

More or Less

Planting and maintaining rain gardens

Climate change can be difficult to recognize in our daily lives. We don't notice things like an increase in average annual global temperature; we notice things like the earlier blooming of lilacs or unrelenting heat waves. We notice the ripple effects of climate change in things that are important to us.

This activity helps people to see the ripple effects of climate actions, such as planting and maintaining rain gardens. It's easy to see that a rain garden adds flowers to the yard, but it's not always so obvious that it provides food for butterflies or creates a place for a grandmother to teach her grandson about growing plants or that it acts as green infrastructure to protect the community from flooding.

Use this activity to discover what you might see more of and what you might see less of when you grow a rain garden as your climate action.



How to use this activity

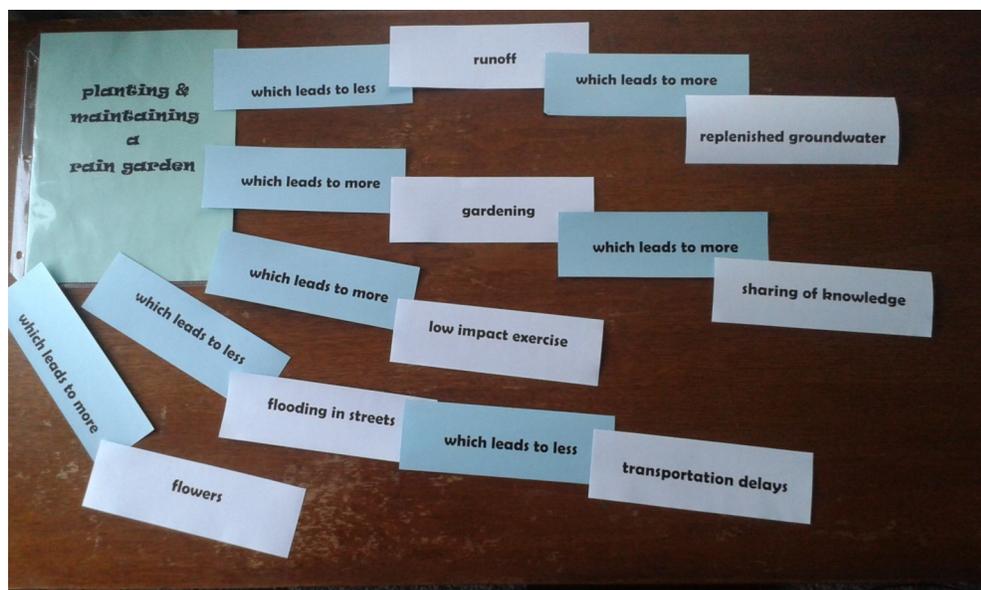
1. Before you begin, print all the pages included here.
 - Print one copy of the center card that says *"Planting & maintaining a rain garden"*
 - Special instructions for the cards with arrows that say *"which leads to more"* and *"which leads to less"*: Print these double-side, with *"more"* on one side and *"less"* on the other. Print these on colored paper if possible. Print at least 4 copies of these pages and cut along the dashed lines to create four cards from each sheet.
 - Print one copy of each of the impact cards, then cut each sheet into four pieces (along the dashed lines) to create the activity cards. (If you duplex print these, make sure to print 2 copies.)
2. Begin by placing the sheet that says *"Planting and maintaining a rain garden"* in the center of the area where you will work—this can be a big table, a bulletin board or the floor.
3. Place the *"more"* and *"less"* cards in a pile that everyone can reach. Spread out the impact cards so they are easy to see.
4. 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 the impacts 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 *"planting & maintaining a rain garden / leads to more / time outdoors"* because they would care for the gardens themselves. Someone might follow up on that by adding *"more / sharing of knowledge"* because they would maintain the garden with friends in a garden club who would learn from each other.
5. Continue to build on the impacts until you run out of time or run out of room.
6. Discuss the ripple effects that have been described. Consider asking:
 - 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?

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Where to use this activity:

- Use this in the classroom, after studying climate change and climate actions, to give students an opportunity to show their knowledge and comprehension of climate change, climate action, and cause and effect relationships.
- Use this in workshops to help adults understand the ripple effects of climate actions.
- Use this in community meetings to inspire people to imagine the results of taking climate action in their neighborhoods.
- Use this in planning meetings, to help planners identify ripple effects that might interest community members and organizations.



To encourage discussion, divide larger groups into smaller groups of 5-10 people so that everyone can take turns and everyone can easily hear each other. Provide a complete set of cards for each group.

An example of the connections identified using the More or Less activity.

More ideas for expanding on this activity:

- ⇒ Provide blank cards so people can write in impacts that they think of on their own.
- ⇒ Create your own example, starting with a climate action in your community.
 - You can make a set of cards— or simply write down the ripple effects on a big piece of paper or a white board. Draw in the arrows, labelled 'more' or 'less' to show the connection.
- ⇒ Ask students to create their own examples. They can share their ideas with student groups or with adults to encourage their communities to take climate action.

**planting &
maintaining
a
rain garden**

which leads to more

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food for pollinators

wildlife habitat

runoff

flooding

opportunity to learn

irrigation

drinking water

clean beaches

screen time

time outdoors

sharing of knowledge

low impact exercise

lawn

native plants

gardening

flowers

variety

maintenance

water pollution

biodiversity

damaged homes

transportation delays

clean water

combined sewer overflows

green space

beauty

flooding in basements

flooding in streets

replenished groundwater

curb appeal

connection to nature

attention to weather

passing down traditions

muddy walkways

pesticides

climate resilience