

# The Ultimate Guide to Climate Essentials



Image by Alexandra Bowman

Developed by Maya Tipton, John “Martin” Tomlinson, and Declan Murphy

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## I. INTRODUCTION

Climate Essentials is a student-led workshop series designed for the Swarthmore community to engage with the climate crisis in its many dimensions critically. We emphasized a holistic approach to understanding the climate crisis, highlighting environmental justice, systemic causes, and equitable paths forward. The sessions feature guest speakers, activities, and discussions centered around critical topics. The series is open to students, staff, faculty, and alumni and to hold space for meaningful, intergenerational conversations.

This handbook has been created by the current Climate Community President's Sustainability Research Fellows (PSRFs) at Swarthmore College: Martin Tomlinson, Maya Tipton, and senior fellow Declan Murphy. It is intended to be used by whomever at Swarthmore College is facilitating the Climate Essentials Workshop. Additionally, this handbook is intended to provide a framework for other higher education institutions that would like to create programming similar to Climate Essentials at their respective institutions.

This guide has been laid out in the following manner. Firstly, we will provide the history of Climate Essentials and metrics to foster the institutional history of the program. Then we will provide materials to assist in the planning and execution of Climate Essentials.

## II. HISTORY AND METRICS

### **Pilot Year: Spring 2020**

The first iteration of Climate Essentials was developed throughout the 2019-20 academic year by a team that included Climate Community PSRFs Declan Murphy '21 and Atticus Maloney '22, Senior PSRF Sacha Lin '20, and project mentors Kyle Richmond-Crosset '19 and Aurora Winslade. In its first year, the program was designated as a pilot run. The program was designed was conducted with the objective of streamlining and altering the process for future years. The successes and shortcomings of the program would all be incorporated into planning for future versions of Climate Essentials. Overall, the main goal of this year was to learn the

intricacies of planning and facilitating this type of program. [The syllabus for the pilot program can be found here.](#)

Climate Essentials 2020 consisted of five sessions which were held weekly on Tuesdays from 3:00-4:30 pm. The first three sessions were held in person (in the dome room of the Intercultural Center), while the last two were held over Zoom. The themes and featured speakers for the sessions were as follows:

Topic	Speaker
1. Climate Crisis: Where Are We Now?	Melissa Tier '14 and Alex Ahn '16
2. Responses to the Climate Crisis	Sacha Lin '20
3. Translating Internal Resilience into Action	Pamela Boyce Simms
4. Virtual Breakout Sessions <ul style="list-style-type: none"> <li>a. Deep Dive on Climate Science and Policy</li> <li>b. Processing the Climate Crisis</li> <li>c. Opportunities for Grassroots Action</li> <li>d. Intersections Between COVID-19 and Climate Change</li> </ul>	Breakout room facilitators: Melissa Tier and Alex Ahn, Sacha Lin, Lee Smithey, Aurora Winslade
5. Closing Discussion	

The default session schedule included a 30-minute talk from the guest speaker, followed by group discussion. For the discussion portion of Climate Essentials 2020, participants were divided into six groups and sat at tables corresponding to their group number. Each group was led by a member of the Climate Essentials planning team. Groups were assigned such that students, faculty, staff, and outside community members would get a chance to meet each other and hear each other's perspectives.

The fourth session was our first virtual session after the start of the COVID-19 pandemic. Before this session, we sent out a survey through which participants expressed interest in one of four breakout rooms. This made it easier to sort participants into breakout rooms at the start of the session. The final session involved breakout room discussions and full group discussions about our takeaways from participating in Climate Essentials.

### Metrics for Pilot Year

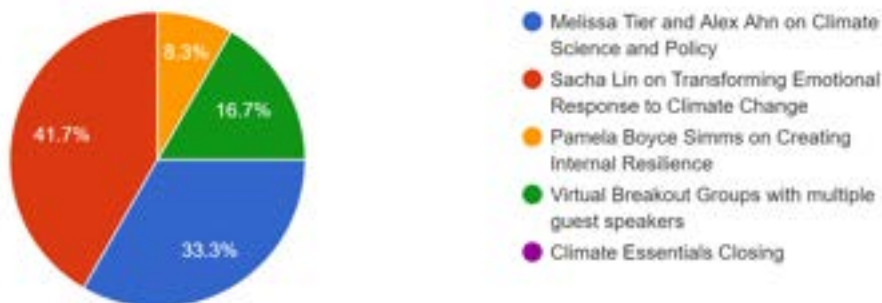
The pilot program drew approximately 50 registrants, who were primarily staff members and students, as well as several faculty members and community members. Participants filled out a survey related to their perspectives on the climate crisis and reactions to the program at the first and last sessions. Additionally, after the fourth session, participants responded in a sift.ly survey to the following questions:

- What have you most enjoyed about Climate Essentials?
- What would you like to see change in future iterations of the course?
- What would you like to talk more about?

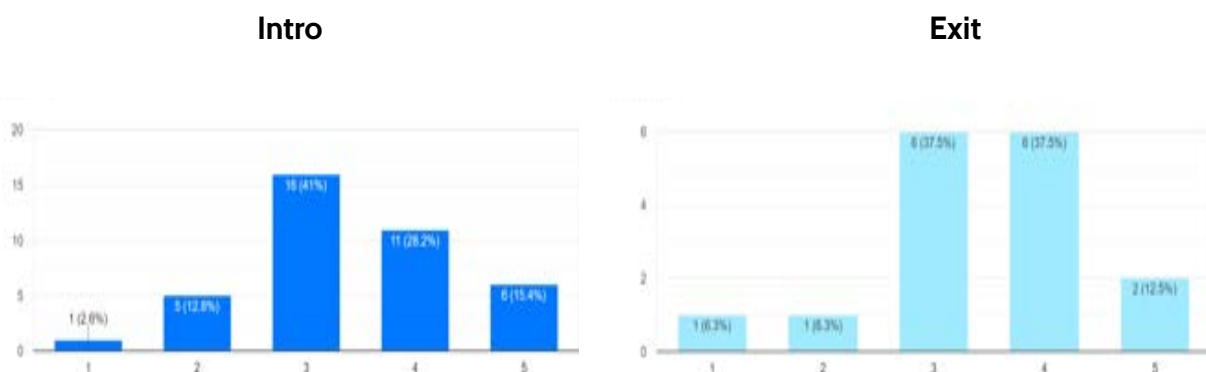
Many respondents said that the community formed at Climate Essentials was their favorite aspect of the program. Something that many participants requested was a greater focus on how to take action on climate change. Some participants wrote that they would like the discussion groups to change with each session, while others preferred that they stay the same.

What was your favorite session of Climate Essentials?

12 responses



“How well do you understand the climate crisis and its implications?”



Due to the transition to a remote program and the pandemic, our exit survey received many fewer responses than the intro survey. It is crucial to distribute these surveys during a session or send them out repeatedly to ensure a good response rate.

### Takeaways from Pilot Year

Our feedback from the pilot program showed us that there is lots of excitement on campus for this type of program. We also received constructive feedback, which aided in the development of Climate Essentials 2021. The following are recommendations from the pilot feedback.

1. Maintain the program’s focus on learning with the community. This could mean allocating more time for discussion or maintaining the same discussion groups week to week.
2. Find ways to improve retention. We had excellent retention of our staff attendees, but not for students.
3. Ensure continuity between sessions. It is important for the sessions to feel like cohesive parts of a broader arc.
4. Articulate concrete actionable next steps for participants. This was one of our most common requests.

## Year Two: Spring 2021

The second iteration of Climate Essentials was conducted entirely over Zoom. Throughout the 2020-21 academic year, it was developed by a team that included Climate Community PSRFs Maya Tipton '23 and Martin Tomlinson '23, Senior PSRF Declan Murphy '21, and project mentors Elizabeth Drake and Aurora Winslade. An important goal for the second iteration of the course was to offer intersectional programming. This involved discussing many critical topics in sustainability, such as environmental justice, systemic causes, and equitable paths forward.

Climate Essentials 2021 consisted of six sessions which were held weekly on Fridays from 1:15-2:30 pm. The topics and featured speakers of each session were as follows:

Topic	Speaker
1. Environmental Justice	Mustafa Santiago Ali
2. Climate Science and Policy	Melissa Tier '14 and Alex Ahn '16
3. Indigenous Environmental Justice	Evon Peter and Enei Begaye
4. Council in this Time of Reckoning	Various Council conveners
5. It's Not Too Late	Frances Moore Lappé
6. Planning for the Future	Students Guest Facilitators

Most sessions began with a 30-minute talk by a guest speaker and a short Q&A, followed by 15-30 mins of discussion. For discussion, participants were sent to small breakout rooms of 4-8 people, and they were facilitated by Office of Sustainability student leaders (PSRFs and GAs). The sessions usually began with a brief (2-3 minute) presentation by a student or staff member involved in sustainability work related to the topic of that week's session. This was done in order to showcase campus sustainability efforts and provide avenues for involvement for participants. The agendas, discussion questions, and recordings for each of the sessions are available in the [appendix](#).

There were two sessions in the series that deviated from the above format. For the fourth session, we hosted a Council in this Time of Reckoning activity. The [Council](#) places participants in circles, usually of 6-10 people, to meaningfully reflect on the climate breakdown underway. These circles were facilitated by trained conveners from campus as well as members of the National Convening Team. The final session consisted of a discussion-based activity designed to help participants reflect on what they learned during the Climate Essentials course and apply their interests to actionable next steps. Takeaways from the final session are detailed in this [report](#).

### Metrics for Year Two

In Year Two, we had over 100 registrants, consisting of students, staff, faculty, community members, and alumni. We saw high retention rates throughout the series, and attendance was highest for sessions with guest speakers. To host this many participants, we had the help of ten student workers at the Office of Sustainability (PSRFs and GAs) serving as discussion facilitators, who helped guide small group discussions. These student workers were paid to help as discussion facilitators in addition to their regular hours at the Office of Sustainability.

Two primary goals for the second iteration of the series consisted of the following:

- 1) To build a community of students, staff, faculty, alumni, and community members engaged in the climate crisis.
- 2) Create space for the community to engage with critical topics in sustainability through intersectional programming.

The feedback that we have received for the series is very promising. Fran Putnam, an alumna from the class of 1969, shared:

“I was very impressed with how ambitious this program was. We heard from experts in many different areas. I was especially appreciative of the coverage of indigenous people in the course. **I also liked hearing from and talking with staff, students, alumni, and other interested individuals all connected to the College in some way.** This was a well done series.”

Through survey feedback and direct conversations with participants, we heard that the Climate Essentials series brought them closer to the campus community. Others

shared that the course highlighted the importance of centering community. A community member wrote, “We must exercise our power as a community to make change and push our government to make good choices for our world.” This theme was echoed by a staff member who concisely shared one of their main takeaways from the course: “We are all in this together.”

During the last session, many alumni and off-campus community members thanked us for having the series over Zoom, as they couldn’t have attended if the course had been in person. They shared that they were appreciative of the intergenerational conversations and relationships they built with other community members during this course.

Another staff member shared what they appreciated about the series:

“I’ve appreciated gaining varied perspectives on the climate crisis. Climate Essentials enabled me to hear from scientific experts, indigenous environmentalists, policy advocates, and colleagues. The sessions presented the stark, sobering realities of climate change while still providing a sense of optimism and possibilities to contribute toward solutions.”

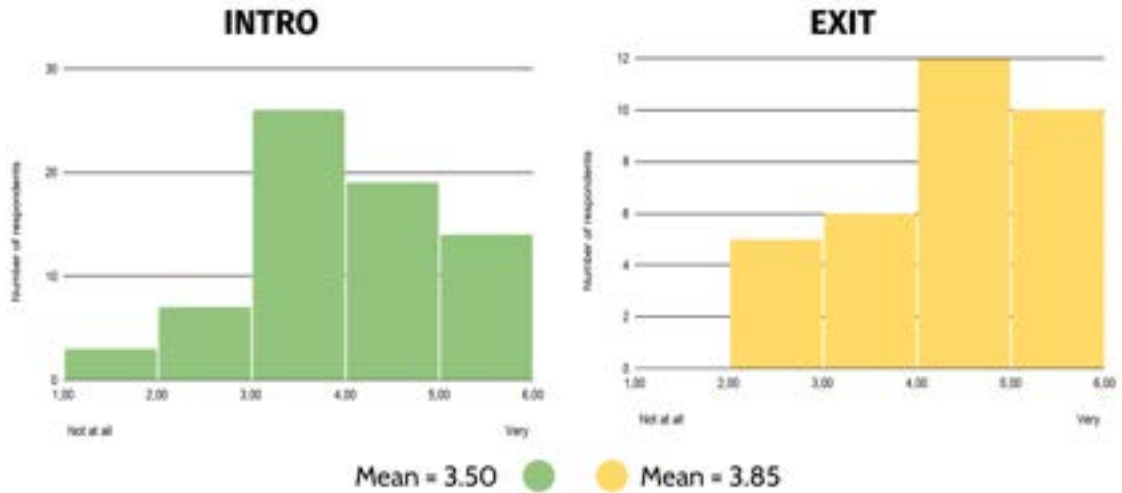
Other participants said that the broad range of topics included in the series helped them understand the intersectionality of the climate crisis. A community member wrote that their main takeaway from the course was “the depths of climate change and the various aspects of it, and the effect on various populations and how it affects every aspect of the environment, not just “the green” of the environment.” A staff member wrote, “I learned the complexity of the climate crisis and intersectionality of environmental studies and other areas of studies.”

