



## Lesson One - INTRODUCTION

### 5 – 10 mins

Teacher to introduce the topic – ‘A Modern Issue’ using the research topic sheet. Teacher should establish the groups that students are going to work in – ideally groups of six, with two working on each aspect of an issue. Teacher to establish general rules for group work eg. establishing a group research plan, each person playing their part, making sure they coordinate their work effectively, and the timescale for the project – six lessons (& it is anticipated some homework too).

### 10 mins

Students should look at the suggested examples on the ‘Suggested Topics Sheet’ and decide in their group which issue they are going to investigate. **THEY DO NOT HAVE TO USE THESE EXAMPLES.** The teacher should ensure there is a spread of topics across the group, and each group should do something different. It may be appropriate for the teacher to allocate topics, to avoid argument, and to ensure that groups take topics they are capable of working well with (i.e. where there is a clear interaction between science, business and politics).

**The reason for deciding on the topic at this stage is so that they can bear this in mind while they are introduced to the following example.** This will get them thinking about how the three factors might interact in their example.

Teacher then to illustrate what is expected using the example of the depletion of the ozone layer (see lesson below.)

### 10 – 15 mins

Give an outline of the issues surrounding ozone depletion and the Montreal Protocol using the sheet. This will give the students an overall view of the issue. This provides the background understanding on the basis of which they can then now see how the interaction of business, politics and science has led to the progressive development of concerted action to protect the ozone layer.

**The point should be made** that the need for what might be called ‘international regimes’ (i.e. agreements to respect certain principles and take action over certain issues that cross the boundaries of nation states and can only be solved by international cooperation) is increasingly important in a globalized world where many of environmental problems are **transnational**, in that by their nature they cross state boundaries, even if they are not entirely global (Baylis & Smith).

**Drawing up ‘rules’ with regard to environmental issues is therefore an immensely complex process, needing widespread agreement and incentives. The students will see how this is clearly the case in the evolution of the ‘international ozone regime’.**



### 30 mins

Teacher to go through the flow diagram on the Ozone Regime that highlights the interplay between science-business-politics in decisions taken to reduce emissions of ozone depleting substances. THE IMPORTANT THING IS TO DRAW OUT THE INTERACTION BETWEEN THE THREE FACTORS TO SEE HOW THEY WORK TOGETHER, CONTRIBUTING TO, OR HALTING PROGRESS IN BANNING OZONE DEPLETING SUBSTANCES. What starts the process? What hinders it?

The Ozone Regime flow diagram is available both in this resource (3 sheets) and as a download in PowerPoint from the Internet (see the sheet for details) in colour. You may want to hide the key from students initially and part of the exercise can be for them to identify which factor is at play as you go through the diagram.

**This exercise will enable students to perceive the interaction of the different factors and how this might apply to the issue that they have chosen. They could consider which factor they feel is most important – money, science, politics – and does the influence of each factor vary through the process? WHAT CAUSES AN INTERNATIONAL REGIME TO FORM? WHAT HINDERS ITS PROGRESS? (eg. Non-attendance of President Bush at Earth Summit in Johannesburg makes really significant progress difficult).**

In preparation for the next lesson students to think about which aspect of their issue they would like to pursue and where they might find information

### If time:

Students should now spend some time discussing their issue in the light of this example. What do they think the agendas are with regard to their issue?