



ECO₂ Smart Schools COP29 #ECO2COP29

Lesson 3- What is being done about deforestation?

This lesson is aimed at children aged 11+ and confident English speakers. This document should be used in conjunction with the lesson 3 PowerPoint slides, as well as the 'Lesson 3 TFFF Debate Task.' A pen and paper/ exercise book will be needed. Please upload any work you complete this lesson to our 'Padlets' (links at the end of this document), so we can share our learning with schools around the world.

COP30 Deforestation Recap

Slides 2-6: Remind students that COP30 is being held in Belém, the 'Gateway to the Amazon.'

Discuss why it is significant that COP is being held here this year given that deforestation in tropical forests is so prevalent and has such a huge impact on the climate.

Deforestation is not the only topic which will be discussed during COP. There are 6 main themes each broken up into subtopics, 'stewarding forests' is just part of one of the main themes (Theme 2). Discuss the terminology 'Stewarding Forests, Oceans and Biodiversity,' what does this mean?

Subtopics 5 and 6 focus on deforestation and protecting ecosystems. Ask students for some brief thoughts and ideas on how this can be achieved on a large scale. Do they have any initial ideas about what can actually be done about these issues?

Ask students to discuss the questions on slide 6 in pairs. What are their overall thoughts on how we can take actions on deforestation. If you would like, ask them to share their ideas with the class.

Thoughts on the future

Slide 7-8: Give the students a scrap piece of paper and 30 seconds to reflect on the future of our planet. With everything they know, do they feel optimistic or pessimistic about the future. Encourage them to think about how they would like the world to look in 20-30 years, is this how they think it will look? Why or why not? Ask them to write down their thoughts one piece of paper, they can write one word or one sentence, leave this up to them. Ask them to fold up their paper and put it aside for later. Watch the video about the hopes of experts from around the world on what they would like to see from COP30.



What is being done? Reforestation

Slides 9-13: Deforestation is still happening globally at an alarming rate. However, we do know that the rate of deforestation is continuing to slow down. Read through the information on these slides with your students and discuss the trends shown in the graphs. We know that we will never stop cutting down trees, altogether, as we need the resources we get from them. However, as countries develop and populations stop growing rapidly (and start to decrease) we will no longer need to keep cutting down trees for land and agriculture as we do currently. This has already started in many countries around the world, and many countries are now 'reforesting' their degraded land. Discuss these ideas with your students, how do they feel about this? Given that we are already seeing the effects of climate change around the world, is it too late to be hopeful that countries will stop deforestation themselves as they develop? Is it possible to have all countries at this stage of development at the same time? (Given that less developed countries typically supply more developed countries with a lot of food and resources).

What is being done? The Tropical Forest Forever Fund

Slides 14-16: The Tropical Forest Forever Fund was originally discussed at COP28 in Dubai, since then the Brazilian government have been gaining support for the project, which has come from the governments of other countries, as well as NGOs and private organisations. The project allows countries with tropical rainforests to receive money to conserve them rather than allowing deforestation. The stipulations for a country receiving money are displayed on slide 13. Ask your students to discuss in pairs if they think this is a good idea or not and why, then ask them to summarise in one sentence.

What is being done? The Tropical Forest Forever Fund Debate Task

Slide 17: Depending on class size and the ability of your students, you should organise this task as you find most appropriate. You may decide to work in one large group or several smaller groups. You may also want students to work individually or in pairs. Each student (or pair of students) should be given a country fact file from the 'Lesson 3 TFFF Debate Task.' Give students some time to read about their country and consider their role in the Tropical Forest Forever Fund (explained on slide 16). Students should consider that they are playing the role of a countries governments whose views may not align with their own, they should try to play their part as 'realistically' as possible. All students should be given the opportunity to speak and be listened to. Other students should then be allowed to question and discuss with the speaker, speaking respectfully and one at a time. Students should try to convince each other based on the roles they are playing.

If you would like to record your debate and share it with us, please do so, we would love to hear your students' thoughts and opinions!



What is being done? Case studies from around the world

Slides 18-25: The next several slides explain some issues with links to deforestation. The first slide explains the problem and the next slide gives a case study of a place that is trying to combat his problem. Please note that the case studies mentioned are by no means perfect examples and they do have their own associated issues and problems; however, they are good examples of what can be done with sustainability in mind- they are certainly better than doing nothing! Get students thoughts on each case study: do they think they are generally positive, or can they spot any issues? Should all countries be aiming to the same as the places mentioned or not?

Optional task- There are plenty of examples -big and small- from around the world of people aiming to reduce contributions to deforestation and climate change or reverse their negative impacts. Allow your students to research an example (they could look into one of the given case studies in more detail or find a new example of their own.) Ask them to create a poster to display their case study, they should include: what the problem is and how it is linked to deforestation and climate change, what is being done and how successful they think the project is.

What is being done? Case studies from around the world

Slide 27: Ask students to look back at their folded piece of paper from earlier in the lesson and consider how they when they wrote on it. Have their thoughts changed at all or stayed the same? We have looked at a few examples of what is being done to tackle deforestation and climate change, and there are many more examples around the world. Do they think what is being done is enough? If not, whose responsibility is it to fix this problem? Ask them to reflect one more time on how they feel and write it down on the other side of their piece of paper.

Sharing Your Learning

- If you would like to, share a recording of your debate task, or a short summary of the outcome on our COP30 board
- Share your case study poster with us on our COP30 board
- Share pictures of some of your 'thoughts for the future' on our COP30 board

[COP30 Board](#)