1. Students, in groups of four, examine the issues and perspectives of an international agreement. The perspective that students take could be determined by a lottery system. From one hat they pick the agreement they will be studying and from the other hat they pick the role they will have (e.g., government, environmental group, industry representative, scientists, or citizens). Students should be able to further develop their roles by deciding upon an appropriate individual they could portray that would represent a particular industry with a stake in the agreement.
   e.g. Kyoto Protocol
   - Canadian Foreign Affairs Minister Pierre Pettigrew
   - Chair of Greenpeace Canada John Doherty
   - President of GM Canada Michael Grimadi
   - President of the Canadian Wind Energy Association Robert Hornung
   - A private citizen

2. Following the Issues Analysis model, students conduct some background research on the agreement and the various points of view. Their research should include whether the agreement has succeeded or failed in mitigating environmental damage, as well as an analysis of implications of the success and/or failure on specific geographic locations. When students have done this they should come together with the others working on the same agreements but with different viewpoints and begin to construct their concept web. This provides an overview of the topic and supplies each person with some idea of other perspectives and their biases.

3. Each student writes in role a speech outlining his or her position with supporting arguments and facts.

Suggested Agreements
- Kyoto Protocol on Greenhouse Gas Emissions - unfccc.int
- North American Free Trade Agreement - dfa-it-maeci.gc.ca/nafta-alena
- Convention on Biological Diversity - biodiv.org
- Montreal Protocol on Substances that Deplete the Ozone Layer - unep.org/ozone

Other Agreements
- United Nations Treaty Collection - untreaty.un.org
- Convention on International Trade in Endangered Species - cites.org
- Ramsar Wetlands Convention - ramsar.org
- Basel Convention on Hazardous Wastes - basel.int
- Convention on Migratory Species - cms.int
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<tr>
<th>Agreement</th>
<th>Ratification Date</th>
<th>Number of Signatories</th>
<th>Purpose</th>
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<td>Convention on the Law of the Sea</td>
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International Alliances

Students, in groups of four, examine the issues and perspectives of an international alliance. The focus is to examine ways countries group together on a smaller scale to address specific issues within their region. Why might countries form alliances with one another? What is known about some of the major international alliances?

Research the structure, mandate, and activities of various alliances and summarize it in the attached organizer. Then, mark the geographical range of these unions on a world map. What are the opposing viewpoints concerning these groups? What criteria could be used to compare these alliances and their effectiveness?

Suggested Alliances

- North Atlantic Treaty Organization (NATO) - nato.int
- Association of Southeast Asian Nations (ASEAN) - aseansec.org
- African Union (AU) - africa-union.org
- Organization of American States (OAS) - oas.org
- Asia-Pacific Economic Cooperation (APEC) - apecsec.org.sg

Other Alliances

- Organization of the Petroleum Exporting Countries (OPEC) - opec.org
- Organisation for Economic Co-operation and Development (OECD) - oecd.org
- The Commonwealth - thecommonwealth.org
- G8 - g8online.org
- Arctic Council - arctic-council.org
- G77 - g77.org
- Arab Fund for Economic and Social Development - arabfund.org
- Asian Pacific Centre for Transfer of Technology - apctt.org
- Common Market for Eastern and Southern Africa - comesa.int
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