

Forum: SPC 2

Question of: Combating climate change denial

Submitted by: India

Co Submitted: South Africa, Thailand, Guatemala, Lithuania, France, Andorra, Krygyzstan, Argentina, France, Demark, Japan, Peru, Spain, Afghanistan, UAE, Spain, Senegal, The Netherlands, Slovenia

THE SPECIAL CONFERENCE,

Aware of people's beliefs against the validity of “climate change.”,

Conscious of animal habitat destruction due to climate change,

Dangerously aware of how it is time to take action against climate change,

Acknowledging the influence higher-ups have on the opinion on climate change,

Prepared to make intelligent and useful choices,

Deeply concerned about the fact that there is a clear imbalance regarding the levels of carbon dioxide and other greenhouse gasses in the atmosphere, resulting in the Earth to get hotter in an unsustainable and unnatural way,

Fully aware of resource and funding limitations,

Thanking The Climate Reality Project for funding,

1. Requests all member states to provide evidence of aid for those who need it regarding climate change, so as to prove the UN does take action against climate change as well as providing reassurance to people in climate change that the UN is taking action, through:

2. Urges all member nations to allow the United Nations Educational, Scientific and Cultural Organization (UNESCO) to educate children in school from ages 6-17 about the dangers and effects of climate change and global warming, which can be done by means such as, but not limited to:

- a) education about the dangers and the truth about what is happening in the world at the moment
- b) adding to the learning program of every school that students are required to do more than two deeds to help the climate in order to pass the year
- c) allowing students to freely express their ideas on climate change and how to stop it, once assured that it is a reasonable idea, and giving support to the student in order to achieve or test an idea
- d) having schools encourage students to participate in protests to help convince non-believers how very real and catastrophic this issue is, while noting that protests should not be used as an excuse to skip school nor should preparations for a protest interfere in education;

3. Encourages each member state where research on the effects of climate change can be conducted to provide expenses to explorers, researchers, writers, bloggers, and photographers, who gather larger

amounts of reliable field data around the globe regarding atmospheric composition as well as temperature to distribute on social media as proof to convince non-believers, for:

- a) travelling and transportation such as:
 - i. helicopter access to mountains in order to save time
 - ii. boat/ship access to get to unreachable places such as arctic areas.
- b) comfort
- c) equipment, such as but not limited to:
 - i. rope and hooks for hiking to gather evidence such as polar bears on melting icebergs
 - ii. scuba diving gear and spears in order to find evidence underseas such as dying coral reef, or how plastic affects sea life
 - iii. protection in case of entering countries that do not accept reporters or researchers.
- d) training, specifically:
 - i. special training to prepare them for harsh and exotic climates
 - ii. guides to help navigate if explorers and researcher are in uncharted or unfamiliar regions
 - iii. instructors to teach them how to hike, dive, use scuba tanks, get the proper understanding on how to avoid dangerous creatures or extreme conditions, such as sand storms, sharks, polar bears;

4. Proposes the introduction of climate change panels within nations in order to provide well-rounded officials which can thus use their platforms to project their ideas onto the public and provide the necessary science and information to governments and summits, through NGOs such as the Intergovernmental Panel on Climate Change:

- a) by providing logistic information with scientific basis that may be able to sway the minds of the deniers and to help increase their odds of participation in changes for the environment
- b) breaking down the information into regions to help keep a centred view as to what a nation could do better and then to what as a collective can be done in order to foster a better world for all;

5. Further encourages making climate change denials illegal, specifically naming:

- c) starting raves as a protest
- d) spreading points against climate change that only target specific members of the media or government;

6. Asks that, if one of the crimes in the aforementioned clause is committed, it shall be punished by:

- a) imprisonment which may be implemented due to how dangerous climate change has become, but due to its extremity will only be used to punish crimes such as using violence to protest
- b) a fine that must be paid in full where the price depends on the severity of actions such as a €20 fine for spreading fake rumours based on the falsehood of climate change
- c) gathering evidence of climate change for redemption;

7. Calls upon the UN or other national organizations to make their treaties and bodies legally binding to ensure that countries follow their climate obligations stated in agreements such as the Paris Agreement;

8. Further proposes delegations to convince those denying climate change by:

- a) designing a program or course on the importance of acting against climate change for adults and seniors who believe climate change is a hoax
- b) opening a hotline to stimulate people to ask questions about climate change to get their facts straight;
- c) will be modelled after “no lies,” a game implemented in several schools in Europe:
 - i. uses false information to engage students
 - ii. builds immunity to fake news

9. Suggests governments enforce the collection of local industry greenhouse gas emission data as well as terraforming data, by making it law to collect and provide the aforementioned data, so that it could be published by governing entities, resulting in evidence to distribute to any known climate change deniers;

10. Further requests the creation of a mandatory program, implemented in the workforce and funded by the United Nations Development Program, which will teach adults about the effects and causes of climate change and how increasing awareness is of the utmost importance in relation to human needs, by means such as but not limited to:

- a) mandatory classes taught within the workforce and optional external classes, which:
 - i. will be taught yearly to ages 25 and up and be mandatory, as it is important to educate the adult majority as they are more influential than kids in the modern world
 - ii. would also be open to senior citizens and late teens and be optional to these groups
- b) sentencing those who do not follow the mandatory program to do 10-12 hours of community service, with activities such as but not limited to:
 - i. picking up trash
 - ii. contributing to a community garden
 - iii. organizing a park or river cleanup
 - iv. volunteering at a state or national park
 - v. demonstrating acts of recycling