We also conducted a survey at the beginning and end of the course gauging participant attitudes on the climate crisis. Our results suggest that participants’ perspectives may have shifted after taking this course.

For the question “how familiar are you with environmental justice,” many participants reported that they didn’t feel very familiar with the issue at the beginning of the

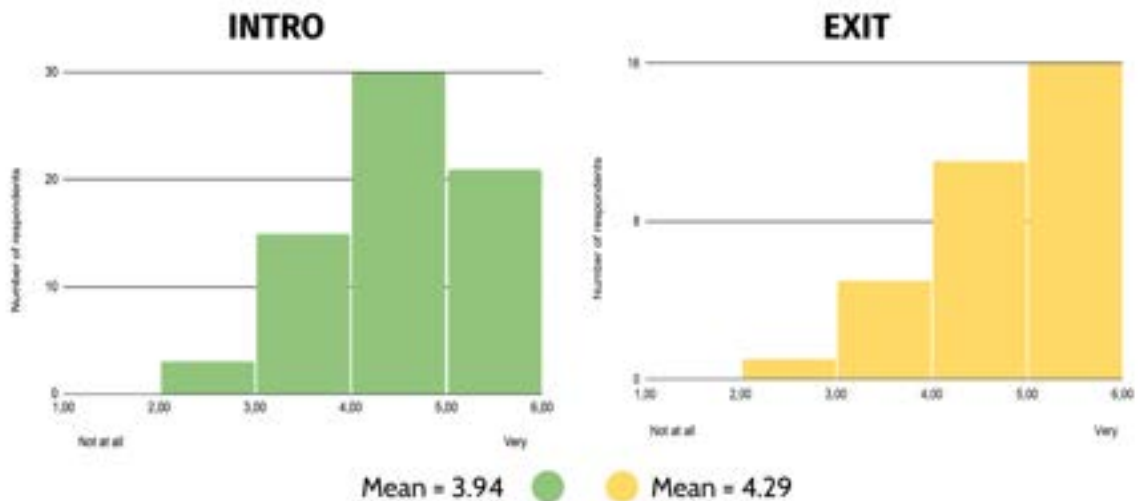
course. However, by the end of the course, we had significantly more participants sharing that they felt “somewhat” or “very familiar” with environmental justice.

### HOW FAMILIAR ARE YOU WITH ENVIRONMENTAL JUSTICE?

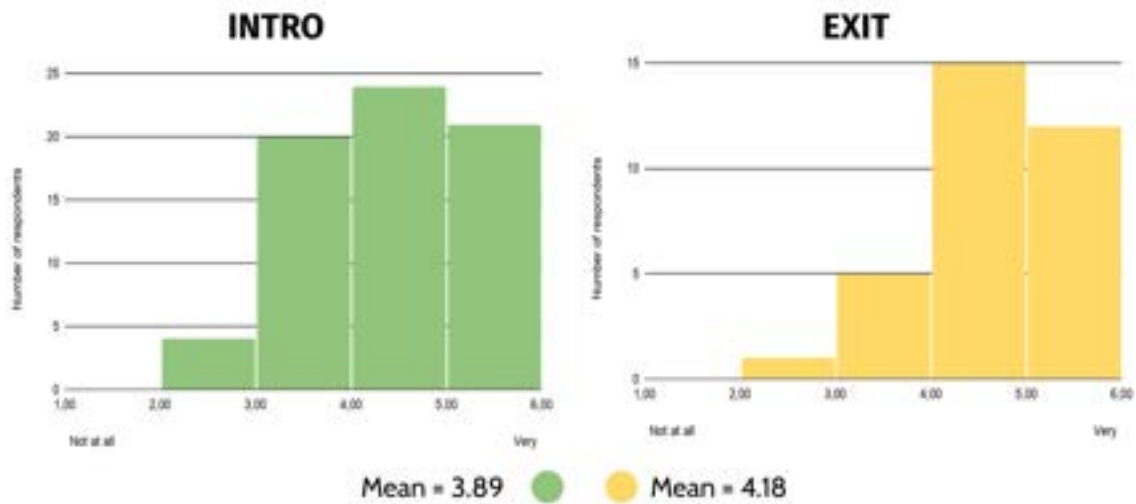


We see a similar trend in participant responses for the following two questions: (1) How familiar are you with the climate crisis and its implications, and (2) Do you feel that you are able to do anything about climate change?

### HOW FAMILIAR ARE YOU WITH THE CLIMATE CRISIS AND ITS IMPLICATIONS?



## DO YOU FEEL THAT YOU ARE ABLE TO DO ANYTHING ABOUT CLIMATE CHANGE?



Finally, 90% of our respondents said they would recommend the Climate Essentials program to a friend! For the full results from the surveys, see [this folder](#).

### Recommendations from Year Two

Our feedback results suggest that the current Climate Essentials model is effective and can be successfully implemented again in the future. However, there are a few areas where the course can be improved or expanded. Recommendations for future iterations of Climate Essentials are summarized in this section and integrated into the remaining sections of this handbook. These recommendations are informed by the feedback we received from participants in surveys and personal communication (see [this folder](#)).

Recommendations for program structure:

1. **Consider a hybrid model:** While we were limited by having our discussions over Zoom, the virtual format provided many opportunities that wouldn't be possible in person. We were able to reach out to guest speakers from thousands of miles away, invite alumni and other remote community members, admit more than one hundred participants, and in many ways increase the accessibility of the course. A hybrid format would provide the best of both worlds by offering the benefits of in-person programming while connecting to a wider campus community online. There are, however, some new questions and challenges that may arise when operating in a hybrid

format. For example, can in-person and virtual participants join the same discussion groups? Diverse, intergenerational conversations are an important part of Climate Essentials discussions. How can this be effective with virtual and in-person participants? Luckily, transitioning to a hybrid model is something that many programs and organizations are currently learning. It may be best to learn from others experimenting with hybrid models and assess what may work for our community.

2. **Try flexible discussion time:** Many participants shared that they loved the small group discussions and hoped to spend more time in groups. This also led us to reflect on the importance of processing the magnitude of the climate crisis with others. On the other hand, we also had some participants share that they wanted more time for the talk and discussion. We also understand that our participants have many time constraints, and we cannot extend both the talk and discussion time. One potential pathway is to structure discussions based on how much time and interest there is. For example, there could be a 15 minute, 30 minute, and 1-hour discussion group. Others could choose to leave early. This model should be fairly easy to organize in person, but it may be more logistically challenging for Zoom participants.
3. **Improve outreach and engagement:** While our survey feedback shows that participant perspectives likely shifted throughout the series, many participants entered the course already familiar with some of the topics discussed in the course. For example, for the question, “How familiar are you with the climate crisis and its implications?” many respondents stated that they were “somewhat familiar” (44%) or “very familiar” (30%) before the first session (see chart on page 10). Therefore, we hope to expand our outreach efforts for Climate Essentials to promote wider participation in the course, especially for those who may be less familiar with the climate crisis. This may include coordinating with other departments and offices to offer joint programming that matches many peoples’ interests. One potential avenue would be to connect with campus groups and invite them to run an action-based event. For example, a creative writing club could host a poetry workshop with a sustainability theme. A biology professor and an Arboretum staff member could host a nature walk in the Crum Woods.

Recommendations for program planning:

1. **Collaborate!:** This project cannot be done alone! Many people worked or volunteered their time for this series. Effective collaboration and project management is critical. This includes assigning clear and specific roles and responsibilities at planning meetings. For example, our project mentor helped us reach out to some guest speakers, and our TA helped with technology and logistics. It was also beneficial to receive second opinions from people who were not as involved in the project throughout the planning process. For example, we implemented some of the advice we received from our project board members and other PSRF students.
2. **Run targeted planning meetings:** The student organizers met one to three times a week for Climate Essentials, depending on how much planning was required. We also met with our two project mentors and TA once a week for additional support. We found that these meetings were most effective when we prepared an agenda with targeted questions was developed beforehand. We also ran many meetings using the POP (process, outcomes, process) model. While applying the POP model requires additional time prior to each meeting, we found that our time spent together was more efficient, and we met less frequently when we used the model.
3. **Make a schedule:** Several months before the first Climate Essentials session, we developed a document with monthly and weekly goals for the project. We established our deadlines for creating the course outline, writing marketing emails, training student discussion leaders, etc. This helped us break down this project into smaller, more manageable tasks that could be completed.

These recommendations summarize our takeaways from this year, and they are discussed further in the following sections.

### III. PLANNING

In order to effectively conduct the Climate Essentials Workshop, there are a number of key planning milestones that need to be met. The following table provides an outline of what we have found to be the most essential planning milestones. Reaching each of these milestones on time will help create a successful run of the Climate Essentials Workshop Series. The following denotes how much time is required to accomplish each goal and is based on the 2021-2021 Swarthmore College academic calendar.

#### Fall Key Planning Milestones

Milestone	Date Accomplished By
Determining Workshop Theme	Approx. 2 weeks
Finding Speakers	Approx 3 weeks
Building Stakeholder Buy-in	Continuously throughout Fall Semester
Outreach	Final 3-4 weeks of the semester

#### Spring Key Planning Milestones

Milestone	Date Accomplished By
Conducting Climate Essentials	6 sessions throughout the semester
Outreach	2 weeks at the beginning of the semester
Syllabus Creation	First 2 weeks of the semester
Creation of Entrance and Exit Survey	Week before first session of Climate Essentials

#### Explanation of Milestones

## **Fall Milestones**

### **Determining Workshop Theme**

The theme of the workshop should be topical and relevant to the campus community. For example, the theme for the 2021 session of Climate essentials was environmental justice. This theme was relevant for the current school year due to the current US political climate and current events. Determining an aspect of the climate crisis to center our discussions around allowed us to have a reasonable scope for the course and determine which speakers to procure.

### **Finding Speakers**

Finding speakers can be a somewhat daunting task, especially if you have no experience with this task. We found to be the most effective method of discovering speakers was to create lists of potential speakers and topics they could cover. After completing this process, we began to look for speakers that those in our college had connections with and reached out to them. For more details, see the “Speakers: section below.

### **Building Stakeholder Buy-in**

A stakeholder can be defined as an individual or group that without a certain program would not exist. The first step in building stakeholder buy-in should be to identify who your stakeholders are. For instance, some of the stakeholders we identified were community members participating in our course, the Lang Center for Social Responsibility, the Environmental Studies Department, and others. We then built these relationships in a number of ways, including creating a project board with a number of stakeholders and working to create meaningful relationships with other stakeholders. Building stakeholder buy-in is an essential part of the Climate Essentials creation process.

### **Outreach**

To actually have participants at the workshop outreach is absolutely necessary. In order to do this, we sent out emails to the student body, staff, and faculty. We also used alumni stakeholders and posted in alumni internet groups to get alumni participants. We also notified campus publications about our program for workshop series for further publicity. Finally, we created a [website](#).

## **Explanation of Spring Milestones**

### **Conducting Climate Essentials**

This is obviously the most important milestone. Much of your work in the spring will be conducting the workshop series. This milestone will not be discussed in-depth here, as the rest of the guide should hopefully explain it.

### **Outreach**

See above

### **Creation of the Syllabus (or course outline)**

At the beginning of the semester, we develop a format for each session, factoring in how much time would be required for speakers, Q&A, and small group discussion. Having a detailed outline for each course allowed us to make the best use of participants' valuable time. For an example course outline, please refer to [this document](#) in the appendix.

### **Creation of Entrance and Exit Surveys**

Metrics are crucial for the Climate Essentials Workshop series as they allow us to understand and improve on the Climate Essentials course and what participants are getting out of the course. We recommend that you create entrance and exit surveys with similar questions so that you can track how participants' views have changed throughout the course. You can view our entrance and exit surveys [here](#) in the appendix. These will be discussed slightly more in-depth in the feedback section.

## **Functions That Need to Be Filled**

Many functions need to be filled to conduct the Climate Essentials Workshop. The following functions are intended to give you an idea of the scope of roles and responsibilities that need to be fulfilled. We recommend that you divide these portions based on what you believe are your team members' strengths and weaknesses. For instance, we found that one of us was better at strategic planning while another of us was better at conducting stakeholder meetings. Realizing what our strengths and weaknesses are helped us to create and successfully conduct Climate Essentials. The following is an example of some of the functions that we found

necessary to maintain. It is by no means an extensive list and should be adapted based on your specific needs and circumstances.

- Strategic Planning
- Website Maintenance and Creation
- Creation of Outreach Materials (posters, emails, etc.)
- Contacting Speakers
- Conducting Stakeholder Meetings
- Creating Course Content (agenda, intro scripts, discussion questions, activities)
- Community Liaison (connecting with other campus clubs, faculty, alumni, community members, etc.)
- Creating documentation and institutional knowledge (archiving climate essentials resources, creating handover documents)

#### IV. PROGRAM EXECUTION

##### **Class Agendas**

For each session, we developed an agenda with a detailed script. This helped each session run smoothly. Our class agendas are attached in the [appendix](#).

##### **Discussion Questions**

At each Climate Essentials session, it is helpful to provide at least three or four questions to spark discussion. Questions should relate closely to the session's theme and provide space for participants to draw connections to other topic matters or life experiences. Additionally, discussion questions should be phrased in ways that encourage critical reflection rather than a simple yes or no.

Climate Essentials discussion facilitators must be trained so that they feel comfortable and confident leading discussion. For Climate Essentials 2020, discussion leaders were provided with printed questions and guidelines for how to facilitate. For 2021, student facilitators attended a training session and consulted a document with discussion questions and guidelines. The materials from the student facilitator training are available in the [appendix](#).

