**Internet legal research for the topic 1 "Introduction to Climate Change Governance":**

### **Learning Outcome:**

Students will gain an understanding of the institutional framework and key pillars (Mitigation, Adaptation, Implementation) of climate change governance, focusing on relevant legal and policy documents.

### **Activity:**

**Internet Legal Research Exercise**

1. **Overview of Climate Change Governance (10 minutes)**
   * **Activity**: Lecture or brief presentation by the lecturer on the concept of climate change governance and its three pillars.
   * **Things to prepare (by lecturer)**: Lecture slides or notes outlining the overview and key points of climate change governance.
   * **Things to prepare (by students)**: None for this part; students listen and take notes.
2. **Institutional Framework for Sustainable Development (A/Res/66/288) (20 minutes)**
   * **Activity**: Students will conduct internet research to explore and understand the institutional framework outlined in Resolution A/Res/66/288 related to sustainable development.
   * **Things to prepare (by lecturer)**: Provide access to the text of A/Res/66/288 through digital resources or links.
   * **Things to prepare (by students)**: Laptops or devices to access the internet, note-taking materials.
3. **Group Discussion and Presentation (25 minutes)**
   * **Activity**: Divide students into small groups to discuss their findings from the research on A/Res/66/288.
   * **Things to prepare (by lecturer)**: Assign group topics related to specific aspects of the resolution (e.g., mitigation strategies, adaptation measures).
   * **Things to prepare (by students)**: Prepare a brief summary or presentation (5 minutes) of their findings, including key provisions and implications for climate change governance.
4. **Q&A and Wrap-Up (5 minutes)**
   * **Activity**: Open floor for questions and answers, allowing students to clarify any points or discuss insights gained from the exercise.

### **Notes:**

* Ensure access to reliable internet sources and databases for legal research.
* Encourage critical evaluation of sources and information retrieved during the activity.
* Provide clear instructions and expectations for group discussions and presentations.

This activity encourages active engagement with legal texts and promotes collaborative learning among students.