

## ALCN Learning Forum: The Adaptation Game (TAG) in Action – Advancing Resilient Futures Together

### Summary Notes

Thursday 26 March /2026  
3pm-4.30pm (AEST)

*Participants joined the City of Canning’s Sustainability team for a hands-on session showing how TAG sparked meaningful community conversations about climate adaptation and resilience. The webinar also featured a practical case study from Wyndham City on climate resilience in action, along with time for discussion, questions, and reflections.*

### Executive Summary

The Australian Learning Communities Network (ALCN) hosted an online learning forum showcasing *The Adaptation Game (TAG)*—a collaborative, storytelling-based tool designed to help communities understand and prepare for climate impacts. Presenters from the **City of Canning** and **Wyndham City Council** shared how TAG is being implemented locally, how communities are responding, and what evaluation data reveals about its effectiveness. TAG uses local stories, maps, and climate scenarios to build awareness, reduce climate anxiety, and strengthen a sense of agency. Both councils highlighted that TAG fosters deep community connection, shared problem-solving, and practical thinking about climate resilience. Evaluation surveys show that participants leave feeling more hopeful, more informed, and more empowered to act.

The forum included a live demonstration of TAG’s simplified digital version, discussion around implementation challenges (resourcing, facilitation, scheduling), and insights into the importance of facilitated, place-based learning. Key themes highlighted the value of partnerships, flexible delivery models, and the irreplaceable role of connection and conversation in community climate learning.

### Summary of the Webinar

#### Welcome & Context

- The session was hosted by ALCN, with participants joining from across Australia and Internationally.
- The purpose of the session: explore TAG in action and share local case studies demonstrating how communities are using the game to strengthen climate resilience.

### Presentation 1: City of Canning – Understanding TAG and its Impact

#### Overview of TAG

- TAG is a tabletop game developed by Ben Pederick (Deakin University) and Amble Studio.
- It combines storytelling, local lived experience, and climate science to help communities understand local climate impacts.
- Not competitive, focus is on *experience, conversation, and community building*.
- Suitable for people feeling concerned or uncertain about climate change.

#### Implementation in Canning

- Canning embedded TAG into strategic climate resilience planning.
- Secured Disaster Ready Fund grant support.
- Developed a Canning-specific version with local scenarios, maps, and historical climate events.
- Training both community and professional facilitators to deliver TAG.

#### Evaluation Findings

- Surveys (pre-game, post-game, 6-month follow-up) show:
  - **Decreased climate anxiety**
  - **Increased sense of agency and hope**
  - **High likelihood of recommending the game to others**
- Participants valued connection and shared learning; many emphasised community as central to resilience.

## **Presentation 2: Wyndham City – TAG in Practice: Local Learnings and Delivery**

### **Wyndham’s Journey**

- Joined TAG in 2024.
- Initial focus on creating the TAG kit; delivery followed in the next financial year due to budget considerations.
- Localisation workshops captured resident stories on heatwaves, floods, and grassfires.
- Trialled different delivery formats:
  - With an existing community group.
  - Open public session promoted widely.

### **Key Learnings**

- Existing groups are easier to engage.
- Sessions must consider space, noise, and age appropriateness (sensitive topics for under-16s).
- Resource and staff constraints influenced the shift to TAG’s “conference version”—shorter and requires fewer facilitators.
- Community facilitation volunteering is challenging due to internal processes.
- Staff availability and after-hours delivery remain ongoing barriers.

### **Observed Community Outcomes**

- Strong emotional connection to local issues.
- Participants often used their *real identities*, not fictional personas.
- Community bonding occurred—some participants exchanged contact details to stay connected.

### **Live Demonstration: TAG Online Walkthrough**

- Canning facilitators presented a simplified Miro-based version.
- Demonstrated:
  - Mapping exercise (“Where do you live? What places do you value?”)
  - Creating adaptation actions and allocating “energy”
  - A heatwave scenario and discussion
  - Reflection moments on community resilience
- Highlighted that face-to-face delivery creates deeper connection and safer climate conversations.

### **Discussion & Q&A – Key Points**

#### **Costs & Resourcing**

- Estimated \$14,000–\$15,000 to develop a localised TAG kit (varies by package).
- Additional costs apply for facilitator training and supported delivery.
- Digital versions are on the TAG team’s long-term wish list but not yet available.

#### **Self-Facilitation**

- Currently not recommended; TAG relies heavily on skilled facilitation for:
  - Psychological safety
  - Deeper discussion
  - Managing emotional responses

- Ensuring learning outcomes

### Deeper Learning Reflections

- Participants emphasised:
  - The need for climate learning that is *deep, participatory, and community-focused*.
  - Balancing playfulness with seriousness.
  - TAG supports systems thinking and shared responsibility—not blame.
- Robbie (RMIT) reflected on three key dimensions of learning highlighted through TAG: **learning deeply, learning differently, and learning to deliver effectively**. He emphasised that TAG creates space for deeper, systemic conversations—not just about practical adaptations, but about the underlying causes of climate challenges and how communities make sense of them together. He noted the importance of facilitated dialogue to help participants process complex emotions, avoid overwhelm, and explore climate issues safely. Robbie also underscored that playful learning is still powerful learning, and that TAG demonstrates how enjoyable, social interaction can support meaningful climate education. Finally, he highlighted that facilitators themselves are engaged in an adaptation process—constantly adjusting the game to cultural, social, and local contexts—which strengthens their own practice and supports more resilient, empowered communities.

### Closing Remarks

- TAG helps communities make sense of climate change in their local context.
- Generates meaningful conversation, shared understanding, and collaborative planning.
- UNESCO Learning Cities focus on climate action by fostering local, lifelong learning to drive sustainability and resilience.
- Reinforces UNESCO Learning Cities principles: community empowerment, green skills, and strategic partnerships.
- The City of Canning and Wyndham City are members of the UNESCO Global Network of Learning Cities.
- Strong encouragement for councils and communities to explore TAG as a practical climate engagement tool.