The following are the guidelines that were published for the program in 2021:

1. Seek to engage with one another from a place of love, compassion, and humility.
2. Speak for yourself (and not on behalf of others).
3. All voices are welcome and encouraged to share.
4. Each of us arrives in this space with a different history. Be respectful of differences.
5. Speak and listen to process, not to prove. Trust that everyone is doing the best they can.
6. You don't have to agree with everything (or anything). It's okay to be uncomfortable.
7. Feeling and expression of feeling are welcome.
8. Silence is welcome. You need only speak if you feel compelled and you are welcome to pass at any time.
9. Be lean of speech; brevity is invited.
10. It's just as important that we voice what we don't know as what we do know.
11. Pay attention to who is not at the table and prioritize transparency and accountability.

Before each session, we prepared a facilitation agenda that detailed the key parts of a breakout room discussion, including introductions, questions, and additional tips. A sample agenda from week one is attached [here](#). The discussion questions we chose for each session were as follows:

#### Week 1 (Environmental Justice)

- Please introduce yourself (name, pronouns, connection to and/or role at the College) and reflect on Dr. Ali's talk. How are you feeling in response to today's talk? Was there anything that challenged, intrigued, or resonated with you?
- List 3 specific ways that the climate crisis may affect your life. Share one of these with the group (if you are willing).
- List 3 specific ways that the climate crisis is connected to social injustice. Share one of these with the group (if you are willing).
- 10 years in the future, how can you envision Swarthmore College leveraging its resources to ethically address environmental justice issues?

#### Week 2 (Climate Science and Policy)

- Please introduce yourself (name, pronouns, connection to and/or role at the College) AND (in the same round) reflect on Melissa and Alex’s talk. How are you feeling in response to today’s talk? Was there anything that challenged, intrigued, or resonated with you?
- How do you think the climate crisis will affect your life and that of your community? What do you expect the future to look like on an individual to global scale?
- What is the role of science in responding to the climate crisis? Where does it succeed, and what are some of its shortcomings?
- What are some of the barriers for climate policy that you are aware of at the local, state, or government level?
- What role do you think hope plays in the climate crisis?
- How would you use the intuitions presented in Melissa and Alex’s talk to assess climate policy, such as the Green New Deal or Swarthmore’s new energy plan?

### Week 3 (Indigenous Environmental Justice)

- Please introduce yourself (name, pronouns, connection to and/or role at the College) AND (in the same round) reflect on Evon and Enei’s talk. How are you feeling in response to today’s talk? Was there anything that challenged, intrigued, or resonated with you?
- What are some connections that you notice between today’s talk, our first session on environmental justice with Dr. Ali, and/or last week’s talk on climate science and policy with Melissa and Alex?
- How might Swarthmore College, other higher education institutions, or educational institutions more generally, re-center indigenous voices and indigenous ways of knowing?
- How might western science and indigenous ways of knowing work together in addressing the climate crisis?
- How do you think climate policy could be used to support indigenous communities while maintaining their sovereignty? This can be in the United States or internationally.

### Week 4 (Council in this Time of Reckoning)

### Week 5 (“It’s Not Too Late”)

- Please introduce yourself (name, pronouns, connection to and/or role at the College) AND (in the same round) reflect on Frances' talk. How are you feeling in response to today's talk? Was there anything that challenged, intrigued, or resonated with you?
- How do you understand the role of hope in producing meaningful action on the climate crisis?
- When thinking about the climate crisis, what makes you feel hopeful? What makes you feel discouraged/pessimistic?
- What role do you think democracy plays in combating the climate crisis?
- How do you understand the relationship between the climate crisis and capitalism?
- Reflect on the ways you learned about the climate crisis in the past. What resonated most with you?

## Speakers

Our guest speakers played an important role in the Climate Essentials series. They helped draw community members to the series and build credibility for our course. There are a few key steps to follow when hosting guest speakers that we learned while organizing the series. The following section chronologically describes our recommended process for inviting and hosting guest speakers:

1. **Plan early:** The planning process for speakers should occur months in advance of the first session. Ideally, invitations for speakers should be sent out in the fall semester if Climate Essentials occurs in the spring. This is especially important for inviting in-person speakers. We failed to do this for the first and second iterations of Climate Essentials, which led to a great deal of stress and affected the speakers we were able to invite. Creating a plan for guest speaker invitations and delegating roles in the fall should help with this process.
2. **Plan a theme for each session:** We recommend planning a general theme for each session (ex. climate policy) and from there deciding whether you'd like a guest speaker at that session. After this step, you may find a few potential speakers that could address that theme. Later in the planning process, you may want to narrow the original topic of a week's session if the speaker addresses a more specific issue.

3. **Find speakers:** Finding speakers can be a very challenging process, and there are a few steps we recommend you take. First, establish your budget. We found that this narrowed many of the speakers we were interested in. Speaking fees can go upwards of tens of thousands of dollars! Second, we recommend finding speakers who already have relationships with the college. For example, we reached out to our environmental studies professor, asking if they knew anyone they might recommend. We also invited some speakers who our project mentor already personally knew. It is crucial to build relationships with speakers and ensure that you understand why you are inviting them. This is especially important for topics such as environmental justice, where there may be issues of tokenism. Reflect on how the relationships you build with your speaker can be reciprocal rather than exploitative.
  
4. **Invite speakers:** Depending on the speaker, we invited them via email or through an online form. Ensure you write a thoughtful email, providing context about your event and what you are asking from them. It is also important to have a backup speaker for each week to invite if your first-choice speaker is unavailable.
  
5. **Prepare for their talk:** There are several areas where the organizers can help prepare for the speaker. These areas are listed below by category, and these roles should be distributed amongst the organizers:
  - Provide context about Climate Essentials
    - Explain to your speaker what Climate Essentials is, what kind of audience they will be interacting with, and how they fit into the arc of the series. You might also want to share why you personally invited them. The level of detail you provide will likely be unique to each speaker. This [document](#) served this role and was sent to our speakers Evon Peter and Enei Begaye. Other examples of these documents can be found in the appendix.
  - Marketing preparation
    - Ask the speaker for a short bio and headshot for marketing purposes. You might also ask them about providing some information about their talk.

- Brief check-in prior to the event
  - This can occur over Zoom if they are presenting virtually, or the speaker should arrive early if they are presenting in person. Introduce yourself and review the class agenda with the speaker (~10 minutes).
- Logistics
  - Payment paperwork must be processed through the college. We paid each of our speakers \$250, with the exception of one speaker, who was paid \$1000.
  - Share the Zoom link with the speaker if the speaker will be presenting virtually. If the speaker is to present in person, other accommodations may be provided. Speak with your mentor about this aspect of the planning.

If a hybrid format is implemented in the future, a few questions must be considered around inviting guest speakers. How many speakers should be hosted in person, and how many should be invited virtually? There are many exciting directions for inviting virtual speakers. For example, multiple colleges could jointly host a virtual speaker who otherwise would have been too expensive to invite to one college only.

## **Feedback**

Feedback and metrics are vital for Climate Essentials as they allow us to understand how participants interact with the course and where there is room for improvement. Without metrics and feedback, it can be difficult to evaluate the impacts of the course objectively. There were two key ways that we gathered feedback from participants. The first way was in the form of an entrance and exit survey and weekly “positives and improvables” surveys at the end of each climate essentials session.

### Entrance and Exit Survey

The entrance and exit surveys that we developed can be viewed [here](#) in the appendix. When crafting the entrance and exit surveys, we attempted to track how participants' viewpoints shifted throughout the course. For example, here are some of the questions that we asked participants at the beginning and end of the course. Participants were asked to respond to these questions on a 1-5 scale, with 1 being not at all and 5 being Very/Extremely for the majority of questions.

### Example Questions:

- How familiar are you with environmental justice?
- How familiar are you with climate science?
- How significantly do you think your life will be affected by the climate crisis?

Seeing how participants responded to each of these questions allowed us to track the impact of the workshop series. However, we found that the majority of participants didn't seem to indicate any lack of knowledge about the climate crisis. Therefore, we think it will be necessary to reframe how the questions are given because people are often unwilling to admit unfamiliarity with the climate crisis.

### Weekly Feedback

Every week we would get feedback on Climate Essentials through the use of a “positives and improvables” form. We would use Google Forms or MeetingSift to have participants answer these questions. This form consisted of one question “Please share any positives (what went well) or improvables (could be better) for today.” Asking this question allowed us to gauge how we were doing as the course progressed. Two to three minutes should be put aside to answer these questions. Perhaps in the future, it would be good to add an additional question to gauge attendees' responses to the week's speaker.

## V. CONCLUSION

We understand that concern about the climate crisis is a major factor in students' and the Swarthmore community's thoughts about the future, and many of us have already felt its impacts. The crisis is a defining issue of our generation, and it is inseparable from many other social justice issues. We developed the Climate Essentials program in order to engage Swarthmore's community in the urgent work of building resilience in the face of the climate crisis. This document is intended to guide other students at Swarthmore or elsewhere to organize a similar course. We believe that the Climate Essentials course has had a positive impact on our community, and we hope that future students will continue to improve and build on the program. If there are any

questions about Climate Essentials not addressed in this document, feel free to reach out to Martin ([jtomlin1@swarthmore.edu](mailto:jtomlin1@swarthmore.edu)) or Maya ([mtipton1@swarthmore.edu](mailto:mtipton1@swarthmore.edu)).

## APPENDIX

### Climate Essentials [Google Drive Folder](#)

#### Table of Contents

Attached documents are given in **bold**. This list includes the most important documents; all of our materials can be found in this [Google Drive Folder](#).

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1. Class Materials
  - a. Week 1: Environmental Justice
    - i. Agenda

### **Climate Essentials: Friday 2/26!**

#### **Agenda**

- Opening (1:15-1:30)
  - 1:15-1:18 [Intro survey](#) + “Welcome to Climate Essentials” shared screen
  - 1:18-1:20 (Maya) Welcome and initial hello from Maya, Declan, and Martin
    - This is a President’s Sustainability Research Project project, a collaboration of The Office of Sustainability, the Lang Center for Civic and Social Responsibility, and Environmental Studies, and supported by the Office of the President
    - Note about closed captions during Climate Essentials
  - 1:20-1:22 (Martin) [Land acknowledgement](#)
  - 1:22-1:24 (Maya) Welcome to Climate Essentials (quick presentation)
  - Say why this is important
  - What the focus of the course is for this year
    - 1:24-1:26 (Aurora) Aurora’s welcome remarks and introduces Oswaldo
    - 1:26-1:29 (Oswaldo) Oswaldo welcome remarks
- Talk (1:30-2:00)
  - (Martin) Introduce Dr. Ali (1:30-31)
  - Dr. Ali’s Talk
- Post-Talk (2:00-2:05)
  - (Declan) Norms for discussion (how this will work)
    - (Slide) Introduce discussion facilitators (name, pronouns, class year, psrf or ga)
- Breakout room discussions (2:05-2:20)
  - Write agenda!
- Closing (2:20-2:30)
  - Introduce MeetingSift for Climate Essentials
    - Share website and code
    - MeetingSift question (everyone can contribute their thoughts)
  - While we ask people to add to meeting sift, ask two facilitators to share highlights of their discussions
    - Pre-identify 2 facilitators to do a group harvest (Lucy and Tyler)
  - As time allows, participants will be invited to share
  - (3 mins) MeetingSift Positives/Improvables (anonymous and responses hidden)
  - Course facilitators will close with key information for the next session (and hype up the next session)

## i. Discussion Agenda

### **Agenda for Discussion Facilitators Climate Essentials 2/26/21**

The discussion will take place around 2:05-2:20 pm, after Dr. Ali's talk. We have written this agenda assuming that there will be about 15 minutes for discussion, but this may fluctuate.

- **(~1 minute) Review Guidelines and Agreements for Discussion**
  - Introduce yourself as a discussion facilitator (name, pronouns, whether you're a GA or PSRF, anything else that feels relevant)
  - Ask group members if there are any questions about the guidelines or any suggestions for modifications or additions to the principles.
    - NOTE: if there are any suggestions for modifications to these guidelines, please try to take notes on the last page of this document.
- **(~5 minutes) Round 1 - Introductions and Initial Reactions to the Speaker**
  - **QUESTION: Please introduce yourself (name, pronouns, connection to and/or role at the College) and reflect on Dr. Ali's talk. How are you feeling in response to today's talk? Was there anything that challenged, intrigued, or resonated with you?**
    - EXPLAIN to group members:
      1. Explain that you will be calling on each participant by name, one at a time.
      2. Encourage everyone to limit their responses to about 1 min.
      3. Remind everyone that it's okay to pass!!!
    - Please call on yourself at the beginning of the round in order to model an appropriate amount of time (approx. 30 seconds).
- **(~7 minutes) Round 2 - Journal and Share Out**
  - **QUESTIONS (PICK ONE) (FIRST JOURNAL FOR 2 MINUTES):**
    - (a) List 3 specific ways that the climate crisis may affect your life. Share one of these with the group (if you are willing).**
    - (b) List 3 specific ways that the climate crisis is connected to social injustice. Share one of these with the group (if you are willing).**
  - BEFORE JOURNALING: EXPLAIN to group members.
    1. Ask each participant to reflect on the question and journal their thoughts for 2 MINUTES before they share out to the group. Share that they will only be asked to share one of their answers, if they are willing.
  - AFTER JOURNALING: EXPLAIN to group members,
    1. Explain that you will be calling on each participant by name, one at a time.
    2. Remind everyone that it's okay to pass!!!

