deal> | **1.** It’s an historic agreement that is “a huge step forward”. | |
| **2.** All nations will act together and will be held equally accountable. | |
| **3.** Britain is “leading the way” to cut carbon emissions and help less developed countries cut theirs - now the whole world has signed up to play its part in halting climate change. | |
| **The Green Party’s view**  (The Green Party welcomes the agreement. Explain why in the space opposite.  Also state the concern the Green Party has about the agreement.)   * <https://www.greenparty.org.uk/news/2015/12/12/leading-greens-respond-to-cop21-announcement/> | **Reason for welcoming the agreement**  COP 21 is an important step towards a sustainable future and shows that the fossil fuel era is coming to an end. | **Point of concern**  COP 21 is an important step towards a sustainable future and shows that the fossil fuel era is coming to an end. |
| **Global Justice Now**  This UK-based organisation has at least seven concerns about COP21. Study all seven and choose **four** that represent what you think are the most serious concerns.   * <http://www.globaljustice.org.uk/blog/2015/dec/15/seven-flies-ointment-paris-climate-deal-euphoria> | ***The seven statements below are taken from the source in order. Learners were asked to choose the four they thought to be the most important.*** | |
| Targets are unlikely to be met. | |
| Pollution targets are not legally-binding. | |
| Developing countries will get no new money to help them address climate change. | |
| Rich countries will not compensate poor countries about the damage climate change has already caused. | |
| It doesn’t tell businesses to leave fossil fuels in the ground. | |
| It doesn’t strengthen the carbon trading scheme. | |
| It doesn’t include emissions from international journeys by planes and ships. | |
| **ileaks.dimdif.com** (An American pressure group convinced that freak weather is caused by the USA’s military in order to frighten people into supporting the UN’s attempt to impose world government.)   * Summarise their view of the United Nations and of the COP21 outcomes. * <https://www.youtube.com/watch?v=DqoInvOrpvA> | The outcomes of COP21 are irrelevant as they don’t address the real causes of freak weather.  The UN has been successful in convincing most people that global agreements to limit carbon emissions are necessary for the Earth’s future. This is nonsense. The UN is simply attempting to secure world domination at the expense of individual freedom. | |
| **My own reaction to COP21 …** | | |

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# Topic Exploration Pack

# The Paris Climate Change Summit

## Student activity section

### Resource 1: The effects of climate change on human rights

Use the chart below to record examples of the effects of climate change on people’s lives and culture. (Your teacher will be able to help select relevant case studies and resources should you need assistance.)

Study the Universal Declaration of Human Rights [UDHR] and note articles from the Declaration that can be threatened by the effects of climate change. For a copy of the UDHR, go to <http://www.un.org/en/universal-declaration-human-rights/index.html>

| **Effect of climate change on human rights** | | |
| --- | --- | --- |
| **Effects** | **Examples** | **UDHR articles under threat** |
| **Survival – particularly of infants** |  |  |
| **Diet and health** |  |  |
| **Family life** |  |  |
| **Employment** |  |  |
| **Education** |  |  |
| **Security** |  |  |
| **Self-determination and culture** |  |  |

### Resource 2: Hurricane Katrina

Study the effects of Hurricane Katrina on New Orleans, and the response of local and national governments to the crisis. View <https://www.youtube.com/watch?v=JEAedjLXw7Q>

(Your teacher may advise you to view particular parts of the video.) Use the chart below to help you record, organise and evaluate your findings.

| **Hurricane Katrina – New Orleans, 2000: A challenge for the United States Government** | | |
| --- | --- | --- |
| **Issues** | **What happened – including examples** | **What should have happened** |
| **An emergency response needs effective co-ordination between different levels of government and between all the agencies involved.** |  |  |
| **People need clear information about what to expect and how to respond.** |  |  |
| **First-responders should be trained, reliable and follow a clear plan.** |  |  |
| **People should be evacuated to a safe environment.** |  |  |
| **The authorities should be ready with supplies of food, water, clothing and medicines that can be accessed easily.** |  |  |

### Resource 3: Problems in reducing energy use

Focus on the government priorities (i, ii and iii listed below).

Use the recommended resources to help identify up to three problems government faces in implementing their priorities.

1. reducing energy use

<http://www.dailymail.co.uk/travel/article-1324858/Air-Passenger-Duty-rise-Tax-increase-slammed-travel-companies.html>

<http://www.bbc.co.uk/news/uk-politics-16548253>

1. increasing green energy production

<http://www.telegraph.co.uk/news/earth/energy/windpower/11685082/Wind-farm-subsidies-axed-to-stop-turbines-covering-beautiful-countryside.html>

<http://www.telegraph.co.uk/news/earth/energy/solarpower/11351887/Respected-eco-group-slams-solar-panel-farm-plans.html>

1. exploiting onshore oil and gas resources

<https://www.youtube.com/watch?v=6ICWDmx9DMc>

<https://www.youtube.com/watch?v=5ZrINcEnNZE>

Record and organise your findings on the chart below.

| **Problems faced by the UK Government when attempting to reduce energy use, increase green energy production, and exploit onshore oil and gas resources** |
| --- |
| **1.** |
| **2.** |
| **3.** |

### Resource 4: The global summit on climate change

Assess the reactions to the UN 2015 Climate Change Summit in Paris by using the chart below to organise your information. Once you have completed the analysis, record your own reaction to COP21.

| **Statement sources** | **Statement summaries** | |
| --- | --- | --- |
| **Comments from those involved in the Summit**  Record different statements from at least four summit participants. (One statement has been included as an example.)   * <http://www.cop21.gouv.fr/en/the-world-talks-about-parisagreement/> | The White House (USA)  *What matters is that today, we can be more confident that this planet is going to be in better shape for the next generation* | |
| **1.** | |
| **2.** | |
| **3.** | |
| **The UK Government’s view**  Summarise the statement in three key points.   * <https://www.gov.uk/government/news/world-agrees-historic-global-climate-deal> | **1.** | |
| **2.** | |
| **3.** | |
| **The Green Party’s view**  (The Green Party welcomes the agreement. Explain why in the space opposite.  Also state the concern the Green Party have about the agreement.)   * <https://www.greenparty.org.uk/news/2015/12/12/leading-greens-respond-to-cop21-announcement/> | Reason for welcoming the agreement | Point of concern |
| **Global Justice Now**  This UK-based organisation have at least seven concerns about COP21. Study all seven and choose **four** that represent what you think are the most serious concerns.   * <http://www.globaljustice.org.uk/blog/2015/dec/15/seven-flies-ointment-paris-climate-deal-euphoria> | **1.** | |
| **2.** | |
| **3.** | |
| **4.** | |
| **5.** | |
| **6.** | |
| **7.** | |
| **ileaks.dimdif.com**  (An American pressure group convinced that freak weather is caused by the USA’s military in order to frighten people into supporting the UN’s attempt to impose world government.)   * Summarise their view of the United Nations and of the COP21 outcomes. * <https://www.youtube.com/watch?v=DqoInvOrpvA> |  | |
| **My own reaction to COP21 …** | | |