



## **The Climate Initiative**

# **Community Conversations**

## **Community Activity and Discussion Guide**

# WELCOME

We hope that you find this discussion guide helpful in moving conversations around climate change forward- focusing not on the problems we face, but on the movement toward collective solutions.

Designed to bring communities together, The Climate Initiative's **Community Conversations** create common ground in the face of a real-time problem. We know that this generation of youth is facing a different world. With their help and passion, Community Conversations can move us from fear to hope, from talking to action as we navigate tough decisions and conversations. We hope that this discussion guide will give you the framework to hold **Community Conversations** in your region to inspire curiosity and grassroots actions. We have so much to do, and it all starts with a conversation.

We know that this is a global problem, but we can be the solution by working together to save the places we love.



**We hope these ideas inspire you to:**

**Learn more**

**Find creative solutions**

**Take action**



# A letter from TCI

Many of us notice changes: changes in our communities, our weather, and our temperatures. We know that we face more severe weather, wildfires, warming oceans, and changing habitats. We know from scientists that this decade is paramount in addressing our changing climate before it is too late. We are facing a crisis, not only in our country but globally. Yet, we struggle to talk about what is happening. We feel powerless to make the changes necessary to alter our trajectory.

## ***How do we as communities figure out how to save what we love and what we value before it is too late?***

At The Climate Initiative (TCI), we know that we can start a movement by engaging communities locally; and connecting with what they love and value. We believe that all voices are necessary, and we know the power of youth voices in the climate movement. TCI encourages youth to lead their communities to act locally and think globally. We know that we can slow the rise of climate change by empowering individuals to use their circles of influence to create collective action. By engaging all voices, grassroots movements can grow, influencing others, and shifting policy.

Community members know the town's natural and cultural history. Engaging all voices provides a unique opportunity to start conversations about climate change science without leaving people hopeless, but rather connected and ready to take action.

Our discussion guide provides the structure and opportunity for discussions and activities around the community's complex realities. Collectively, we can discuss strategies and possible solutions by examining our local area's climate impacts.

Our hope is for community members, students, business leaders, and conservation leaders to discover the places at risk in their community and link them to the larger global perspective. On this journey with neighbors and the people they trust, empowered participants envision their future and step forward.

Communities will find solutions by listening, engaging, and collaborating to make a difference in their town while at the same time learning how to make a difference globally.

Make no mistake; we understand that this is a global issue with a short timeline to make a difference. The more effectively we communicate the science and collaborate on collective social action, the faster we can create a groundswell for change and meet this very real time limit.

We hope that these discussions and films will inspire our future climate scientists, climate solutions, and community adaptations that create a better future for everyone.



**Leia Lowery**

**TCI Deputy Executive Director and Head of Programs and Partnerships**

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# How to Use the Guide

This discussion guide starts necessary conversations and opens the door for brainstorming actions to move forward. Learning about new challenges and possible solutions helps move people toward climate action. By encouraging community conversations, we inspire future scientists, actionable changes, and create the opportunity for change.

We hope to build a groundswell of knowledge and ideas critical to creating a grassroots movement that can influence the larger region, nation, and world with every discussion.

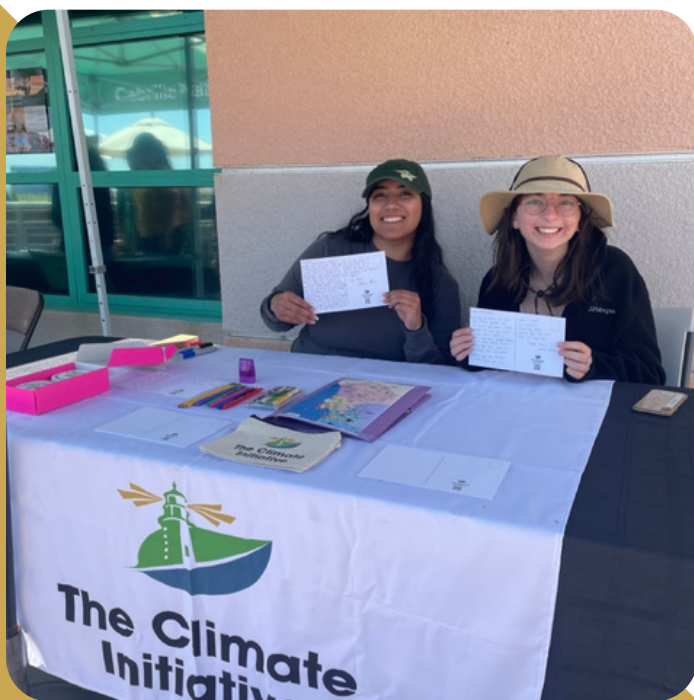
## This guide is set up to help facilitate community conversations

