

The Water's Rising

This activity was devised by Sarah Lawson (a year 11 pupil who was on the steering group of the Woodcraft folk CChange project) for a workshop at a CChange conference for 6th formers in January 2008.

This workshop is designed to make young people realise the dangers and injustices of climate change which can lead nicely into a workshop about ZeroCarbonBritain.

Materials

4 identical trays with lines down the middle which represent our world.

1 jug of 'disaster' full of water, that symbolises the disaster of climate change

Different materials for each tray

Pupils will work in teams. Depending on the size of the group you may need to increase the number of trays so that the teams are not too big.

Aim of the game

The aim of the game is to use your materials in half of the box to make sure that when the jug of water is poured, none spills over the line. If the water spills over the line then all your world resources have been damaged/killed from the disaster of climate change.

However, the interesting point comes in the materials that you hand out to the 4 different groups

Set the scene by telling them they live in different locations around the world, Climate Change is leading to increased flooding due to sea level rise and increased flow in rivers because of the melt from mountains and heavier periods of rainfall. A flood is coming and they need to do something.

Give them the materials and a time limit.

Tray 1: *A rich country that has more than enough to protect themselves*

Two sponges (large enough to more or less stretch across the tray)

Lots of twigs

Lots of sticky tape (including plenty of waterproof duct tape)

Cotton wool

e.t.c

note: you can say that the carbon emissions produced to make all this material has created a hurricane in another tray and ruin some of their materials

Tray 2: *a rich country with lots of completely inefficient materials*

Lots of small broken bits of woods

Note: this links into wrong ways to solve climate change and you could host a debate afterwards about nuclear power becoming the answer

Tray 3: a poor country with little equipment

Sellotape
Paper
A few sticks

Tray 4: a poor country that is being effected by climate change already

A few sticks which you can break halfway through because of a hurricane (see note for tray 1)

Then go to the team with tray 1 and tell them that if they need any more materials they are just to say and you will provide them.

When the time limit is up put all the trays next to each other, take the jug of water and 'test' the dams.



Ask them what countries they think they represented.

Overall, it becomes quite obvious who has the power in preventing disaster, the countries that actually cause climate change in the first place. You can then go on to ask the young people whether they thought it was fair and how it reflects the way we deal about climate change in the world today.

May suggested ways of coping with the impacts just use more energy and concrete (production of which emits large amounts of CO₂) and add to the problem.

From here, you can go on to discuss how we prevent climate change already, what is effective ways of help solving the problem (tray 2), why it will effect poorer countries more, the extent of the problem e.t.c which all lead into a talk about solutions and ZeroCarbonBritain.