- Please call on yourself at the beginning of the round in order to model an appropriate amount of time (approx 30 sec - 1 min).
- **(Any remaining time) Open Discussion**
  - Don't worry if you don't get to this (there probably won't be time this week)!
  - TIPS
    - It's okay if there is silence!
    - If everyone is trying to speak at once, you can call on several people to create an order of who will speak (i.e. Maya first, then Declan, then Aurora)
  - Questions to spark discussion (feel free to let discussion flow naturally, but ask these if no one is talking for a long time)
    - Share the question that you didn't ask in Round 2.
    - 10 years in the future, how can you envision Swarthmore College leveraging its resources to ethically address environmental justice issues?
    - Topic: Intersections of COVID-19 pandemic and climate crisis
- **(1 minute) Closing**
  - Thank participants for their contributions, and ask them to stay on for a group harvest and closing remarks from the Course Facilitators back in the main Zoom room

#### d. Week 2: Climate Science and Policy

##### i. Agenda

### Climate Essentials Week 2 (3/5)!

#### Agenda

- Opening (1:15-1:25 pm)
  - Land acknowledgement
  - Share where we are in the course (this week climate science/policy, next week Evon and Enei....)
  - (Aurora) Council (frame as we want to make sure we have enough conveners, this is an exciting opportunity!)
    - Registration form for Council (include name, email, role at the College, yes or no)
  - Comments from Elizabeth about campus sustainability goals (2 min)
- Talk (1:25-1:55 pm)
  - Introduce Melissa and Alex
  - Talk and Q&A
    - Make sure that we mention that people can include questions in the chat throughout the talk
- Q&A (1:55-2:00pm)

- Type questions during the talk
- We will moderate at the end (and read out the questions)
- Breakout room discussions (2:00-2:25 pm)
  - Agenda for discussion facilitators
- Post Discussion (2:25-2:30 pm)
  - MeetingSift to share discussion highlights
    - Facilitators share what their groups discussed (Lucy)
  - Info about next session
    - Share an exciting bio for Evon and Enei
  - MeetingSift positives and improvables

ii. Discussion Agenda

## Agenda for Discussion Facilitators Climate Essentials 3/5/21

The discussion will take place around 2:00-2:25 pm, after Melissa and Alex's talk. We have written this agenda assuming that there will be about 25 minutes for discussion, but this may fluctuate.

- (~1 minute) **Review Guidelines and Agreements for Discussion**
  - Introduce yourself as a discussion facilitator (name, pronouns, whether you're a GA or PSRF, anything else that feels relevant)
  - Remind group members about the guidelines. Briefly mention, "If there are any suggestions for modifications or additions to the principles, please let me know."
    - **SHARE THE DISCUSSION GUIDELINES DOC IN THE CHAT:**  
[https://drive.google.com/file/d/1iuI3VXldgNqETCj2T\\_evu7elqUZDu3gC/view?usp=sharing](https://drive.google.com/file/d/1iuI3VXldgNqETCj2T_evu7elqUZDu3gC/view?usp=sharing)
- (~5 minutes) **Round 1 - Introductions and Initial Reactions to the Speaker**
  - **QUESTION: Please introduce yourself** (name, pronouns, connection to and/or role at the College) **AND** (in the same round) **reflect on Melissa and Alex's talk. How are you feeling in response to today's talk? Was there anything that challenged, intrigued, or resonated with you?**
    - EXPLAIN to group members:
      1. Explain that you will be calling on each participant by name, one at a time.
      2. Encourage everyone to limit their responses to about 1 min.
      3. Remind everyone that it's okay to pass!!!



- e. Week 3: Indigenous Environmental Justice
  - i. Agenda

### Climate Essentials Week 3 (3/12)!

#### Evon & Enei pre-meeting agenda

- Introductions
- Review agenda (talk at 1:25-1:55, Q&A for about 8 mins, until 2:05)
  - LINK TO AGENDA  
[https://docs.google.com/document/d/12150RktTZu6Zqp6Sbg3jOGZNvWJWp59dgmdC7H\\_S3JA/edit?usp=sharing](https://docs.google.com/document/d/12150RktTZu6Zqp6Sbg3jOGZNvWJWp59dgmdC7H_S3JA/edit?usp=sharing)
- Ask if they would like to stay for breakout room discussions (welcome to decide later, no pressure)
- Remind aurora about Q&A

#### Agenda

- Opening (1:15-1:25 pm)
  - (1:15-1:19) Reminders + Lenape Welcome by Lenape Ceremonial Chief
  - (1:20-1:22) Comments from Daniel about PSRF project
- Talk (1:23-1:55 pm)
  - (1:23-1:25) Aurora Introduces Evon and Enei (REMIND to include questions/comments in the chat while Evon and Enei speak)
- Q&A (1:55-2:03pm)
  - Terrence moderates Q&A
- Breakout room discussions (2:03-2:29 pm)
  - Agenda for discussion facilitators
- Closing (2:29-2:30 pm)

- ii. Discussion Agenda

## Agenda for Discussion Facilitators Climate Essentials 3/12/21

The discussion will take place around 2:00-2:25 pm, after Evon and Enei's talk. We have written this agenda assuming that there will be about 25 minutes for discussion, but this may fluctuate.

- **NOTE: IF THE SPEAKER (EVON AND/OR ENEI) IS IN YOUR DISCUSSION GROUP, DEDICATE DISCUSSION TIME TO Q&A (you will moderate). If you feel uncomfortable moderating, just let us know!**

- (Evon and Enei may or may not stay for the discussion)
- (~1 minute) **Review Guidelines and Agreements for Discussion** (make sure to keep this BRIEF)
  - Introduce yourself as a discussion facilitator (name, pronouns, whether you're a GA or PSRF, anything else that feels relevant)
  - Briefly remind group members about the guidelines. Briefly mention, "If there are any suggestions for modifications or additions to the principles, please let me know."
    - **SHARE THE DISCUSSION GUIDELINES DOC IN THE CHAT:**  
[https://drive.google.com/file/d/1iul3VXldgNqETCj2T\\_evu7elqUZDu3gC/view?usp=sharing](https://drive.google.com/file/d/1iul3VXldgNqETCj2T_evu7elqUZDu3gC/view?usp=sharing)
- (~7 minutes:) **Round 1 - Introductions and Initial Reactions to the Speaker**
  - **QUESTION: Please introduce yourself** (name, pronouns, connection to and/or role at the College) **AND** (in the same round) **reflect on Evon and Enei's talk. How are you feeling in response to today's talk? Was there anything that challenged, intrigued, or resonated with you?**
    - EXPLAIN to group members:
      1. Explain that you will be calling on each participant by name, one at a time.
      2. Encourage everyone to limit their responses to about 1 min.
      3. Remind everyone that it's okay to pass!!!
    - Please call on yourself at the beginning of the round in order to model an appropriate amount of time (approx. 30 seconds-1 min).
- (~7 minutes) **Round 2 - Reflect and Share Out**
  - **QUESTIONS (FIRST REFLECT FOR ABOUT 1 MINUTE):**
    - (a) **What are some connections that you notice between today's talk, our first session on environmental justice with Dr. Ali, and/or last week's talk on climate science and policy with Melissa and Alex?**
    - (b) The question above is the recommended question for this round, but feel free to modify it or choose another question from the list of open discussion questions below for journaling.
      - BEFORE REFLECTION TIME: EXPLAIN to group members,
        1. Ask each participant to reflect on the question and journal their thoughts for about 1 MINUTE before they share out to the group.
      - AFTER REFLECTION TIME: EXPLAIN to group members,
        1. Explain that you will be calling on each participant by name, one at a time.
        2. Remind everyone that it's okay to pass!!!
      - Please call on yourself at the beginning of the round in order to model an appropriate amount of time (approx 1 min).
- (~10 minutes) **Open Discussion**
  - TIPS
    - It's okay if there is silence!

- If everyone is trying to speak at once, you can call on several people to create an order of who will speak (i.e. Maya first, then Declan, then Aurora)
  - Questions to spark discussion (feel free to let discussion flow naturally, but ask these if no one is talking for a long time)
    - **(1) How might Swarthmore College, other higher education institutions, or educational institutions more generally, re-center indigenous voices and indigenous ways of knowing?**
    - **(2) How might western science and indigenous ways of knowing work together in addressing the climate crisis?**
    - **(3) How do you think climate policy could be used to support indigenous communities while maintaining their sovereignty? This can be in the United States or internationally.**

**(1 minute) Closing**

- Thank participants for their contributions, and ask them to stay on for a group harvest and closing remarks from the Course Facilitators back in the main Zoom room

f. **Week 4: Council in This Time of Reckoning**

i. **Agenda**

**Agenda**

(1:15-1:17) [Declan's welcome](#)

(1:17-1:20) Kevin speaks about the Council process

(1:20-1:21) (Martin) Thank you, Kevin! We would like to have as much time as possible in our Council groups, so we will be moving into breakout rooms soon. You will be sent into groups of 6-10, led by a trained Council convener. From there, your group's convener will lead you through introductions and explain how the process will work. I'll be putting my phone number in the chat in case you need anything, and Terrence will be remaining in the main room in case anyone needs support.

ii. **Email to Class**

Dear Climate Essentials council in this time of reckoning participants,

Thank you for registering to participate in the Council in this Time of Reckoning this Friday during Climate Essentials, scheduled for 1:15-3:15 pm this Friday 3/12/21. The Zoom link is in your calendar invite, and also here:

<https://swarthmore.zoom.us/j/83120772388>

It is important that we intentionally create this shared space, which is unlike a typical Zoom meeting. To that end, attached, please review [this short note](#) at least one day in advance to help you prepare for your Council experience. Please note that it is important that you stay for the entire time, and make every effort to join with your camera on for this session.

Below is some helpful information about the Council and short suggested readings:

The Council on the Uncertain Human Future (CUHF) was launched in 2014 between a group of women, including Professor Sarah Buie from Clark University and the former President of Wellesley College, Diana Chapman-Walsh, to break the silence around the climate crisis. CUHF is now an international network, with Councils based at Swarthmore College, at Clark University, MIT, the University of Edinburgh, UC Berkeley, and other higher education institutions, as well as among regional and nonprofit groups in the Bay Area, Santa Fe, Kathmandu, the Boston area and other locations.

To learn a little more about the Council process, you can read the manifesto here: [councilontheuncertainhumanfuture.org/manifesto](http://councilontheuncertainhumanfuture.org/manifesto)

This process uses the ancient practice of sitting in “council” to engage in an intentional dialogue and collective reflection on the climate crisis and the interconnected issues around it. Attendees are asked to slow down and listen deeply to themselves and one another; the process builds collaborative insight and allows for creative emergence as we consider implications for our individual lives and society. The *council in this time of reckoning*, specifically, focuses on the intersections of the climate crisis, the global pandemic, systemic racism, and rising authoritarianism.

Below are some short recommended readings that are helpful to create a shared context for our dialogue. The first three are very brief, altogether they are estimated to take about 30-40 minutes to read. The last piece is longer and recommended to skim for the visual images even if you don't choose to review the article.

- Beth Gardiner and Elizabeth Yeampierre: [Unequal Impact: The Deep Links Between Racism and Climate Change](#)
- Robin Wall Kimmerer: [Greed Does Not Have to Define Our Relationship to Land](#)
- Mary Annaïse Heglar: [We Don't Have To Halt Climate Action To Fight Racism](#)
- Abrahm Lustgarten: [The Great Climate Migration](#)

If you are not already familiar with climate science, you may also want to take a look at:

- David Wallace-Wells: [The Uninhabitable Earth](#) (there is also an audio version available at the bottom of the page, 50min)

There are additional readings compiled in the *Reader for this Time of Reckoning* available on the website for the Council on the Uncertain Human Future available here, should you wish for more in-depth material.

<https://councilontheuncertainhumanfuture.org/reader-for-this-time-of-reckoning/>

Most importantly, we look forward to our time together in Council, with one another.

Regards,

Aurora

g. Week 5: It's Not Too Late

i. Agenda

**Climate Essentials Week 5 (4/2)!**

**Frances Moore Lappe pre-meeting agenda**

- Introductions
- Review agenda (talk at 1:20-1:50, Q&A for about 15 mins, until 2:05)
- Ask if she would like to stay for breakout room discussions (welcome to decide later, no pressure)

**Agenda**

- Opening (1:15-1:20 pm)
  - (1:15-1:17) Quick welcome + brief land acknowledgement
- Talk (1:17-1:50 pm)
  - (1:17-1:18) Read bio + explain Q&A
  - (1:18-1:50) Frances talk
- Q&A (1:50-2:05pm)
  - Terrence moderates Q&A
- Breakout room discussions (2:05-2:27 pm)
  - Agenda for discussion facilitators
- Closing (2:29-2:30 pm)
  - Talk about our plan for next week

ii. Discussion Agenda

# Agenda for Discussion Facilitators

## Climate Essentials 4/2/21

The discussion will take place around 2:00-2:25 pm, after Frances' talk. We have written this agenda assuming that there will be about 25 minutes for discussion, but this may fluctuate.