### In this guide you will find:

- Suggestions on topics to bring to the community as well as quick 6 minute movies that can be used as conversation starters
- Suggestions on identifying and engaging stakeholders
- Strategies to have meaningful conversations
- A variety of questions to inspire conversations from multiple perspectives
- Multiple activities that you can run to inspire deeper conversations
- Information about how to run a fishbowl, for a larger audience to spark conversations
- Follow-up activities to spark action

## How to Get Started

- **Partners:** Find a like-minded organization or committee that might be interested in hosting with you.
- **Goal:** What do you hope the outcome will be? Be crystal clear on what you hope to achieve; it will help set the questions.
- **Communicate:** Have a plan in place for what you will do with the information post conversation. People will want to know where their thoughts and words are going and how you will use them.
- **Plan:** Create a run of show for the event so that there are timekeepers, question-askers, etc... The more scripted and planned the event is, the more at ease the attendees will feel and will be able to open up more quickly.
- **Prepare:** Set a code of conduct and conversation norms, with a plan in place for if something goes awry.
- **Train:** Make sure to train the students and adult facilitators prior to the community conversation.



# How to Facilitate

## How to choose a topic:

It is best to host community conversations based on a topic you know is of concern in your community. If you are unaware of what problems exist, we encourage you to engage a partner. It could be a Land Trust, an environmental group, or a town committee or agency. [Our Beautiful Planet](#) is a series of short movies created in partnership with [Kikim Media](#) and the [National Science Teaching Association \(NSTA\)](#) that can be used as great conversation starters if you want to try this without engaging another partner. Each video has a Community Conversation Guide like this one that accompanies it with specific questions and directions for that movie. Links to each of the Our Beautiful Planet videos are on our website under [Video Resources](#).

## Tips to facilitating productive conversation

Climate change can be controversial. Just mentioning the words brings about different emotions for each individual. Below are some suggestions before the conversation. It is also helpful to refer to stories of change rather than climate change. Focusing on what people notice themselves is more productive than convincing them of what others are saying.

- If you use Our Beautiful Planet films, watch the film first and familiarize yourself with the information. With a better understanding, you will facilitate better dialogue.
- Make sure to know what outcomes you want from the community conversation. Set goals for your discussion and state them clearly at the beginning to alert people to the end goal, helping to ensure discussions lead to the desired outcome.
- Communication about climate change is best when it uses local data, tells a story, and is rooted in place. Give people the opportunity to tell their stories and relate information about their favorite places.
- Create an open atmosphere where all views are valued and heard, setting that intention at the very beginning.
- Identify different perspectives. It isn't about convincing people of your philosophy; but rather about understanding multiple perspectives and finding sustainable solutions.
- Be a confident communicator and use an authentic voice, not abstract ideas, jargon, or complicated words to understand.
- Encourage people to find common ground with whom they are talking.
- LISTEN, LISTEN, LISTEN- Most people want to feel heard. Feeling heard makes people less defensive and more open to conversation. (We suggest using the listening exercise before any discussion as a warm-up).
- Connection with each other is the key. Climate Change ultimately is a human story; people identify with the world around them through the human experience, not only statistics.
- Speak only for yourself, and do not try to speak for others or in generalities.
- Climate Change is a heavy topic. Always end with hope. Try having people imagine what their community or the world might look like if we solve the climate crisis. What in their lives might be better? What part in the solution might they play?



