**Case Study Analysis for topic 2: "International Legal Instruments on Climate Change":**

### **Learning Outcome:**

Students will analyze and compare key international legal instruments on climate change, namely the UNFCCC (1994), the Kyoto Protocol (1997), and the Paris Agreement (2015), to understand their objectives, provisions, and impacts.

### **Activity:**

**Case Study Analysis**

1. **Introduction to International Legal Instruments on Climate Change (10 minutes)**
   * **Activity**: Brief lecture or presentation by the lecturer introducing the UNFCCC, Kyoto Protocol, and Paris Agreement.
   * **Things to prepare (by lecturer)**: Lecture slides or notes summarizing the objectives and key provisions of each instrument.
   * **Things to prepare (by students)**: Note-taking materials.
2. **Group Case Study Analysis (30 minutes)**
   * **Activity**: Divide students into small groups and assign each group one of the international legal instruments (UNFCCC, Kyoto Protocol, or Paris Agreement).
   * **Things to prepare (by lecturer)**: Provide access to the full texts or summaries of each instrument.
   * **Things to prepare (by students)**: Laptops or devices to access resources, note-taking materials.
3. **Group Discussion and Presentation (15 minutes)**
   * **Activity**: Groups analyze their assigned instrument, focusing on its background, key provisions, implementation challenges, and effectiveness.
   * **Things to prepare (by lecturer)**: Provide discussion prompts or guiding questions to aid analysis (e.g., What are the main goals of the instrument? How has it influenced global climate policy?).
   * **Things to prepare (by students)**: Prepare a brief presentation (5 minutes) summarizing their findings and critical analysis.
4. **Q&A and Wrap-Up (5 minutes)**
   * **Activity**: Conclude with a brief Q&A session to address any questions and discuss overarching themes or comparisons between the instruments.

### **Notes:**

* Emphasize critical analysis of the instruments' strengths, weaknesses, and impacts.
* Encourage students to cite specific articles or provisions from the texts to support their analysis.
* Facilitate a collaborative learning environment where students can share insights and perspectives on international climate governance.