



## Kyoto Protocol: Lesson Plan

Topic	
<p>The Kyoto Protocol was the first legally binding international agreement that called for countries to significantly reduce their greenhouse gas emissions. The agreement focused on the distinct role of industrialized nations in decreasing greenhouse gas emissions, and called for common but differentiated responsibilities.</p>	
Possible subjects/classes	Time needed
<ul style="list-style-type: none"><li>• Environmental Studies</li><li>• International Relations</li><li>• Economics</li></ul>	35 - 40 minutes
Video link:	
<a href="https://academy4sc.org/video/kyoto-protocol-whoever-released-it-must-decrease-it/">https://academy4sc.org/video/kyoto-protocol-whoever-released-it-must-decrease-it/</a>	
Objective: <i>What will students know/be able to do at the end of class?</i>	
<p>Students will be able to...</p> <ul style="list-style-type: none"><li>• Name and explain the importance of the first binding international climate agreement.</li><li>• Explain the different roles of developed and developing countries in mitigating climate change under the Kyoto Protocol.</li><li>• Differentiate adaptation from mitigation.</li></ul>	
Key Concepts & Vocabulary	
Climate Change, The Greenhouse Effect, The United Nations, Industrialized Nations, Developing Nations	
Materials Needed	
Worksheet, Student Internet Access	
Before you watch	

**Think-pair-share:** Have students discuss the following questions in groups of three to five.

1. What is climate change?
2. What do you know about international efforts to reduce global emissions?

#### While you watch

1. What is an Annex 1 country? What is a Non Annex country?
2. Which flexibility mechanisms did the Kyoto Protocol offer to enable the reduction of emissions?
3. Which international agreement replaced the Kyoto Protocol?

#### After you watch/discussion questions

1. Which do you think should be prioritized: The economy or mitigation of climate change? Are they mutually exclusive?
2. How can common but differentiated responsibilities apply to other projects?
3. Do you agree with the United States' decision to not ratify the agreement? Why or why not?

#### Activity Ideas

- Randomly assign each student a different country. Have them take the role of that country and do some research on that country's history of emissions, development, and current GDP. Then, put the students into groups of three to five. Ask them to decide who in their group should bear the cost of fighting climate change.
- Have students complete the Worksheet. In pairs, label the following as either mitigation or adaptation solutions to climate change (key)
  - Building a sea wall (adaptation)
  - Conserving energy by unplugging electronics at night (mitigation)
  - Improving the efficiency of cars (mitigation)
  - Creating a fund to aid families in case of a natural disaster (adaptation)
  - Reducing air travel (mitigation)
  - Updating sewer systems for extreme rainfall (adaptation)

#### Sources/places to learn more



1. "Fossil Fuels." *Environmental and Energy Study Institute*. Web.  
<https://www.eesi.org/topics/fossil-fuels/description>
2. Klein, R.J.T., et al. "Inter-relationships between adaptation and mitigation." *Climate Change 2007: Impacts, Adaptation and Vulnerability*. Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change, Cambridge University Press. 745-777. 2007.
3. "Kyoto Protocol." *Climate Change Connection*. Web.  
<https://climatechangeconnection.org/solutions/international-solutions/kyoto-protocol/>
4. "Kyoto Protocol." *Encyclopedia Britannica*. 2020. Web.  
<https://www.britannica.com/event/Kyoto-Protocol>
5. "Policy Brief and Proposals: Common but Differentiated Responsibilities." *International Movement ATD Fourth World*.
6. Tardi, Carla. "The Kyoto Protocol." *Investopedia*. 2019. Web.  
<https://www.investopedia.com/terms/k/kyoto.asp>