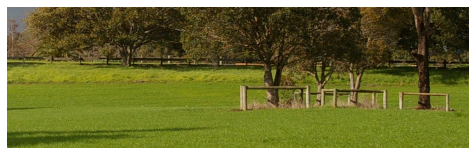
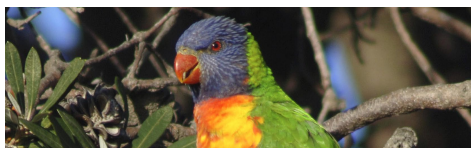
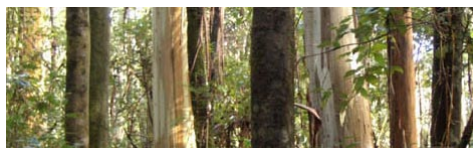


Adapting to Climate Change



L6A7/p1

Conferring on climate change

1. Imagine that you and your classmates are preparing to travel to Canberra to attend a climate change conference. You will gather with students from other schools and with government representatives. During the conference you will have the opportunity to raise issues and ask questions of the government reps.

Prepare a list of issues related to climate change that you feel are important to have addressed. (An effective way to identify and present issues is to phrase each in terms of a question.)

2. Share your team's list with other teams in your class. Together select one issue that will form the basis of a round table conference within your class. Each person or small team of two or three people takes on the role of an interest group in the community. A range of interest groups should be represented, for example, members of the public including elderly citizens, people with chronic illnesses, transit users; workers in particular industries (eg. coal miners), business owners such as electrical companies, conservationists, young people, parents and householders. Let the issue you have selected guide you in relation to the likely interest groups.



Once the different groups are formed you will need to work in your team to identify:

- how climate change is likely to affect you and your interests
- how climate change is likely to affect the community you live and work in
- how climate change is likely to affect the ecology of the region you live and work in
- how you will respond to the challenges presented by climate change – that is, the way you will change the way you do things to minimize the impact of climate change, so that you and your community and the environment all benefit
- questions to put to other interest groups so that the entire community can come to a common understanding about the effects of climate change and how a committed communal response will best serve the community and the environment.

When you are ready to begin the conference set out the tables and chairs so that all members of the group are facing one another. Use a folded sheet of paper as a name plate to identify your role. Your teacher or another nominated member of the class will need to act as the facilitator of the conference. This is an important role that ensures each person has a voice at the table.

3. A planning charter:

Put yourself in the position of the government representative taking advice from various community and government bodies, including urban and regional planning and the Ministry for Environment and Climate Change.

Write a charter listing recommendations that you think should be put in place to best help the community meet the challenges of climate change. Your recommendations should include strategies that help reduce our impact on climate change while at the same time help the community adapt in ways that help to maintain our lifestyle.