## Finding the stakeholders

Stakeholders are people and/or organizations that have a vested interest in the topic you are discussing. These could be people who may be actively involved in the topic/project, or will be positively or negatively affected as a result of the topic.

Determine who might know about changes in the community over time. Who can affect, or will be affected by, climate change.

Some examples might be:

- Town Managers
- Town Planners
- Town committees or offices
- Business owners
- People living in an affected area
- School administration of facilities managers
- People who have lived in the town for many years with historical perspective
- Land Trusts or other environmental groups
- Youth environmental clubs or action groups
- Rotary
- Fire, Police, EMS and other safety workers
- Electricity Companies
- Sustainable businesses
- People in the industry affected by the topic you chose

# General Layout of Community Conversation

## Setting the Run-of-Show

**Welcome:** Never underestimate setting the scene and the welcome.

- Introduce any facilitators and the organizations running the community conversation.
- Review the goals and outcomes of the conversation. It is good to ensure people understand that their role is essential and that their input will be valuable.
- Mention any details for group facilitation: If there are note-takers, where their note-taking materials are, what the procedure of the event will be, and how you will share out those notes.

## Part 1: Set the Stage

**Activity 1: Listening and Sense of Place:** This activity is key to creating an open and constructive atmosphere for conversation.

- You can prompt for the places that they love within their community, and if possible, it can be helpful to use local maps.

## Part 2: Group Work

**Activity 2: Group Led Discussion:** We have created multiple suggestions and ideas for discussion in Part 2.

- Set enough time for there to be a robust conversation.
- Create small enough groups that the conversation is manageable.
- Assign a trained adult with each youth for every group.
- Have pre-set 3-5 questions that you want to have discussed. The number of questions depends on the amount of time allotted and the number of people in each group.

**Ending Activity:** It is essential to end on a hopeful note. Climate change is a challenging topic and one that might be emotional. It is crucial to always end with what makes people hopeful.

- **Fishbowl:** End with a fishbowl conversation with one person from each group or with selected stakeholders.
- **Report Out:** One person from each group talks about what the discussion was in their group and what gives them hope.
- **Summarize:** Assign the last question to the groups as part of the ending. What gives you hope? What might our community look like when we solve this problem? Then report to the group.

**Conclusion:** It is important to have an action or possible actions that attendees can take at the end of the conversation.

- Handout of reliable resources for more information.
- Actions that they can take individually.
- Ways that the community can act.
- Most importantly, what are the next steps of this conversation? Restate the goal, and the intended outcomes and the next steps.

# Part 1

## Set the Stage

### Activity: The 1:1 - Listening and Sense of Place

(Modeling good listening skills, creating connections among people, and a personal connection to climate change through identifying individual special places)

#### Part 1 (before small group discussion takes place)

- a.) Hand out a small piece of paper to each person, and explain what they will be doing. Have a watch or a phone ready to be a timer.
- b.) Task: Each person should think of a place they love. It can be anywhere; inside, outside, local, away. It doesn't matter; think of a place that they love. Give people a couple of minutes to describe it or draw it on their paper. (It can be a drawing, bullet points, or a written description)
- c.) Have participants pair up with a person they do not know and designate Person A and Person B.
  1. Person A has 1 minute to describe their place to Person B when the timer starts. They are to talk for the whole 1 minute, but they have to stop when we tell them to stop. Person B may NOT TALK. Person B may nod; they cannot add anything to the conversation.
  2. Now, Person B has 30 seconds to tell Person A what they heard them say about their place.
  3. Repeat but reverse roles. This time Person B is talking for 1 minute. They should not reference Person A's place in their description.
- d.) Debrief with the participants: What did you notice? Was it hard to listen and not add your thoughts while the other person talked? How did it feel to speak the whole time without interruptions?

On listening:

People have a desire to connect with others. Often we interrupt someone speaking with us to agree with them about what they are saying, but in doing so, we often take over the conversation. When discussing issues close to the heart, like the places we love or the environmental changes we see in our communities, it is vital to listen to one another actively. Only add your voice when someone has completed their thought. By remembering how it felt to be heard and truly listened to, we can create meaningful dialogue about tough topics.