- **NOTE: IF THE SPEAKER IS IN YOUR DISCUSSION GROUP, DEDICATE DISCUSSION TIME TO Q&A (you will moderate). If you feel uncomfortable moderating, just let us know!**
- (~1 minute) **Review Guidelines and Agreements for Discussion** (make sure to keep this BRIEF)
  - Introduce yourself as a discussion facilitator (name, pronouns, whether you're a GA or PSRF, anything else that feels relevant)
  - Briefly remind group members about the guidelines. Briefly mention, "If there are any suggestions for modifications or additions to the principles, please let me know."
    - **SHARE THE DISCUSSION GUIDELINES DOC IN THE CHAT:**  
[https://drive.google.com/file/d/1iul3VXldgNqETCj2T\\_evu7elqUZDu3gC/view?usp=sharing](https://drive.google.com/file/d/1iul3VXldgNqETCj2T_evu7elqUZDu3gC/view?usp=sharing)
- (~7 minutes:) **Round 1 - Introductions and Initial Reactions to the Speaker**
  - **QUESTION: Please introduce yourself** (name, pronouns, connection to and/or role at the College) **AND** (in the same round) **reflect on Frances' talk. How are you feeling in response to today's talk? Was there anything that challenged, intrigued, or resonated with you?**
    - EXPLAIN to group members:
      1. Explain that you will be calling on each participant by name, one at a time.
      2. Encourage everyone to limit their responses to about 1 min.
      3. Remind everyone that it's okay to pass!!!
    - Please call on yourself at the beginning of the round in order to model an appropriate amount of time (approx. 30 seconds-1 min).
- (~7 minutes) **Round 2 - Reflect and Share Out**
  - **QUESTIONS (FIRST REFLECT FOR ABOUT 1 MINUTE):**
    - (a) **How do you understand the role of hope in producing meaningful action on the climate crisis?**
    - (b) The question above is the recommended question for this round, but feel free to modify it or choose another question from the list of open discussion questions below for journaling.
    - BEFORE REFLECTION TIME: EXPLAIN to group members.
      1. Ask each participant to reflect on the question and journal their thoughts for about 1 MINUTE before they share out to the group.
    - AFTER REFLECTION TIME: EXPLAIN to group members,

1. Explain that you will be calling on each participant by name, one at a time.
  2. Remind everyone that it's okay to pass!!!
    - Please call on yourself at the beginning of the round in order to model an appropriate amount of time (approx 1 min).
- **(~10 minutes) Open Discussion**
    - TIPS
      - It's okay if there is silence!
      - If everyone is trying to speak at once, you can call on several people to create an order of who will speak (i.e. Maya first, then Declan, then Aurora)
    - Questions to spark discussion (feel free to let discussion flow naturally, but ask these if no one is talking for a long time)
      - **(1) When thinking about the climate crisis, what makes you feel hopeful? What makes you feel discouraged/pessimistic?**
      - **(2) What role do you think democracy plays in combating the climate crisis?**
      - **(3) How do you understand the relationship between the climate crisis and capitalism?**
      - **(4) Reflect on the ways you learned about the climate crisis in the past. What resonated most with you?**

**(1 minute) Closing**

- Thank participants for their contributions, and ask them to stay on for a group harvest and closing remarks from the course facilitators back in the main Zoom room

h. **Week 6: Action and Next Steps**

i. **Agenda**

**Climate Essentials Envisioning the Future Session 4/9/21**

**1:15 | Welcome**

**1:17 | Tyler and Chantal Talk about C-4**

**1:22 | Explain Options to Participants; Select into Groups**

Each Participant will choose one of the following, and each will use the same process for envisioning their action plan, either individually, or as a group:

1. **Personal Action Planning** - Develop your personal action plan for how to incorporate what you know and what you've learned through Climate Essentials into your own personal action plan for ongoing learning and engagement with the climate crisis through a facilitated process
2. **Envisioning the Future of Climate Community at Swarthmore** - Work with a small team to envision the future of Climate Essentials and a proposed idea to have the academic year 2022-23 be a year with cross campus collaboration dedicated to focused programming on climate justice and campus-wide education on the climate crisis. This year will also coincide with the campus announcing its new strategic plan, so let's factor that into envisioning next year and beyond for Swarthmore College and how we can move towards meaningful action

## 1:30 | Breakout Groups 1:30 - 2:20

Here is the [Miro Board](#)

### Instructions for Facilitators:

Please read the chapter from David Allen on [Natural Project Planning](#) before you facilitate this. It will help you understand how to guide each section! We will send it out to all participants, but they won't all have read it ahead of time.

Use sticky notes to put your ideas into each section. Start by putting your ideas individually down using the sticky notes, then take a few minutes to discuss as a group. Keep an eye on the time and move from section to section as appropriate (suggested times are below).

**Individual Action Planning:** Each person does each section individually (each person gets their own board!!), then compare notes as a group on what you came up with for each section (ex. Purpose, principles, vision), note inspirations and any challenges. Depending on the size of your group (we are aiming for about 4 people per group), each person may be able to share, or you may just be able to hear from one or two people for each section.

**Envisioning the Future of Climate Community:** For each section, look for opportunities to group like sticky notes. You can also use the pencil tool to draw circles or make notes.

**Notetakers:** If you didn't make it to the meeting about Miro and the planning process, we're still happy to have you participate as a notetaker! Notetakers will be in the climate community breakout rooms, helping to transcribe people's thoughts onto sticky notes if they're having any technical difficulties or if they request help. Also, another possible role is to help visualize the connections and themes in the sticky notes by grouping similar ideas together, drawing a circle around them, or connecting them with arrows.

## Visioning Process

1. **As usual, introduce yourself and start with a round of introductions. (name, pronouns, role or connection to the college)**
2. **First step: SHARE Miro board with your group**
  - a. **Everyone will use the same Miro board link:**  
[https://miro.com/app/board/o9J\\_IL\\_IBxo=/](https://miro.com/app/board/o9J_IL_IBxo=/)
    - i. If you are facilitating a climate community group, you should see your board on the left side of the screen
    - ii. If you are facilitating a personal action group, find your name along with 4 boards on the right side of the screen
3. **(5min) Get comfortable with using Miro**
  - a. **Miro basic instructions: Make sure that everyone in your group understands these steps. You may want to share your screen to demonstrate if anyone has trouble.** Everyone in this meeting will have screen-sharing privileges.
    - i. How to find your board
      1. Zoom in using your touch pad, mouse scroll wheel, or the + button in the bottom right corner
      2. Navigate to the board which is labeled with the name of your group's facilitator
    - ii. How to use sticky notes
      1. Click cursor button on the tool-bar on the left side of the screen
      2. Click on a sticky note and drag it to where you want
      3. Once you have placed the sticky note, double click anywhere on the sticky note to enter text
      4. You can change the size of the sticky note by clicking on the sticky note once and dragging one of the corners
  - b. **Advanced topics:**
    - i. If there are similar themes across the board, you can connect them using the arrow tool or the pen tool. Our note-takers can also help with this role.
    - ii. How to draw an arrow between sticky notes: click on a sticky note once, click on one of the circles on the side of the sticky note, and drag your cursor to make an arrow. This arrow can be connected to another sticky note. See example below:



4. **(7min) Purpose** - Why do this? Why is it important for us to engage in this work?
  - a. Climate community example: "We are at a tipping point, and Swarthmore College must support critical discussion and action on the climate crisis"
  - b. Personal planning example: "The climate crisis is important to me and I want to address it meaningfully in my life."
  
5. **(7min) Principles** - What are the boundaries for success? What might be some of our values that guide our work?
  - a. Climate community example: "Sustained engagement with partners from off campus" or "Prioritize environmental justice"
  - b. Personal planning example: "Prioritize listening and learning from peers"
  
6. **(5min) Vision** - What does wild success look like? Envision this as though it's already achieved.
  - a. Climate community example: "Broader campus community is engaged in issues related to climate"
  - b. Personal planning example: "I feel like my values align with my actions for sustainability."
  
7. **(10min) Outcomes** - Identify specific, attainable, measurable (if possible) goals to achieve **by the end of the time of implementation**. (For the personal action planning path, **choose a time frame** as a group! Or, you can decide to do this envisioning for a 1 month time frame, then 1 year, then 5 years, etc. if you think this would be helpful!). Think about whether your outcomes are SMART (specific, measurable, attainable, relevant, and time-bound).
  - a. Climate community example: "Swarthmore College holds a Year on Advancing Climate Justice" or "Swarthmore College divests from fossil fuels"
  - b. Personal planning example: "By next year, I will I reduce my meat consumption to only once a week" or "By next month, I'm heavily involved with C4"
  
8. **(10-12min) Brainstorming** - Open ideation of all things needed to make this happen - be creative!
  - a. (Then) Organizing - cluster like ideas, look for common themes. A note taker could help with this role, especially for the climate community groups.
  - b. Climate community example: "Build relationships between Environmental Studies, Office of Sustainability, and other campus organizations/departments."
  - c. Personal planning example: "Spend more time connecting with nature by going on daily walks."
  
9. **(5-10min) Next Actions** - What are the next steps to make this a reality?
  - a. Climate community example: "Continue this conversation about climate community at Swarthmore with my peers."
  - b. Personal planning example: "I will email student club leaders about joining C4"

## **2:20 - 2:30 Reconvene with the Larger Group**

- **Ask everyone to fill out survey**
- **Group Harvest / Report Back**
- **Thank you / Gratitude**

## **Climate Community Action Plan**

- 1. Maya**
  - a. Meena**
- 2. Martin**
  - a. Chelsea**
- 3. Declan**
  - a. Lucy**
- 4. Oswaldo**
  - a. Chantal**
- 5. Chelsea**
  - a. Karinna**

## **Personal Action Planning**

- 1. Atticus**
- 2. Alex**

## **Trained:**

- **Chelsea**
- **Atticus**
- **Lucy**
- **Oswaldo**
- **Alex**
- **Meena**
- **Maya**
- **Martin**
- **Declan**

## **Notetakers:**

- **Meena**
- **Lucy**
- **Chantal**
- **Karinna**
- **Tyler**

- Final Session Report

## **1. Executive summary / abstract**

This group facilitation exercise took place during the last Climate Essentials session, titled “Action and Next Steps.” The purpose of this event was to help our participants reflect on what they learned during the Climate Essentials course and apply their interests to actionable next steps. Our participants were given the choice of two (1) personal action planning and (2) envisioning the future of climate community on campus. We used the natural project planning model to guide our discussion, and the participants recorded their ideas on a Miro board. Other Climate Essentials discussion facilitators (PSRFs/GAs) helped facilitate a few of the discussion circles. We were inspired by the interest we received from the community in participating in this discussion. We hope that this discussion contributed to the building of an engaged climate community on campus.

## **2. Event Purpose, Organization, and Implementation**

The purpose of this event was to help provide the participants of the Climate Essentials Workshop series with concrete takeaways from the series. In order to effectively accomplish this we used the Natural Planning Process created by David Allen and offered two distinct pathways (for a full description of the Natural Planning Process please refer to the document in our appendix). One pathway was for “Individual Action Planning” while the other was for “Envisioning the Future of Climate Community.” For both of the tracks we used an online platform called Miro. Our GA and PSRF facilitators helped guide participants through the natural planning process as well as the use of Miro.

Each participant in the individual planning tracks was given their own Miro “board.” They would then come up with notes for each section (purpose, principles, vision) before reconvening as a group to note inspirations and any challenges. Depending on the size of your group, each person was able to share. Meanwhile those who had selected the “Envisioning the Future of Climate Community” worked together to will out each of the sections as their facilitator worked to group similar notes. They worked together in a small team to envision the future of Climate Essentials, cross-campus collaboration on climate crisis centric events, campus-wide climate crisis education, and possible methods incorporating sustainability into the

Swarthmore College's strategic plan. Overall, they worked towards envisioning next year and beyond for Swarthmore College and how we can move towards meaningful action.

### 3. Outcomes and Evaluation

Participants recorded the notes from their discussion in this [Miro Board](#). Here are a few highlights from the discussion.

#### Personal Action Planning

- **Purpose:** Why do this? Why is it important for us to engage in this work?
  - “Preservation”
  - “Future generations”
  - I don't want to live through the issues that will come from the climate crisis - water wars, mass migrations.
- **Principles:** What are the boundaries for success? What might be some of our values that guide our work?
  - “Be conscious of how what I do to affects the climate, affects many others.
  - “No one is left behind as we work to implement possible solutions.”
  - “Humility”
- **Vision:** What does wild success look like? Envision this as though it's already achieved.
  - “Success would look like our planet would have clean air and water with nature preserves and healthy rainforests and nobody would be hungry or be dying of pollution or poisoning.”
  - “People are take care of each other in smaller sustainable communities”
  - “I am doing work that builds others' capacity and supports dreams”
- **Outcomes:** Identify specific, attainable, measurable (if possible) goals to achieve by the end of the time of implementation.
  - By the end of this school year I want to honor commitments to supporting C4 research
  - “Within the next 3 years, get solar panels on our house. Eat more organic food. Cut down or eliminate the use of plastic water bottles and plastic containers in my home. Replace the water filter in my refrigerator annually or every 6 months. Find a way to compost at home within a year.”

- **Brainstorming and organizing:** [Note: Only 1 or 2 participants got to this section]
  - “Compost.”
  -
- **Next actions:**
  - “Get solar panels for the house.”

