



Discussing Climate Solutions

Many **policies** concerning the **environment** can affect **local communities**, **ecosystems**, and even other **countries**. Hence, it is crucial to carefully think about the full range of **consequences** a policy could have if it were enacted. This activity gives your students the chance to discuss **real issues** and **policies** relating to the environment. This will allow them to develop their **oral**, **research** and **reading comprehension skills**.

Instructions

Students should be split into **pairs** and each pair should select **one** of the problem statements from the activity sheet. One student should take on the role of being **“in favour”** (in agreement with) a policy/idea and the other should take on the role of being **“against”** (in disagreement with) the same policy/idea.

All students should read the ClimateScience course most relevant to their issue so that they are adequately **prepared** for their discussion. We recommend that students start reading the course in class. Alternatively, you could assign the reading as homework. Each course should take no more than 1 hour to complete. (www.climatescience.org/courses)

On the day of the discussion, students should sit with their partner and **engage** in **conversation** for around **20 minutes**. Each student should present their argument and ask one another **relevant questions**.

Following the discussions, we recommend asking some of the pairs to stand in front of the class and present their arguments (briefly). The pair then turns around (for anonymity) to face the wall as you ask the class whose argument they think was better. This is optional and just an entertaining way to practice their public speaking skills.

We welcome feedback and would be delighted to hear your thoughts on this activity. Feel free to send an email to schools@climatescience.org and we'll be sure to get back to you soon :)

