**Regional Climate Change Adaptation**

**Class activity for Chapter 7**

***Food, Farms and Community***

**Material Requirements: None**

**Time Requirement: 30-40 minutes**

Not only does agriculture have contribute to atmospheric concentrations of greenhouse gases and thus climate change, climate change also affects agriculture, particularly at regional and local spatial scales. For this activity, break students into small groups of three to five by their home regions, which will entail learning where students are from and inviting them to situate themselves around the classroom so that they’re near other students from nearby places. If your class is composed of many students from a single region, break the large group into smaller groups by sub-region. This will given students an opportunity to both reflect on the effects of climate change on their regional agriculture, and will also encourage students to meet and interact with others whom they might not have thus far.

Once students are situated in small groups, invite them to list some of the important agricultural products of their region. What foods are grown where they’re from, and in particular what foods are produced there for export to other parts of the country and the world? Do their regions produce crops raised for animal feed, or are crops grown that will eventually feed people? What about non-food crops like cotton or tobacco? Encourage students to generate a list of at least five important agricultural crops that are grown in areas where the live.

Now invite students to consider how their region might adapt to different climate change regimes. What will happen to agricultural production in their region if precipitation decreases, or increases? What will happen if summers get warmer, or if winters grow shorter? You can propose general climate change scenarios like these if you’d like, or you can find one of many reports that makes more specific predictions about potential climate change scenarios of different regions of the United States, or even of other regions around the world of your class has a substantial number of international students.

Once students generate their list, it can be useful to bring everyone together to discuss their thoughts about regional impacts, particularly to give students an opportunity to reflect on other groups ideas about regional impacts and to get a broader perspective of how important agricultural products in different regions might be affected.