### Envisioning the Future of Climate Community

- **Purpose:** Why do this? Why is it important for us to engage in this work?
  - “The scale of the problem requires action from everybody but Swarthmore as an institution with a lot of wealth and power which has been developed through the use of fossil fuels - it is simply responsibility for the consequences of our actions”
  - “Swarthmore is responsible for the communities it is near and the communities that are home to students, and the climate crisis is already affecting many of those communities so it is Swarthmore's responsibility to engage deeply, widely, meaningfully and resourcefully with the climate crisis”
  - “We are also an institution among other institutions in the US and the world. We have cultural and political capital and can join with other institutions. That requires movement thinking.”
  - “Encourage students to be life time leaders in working on climate issues.”
  -
- **Principles:** What are the boundaries for success? What might be some of our values that guide our work?
  - “Knowledge and work should be transferrable - not only applicable to Swarthmore”
  - “Make international connections to learn about issues around the world and bring best practices back to campus”
  - “Speak truth to power, even inside our institution; look ourselves in the mirror”
  - “Don't just include, PRIORITIZE, the voices of Black, Brown, Indigenous voices”
  - “Inclusivity, connections to land/people/etc, promoting environmental justice, rethinking current ways of doing things”

- “Decolonization”
- “Consciousness of the positionality of Swarthmore as a wealthy academic institution and positionality of students/faculty/etc”
- **Vision:** What does wild success look like? Envision this as though it’s already achieved.
  - “Larger swarthmore community thinking and talking about environmental action”
  - “ENVS has been reimagined and expanded, includes intersections with many other departments and campus groups”
  - “We have the respect of those who are suffering”
  - “Truly zero waste, zero fossil fuels, reparations, democratically run with the community”
  - “No more plastic”
  - “Minimize divides between class, gender, race etc”
  - “We have so much ongoing work that the Office of Sustainability cannot take it all on by itself; student groups are leading conversations and talking to stakeholders”
  - “People are able to explore their passion and skills and have careers/life trajectories focused on climate change/ justice work”
- **Outcomes:** Identify specific, attainable, measurable (if possible) goals to achieve by the end of the time of implementation.
  - Zero waste
    - “By 2025 Swarthmore sends no food scraps to incinerators or landfills”
    - “In three years, Swarthmore will move away completely from single-use disposables”
  - ENVS faculty
    - “In two years, ENVS will hire at least two BIPOC professors”
  - Support for BIPOC students
    - “In 2 years from now, Fundraising and financial aid is revamped to support BIPOC students (with tuition, programming, ect ...”
    - “In 3 years from now, free tuition is given to indigenous students”
  - Community and relationships

- “In two years we will have established a regular, working partnership with Chester residents/activists and the Lenape Nations”
    - “Swarthmore establishes partnerships with Chester residents which use the college's financial power for good”
  - Programming
    - “Swat holds Year on Climate Justice”
  - Curriculum
    - “All classes include (brief) discussion on envi. justice/envio. ethics, or included for degree/major”
  - Divestment
    - “Divestment remains an actionable item, amplified with many other institutions”
- **Brainstorming and organizing:**
  - Zero waste
    - “Give out reusable plastic containers to all students and no longer provide disposable take out containers”
    - “Give out reusable utensils to all students and no longer provide disposables.”
  - Programming
    - “Hold a sustainability summit that ends in a big event that is informative but fun for all”
    - “More environmental speakers on campus”
    - “Use RA's to hold floor discussions on the topic. Bring pizza!”
    - “Encourage spending time in the Crum/outside and taking care of these spaces”
    - “Have a sustainability partner agreement that students can sign like the garnet pledge (only much better!)”
- **Next actions:**
  - “Create small affinity groups on campus to work on these issues.”
  - “Climate Essentials 2022!”
  - “Student orientation including climate discussion”

The outcomes were partially met. It might have been better to not use Miro and take simple meeting notes instead because a lot of people had trouble navigating the platform. We received comments about this in our Climate Essentials feedback form. We also had some technical difficulties dividing people up into groups, so it may have been better not to give participants the choice of being in a personal action/climate community room. However, in the end, we were able to have a great discussion and we are excited to share the results of this envisioning exercise with future climate community PSRFs.

#### **4. Personal reflection**

Overall, we found our group facilitation activity to be successful in helping envision both climate action on an individual and institutional level. Our biggest success was that participants left the session saying they felt empowered to enact individual and collective change. Overall, we found that giving our facilitators clear instructions and being highly adaptable help to make this facilitation activity a success. We learned that through intense and focused small group discussion it is possible to foster critical thinking and engagement with issues as existential as the climate crisis. The most difficult part of this activity for us was working with the platform Miro which many participants and facilitators felt frustrated by. If we were to do this project again we would modify the natural planning process and have the facilitators take notes instead of using Miro Boards.

#### **5. Appendix**

[Natural Planning by David Allen](#)

[Agenda](#)

[Miro Board](#)

##### **i. Other Materials**

- i. Course Outline (this document includes sample discussion questions, many of which were not used in the final version of the course)

## Climate Essentials

**Meeting Times:** Fridays 1:15-2:30pm EST (2/26, 3/5, 3/12, 3/19 (1:15-3:15pm), 4/2, 4/9)

**Website:** <https://climateessentials.swarthmore.edu/>

**Zoom link:** [add this](#)

### Week One: Introduction & Environmental Justice (2/26)

Featured Speaker: Mustafa Santiago Ali

Intended Outcomes:

- Begin to understand the climate crisis through the lens of environmental justice
- Critically examine the ways in which systems of oppression have led to the climate crisis
- Reflect on the intersections between the climate crisis and other social inequities and crises
- Analyze the ways in which climate change will expose existing crises and will disproportionately affect marginalized communities

Draft Discussion Questions:

- **Round 1: How are you feeling in response to today's talk? Was there anything that challenged, intrigued, or resonated with you?**
- Round 2: Choose a question
  - (Journaling) List 3 specific ways that the climate crisis may affect your life. Share one of these with the group (if you are willing).
  - (Journaling) List 3 specific ways that the climate crisis is connected to social injustice. Share with the group (if you are willing).
- Open Discussion (ask these if there's extra time and
  - Intersections of COVID-19 pandemic and climate crisis
  - How could Swarthmore College leverage its resources to ethically and effectively address environmental justice issues?
- How do you see various systems of oppression (ex. racism) as being connected to the climate crisis?
- How can an institution like Swarthmore leverage its resources to ethically and effectively address environmental justice issues?
- **How could we best have conversations like these with your friends? With family? With other adults in your life?**
- How could dominant narratives of the climate crisis more meaningfully center environmental justice?
- How do you see the climate crisis impacting your life?
- Do you think your position/privilege changes the way that the climate crisis impacts you?

### Suggested Materials:

- Article: Adamson, Joni and Steven Hartman, “From Ecology to Syndemic: Accounting for the Synergy of Epidemics” *Bifrost Online*, June 8, 2020, <https://bifrostonline.org/joni-adamson-and-steven-hartman/>
- ~~Video: Justice in Chester, PBS Documentary, June, 2018. <https://www.pbs.org/video/justice-in-chester-ajz2de/>~~
- **AW suggestion: Swarthmore Climate Crisis Strategy Statement**
- <https://onlinelibrary.wiley.com/doi/10.1111/anti.12555> From Urban Resilience to Abolitionist Climate Justice in Washington, DC
- 

### Week Two: What Does Climate Science tell us? (3/5)

Featured Speakers: Melissa Tier '14 and Alex Ahn '16

#### Intended Outcomes:

- Learn the latest scientific findings about the climate crisis and develop key intuitions
- Gain an understanding of the impacts that are already being felt
- Assess whether current climate policy is on the right track
- Inform ourselves on what possibilities are emerging
- Keep an open mindset, realizing that maybe the way we're used to thinking about climate change might not be productive
- Consider critiques of crisis narratives in climate science

#### Draft Discussion Questions:

- How are you feeling in response to today's talk? What role do you think hope plays in the climate crisis?
- How do you think the climate crisis will affect your life? What do you expect the future to look like?
- What do you most value and want to keep as we move into this uncertain future? What are you willing to give up?
- What are some of your anxieties about the world? How are your anxieties informed by your various identities?
- (In progress: question about critiques of climate change science) What is the role of western science in responding to the climate crisis? What are the shortcomings of a scientific “crisis” narrative?

#### Draft Suggested Materials:

- <https://www.frowe ntersin.org/articles/10.3389/fcosc.2020.615419/full>

### Week Three: Indigenous Knowledges, Indigenous Communities & Environmental Justice (3/12)

Featured Speakers: Evon Peter and Enei Begaye Peter

Intended Outcomes:

- Establish connections between colonialism and environmental destruction
- Understand the ways indigenous communities are especially at risk from the climate crisis and have been victims of environmental injustice
- Prioritize indigenous knowledges in understanding climate change and its root causes
- Envision the role of higher education (and Swarthmore) in serving native students, while understanding the complex history of the American education system and trauma for indigenous communities

Discussion Questions:

- Did anything stand out to you in today's talk?
- How can we think about what narratives we want to uplift when we talk about climate change?
- What was something that resonated with you as you learned about indigenous ways of knowing and perspectives on the climate crisis?
- How do we learn from and with indigenous communities, without appropriating or romanticizing their culture?
- How can an institution like Swarthmore leverage its resources to serve native students and work to decolonize our education system?
- What can we learn from the intersections of climate "science" and indigenous knowledge?

Draft Suggested Materials:

- Book Chapter: Kimmerer, Robin Wall. 2013. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Minneapolis, MN: Milkweed Editions. (selections)
- Video: "How the US Poisoned the Navajo Nation" <https://youtu.be/ETPogv1zq08>
- Film: "We Breathe Again" (2017)
- Film: "Awake: A Dream from Standing Rock" (2017)

**Week Four: Council in This Time of Reckoning (3/19)**

Learn about the council here: <https://councilontheuncertainhumanfuture.org/>

**Week Five: It's Not Too Late (4/2)**

Featured Speaker: Frances Moore Lappé

Intended Outcomes: (in progress)

- Living democracy/Movement of movements for democracy
- Optimism vs "possibilism"
- Food systems

Discussion Questions: (in progress)

- How do you understand the role of hope in responding to the climate crisis?

Suggested Materials:

- “It’s Not Too Late” by Frances Moore Lappé

## **Week Six: Responding to the Climate Crisis (4/9)**

Intended Outcomes:

- Gain an understanding of the many ways to take action on the climate crisis
- Assess the potential for individual lifestyle changes to make a difference (understand that they cannot be the only solution)
- Learn about local organizations that are fighting the climate crisis
- Think about how to best have conversations about climate change with people we know
- Consider which narratives we want to center and uplift around this crisis
- Assess the role of Swarthmore College in responding to the climate crisis

Discussion Questions:

6. In your eyes, what feels like a meaningful way to respond to the climate crisis?
7. What are the benefits and limitations of individual climate action? How can the narrative of climate action ensure our focus remains on the structural rather than the individual?
8. How can you contribute moving forward, taking into account your role at the college (or outside the college)?
9. Now that you have gone through the Climate Essentials program, how do you think you’d go about having a conversation about the climate crisis with your friends? With family? With other adults in your life?

### **i. Discussion Guidelines**

1. Seek to engage with one another from a place of love, compassion, and humility.
2. Speak for yourself (and not on behalf of others).
3. All voices are welcome and encouraged to share.
4. Each of us arrives in this space with a different history. Be respectful of differences.
5. Speak and listen to process, not to prove. Trust that everyone is doing the best they can.
6. You don’t have to agree with everything (or anything). It’s okay to be uncomfortable.
7. Feeling and expression of feeling are welcome.

8. Silence is welcome. You need only speak if you feel compelled and you are welcome to pass at any time.
9. Be lean of speech; brevity is invited.
10. It's just as important that we voice what we don't know as what we do know.
11. Pay attention to who is not at the table and prioritize transparency and accountability.

## ii. Suggested Readings

### Week 1: Environmental Justice

- Swarthmore's draft [Climate Crisis Strategy](#) (read the 1st page, 2 minutes); this is the aspirational vision that the College community has created to figure out how to respond to the urgency of climate change within the context of our mission.
- [Unequal Impact: The Deep Links Between Racism and Climate Change](#) by activist Elizabeth Yeampierre (10-15 minutes)
- [The Environmental Justice Wake-Up Call](#) by Lisa Friedman and Julia Rosen (5 minutes)

### Week 2: Climate Science and Policy

- [MSNBC Video: Michael Oppenheimer on public perception and realities of climate change](#)
- [Biden climate plan: Environmental justice 'writ large'](#)
- [Texas Failed Because It Did Not Plan](#)

### Week 3: Indigenous Environmental Justice

- [Time to Indigenize Lands and Water Conservation](#) (10-15 min)
- [Climate Change Page from UN Indigenous Peoples Website](#) (8-10 min)
- [Greed Does Not Have to Define Our Relationship to Land](#) (10-15 min)

### Week 4: Council in this Time of Reckoning

- Beth Gardiner and Elizabeth Yeampierre: [Unequal Impact: The Deep Links Between Racism and Climate Change](#)
- Robin Wall Kimmerer: [Greed Does Not Have to Define Our Relationship to Land](#)
- Mary Annaïse Heglar: [We Don't Have To Halt Climate Action To Fight Racism](#)
- Abrahm Lustgarten: [The Great Climate Migration](#)
- Others (see week 4 class materials folder, "council class email" document)

#### Week 5: It's Not Too Late

- Draft copy of "It's Not Too Late" (see week 5 class materials folder)

#### Week 6: Action and Next Steps

- "Natural Project Planning" by David Allen

### 10. Discussion Facilitator Training

#### a. Facilitator Guide

## Climate Essentials Facilitator Guide - 2021

**Purpose:** (Why is Climate Essentials discussion-based?) Given the magnitude of the issues being presented in Climate Essentials, it is important to hold a space for participants to process and learn from others.

#### **Outcomes:**

- Gain a deeper understanding of the content
- Recognize and investigate personal assumptions
- Make space for everyone's voice
- Opportunity to hear other's perspectives
- Make connections between sessions and topics
- Feel connected to other members
- Feel connected to the content
- Hold space for participants to share their concerns around these topics

#### **Benefits of Being a Facilitator:**

Build your skill as a facilitator, add it to your resume, contribute to our community, meet a broad range of community members and learn their perspectives, be exposed to renowned guest speakers, and help make Climate Essentials a success at transforming our campus (we can't do this without you!).

