**The impact of climate change in the Arctic**

**Module structure**

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| **TEACHING HOURS****(45 min each)** | **TIME NEEDED** | **CONTENT & TEACHER ACTIVITY** | **STUDENT ACTIVITY** | **RESOURCE / METHOD** |
| 1 hour**Lesson 1** | 30 min | Introduction to the Arctic: tell students to group in pairs and explain activity. | Activity in pairs: prepare drawings using only visual elements about what the Arctic represents to studentsPresentation of results. | PPT S1 1-2  |
| 15 min | Presentation of what we understand by the “Arctic” – climatic and political criteria | Students take notes | PPT S1 3-7 |
| Self-study material for lesson 1:* *British Museum blog “An Introduction to the Arctic”, available at:* [*https://blog.britishmuseum.org/an-introduction-to-the-arctic/*](https://blog.britishmuseum.org/an-introduction-to-the-arctic/)
* *Webpage on the Arctic Portal: “Where is the Arctic?”:* [*https://portlets.arcticportal.org/where-is-the-arctic*](https://portlets.arcticportal.org/where-is-the-arctic)
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| 1 hour**Lesson 2** | 20 min | Presentation of the AMAC 2021 Update on the impact of climate change on the Arctic environment and societies, commented and updated by the teacher |   |  PPT S2 2- 7 |
| 25 min |   | Discussion about stakeholders in relation to Arctic issues and what is at stake |  PPT S2 8-10 |
| Self-study material for lesson 2:* Read the AMAP report “Arctic Climate Change Update 2021(2021): Key Trends and Impacts - Summary for Policy-makers”, pdf available at: <https://oaarchive.arctic-council.org/handle/11374/2621>
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| 1 hour**Lesson 3** | 20 min | Perspectives of economic development in the Arctic and its impact: extraction of natural resources, shipping, tourism |   |  PPT S3 2-10  |
| 25 min |  | Discussion of three articles on those topics read by the students in advance | PPT S3 11 |
|  | Self-study material for lesson 3:* Resources in the Arctic, map provided by Nordregio, available at: <https://nordregio.org/maps/resources-in-the-arctic-2019/>
* Sea Routes and Ports in the Arctic, map provided by Nordregio, available at: <https://nordregio.org/maps/sea-routes-and-ports-in-the-arctic/>
* Arctic Tourism in Times of Change: Dimensions of Urban Tourism (2020), pdf available at: <https://pub.norden.org/temanord2020-529/>
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| 1 hour**Lesson 4**  | 25 min | Geopolitical impact of climate change in the Arctic: presentation by teacher of some principal issues  |  | PPT S4 2-14 |
| 20 min (3x 5 minutes for the presentation and 5 min of final remarks) |  | Discussion in groups of three articles read by all students in advance and presentation of summaries by three groups | PPT S4 15  |
| Self-study material for lesson 4:* Gricius, G. (2021) ‘Geopolitical Implications of New Arctic Shipping Lanes’, The Arctic Institute, <https://www.thearcticinstitute.org/geopolitical-implications-arctic-shipping-lanes/?cn-reloaded=1>
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| 1 hour**Lesson 5**  | 10 min | The Right to be Cold: presentation by teacher of indigenous points-of-view |  | PPT S5 2 |
| 35 min |  | Students present individually or in pairs (depending on the number of students) an article or documentary they have read/seen at home about perceptions of climate change in the Arctic – examples provided | PPT S5 3-8 |
|  | Self-study material for lesson 5:* NUNUVUT Climate Change Centre

<https://climatechangenunavut.ca/en/understanding-climate-change/climate-change-impact> * Sheila Watt-Cloutier: « It’s time to listen to the Inuit on climate change »: (<https://www.canadiangeographic.ca/article/its-time-listen-inuit-climate-change>)
* Cunera Buijs: Inuit perceptions of climate change in East GreenlandPerceptions inuit du changement climatique dans l’Est du Groenland (<https://www.erudit.org/en/journals/etudinuit/2010-v34-n1-etudinuit3992/045403ar.pdf>)
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| Homework |  |  |  | PPT S5 9 |
| Some research projects |  |  |  | PPT S5 10 |
| Food for thought |  |  |  | PPT S5 11 |