On places:

When everyone thinks about a place they love, it unites them in that commonality. Though everyone has a different special place, they are finding common ground. This mutual understanding allows more empathy to enter the discussion.

- e.) Next Question: How would it feel if this place was at risk? Or Is your place at risk due to climate change?

#### Part 2 (IF using local map and localized place above)

Weave the conversation of their places into the topical questions you have previously chosen.

- Where on a map of your community are these places located?
- Have people put the places they mentioned on the map with a sticker or tag.
- As the discussion unfolds, their happy places remind them what could be changed or affected. Try asking, "Could that problem affect your special place?"
- How are our special places being affected?
- Can we do things to mitigate or adapt to help these places?





## Part 2

# Group Led Discussion Activities

It is easy to feel disconnected from a topic when an example is in a faraway place or doesn't seem relevant to our day-to-day lives. For the conversation to be effective, it is essential for people to feel empowered by working together to save the places they love where they live. Getting people to create a shared vision is vital to providing the opportunity for all community members to thrive and live in environmentally sound places. **Think globally but act locally!**

### Activity 1: General Ideas

#### Before/After Questions

This is an opportunity for people to test what they have heard or previously thought vs the information your community conversation is presenting. For some, this will be the same, but for others, there may have been a lack of awareness or different information that could spark conversation. **Example of before and after questions:**

**(Before)** What changes have you noticed in our community? (be specific if you are looking at extreme weather, sea levels, temperatures, floods, droughts etc.)

**(After)** We see changes in our community happening. Why have we not seen more movement toward sustainable solutions?

What can we do differently to inspire change?

#### Facts with Starter Questions

If there are specific instances that you want to address in your community, perhaps having a map or graphs available to present facts to the group at large. Then, within the small groups, have 2-3 questions about those facts.

##### Examples:

- What is your reaction to the facts presented?
- Do you feel most people know this information? What do you think would change if people understood this information?
- What things can we do as a community to combat these issues?

#### Our Beautiful Planet Films

Meant to be a beacon of hope in the face of real-time problems, the Our Beautiful Planet video series will educate you on solutions and inspire curiosity and grassroots actions. Beginning a community conversation with one of the short films (around 6 minutes in length) can be a starting point for creative solution-finding and education about real issues facing our communities. Choose a video that may discuss a topic close to home for your community. Specific discussion guides accompany each video that can guide your conversations. The following page provides more information about the individual films included in the video series.

### General Questions



- We see the changes to our climate happening around us. The increased disasters, more extreme weather, and warmer temperatures. Why have we not seen more movement toward sustainable solutions? What can we do differently to inspire change?
- How might the changes we are witnessing disproportionately affect developing nations or vulnerable populations?
- What part do we play in the community's climate problems, and what are some possible solutions?
- It is said that there is no silver bullet to solving the climate crisis but rather silver buckshot. What does this mean, and how can our community play a role?
- How do our local land-use policies need to change to consider current conditions and future predictions for our changing climate?
- Why might there be resistance to addressing emissions and runoff from various groups, especially if they know the effects of these things on our changing climate?
- How might we communicate a compelling message to groups represented by each of the three lenses?
- What role do our news and media outlets play in communicating about the climate crisis? Does this communication have a positive or negative effect, and what could they do to help us move toward solutions?
- What policies are currently in place to mitigate the climate crisis, and how can we support them locally?



# About the Films

Where to find the films:

[theclimateinitiative.org/resources/videos](https://theclimateinitiative.org/resources/videos)

## Saving our Shores

By 2050, the places where hundreds of millions of people live will likely be underwater because of climate change. Geologist Patrick Barnard has spent years investigating the risk to communities along the Pacific coastline of North America. He and his team at the U.S. Geological Survey have developed a powerful tool to help communities understand the threat of sea level rise, a computer model they call CoSMoS. This computer model helps simulate, through virtual reality, the impact that more powerful storms and rising sea levels will have on coastal communities. Could this tool be used globally to help the most vulnerable populations plan for an uncertain future due to our changing climate?