#### **Process:**

#### **LOGISTICS OF CLIMATE ESSENTIALS:**

Approximate Session schedule (exact times subject to modification):

1. 1:15 - 1:20 Welcome & Introduction
  - a. For the first session, this will be longer (~15 minutes)
2. 1:20 - 1:50 Talk and Q&A
3. 1:50 - 2:20 Discussion in breakout rooms
4. 2:20 - 2:30 Report back & Closing
  - a. MeetingSift question (everyone can contribute their thoughts)
  - b. 2-3 Facilitators will be invited to share highlights of their discussions

- c. As time allows, participants will be invited to share
- d. MeetingSift Positives/Improvables (anonymous and responses hidden)
- e. Course facilitators will close with key information for the next session

### **BREAKOUT SESSION DETAILS:**

- Each breakout group will have between 4 and 10 participants (normally 6-8) and typically 1 facilitator (in the unlikely event that we have extra facilitators, you will still be compensated to participate)
  - The participants will change each time
- You will be provided with an agenda with discussion questions and intended outcomes for each session
  - The agenda will generally remain consistent from one session to the next; the discussion questions and outcomes will change
- You may choose to take notes, but it is not expected or required that you do so

### **Guidelines and Agreements for Discussion**

1. Seek to engage with one another from a place of love, compassion, and humility.
2. Speak for yourself (and not on behalf of others). Use “I” statements.
3. All voices are welcome and encouraged to share.
4. Each of us arrives in this space with a different history. Be respectful of differences.
5. Speak and listen to process, not to prove. Trust that everyone is doing the best they can.
6. You don’t have to agree with everything (or anything). It’s okay to be uncomfortable.
7. Feeling and expression of feeling are welcome.
8. Silence is welcome. You need only speak if you feel compelled and you are welcome to pass at any time.
9. Be lean of speech; brevity is invited.
10. It’s just as important that we voice what we don’t know as what we do know.
11. Pay attention to who is not at the table and prioritize transparency and accountability.

### **Template Agenda:**

1. **(1-2 minutes) Review Guidelines and Agreements for Discussion**
  - a. Introduce yourself as discussion facilitator (name, pronouns, whether you’re a GA or PSRF, anything else that feels relevant)
  - b. For the first session,
    - i. We will have just presented the guidelines in the main room (do not review the guidelines again)
    - ii. Ask group members if there are any questions about the guidelines, or any suggestions for modifications or additions for the principles
  - c. For the remaining sessions,
    - Remind everyone about the guidelines (don’t go through each one) -> share the guideline document in the chat.  
[https://drive.google.com/file/d/1iul3VXldgNqETCj2T\\_evu7elqUZDu3gC/vi](https://drive.google.com/file/d/1iul3VXldgNqETCj2T_evu7elqUZDu3gC/vi)



## Instructions for Practice Discussion (~10 mins)

1. **(1-2 minutes) Review Guidelines and Agreements for Discussion**
  - a. Introduce yourself as discussion facilitator (name, pronouns, whether you're a GA or PSRF, anything else that feels relevant)
  - b. Remind everyone about the guidelines (don't go through each one) -> share the guideline document in the chat.
    - i. Here's the doc  
[https://drive.google.com/file/d/1iul3VXldgNqETCj2T\\_evu7elqUZDu3gC/vi?usp=sharing](https://drive.google.com/file/d/1iul3VXldgNqETCj2T_evu7elqUZDu3gC/vi?usp=sharing)
    - ii. If there are any changes to the guidelines, we will have you review this with your group members.
    - iii. Ask group members if they have any questions/concerns
2. **(~3 minutes) Round 1 - Introductions and Initial Reactions to the Speaker**
  - a. Ask group members to *introduce themselves (name, connection to and/or role at the College, pronouns) and ask about* their initial reactions to the facilitation guide and discussion guide. Ask if they have any questions.
    - i. Encourage people to limit their responses to up to about 1min.
    - ii. Remind everyone that it is okay to pass!
    - iii. Call on each participant by name, one at a time
    - iv. Don't forget to call on yourself at some point, and take a turn (probably easiest to do this at the beginning of the round and model appropriate amount of time, approx. 30 seconds)
3. **(~3 minutes) Round 2 - Question specific to the the talk**
  - a. Question:
    - i. Why are you interested in being a facilitator? What do you hope to gain and contribute?
    - ii. (1 minute) Ask each participant to reflect on the question before they share out to the group
    - iii. Call on each participant by name, one at a time.
    - iv. Don't forget to call on yourself too (this can be at any point in the round)
    - v. Encourage people to limit their responses to up to about 1min.
4. **(Remaining time) Open Discussion and Closing**

- a. *Discussion question:* In what ways did the practice facilitation go well? What could be changed or improved?
- b. *Thank participants for their contributions, and ask them to stay on for a group harvest and closing remarks from the Course Facilitators back in the main Zoom room*

## b. Facilitator Training Agenda

### Facilitator Training Agenda

#### Key outcomes:

- Facilitators have a good understanding of how to effectively lead a small group discussion
- Facilitators understand the importance of their role in Climate Essentials

#### Detailed Agenda (6:00 pm - 6:45 pm)

- 6:00 - 6:02 Welcome Facilitators
- 6:02 - 6:06 Overview of Training and Climate Essentials
  - Overview of Training
  - Overview of climate essentials
    - Topics and Speakers
- 6:06-6:14 Guidelines for Discussion and Facilitation
  - Facilitation Guide
  - Logistics
  - Breakout Session Details
  - Space Cultivation
  - Guidelines and Agreements for Discussion
    - Don't call or single anyone out
    - Say I and me thoughts
    - Vegas rules or not
      - Maybe it could add something to the conversation
  - Template Discussion Agenda
- 6:14-6:20 Breakdown Discussion Agenda
  - Review Guidelines and Agreements for Discussion
  - Round 1 - Introductions and initial reactions to the speaker
  - Round 2 - Question specific to the talk
  - Open Discussion (remaining time)
  - Closing

- 6:20-6:23 How do I conduct myself as a facilitator?
- 6:23-38 - Practice Discussion
  - Two breakout rooms
    - Martin, Declan, Maya, and Aurora can provide support in breakout rooms
  - What are your initial reactions to the facilitation guide and discussion guide? Do you have any questions?
  - What are your initial reactions to the facilitation guide and discussion guide? Do you have any questions?
- 6:38-6:45 Closing

## 11. Marketing

- a. Climate Essentials Flyer

You're invited!

# Climate Essentials Workshop Series



Climate Essentials 2020

## Featuring world-renowned speakers:

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Frances Moore Lappé

---

Mustafa Santiago Ali

---

Evon Peter &  
Enei Bagaye Peter

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We are excited to invite you to participate in Climate Essentials, a **discussion-based workshop series** featuring expert speakers.

This series is open to students, faculty, staff, and alumni, and was designed by students to offer an opportunity for our community to **critically engage with the climate crisis** in its many dimensions. It emphasizes a holistic approach to understanding the climate crisis, **highlighting environmental justice, systemic causes, and equitable paths forward.**

This workshop series asks and explores the following questions:

- What are the issues of **social injustice and oppression** that have led us to this point?
- What does the **latest science** tell us about the state of the climate crisis?
- How do we **equitably respond** to the climate crisis in meaningful and effective ways?
- How can we **develop personal resiliency tools** in the days ahead?



## Sign Up Here!

<https://forms.gle/uYQSvgXoiokeps6nS>

The six-session series will be held over Zoom on **Fridays from 1:15-2:30 pm EST**. The first session will be held on Friday, Feb. 26 at 1:15 pm EST.

The Climate Essentials workshop series has been developed as part of the Climate Community President's Sustainability Research Fellowship project through the Office of Sustainability, the Lang Center for Civic and Social Responsibility, the President's Office, and Environmental Studies.

We encourage all who are interested to **sign up by Friday, Feb. 12**. Spots are limited, so sign up as soon as possible to reserve your seat. If you have any questions about the Climate Essentials course, please reach out to us at [mtipton1@swarthmore.edu](mailto:mtipton1@swarthmore.edu).

We look forward to seeing you there!

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## b. Marketing Email

**Subject line:** “You’re invited: Climate Essentials workshop series!”

Dear students,

We are excited to invite you to participate in **Climate Essentials, a discussion-based workshop series featuring world-renowned speakers including [Mustafa Santiago Ali](#), [Frances Moore Lappé](#), [Evon Peter](#) and [Enei Begaye Peter](#)!** The program is open to students, faculty, staff, and alumni, and was designed by students to offer an opportunity for our community to critically engage with the climate crisis in its many dimensions. It emphasizes a holistic approach to understanding the climate crisis, **highlighting environmental justice, systemic causes, and equitable paths forward.** This workshop series asks and explores the following questions:

- ★ What are the issues of **social injustice and oppression** that have led us to this point?
- ★ What does the **latest science** tell us about the state of the climate crisis?
- ★ How do we **equitably respond** to the climate crisis in meaningful and effective ways?
- ★ How can we **develop personal resiliency tools** in the days ahead?

The six-session series will be held over Zoom on Fridays from 1:15-2:30 pm EST. The first session will be held on Friday, **Feb. 26 at 1:15 pm EST.** We encourage any participants in last year’s Climate Essentials course to join us again this year, as the program has been redesigned in new and exciting ways!

[Sign Up Here](#)

The Climate Essentials workshop series has been developed as part of the Climate Community President’s Sustainability Research Fellowship project through the Office of Sustainability, the Lang Center for Civic and Social Responsibility, the President’s Office, and Environmental Studies.

We encourage all who are interested to sign up by Friday, Feb. 12, spots are limited, sign up as soon as possible to reserve your seat. If you have any questions about the Climate Essentials course, please reach out to us at [mtipton1@swarthmore.edu](mailto:mtipton1@swarthmore.edu).

We look forward to seeing you there!

Best,

Maya Tipton ‘23, Martin Tomlinson ‘23, and Declan Murphy ‘21

Dear students,

We are writing to let you know that we have *extended the registration deadline* for **Climate Essentials, a discussion-based workshop series featuring world-renowned speakers including Mustafa Santiago Ali, Frances Moore Lappé, Evon Peter and Enei Begaye!** The program is open to students, faculty, and staff, and was designed by students to offer an opportunity for our community to critically engage with the climate crisis in its many dimensions. It emphasizes a holistic approach to understanding the climate crisis, **highlighting environmental justice, systemic causes, and equitable paths forward.** The six-session series will be held over Zoom on Fridays from 1:15-2:30 pm EST. The first session will be held on Friday, **Feb. 26 at 1:15 pm EST.** You can learn more about the program by visiting our [website!](#)

The new deadline to register is Friday, Feb. 19. [Sign Up Here](#)

### Featured Speakers



**Mustafa Santiago Ali**

A renowned thought leader, international speaker, policymaker, community liaison, trainer, and facilitator, Dr. Mustafa Santiago Ali wears many hats. He is the Vice President of Environmental Justice, Climate & Community Revitalization for the National Wildlife Federation (NWF) and also the Founder & CEO of Revitalization Strategies. Before joining the NWF Mustafa was the Senior Vice President for the Hip Hop Caucus, a national, non-profit, and non-partisan organization that connects the Hip Hop community to the civic process to build power and create positive change. As HHC Senior Vice President, he led the strategic direction, expansion, and operation of the Hip Hop Caucus' portfolio on Climate, Environmental Justice and Community Revitalization.



**Enei Begaye**

Enei Begaye is of the Diné and Tohono O’odham Nations. She is the executive director of Native Movement, an Alaska based statewide grassroots advocacy organization. Enei is also a co-founder and leader of the Fairbanks Climate Action Coalition (FCAC), a co-founder and former executive director of the Black Mesa Water Coalition (BMWC), she is a leader on numerous advisory committees in both philanthropy and advocacy work, and she is an award-winning documentary film producer. Enei has spent 20 years engaging in solution building with diverse groups and has been instrumental in the development of key regional and national networks dedicated to building grassroots leadership on a path of collective liberation. Enei is a seasoned facilitator, strategist, and speaker, as well as a dirt loving, vegetable growing, fabric addicted, bookworm, and a fierce mother. She was educated on the land of her people and the halls of Stanford University. She currently lives in Fairbanks, Alaska with her partner and three children.



**Evon Peter**

Evon Peter is Neetsaii Gwich’in and Koyukon from Vashrajj K’q̄q̄ (Arctic Village), Alaska. He is an advocate of Indigenous knowledges, languages, and rights, especially as they relate to the health and well-being of communities. Evon is a senior research scientist at the Center for Alaska Native Health Research at the University of Alaska Fairbanks (UAF). He serves on the

boards for the Gwich'in Council International and the University of the Arctic (UArctic). He has previously served as the tribal chief for Vashrajj K'ooq and as vice chancellor for rural, community and Native education at UAF. His personal work has focused on incorporating Indigenous knowledge and practices into healing, leadership development, and Alaska Native language programs. He holds a baccalaureate degree in Alaska Native studies and a masters degree in rural development.



**Frances Moore Lappé**

Frances Moore Lappé is the author or co-author of 19 books about world hunger, living democracy, and the environment, beginning with the three-million copy *Diet for a Small Planet* in 1971. In Fall 2017, she coauthored *Daring Democracy: Igniting Power, Meaning, and Connection for the America We Want* with Adam Eichen. Frances was interviewed by *The New York Times Magazine* in an article titled, “Frances Moore Lappé changed how we eat. She wants to do the same for our democracy.”

