

Acknowledgments: This activity is based on Visualizing Changes, an activity in the Great Lakes Curriculum developed by Ohio State Sea Grant. The original activity is a great complement to this one; find it at <http://changingclimate.osu.edu/topics/education/>. Thanks also to UW Madison Arboretum for their contribution to the development of this tool.

More or Less

Make Your Own Game

The [Climate Change](#) and [Rain Garden](#) More or Less games are fun, interactive activities that demonstrate the connections between climate action and community-level responses. Relationship webs such as these can be created around many themes related to climate change. Here we explain how you can easily develop your More or Less game.

Make Your Own More or Less Game

You can adapt the Climate Change More or Less game to focus on a topic you are working on, similar to how the climate change game was adapted to focus on rain. Here are some guidelines to help you do that:

- If you don't know what topic you want to focus on, start by brainstorming potential themes or topics for your game. Some examples include transportation, food, energy, clothing, and waste/recycling.
- Once you've selected a topic, make your own game cards, using the Make Your Own More or Less Cards PowerPoint (PPT) template. Identify your starting phrase, which will serve as the base for your web. For example, "Purchasing local, seasonal foods." Type this into the first slide of the PPT.
- Brainstorm and list what might result from this action. Group responses by those that "lead to more" and "lead to less." For example, in the case of eating locally derived foods in season, some of the effects would be more (better): small farms, community farmers' markets, knowledge of where your food comes from, and health; and some would be less (worse): fossil fuel consumption, agricultural chemical use, food packaging, and food insecurity. Aim for 20 to 30 results.
- Add these into the "impact" spots in the PPT. Consider adding accompanying photos or clip art, especially if you have a young, illiterate, or non-English-speaking audience.
- Print the following:
 - One copy of the starting phrase.
 - One copy of each of the impact card sheets. Cut each sheet into four pieces (along the dashed lines) to create the impact cards.
 - For the cards with arrows indicating "which leads to more?" and "which leads to less?", print these double-sided, with "more" on one side and "less" on the other. Colored paper works best. Print at least four copies of these pages and cut along the dashed lines to create four cards from each sheet.

Objective: Create an interactive tool for exploring the connections between climate action and community responses

Audience: Middle school and up

Materials: This document, computer with PowerPoint, printer **or** printed arrows and blank cards and markers/pens/pencils

Time Needed: 30+ minutes

Play the Game

- To encourage discussion, divide larger groups into smaller groups of five to ten people so that everyone can take turns and easily hear each other.
- Begin by placing the sheet that states the starting sentence in the center of the area where you will work—this can be a big table, a bulletin board or just on the floor.
- Place the “more” and “less” cards in a pile that everyone can reach. Spread out the impact cards so they are easy to see.
- Invite people, one at a time, to select an impact card that is a direct result of a card that is already in place. Ask them to connect these cards with the “more” or “less” card that best describes the connection between these two impacts. Ask them to explain the connection. For example, someone might say that “purchasing local, seasonal foods/ leads to more/ family meals” because they would feel inspired to cook more at home. Someone might follow up on that by adding “leads to more/ sharing of knowledge” because trips to the farmers’ market and family meals would allow for intergenerational sharing of community knowledge, including traditional recipes and food preparation and storage.
- Continue to build on the impacts, or results, until you run out of time or run out of room.
- Discuss the ripple effects that have been described. Consider asking the following:
 - Is there an impact that you would especially like to see in your community?
 - Is there an impact that you want to avoid in your community?
 - Are there other impacts that you have thought of?

Where to Use this Activity

- In the classroom, after studying climate change and climate actions, to allow students to show their knowledge and comprehension of climate change, climate action, and cause-and-effect relationships
- In workshops, to help adults understand the ripple effects of climate actions
- In community meetings, to inspire people to imagine the results of taking climate action in their neighborhoods

Links

- Climate Change Game: http://changingclimate.osu.edu/assets/docs/2012edu_CurriculaVisualizingV6.pdf
- Rain Garden Game:
http://www.chicagobotanic.org/sites/default/files/pdf/education/connect/More_or_Less_Rain_Garden_Game.pdf