## Fire on the Mountain

The California coastline is a natural beauty of vast mountain ranges and a diverse ecosystem that includes a number of coastal plants and wildlife habitats. Unfortunately, this natural beauty is at serious risk of survival. Wildfires have plagued the ecosystem and compromised the lives of many California residents. The chaparral plant that thrived in the mountains once served as a barrier to additional risk, but now it is constantly threatened by increasing wildfires, which are growing because of climate change. This loss has also perpetuated additional threats to California residents; the risk of mudslides has increased. People are actively trying to lessen the threat of wildfires and combat climate change. Scientist Hugh Safford is working hard to discover the flora that can grow and flourish after wildfire devastation. The U.S. Forest Service is utilizing Indigenous American techniques to also curb wildfire disasters. What will happen if these preventative measures are not successful?

## Mosquito Menace

Considered to be the deadliest animals on earth, mosquitos kill hundreds of thousands of people and make millions more sick every year. The diseases they transmit have long been most common in the warmest parts of the world. But with average temperatures rising everywhere due to climate change, does that mean that all of us may soon be facing a greater risk for these diseases? Stanford University biologist Erin Mordecai is attempting to answer this question in order to help people anticipate which mosquito-borne disease risks are likely to increase in a particular region and which are more likely to decrease.

## The Superpowers of Seaweed

Our oceans are going through a historic change. As humans continue to burn fossil fuels, the oceans absorb one-third of the CO<sub>2</sub> we put in our atmosphere, resulting in acidification. The more acidic ocean water puts many of our beloved marine animals, especially shellfish, at risk. Follow the journey of two scientists: Susie Arnold of The Island Institute and her colleague, Nichole Price of Bigelow Laboratory for Ocean Sciences, as they try to help coastal communities cope with the results of ocean acidification. Many coastal communities rely on the fishing industry for their livelihoods; these changes could greatly affect their way of life. Through science and research, can these two scientists work with each other and local communities to protect Maine's marine life with the help of an unlikely plant friend?

## Dust Rising

With their howling winds and thick yellow clouds, dust storms can be terrifying. Here in the U.S. we don't hear that much about them. But in parts of the world that experiences them frequently, people dread their arrival. They can clog the air with so many particles that it becomes hard to see and even harder to breathe. People who are regularly exposed to airborne dust become more susceptible to respiratory diseases. But as the world becomes hotter, will dust storms become a more frequent threat in many more parts of the world? That's the question that brings atmospheric scientist Amato Evan and his research team from UC San Diego out to this research station in the Southern California desert.

# About the Films

## The Search Beneath the Sea

The Maine seacoast is an iconic hotspot, full of beautiful landscapes, crisp ocean views, and coastal fishing communities. However, off the shores, those beautiful landscapes and coastal communities are facing challenging changes. The Gulf of Maine is warming three times faster than the global average and 99% faster than any other body of water its size. Find out why Oceanographer Charles Tilburg and his students from the University of New England are embarking on a data collecting journey. They collect data about "heat content" and how greenhouse gases affect the oceans on a large scale. They hope that this data will answer questions and provide answers to what is happening to the Gulf of Maine, and the future changes it faces. Will they inspire solutions and future scientists to help mitigate and adapt to a changing Ocean?

## In Search of Nitrogen

When scientists in the early 20th century discovered how to manufacture this nitrogen-based compound, ammonia, it was hailed as one of history's greatest achievements. That's because it is such a powerful fertilizer. It delivers nitrogen, an element that's vital to plants, in a form they can use. Without manufactured ammonia, farmers could not grow anywhere near enough food to feed the world's 8 billion people. Unfortunately, ammonia fertilizer has become so widely used that it's now causing grave damage to the environment. The problem is nitrogen pollution—and Stanford University chemical engineer Will Tarpeh is determined to take it on.