We look forward to seeing you there!

Best,

Maya Tipton '23, Martin Tomlinson '23, and Declan Murphy '21  
Climate Community PSRF Project

## 12. Speaker Communication

### a. Speaker Info for Mustafa Santiago Ali

#### **Welcome to Climate Essentials!**

#### **What is the goal of Climate Essentials?**

Climate Essentials is a discussion-based workshop series featuring expert speakers including [Evon Peter](#), [Enei Begaye](#), [Frances Moore Lappé](#), and you! The program is open to Swarthmore students, faculty, staff, alumni, and community members, and it was designed by students to offer an opportunity for our community to critically engage with the climate crisis in its many dimensions. It emphasizes a holistic approach to understanding the climate crisis, highlighting environmental justice, systemic causes, and equitable paths forward.

#### **Who's the audience?**

The target audience for this course is staff, faculty, students, alumni and other Swarthmore community members who are interested in engaging with the climate crisis. We currently have approximately 80 participants signed up for this course.

#### **When will it be held?**

The six-session series will be held over Zoom on Fridays from 1:15 to 2:30 pm EST. Your session will be held on Friday, **Feb 26 from 1:15-2:30 pm EST.**

#### **What is the arc of Climate Essentials?**

The series will begin with sessions on environmental justice, climate change science, and indigenous knowledges, and will conclude with sessions focused on how we can respond to the climate crisis. Each session will feature a 30 minute talk by a guest speaker, followed by small group discussions in breakout rooms. Here is an overview of the topics covered in the series:

<b>Date</b>	<b>Topic</b>
2/26	Environmental Justice
3/5	Climate Science and Society
3/12	Indigenous Communities & Environmental Justice
3/19	Activity: Council in This Time of Reckoning

4/2	It's Not Too Late
4/9	Activity: Action & Next Steps

Thank you so much! Please let us know if you have any questions! [Maya Tipton](#) or [Martin Tomlinson](#)

## b. Speaker Info for Melissa and Alex

### **Welcome to Climate Essentials 2021!**

We are so excited to have you back at Climate Essentials this year! We wanted to share some information with the two of you about the goals and format this year's series. This year, Climate Essentials will be featuring several off-campus speakers, and there will be a stronger focus on environmental justice and equitable action. Here is some more information:

#### **What is the goal of Climate Essentials 2021?**

Climate Essentials is a discussion-based workshop series featuring expert speakers including [Mustafa Santiago Ali](#), [Frances Moore Lappé](#), [Evon Peter](#), [Enei Peter](#), and the two of you! The program is open to Swarthmore students, faculty, staff, alumni, and community members, and it was designed by students to offer an opportunity for our community to critically engage with the climate crisis in its many dimensions. It emphasizes a holistic approach to understanding the climate crisis, highlighting environmental justice, systemic causes, and equitable paths forward.

#### **Who's the audience?**

This year, we have extended the target audience for this course to students, staff, faculty, alumni and other Swarthmore community members who are interested in engaging with the climate crisis. We currently have approximately 70 participants signed up for this course.

#### **When will it be held?**

The six-session series will be held over Zoom on Fridays from 1:15-2:30 pm EST. Your session will be held on Friday, **March 5 from 1:15-2:30 pm EST.**

#### **What is the arc of Climate Essentials?**

The series will begin with sessions on environmental justice, climate change science, and indigenous knowledges, and will conclude with sessions focused on how we can respond to the

climate crisis. Each session will feature a 30 minute talk by a guest speaker, followed by small group discussions in breakout rooms.

On the following pages of this document, you will see an outline of the intended outcomes and discussion questions for each of the sessions. We would appreciate any **suggestions for changes or additions to the intended outcomes and discussion questions** for your week's session. We are also working to gather a list of materials for our participants to explore optionally. If there are any **materials** (articles, book chapters, videos, podcasts, etc.) that you would recommend for our participants, we would love to include them as a part of our list!

Thank you so much! Please let us know if you have any questions!

### **Outline of Intended Outcomes, Discussion Questions, and Suggested Materials**

#### **Week One: Introduction & Environmental Justice (2/26)**

Featured Speaker: Mustafa Santiago Ali

Intended Outcomes:

- Practice framing the climate crisis through the lens of environmental justice
- Critically examine the ways in which systems of oppression have caused the climate crisis
- Reflect on the intersections between the climate crisis and other social issues
- Analyze the ways in which climate change will expose existing crises and will hit some people harder than others
- Connect ideas to local issues in Chester

Discussion Questions:

- Did anything from today's talk challenge you or go against the way you're used to thinking about environmentalism?
- How can we as environmentalists more effectively center the voices of the most vulnerable and marginalized communities?
- How can you leverage your own privilege to respond to the climate crisis?

Suggested Materials:

- Article: Adamson, Joni and Steven Hartman, "From Ecology to Syndemic: Accounting for the Synergy of Epidemics" *Bifrost Online*, June 8, 2020, <https://bifrostonline.org/joni-adamson-and-steven-hartman/>
- Video: Justice in Chester, PBS Documentary, June, 2018. <https://www.pbs.org/video/justice-in-chester-ajz2de/>

#### **Week Two: What Does Climate Science tell us? (3/5)**

Featured Speakers: Melissa Tier '14 and Alex Ahn '16

#### Intended Outcomes:

- Learn the latest scientific findings about the climate crisis and develop key intuitions
- Gain an understanding of the impacts that are already being felt
- Assess whether current climate policy is on the right track
- Inform ourselves on what possibilities are emerging
- Keep an open mindset, realizing that maybe the way we're used to thinking about climate change might not be productive
- Consider critiques of crisis narratives in climate science

#### Draft Discussion Questions:

- (Round 1) How are you feeling in response to today's talk? How are you feeling in response to today's talk? Was there anything that challenged, intrigued, or resonated with you?
- How do you think the climate crisis will affect your life? What do you expect the future to look like?
- What role do you think hope plays in the climate crisis?
- What is the role of science in responding to the climate crisis? Where does it succeed and what are some of its shortcomings?

#### Draft Suggested Materials:

- <https://www.frowe ntiersin.org/articles/10.3389/fcosc.2020.615419/full>

**It was clear from our Climate Essentials feedback and interviews that participants really enjoyed your talk last year, and we are very excited to have you back! We just wanted to share a few suggestions that we have for this year's talk, given that the focus of this year's Climate Essentials series will be quite different:**

#### **Suggestions based on last year's presentation**

- We are hoping for the focus of this session to be climate science. Therefore, while ideas like "climate change as a symptom" and "action steps" (from last year's presentation) are important, we would like to save those ideas to be explored in further detail in other sessions.
- Participants last year appreciated learning about climate change through the key intuitions you brought up, such as small perturbations and uncertainty. One suggestion that was brought up is that including an equation and explaining the variables might be difficult for some people to follow. A potential way of providing foundational climate knowledge to participants with varying levels of background knowledge could be to provide an overview of the effects of climate change that are already being felt.
- In this year's session on climate science, we would like to be mindful of the ways in which science is practiced and utilized today. What are some of the critiques of climate science? How can we reimagine the role of science in responding to the climate crisis?
  - **Crisis narratives:** Climate crisis narratives often perpetuate the idea that humans are a destructive force separate from the environment. For example, the framing

of the "problem of overpopulation," which reflects the belief that humans today cannot exist in harmony with our environment. Further, this framing of overpopulation in the global south is deeply racist, as it blames communities that do the least damage to the climate for their own suffering. What are some of the issues caused by the focus on science in the climate crisis?

- **Science and policy:** How can we think about the role of science in responding to the climate crisis? Science can be used to 'prove' things, which can then be used to support policy, lawsuits, etc. For example, environmental injustices are often ignored in the legal sphere if a community does not have the means to 'prove' that there are toxic chemicals in the air or soil. In our current systems, science is valued over personal experience. In what ways is this problematic? Moving forward, how can science serve as a system of protection rather than a system of oppression?
- **Climate psychology:** How has science denial and increased belief in climate science changed over the years?

### **Week Three: Indigenous Knowledges, Indigenous Communities & Environmental Justice (3/12)**

Featured Speakers: Evon Peter and Enei Begaye Peter

Intended Outcomes:

- Establish connections between colonialism and environmental destruction
- Understand the ways indigenous communities are especially at risk from the climate crisis and have been victims of environmental injustice
- Prioritize indigenous knowledges in understanding climate change and its root causes
- Envision the role of higher education (and Swarthmore) in serving native students, while understanding the complex history of the American education system and trauma for indigenous communities

Discussion Questions:

- Did anything stand out to you in today's talk? How can we think about what narratives we want to uplift when we talk about climate change?
- What was something that resonated with you as you learned about indigenous ways of knowing and perspectives on the climate crisis?
- How do we learn from and with indigenous communities, without appropriating or fetishizing their culture?
- How can an institution like Swarthmore leverage its resources to serve native students and work to decolonize our education system?

Draft Suggested Materials:

- Book Chapter: Kimmerer, Robin Wall. 2013. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Minneapolis, MN: Milkweed Editions. (selections)

- Video: “How the US Poisoned the Navajo Nation” <https://youtu.be/ETPogv1zq08>
- Film: “We Breathe Again” (2017)
- Film: “Awake: A Dream from Standing Rock” (2017)

#### **Week Four: Council in This Time of Reckoning (3/19)**

Learn about the council here: <https://councilontheuncertainhumanfuture.org/>

#### **Week Five: It’s Not Too Late (4/2)**

Featured Speaker: Frances Moore Lappé

Intended Outcomes: (in progress)

- Living democracy/Movement of movements for democracy
- Optimism vs “possibilism”
- Food systems

Discussion Questions: (in progress)

- How do you understand the role of hope in responding to the climate crisis?

Suggested Materials:

- “It’s Not Too Late” by Frances Moore Lappé

#### **Week Six: Responding to the Climate Crisis (4/9)**

Intended Outcomes:

- Gain an understanding of the many ways to take action on the climate crisis
- Assess the potential for individual lifestyle changes to make a difference (understand that they cannot be the only solution)
- Learn about local organizations that are fighting the climate crisis
- Think about how to best have conversations about climate change with people we know
- Consider which narratives we want to center and uplift around this crisis
- Assess the role of Swarthmore College in responding to the climate crisis

Discussion Questions:

- In your eyes, what feels like a meaningful way to respond to the climate crisis?
- What are the benefits and limitations of individual climate action?
- How can you contribute moving forward, taking into account your role at the college (or outside the college)?
- Now that you have gone through the Climate Essentials program, how do you think you’d go about having a conversation about the climate crisis with your friends? With family? With other adults in your life?

Maybe ask everyone to write down their takeaways

### c. Speaker Info for Evon and Enei

#### **Week Three: Indigenous Knowledges, Indigenous Communities & Environmental Justice (3/12)**

Featured Speakers: Evon Peter and Enei Begaye Peter

Intended Outcomes:

- Establish connections between colonialism and environmental destruction
- Understand the ways indigenous communities are especially at risk from the climate crisis and have been victims of environmental injustice
- Prioritize indigenous knowledges in understanding climate change and its root causes
- Envision the role of higher education (and Swarthmore) in serving native students, while understanding the complex history of the American education system and trauma for indigenous communities

Discussion Questions:

- Did anything stand out to you in today's talk? How can we think about what narratives we want to uplift when we talk about climate change?
- What was something that resonated with you as you learned about indigenous ways of knowing and perspectives on the climate crisis?
- How do we learn from and with indigenous communities, without appropriating or fetishizing their culture?
- How can an institution like Swarthmore leverage its resources to serve native students and work to decolonize our education system?

Suggested Materials:

- Book Chapter: Kimmerer, Robin Wall. 2013. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Minneapolis, MN: Milkweed Editions. (selections)
- Video: "How the US Poisoned the Navajo Nation" <https://youtu.be/ETPogv1zq08>
- Film: "We Breathe Again" (2017)
- Film: "Awake: A Dream from Standing Rock" (2017)

**13. Surveys/Feedback**

a. Intro Survey

# Climate Essentials Intro Survey

\* Required

Are you a: \*

Student

Faculty

Staff

Alum

Community member

Other:

How familiar are you with the climate crisis and its implications?

[Not at all] [Extremely]

1 2 3 4 5

How familiar are you with environmental justice?

[Not at all] [Extremely]

1 2 3 4 5

How familiar are you with climate science?

[Not at all] [Extremely]

1 2 3 4 5



Week 4: Council in this Time of Reckoning

Week 5: Climate Crisis, Hope, and Democracy

Week 6: Planning for the Future

How familiar are you with the climate crisis and its implications?

[Not at all] [Very]

1 2 3 4 5

How familiar are you with environmental justice?

[Not at all] [Very]

1 2 3 4 5

How familiar are you with climate science?

[Not at all] [Very]

1 2 3 4 5

How significantly do you think your life will be affected by the climate crisis?

[Not at all] [Extremely]

1 2 3 4 5

Do you feel that you are able to do anything about climate change?

[I can't do anything] [I feel my actions are part of meaningful change]

1 2 3 4 5

c. Testimonials Survey

# Climate Essentials Feedback

Thank you!

\* Required

Please indicate whether you are:

Student

Staff

Faculty

Alumni

Community Member

We are interested in knowing more about your experience with Climate Essentials. What are your main takeaways from the Climate Essentials series? Have your perspectives on the climate crisis changed? \*

Your answer

Comments shared in this form may be used in the future as promotional materials for Climate Essentials. This survey is anonymous. If you would be quoted with your name, write your name below.

Your answer