



Climate Change Summit

Overview

Climate Change Summit is a 90-minute town hall-style game where players work together to solve a local climate issue. Our 2020 topic—\$100k Budget Distribution Challenge. The town has budgeted \$100k to fund a climate-friendly initiative, and players must argue for the proposal that their stakeholder wants to see passed.

Learning Goals

By role-playing townspeople faced with funding a climate-friendly initiative with \$100k, participants will learn how to assess the allocation of funds through data and proposal presentations.

Materials

- Stakeholder characters
- Data cards

Set-up/Interpreter Guide: Please use this guide to assist in the training of facilitators and volunteers.

Thanks so much for agreeing to be part of the Climate Change Summit project. This is a great way for community members to:

1. Understand how climate change impacts their community.
2. Use and evaluate data to justify an argument.
3. Appreciate the nuance in arguments about climate change.

As such, your goal is to facilitate discussion. After a brief introduction to the proposals, everyone who has been assigned to your stakeholder position will meet together and strategize. Each participant will have slightly different data to support their position, and will have slightly different goals and concerns.

Here are some tips for effective facilitation:

1. Review your data cards and information sheet ahead of time. Some of the data are biased, some are irrelevant, and some may be perfectly applicable to your community.
2. Be ready to say you don't know. They may ask questions about what they want or about the community that is not available. If they ask questions about their motivations, feel free to encourage them to figure it out for themselves. If they ask specific questions about the community that are not available on the information sheet, you can say that you unfortunately don't know.
3. Make sure everyone gets a chance to share. Groups may be dominated by a few individuals, but this means that not everyone's data may be shared.

Procedure

1. Assign each participant a stakeholder group and character.
2. Go around and have every character introduce themselves (if you groups are larger than 6 people, you may have two of some characters).
3. Ask if participants have any questions about the background or the goals.
4. Have participants go around and share their data individually.
5. Help participants decide what data is important, and what data to disregard (and why).
6. Figure out what positions your characters should take (they may not be homogenous, not all farmers have to support the same outcome).
7. Decide who is going to talk to report back to the group and help prepare talking points.
8. If your group is working well together, it is not necessary for you to dominate the conversation. Your goal is to step in when needed and step out when not.

After this, your group will report back to the full group summarizing their positions. Following this, we will group stakeholders into pairs, with each pair holding a different opinion. During this portion, you will want to float around a section of the room and make sure that people are having good conversations.

Definition of Success

Success is defined when participants can: understand how climate change impacts their community; use and evaluate data to justify an argument; and appreciate the nuance in arguments about climate change.

Modifications

Online Webinar

Last year, partnering with the Iowa Department of Natural Resources and the University of Iowa, NCSE hosted three webinars as a way to adapt and create accessible outreach. This modification guide can be found on page 4 of this document.

Further Resources

- *Climate Change Summit 2020* [article](#) by EJ Herdman
- *Flooded with Evidence* [article](#) by Kate Carter and Emma Doctors about Climate Change Summit 2019

NGSS Standards

[K-ESS3-3 Earth and Human Activity](#)

Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

[K-2-ETS1-1 Engineering Design](#)

Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

[3-ESS3-1 Earth and Human Activity](#)

Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

[3-5-ETS1-1 Engineering Design](#)

Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

[HS-LS2-7 Ecosystems: Interactions, Energy, and Dynamics](#)

Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

[HS-ESS3-1 Earth and Human Activity](#)

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

Modification | Online Webinar

Volunteer Training

1. Make sure you have a number of volunteers equal to $(n/8)+2$, where n is the maximum number of participants. You will need volunteers to facilitate a group of up to 8 people and two additional volunteers to solve problems and moderate comments and entry/exits.
2. Run at least one session with volunteers through your webinar software of choice, to make sure they are familiar with all of your settings (breakout rooms, polls, comment moderations, asking questions).
3. Make sure that, during the session, volunteers in breakout rooms have a way to reach the main facilitators to ask questions or solve problems. This can either be through texting or through a shared chat outside of the platform.

Initial Meeting Preparation

4. Plan to open the activity approximately 15 minutes before scheduled start time. During this time, have a facilitator playing “Climate Change Trivia” with the crowd, using the platform’s polling function.
5. As people log in, make sure they are given their character and any additional information they did that is specific to them.
6. During the initial 5 minutes, make sure everyone is aware of what’s happening. Have volunteers on hand to answer questions.