## The Future of Shellfish

Markus Frederich, Professor of Marine Sciences at the University of New England, explores animal species "winners" and "losers" with climate change. Markus works and studies in the Gulf of Maine, where the temperatures are warming at an astonishingly fast pace. He also looks at the effects it has on different shellfish. Sea creatures like the Green Crab, an invasive species on the Maine coast, are thriving in the warmer water. The American Lobster, a Maine native; and driver of Maine's economy, thrive in colder waters. What does this mean for the aquatic inhabitants of the Gulf of Maine? Who wins and who loses, as climate change continues to change the waters and the landscapes of our coastal communities?

## Climate Secret of Cows

It may come as a surprise to you that one of the world's most loved agricultural animals, the cow, comes with a hefty environmental price tag. Cows and other ruminants release large amounts of methane into our atmosphere and at a greater rate than the world has ever seen before. Methane is 84 times more potent than CO<sub>2</sub>! Ermias Kebreab, a Professor of Animal Science at the Davis Campus of the University of California, is trying to figure out how to reduce methane emissions from cows by changing their diet. Could an unlikely food from the sea change how they digest?

## Liquid Gold

Each year, farmers must produce a staggering amount of food to meet the demand of a rising global population. Ammonia is a critical ingredient in the fertilizers that enable farmers to grow the enormous amount of food needed to feed the world's 8 billion people. But the factories that manufacture the ammonia used in fertilizers are a major source of planet-warming carbon dioxide. Will Tarpeh, a chemical engineer at Stanford University, is developing a groundbreaking technology to tap into an unlikely new source of nitrogen for fertilizer: ammonia contained in human waste.

## Sea Change

Oceans levels are rising, and we can see the effects now! Around the world, scientists are watching the Gulf of Maine. The Gulf of Maine is warming 3 times faster than the global average and 99% faster than any other body of water its size. As the water warms, its particles expand, amplifying the effects of sea-level rise. Scientists are trying to figure out why the Gulf of Maine is warming so fast. They want to spread the message that this is not just a problem for those on the Gulf of Maine, but a sign of a changed future for all of us! What can we learn from this scientist, and what can we do?

## After the Flames

As higher average temperatures dry out plants and trees and make them more combustible, wildfires are becoming bigger and more frequent in many countries. That means that their consequences—such as floods and mudslides—also promise to become a more frequent threat. Amir AghaKouchak, a professor of engineering at UC Irvine, is determined to find ways for scientists to anticipate these kinds of events so that people will know what's about to happen and be able to avoid as much damage as possible.

# Group Led Discussion Activities

CONT...

## Activity 2: Using Community Maps

Community Mapping engages community members in conversation about their local landscape. Having community members look at a local map and see how climate change will affect the places they know and visit regularly makes finding solutions more urgent. Jointly looking at a community map allows for open conversation and questions specific to people's needs and fears. Community mapping can empower advocacy on environmental issues, support management of access to land and natural resources, and educate on the economic considerations of any plan.

- Introduce Community Mapping and the role it plays in collaboration and community buy-in.
- Have a map of your town that is large enough for people to gather around at a table or have up on an easel.
- Have people mark the places meaningful to them, places they love and want to protect.
- Next, make sure all the significant assets to the town are marked and identified. (Main Streets, ocean, lake, rivers, forested areas, parks, bridges, public works locations, etc.)
- Place sticky notes or circle places on the map that might be affected by climate change or affected by the issue your conversation is addressing. Make sure everyone has a chance to participate.
- Identify the places most at risk and the areas that are options for solutions.
- Engage stakeholders with knowledge about the town and the current policies to give participants guidance on viable solutions.
- Conclude with a few actions that individuals or the collective can take to save the places they love.

## Activity 3: Fishbowl Conversation

Fishbowl conversations are a great way to elicit multiple points of view about a topic and allow interviews of stakeholders in a controlled and open way that makes them feel safe to share their opinions and thoughts.

1. Identify Stakeholders from different points of view, and invite them to a forum or a group zoom call. (Ex: town manager, fire chief/police officer, business owner, retiree, land trust director, town planner, parent, someone from public works, etc.)
2. Have questions formulated before the forum. Make sure to give them to your speakers prior. TIP: Take the time to formulate well-thought-out questions that elicit the information you want to know or get across.
3. If in person, seat interviewees in front of the audience in a semicircle for good visibility for all participants. (If online, pre-determine the order in which they will answer questions.)
4. Ask one question at a time, allowing a designated number of minutes per person to answer from their perspective before moving on to the next question. Proceed in the opposite direction for the next question and continue back and forth for all questions.
5. Leave time at the end for general discussion or your panel to ask the audience's questions. This forum will often open communications between community members and stakeholders, creating a meaningful dialogue.

