LESSON
CAN YOU REACH NET ZERO BY 2050?

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CAN YOU REACH NET ZERO BY 2050?

The students are going to play the game: “Can you reach net zero by 2050?”: https://ig.ft.com/climate-game/ by the Financial Times. The goal of the game is: To keep global warming to 1.5C by cutting energy-related carbon dioxide emissions to net zero by 2050. You must also deal with other greenhouse gases, and protect people and nature, for the planet to remain habitable.
This game is based on published scientific research and bespoke modelling by the International Energy Agency for the FT (taken from the introduction to the game)
The game casts the students as the Global Minister for Future Generations, a position of wide-ranging powers, but also responsibility and accountability.

Subject and level
English B levels - Could be used in natural science and social studies as well

Connection to curriculum
There is a clause in the curriculum that all students studying at secondary school/high school have to be taught about the UN’s 13 Sustainable Development Goals (SDG’s). The course can also be used in English or Danish (or any language class) as preparation for a course on climate fiction (clifi).

Didactic and pedagogic considerations
To acquaint the students with a deeper understanding of the dynamics of climate change and the difficulty in halting it on a political, economic and social level. And to give the students a vocabulary to discuss the topic.

Time estimate
2-6 hours

Group size
2-4

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Overall introduction to exercise

The students play the game together in groups. The game offers them a number of alternative choices to reach net zero along with explanations of the pros and cons of each decision – both in terms of its environmental impact, but also social, political and economic impact. The game also gives descriptions of climate change terms and concepts. Each decision made will lead the students on to a specific path, so they have to decide (democratically) which decision to make and use their language and communication skills.

Once the game is complete, the students have to retrace their decisions throughout the game in order to analysis what went right or wrong. This will lead on to a general class discussion on the possibilities for limiting climate change and stopping greenhouse gas emissions and the challenges in it.

Written tasks: the students can be asked to take notes along the way in order to record their decision throughout the game, but also of important climate change terms and concepts. The students can also be asked to make a glossary list of important/useful terms.

Written and oral tasks: the students can be given the task of writing a speech based on the experiences in the game. The speaker of the speech will be the fictional Global Minister for Future Generations, but the students get to choose their receivers, language, etc. In the speech, the students must make use of factual climate change terms, concepts and events, and use their glossary lists actively.

Exercise as presented to the students

No separate presentation needed.

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