Run of Show

7. Give the same opening presentation, but add in a few modifications for interactivity (See suggestions in powerpoint)
8. Move participants into breakout rooms to discuss.
9. Volunteers representing each stakeholder should nominate one individual to present results to the group outside of the breakout room and should let the facilitator know.
10. Before designated stakeholders present, ask participants to vote on one of the proposals through one of the polling functions. They are allowed to change their vote throughout the presentations.
11. Allow participants to ask questions by raising their hands during the meeting.
12. After all stakeholder groups have presented, assign people into smaller groups (3-4 people) with individuals that don’t share their viewpoint. Give them approximately 10 minutes to debate within their viewpoint.
13. Ask people to raise their hand if they changed their mind and to leave comments about why.
14. Final vote - Done through polling!
15. Stream table demonstration
16. Thank the participants and volunteers, then ask them to take an exit survey.

Climate Change Summit 2020

How would you spend 100k for climate change causes in your community?

Overview

As more and more communities begin to recognize the need for action to address climate change, they are often faced with difficult decisions about how to spend limited resources. That's what's happening in your community tonight. With five proposals about climate change mitigation and adaptation on the table, it is up to you (as your character) to determine which one is best for the community.

Proposals

- **Education:** The money donated to the community should be diverted to education to fund resources for teachers to teach climate change, such as lessons and webinars. Concerns have been raised about the bandwidth of teachers and professors to teach their students this content on top of the already state-mandated curriculum. Districts are also concerned that 100k will have little impact on the overall movement for climate change education.
- **Disaster Preparation:** Funds should be restricted to supporting disaster preparation due to the immense harm and impact climate-mediated natural disasters would have on the community. This money would be used to give the community peace of mind, and would not displace people from their homes due to increased property values. The money would be split as follows: 40% towards the costs of materials, 30% to insurance companies, and 30% split between hazard mitigation contractors and urban planners. The community is concerned that this allocation is not entirely equitable — it will likely disproportionately benefit homeowners in the community, which increases racial inequity in communities impacted by climate disasters. The community is also concerned that this proposal provides a means for prevention, but not immediate action.
- **Planting Trees/Reforestation:** 80% of the money from donations will be allocated towards planting trees as a natural form of hazard mitigation, and the remaining 20% will be used to support community education and engagement. Despite this allocation, the community has shown concern as there is a possibility of impacting wildlife migration patterns and obscuring neighborhood sightlines with the plan for reforestation.

- **Flood Water Management:** The money donated to flood water management would support the construction of catchment systems all over the community that would protect against floods caused by stormwater overflow. These “green infrastructures” provide jobs for the community, as well as protect the local wildlife. Concerns for this proposal have been brought forth by the community as many community members do not believe that this is a long-term solution and that more immediate action should be taken.
- **Solar Panels:** The money allocated for this project will be used for installation costs and to pay for building safety inspections. To receive the solar panels, the community must enter into the lottery as there are limited numbers of panels per household. Those who receive solar panels can get up to 50% of the costs paid for. A member of the community owns a private solar panel company, and would be brought in during consultation. Concerns for funding of this project were brought to the attention of the community by renters as this proposal would disproportionately serve home-owners and highlight the benefit of the individual versus the community as a whole.

Participant FAQ

1. **Can't we compromise and do multiple proposals?** While we applaud your community spirit, each proposal requires the full 100k to be able to accomplish. We want you to be exposed to all of the evidence from all of the proposals, but eventually you'll have to choose one.
2. **What happens if I don't agree with my character's views?** That's fine. Some of our characters have strong viewpoints, which may not agree with your values. We encourage you to try to see it from this character's point of view. You may learn something in the process.
3. **Can my character change their mind?** Of course! We want to support a world where being exposed to new evidence leads to changes in decision making.
4. **What happens if I don't fully understand my evidence?** We've tried to base this experience off of real life, and that means sometimes acting without full understanding of the data. All of the evidence that we have provided is accurate, though some may be a little biased and some may be irrelevant to the decision-making process. You'll chat with your group about the evidence, but ultimately interpreting it- and how you use it to guide decision making- is up to you.