

**Tool 5.4**

# Mobilizing through art and dialogue

---

**CLARITY Competence Area:**

Taking collective action for climate resilience, ecosystem regeneration, and societal transformation

**GreenComp Competence Area:**

Acting for sustainability

**Why use this tool?**

This tool is about communicating about climate change and climate resilience, as well as engaging with a diverse audience, in ways that feel exciting, fulfilling and enriching for all parties involved. Some activities mobilize the arts to make environmental issues and climate change tangible, as well as encourage creativity and connection (with each other and with nature), so as to foster local action among the wider community. Other activities acknowledge the difficulty of tackling climate change in a polarized world, with multiple simultaneous constraints weighing on us.

## Activity 5.4.4

# The Dilemma Game

## Overview

When debating climate action, we are often faced with dilemmas where there are only finite resources available to achieve desired goals, and each option has far-reaching consequences. Therefore, in this classroom game the learners confront a dilemma by determining priorities – making a choice in favour of one goal, and in doing so maybe not fulfilling another. In some cases, a compromise can be found. In some cases, it cannot. This dilemma game offers learners the opportunity to practice perspective-taking in relation to collaborative communication and listening.

## Curriculum linkage

Language & Literature, Civics & Social Studies (Psychology) and Natural Science.

## Competences built

Courage, collaboration, accountability, humility, care, perspective-taking, critical thinking and systems thinking.

## Prep Work

Determine how to present the game table (see below) in your classroom. This might entail drawing it on a whiteboard/ blackboard/ chalkboard, or displaying it as part of a PowerPoint, or drawing it on a large sheet of paper. If you wish, you may also choose to print the diagram on a sheet of paper for learners to use within their groups.



### BASIC INFO

**Age range:**

12+

**Duration:**

40-60 minutes

**Group size:**

Small groups of 4-6

**Level of difficulty:**

Intermediate

**Materials/space required:**

Whiteboard or similar, markers or similar, paper (optional)

**Location:**

Indoors

**Engagement of external stakeholders:**

No



**Competences/activities to practice first by the teacher**

Activity 3.3.1 “Active listening,” and/or 5.4.2 “Engaging in non-violent communication,” is useful in developing a foundation for this activity, but is not required.

**Levels in the activity**

1. Try out in class
2. Finding a dilemma in your local community

**Level 1: Try out in class**

1. Introduce the concept of dilemma: A dilemma is a situation in which you are faced with two or more alternatives, and you have to make a decision. Dilemmas occur in everyday life whenever a decision is called for, whether individual or collective. Now ask the learners to think and reflect on moments when they have found themselves in a dilemma: “What kind of dilemma(s) have you encountered recently?” Allow time for answers and discussion. You may choose to make their responses visible by putting them on a whiteboard (or similar).
2. Then explain that in a dilemma
  - a. we often face conflict between principles, values and goals that are important to us.
  - b. each option has its consequences: positive ones that we want; and negative ones that we may or may not have thought of. If you are a decision-maker, you might look for consequences in areas like:
    - I. moral and religious duties
    - II. rights and obligations
    - III. the threat of psychological or physical trauma
    - IV. respect for human rights
    - V. financial resources
    - VI. practical reasonsIf you are *not* the decision-maker, you might perceive these options and consequences quite differently.
  - c. Policy decisions related to climate change often lead to dilemmas, and each choice has far-reaching consequences. A decision in favour of one option versus another needs to be based on determining priorities.



3. Divide learners into groups of 4-6. Then introduce the game, as follows:
  - a. Imagine that each group represents a group of experts tasked by the Minister of Environmental Protection of your country to prepare for the impacts of climate change. There are several options that have been proposed for consideration, and each group might have a new idea of their own. However, you have limited resources to pursue these options, and so you now face a dilemma: Which of these options will you choose?
  - b. Consider: Which options do you think are the most effective? Which options will have consequences if you ignore them? There are no right or wrong answers in the game - only the options and your choices between them. The options are presented below.
    - I. Teach about the impacts of climate change, as well as about climate change adaptation and resilience in all schools and universities
    - II. Invest heavily in protective urban infrastructure (e.g. sea walls or dykes along rivers) and climate-proof other existing infrastructure in relation to flooding
    - III. Increase green cover and the number of trees, including by removing some pavement, to reduce the heat island effect in cities
    - IV. Make it mandatory to paint all roofs white and have roads painted in white as well
    - V. Other - Make your own (*optional*)
4. Explain the structure of the game:
  - a. Present the table below by putting it on the whiteboard (or similar) as a classroom reference and 'master' table. It can also be printed and distributed to each group for reference, if desired. Each group will have 7 investment points to distribute to the different options. More points should be allocated for the options that the groups wish to prioritize more highly. Learners may allocate all seven points to one option, or they may choose to distribute the points amongst the various options.
  - b. Encourage learners to discuss amongst themselves the considerations for prioritizing each option.



| Points | Options                                                                                                                                                          | List your arguments |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
|        | Teach about the impacts of climate change, as well as about climate change adaptation and resilience in all schools and universities                             |                     |
|        | Invest heavily in protective urban infrastructure (e.g. sea walls or dykes along rivers) and climate-proof other existing infrastructure in relation to flooding |                     |
|        | Increase green cover and the number of trees, including by removing some pavement, to reduce the heat island effect in cities                                    |                     |
|        | Make it mandatory to paint all roofs white and have roads painted in white as well                                                                               |                     |
|        | Other - Make your own (Optional)                                                                                                                                 |                     |

5. Collect and share the results
  - a. Once groups have decided how to allocate their points, invite each group to explain their choices and place their points on the 'master' table.
  - b. Once the entire class has allocated their points, have a classroom discussion and reflect on the choices that were made.
6. Encourage learners to reflect on the outcome.

## Level 2: Finding a dilemma in your local community

1. Ask the learners: What are the dilemmas in your community? Can you identify any dilemmas in relation to climate resilience in your local community?
2. Invite the learners to play the dilemma game around those dilemmas and if possible around a dilemma that can be converted to a task you as a group or a class can take action on.





## Dos and don'ts

### Do:

- Encourage learners to engage in self-reflection during these discussions.
- Ensure that discussion and debate do not turn into competition or arguments.

### Don't

Don't silence or discourage learners from expressing their own viewpoints and solutions

### Adaptations:

- If your learners are struggling to understand what to do, then modeling the activity in front of the class is a good way to get them started.
- We invite you to adapt this activity to the specific needs of your learners, including by taking into account their neurodiversity. When adapting tools and activities for neurodivergent learners, please note it is not about treating others how you want to be treated, but how they want to be treated. Ask, listen, and stay open to different ways of learning and engaging.

## References

This tool is based on a tool originally developed in the Green Package Project by OSCE in Ukraine, and was adapted for CLARITY by Legacy 17.



*Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.*

*This Clarity Project Resource © 2024 by the Clarity Project Consortium is licensed under Creative Commons Attribution-ShareAlike 4.0 International. To view a copy of this license, visit <https://creativecommons.org/licenses/by-sa/4.0/>*

