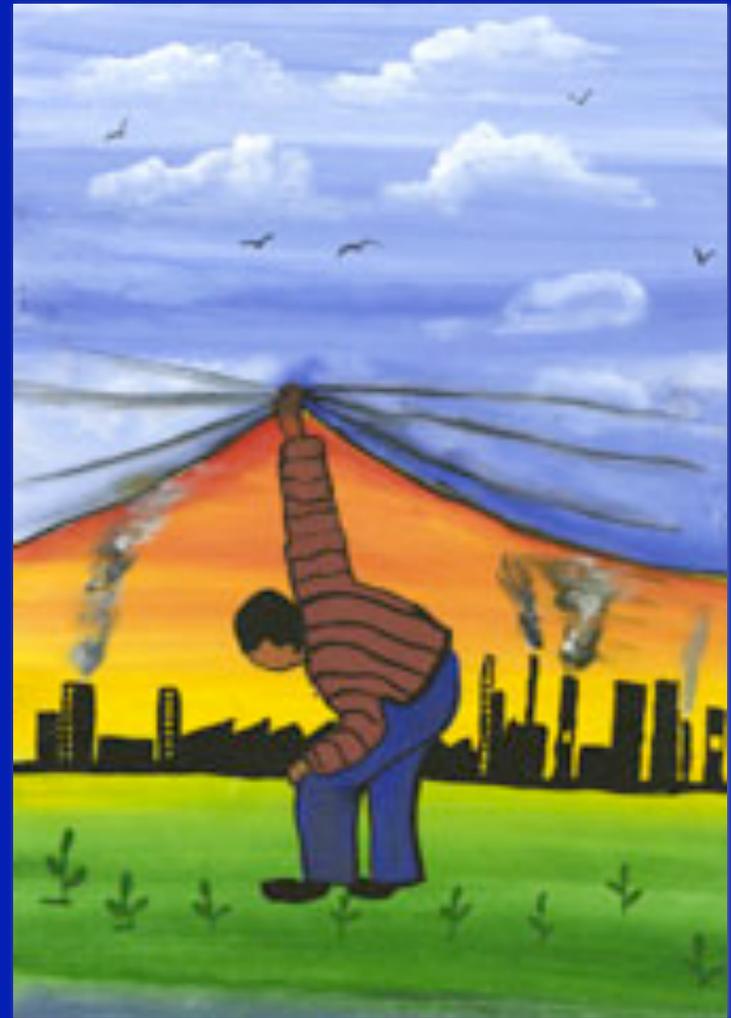


Next year: large
lecture series
for community
and student body



Art by Anoushka Bhari (8),
Kenya, UNEP Children's Art
Contest, 2007

Climate Change Past, Present, and Future:

Dave Randall

Ecology: **Alan Knapp**

Humans: **Lori Peek**

Politics: **Michele Betsill**

Economics: **Charles
Kolstad**

Solutions (during Focus
the Nation):

Scott Denning



Art by Jane McMahan, "Arapaho Glacier: What Goes Around Comes Around," *Weather Report: Art and Climate Change*, Boulder Museum of Contemporary Art, 2007.

Seminars & Readings

Linda Bierds and
Marybeth Holleman,
poet and literary
essayist

Brad Udall on Colorado
water

Nalini Nadkarni on
teaching

Tony Leiserowitz on risk
assessment and
communication

Lisa Dilling on
communication



Treetop Barbie, Forest Canopy Lab,
Evergreen State College/Nalini Nadkarni

Teaching Climate Change

Climate

Ambassador

Team

.....from all colleges, to contact and advise colleagues, visit and propose courses

...freshman composition, 800 students



Art by Bobbe Besold, from "The Thirteenth Tipping Point," *Weather Report: Art and Climate Change*, Boulder Museum of Contemporary Art, 2007.

Primer Packet

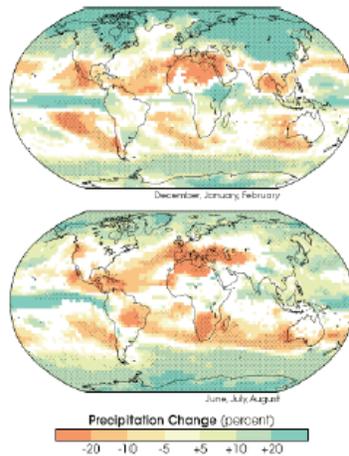
- Being produced by students in E 641, Writing about Climate Change
- Clear, vivid, accurate basics
- Single sheets, laminated, and on CC@CSU website



Art by Charlie Sullivan (12), UK, UNEP
Children's Art Contest, 2007

Wetter and Drier: Climate Change's Hydrological Effects

Climate change will alter global precipitation patterns. Projected decreases in precipitation in the lower latitudes and increases in the mid- and high-latitudes will cause major ecological shifts. Forests will take over alpine meadows and woodlands will replace grasslands with rising temperatures and wetter conditions, while hotter and drier scenarios show ever-expanding grasslands and deserts. Expected increases in flooding and drought will undoubtedly affect homes and cities, potentially displacing thousands. As some regions transform into new Saharas and others into new Amazons, areas comfortably occupied by humans may be rendered uninhabitable.



