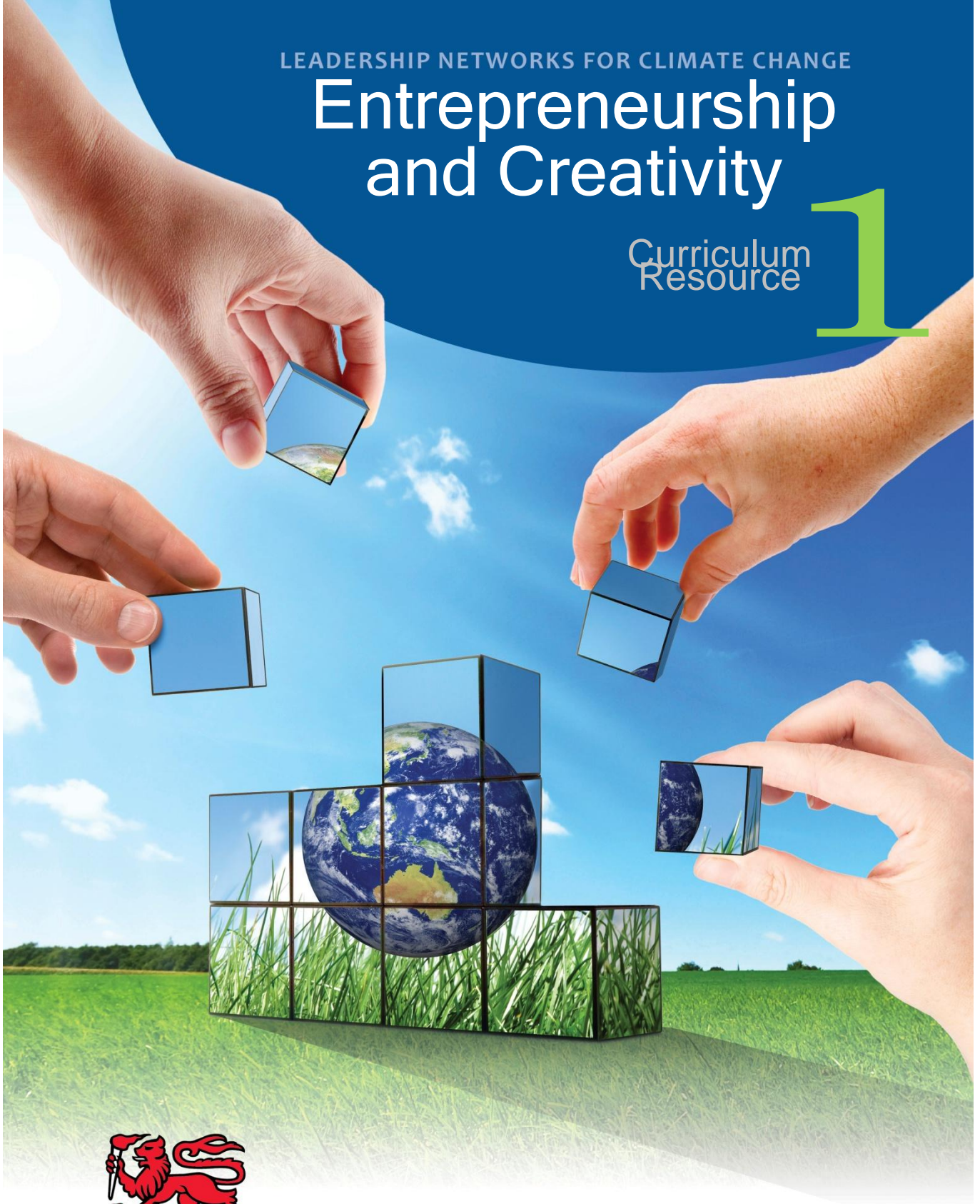


LEADERSHIP NETWORKS FOR CLIMATE CHANGE

Entrepreneurship and Creativity

Curriculum
Resource

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Entrepreneurship and Creativity

Creative Problem-Solving Activity

Authors

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Themes

- Problem-based learning
- student-led learning
- interdisciplinary inquiry

Description

This activity consists of students giving five workshop presentations over five weeks through five phases of a problem. The five problem phases and associated tasks are described below:

The problem – phase 1:

The Australian Federal Government has decided to increase funding to the alternative energy industry in an attempt to develop its global commitment to addressing climate change. Significant funding will be given to the research and development of adaptation technologies that will reduce green house gas emissions and offer alternative solutions to dealing with currently identified impacts of sea-level rise in the Asia Pacific.

Task 1:

Submit a bid to the Australian government for your company to receive substantial funding to research, develop and market a viable climate change adaptation technology or alternative energy solution that you have been working on. Pitch to the Australian government why your organisation, technology or solution should receive funding. Create a budgetary request with expenditure justifications. Identify how your company responds to the call for offering solutions to already identified impacts of sea-level rise in the Asia Pacific.

The problem – phase 2

The Australian Government likes your idea, however in order to win the bid, the technology/solution you propose must be marketable for sale in the first world market, and transferable for donation to the third world market.

Task 2:

Create a pitch for both markets. Remember, your technology will be sold as a product on the first world market; therefore you must identify who the potential buyers might be, and why they might choose to 'buy Australian'. The goal of the Australian government is to market your technology as part of Australia's contribution to mitigating third world consequences of climate change. To whom will this apply? How will you market this product to the developing world as a viable contribution from Australia to dealing with climate change in the third world?

The problem – phase 3:

The Australian Government is concerned that your product/technology/solution is too closely related to those technologies coming out of the US and the UK. They are concerned that this Australian product will not survive on the global market with such close competition. In particular the government is concerned that since their ability to donate this technology to the developing world depends on the sales of this technology to the developed world, than its competitiveness on the world market is of upmost importance.

Task 3:

Open to the creative problem-solving process. Students will work through this layer of the problem, re-thinking, reshaping, reforming ideas.

The problem – phase 4:

Disaster strikes. A massive series of storm surges has just flooded 2/3 of the Solomon Islands. International disaster relief has been pouring in from various nations, including Australia. The Australian government has decided to shift 80% of its intended funding for research and development into climate change adaptation to smart restoration of the Solomon Islands disaster zone.

Task 4: How does your technology/solution respond? How do you justify your solution as having long-term benefits to both the Solomon Islands and Australia?

The problem – phase 5:

Your technology/solution, among other restorations, has been proceeding in the Solomon Islands. While much progress has been made to restoring the islands society and economy, the irreversible affects of sea-level rise due to climate change have made it apparent that 1/5 of the population of the Solomon Islands will be necessarily displaced to another country.

Task 5:

How might this population displacement affect the developments, both present and future, of your restoration efforts? Consider the consequences of a migratory population, out of the Solomon Islands and into Australia. How might your organisation benefit, or be disadvantaged from this migration? How would you manage this change?

Reflections

Creating opportunities for students to understand the consequences of their decision-making is never an easy task. By framing each subsequent workshop's problem around the previous decisions the students made, this was possible. An important challenge within the unit is surfacing the diversity within each cohort. By importing a challenge from other students, many differing opinions were continually introduced into the learning environment, making my job much easier and constantly enjoyable.