

CLIMATE CONVERSATION & CAKE

13 CLIMATE ACTION



WE NEED TO TALK ABOUT CLIMATE CHANGE!

Every day in the news we can see extreme weather events, people being displaced from their homes or some amazing new green technology, but we rarely hear the words climate change.

This activity aims to change that, and get your students talking about climate change in the present, not just how it will affect future generations, but how it is impacting us right now. The aim of a climate conversation is to come together for a chat and a cup of tea, (maybe a slice of cake!) and explore how we can take action collectively to slow down climate change.

Step 1: Collaborate

The conversation can be as big or small as you want. Who could you collaborate with to host a conversation in your school? Do you want it to be internal in your class or could you invite another subject class or local school, business, Tidy Towns or local college representatives?

Step 2: Create the space

A climate conversation could be during a coffee morning, a lunchtime gathering or in class. It should be a welcoming, informal and cosy space where conversations can flow and everyone's voices can be heard. Have some large sheets of recycled paper, bits of scrap paper and a whiteboard to record key points.

Step 3: Hold the conversation

The conversation is a space to reflect personally and together. You can adapt the process and questions to suit your group focus.

- Invite each person to silently think 'why do you think climate change is happening?'
- Working in pairs, each person offers their answer and the other person probes 'But why?'. Invite the pairs to share their thoughts with the table. What were peoples starting points? Where did they end up? Record the causes of climate change that each table identifies.
- Think about where and how you can see these causes in your own life, school or the local community. Invite everyone to share these connections.

- Now think about when you might have experienced or heard of the impacts of climate change in your own life, school or the local community. Examples could include power cuts due to storms, damage from flooding, water shortages during a drought, road and/or school closure etc.
- What personal or local climate actions could the group take to mitigate some of the root causes they have identified? How could the group adapt to the impacts of climate change? Invite each pair to share their final thoughts, a take home message, suggested solutions or something that they are going to pursue/learn more about. See page 32 for an example Climate Action Plan.

Welcome everyone to the climate conversation and introduce the principles of a good conversation:



- We acknowledge one another as equals, we try to stay curious about each other
- We recognise that we need each other's help to become better listeners
- We slow down so we have time to think and reflect, we expect it to be messy at times
- We remember that conversation is the natural way humans think together

Source: Margaret Wheatly (2009: 33) 'Turning to one another: simple conversations to restore hope to the future'.