Global Precipitation

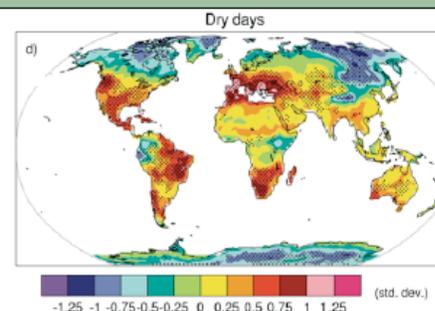
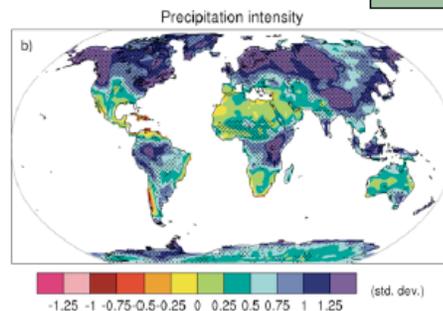
Precipitation patterns will be different from season to season, continent to continent.

Winter

- The largest increases (over 20%) are expected in polar regions such as Siberia, Greenland, and Antarctica.
- Overall increases are expected for North and South America and equatorial and southern Africa.
- Large decreases (as much as 20%) are predicted for the Sahara, Southeast Asia, and Central America

Summer

- Higher precipitation is expected for polar regions.
- Severe decreases in precipitation are projected for much of Europe, northern and southern Africa, and Amazonia in South America.
- Overall decreases are expected in North America, Central America, and Australia.



Precipitation intensity, or the rate at which rain or snow falls (left figure), is projected to increase globally. The number of dry days (right figure) is also likely to increase in most places except the highest latitudes.

Talking and Writing About Climate Change

Communicating about climate change means effectively explaining the facts to those who have questions and inspiring others to learn more. It means making the problem clear and real—but not hopeless. It means thinking carefully about what it's most important to say, when, to whom, and how. Some people learn well from graphs and charts. Others respond better to stories, metaphors, and visual images. Some want lots of information; others just want the basic conclusions. The most important thing to remember: people learn most from talking with others.

Do . . .

- Think about what your listeners *do* know and what *does* matter to them, not just what you think they *should* know and care about. Acknowledge the viewpoints and feelings of others.
- Give your listeners a reasonable amount of information to absorb. And cut to the chase.
- Tell stories when you can. Vivid, concrete experiences and images can carry a lot of weight. But make sure you're conveying accurate science.
- Use some examples your listeners can relate to. Talk about what is likely to happen nearby (not just far away), soon (not just after many years), and to individual people and animals.
- Go light on fear and guilt. Most of us push away topics that provoke these feelings—or despair, helplessness, resentment, rationalizations Shouting louder doesn't work very well, and over-selling attracts skepticism.
- Instead, pair the facts of climate change with a realistic assessment of the risks and ideas about what individuals can do. Help listeners think about how they can act with what you're telling them.
- Be clear about what is still uncertain about climate change—and what is not. Emphasize that what happens depends very much on what we do.
- Appeal to skills and actions that our culture values, such as caution, planning ahead, optimism, generosity to those less fortunate, and creative

Use Good Metaphors

Weather tells you what to wear today . . .



Art by 7-year-old Mahta Bazzaz of Iran, UNEP Children's Painting Contest on the Environment—Climate Change, 2007.

. . . but climate tells you what clothes to buy.

Predicting that our climate will warm is like knowing that water placed over heat will boil, and roughly when—but not like knowing where the first bubble will appear.



Greenhouses are good. A too-thick blanket of carbon dioxide that's trapping heat in our atmosphere? Not so good.

Art by 13-year-old Kevin VanDenBroucke of Belgium, UNEP Children's Painting Contest on the Environment—Climate Change, 2007.

Yes, Earth's climate does naturally change over long time scales, just as lightning may—naturally—cause forest fires. But humans start forest fires, too, just as we're now changing our