\*\*\*This activity can be done on its own as a conversation starter or a way of disseminating information and can also be used as a way to end a community conversation and summarize what was discussed in the groups.

# Group Led Discussion Activities

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## Activity 4: Bring it home; stories of change

Find out some of the changes that people in your community are seeing. Are there more intense wildfires? Warmer ocean temperatures? Shorter Winters, earlier springs, more intense droughts, and storms? Bring home the changes that your community is starting to notice, and discuss them. Listen to their stories of change, and as more people identify with the same stories, consensus will begin to build. As themes start to emerge, connect them to the community's issues. This connection may lead to the understanding that action is imperative! Nothing is hopeless, though, there are ways to adapt to the changes we face, but we need to start thinking about what those adaptations might mean for our people, ecosystems, and economy.

Lead a discussion about where the recognized changes touch our lives. How can sustainable practices, restoration, protection, and adaptation help the collective whole as we see the devastating effect that doing nothing could have? How can we all be a part of the solution and bring hope?

## Activity 5: The 3 Lenses

### Part 1: Introduce the topic

Set up: Set up 3 tables with large sheets of paper and pens at each table.

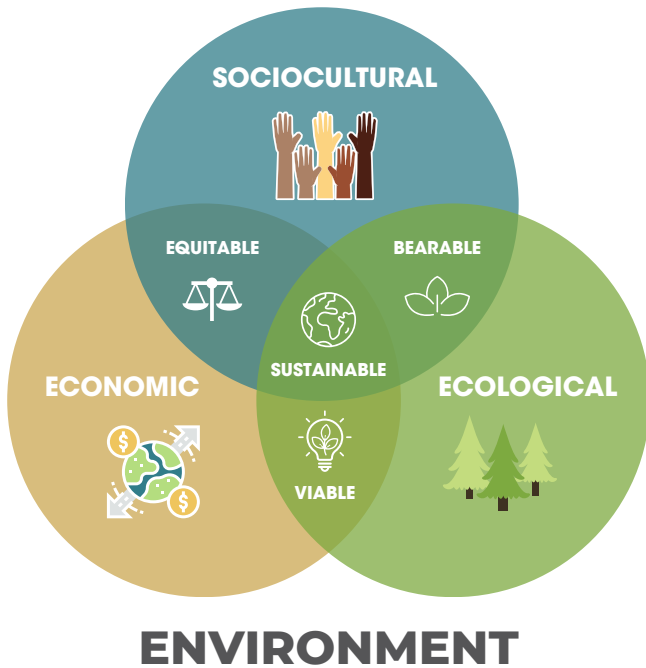
As a large group, discuss your topic- give the facts and what is happening: Have people list at least two stakeholder groups that are affected by this situation, and how they are being affected. Everyone doesn't have to agree with each statement or have a solution. Just have them start thinking about who is affected by the situation and who they believe can affect change.

Divide into three groups, and assign them to a table - Each group will visit each of the three tables during part 2.

### Part 2: Travel through the points of view

Each group will start at their designated table. (5 minutes) Here they will discuss the issue through the lens associated with the table at which they are sitting. What are the positive effects on this lens and the negative? Each group must add at least one new item to the list at each table. It must be something new and can not be a repeat of what other groups have said.

Rotate until everyone has visited all 3 three tables (lenses).



## As a Group Debrief

Ask each group to share out the written items at their table. Discuss the topic from each of the three lenses. You can also discuss the connection of the local issue to the global problems we are seeing, and address the biases that sometimes exist between groups. (inland communities and coastal communities, developed vs developing nations, etc.) What topics come up as possible disagreements or conflicts, and how might we overcome those to come to sustainable solutions? How can the actions of your community be a greater influence?

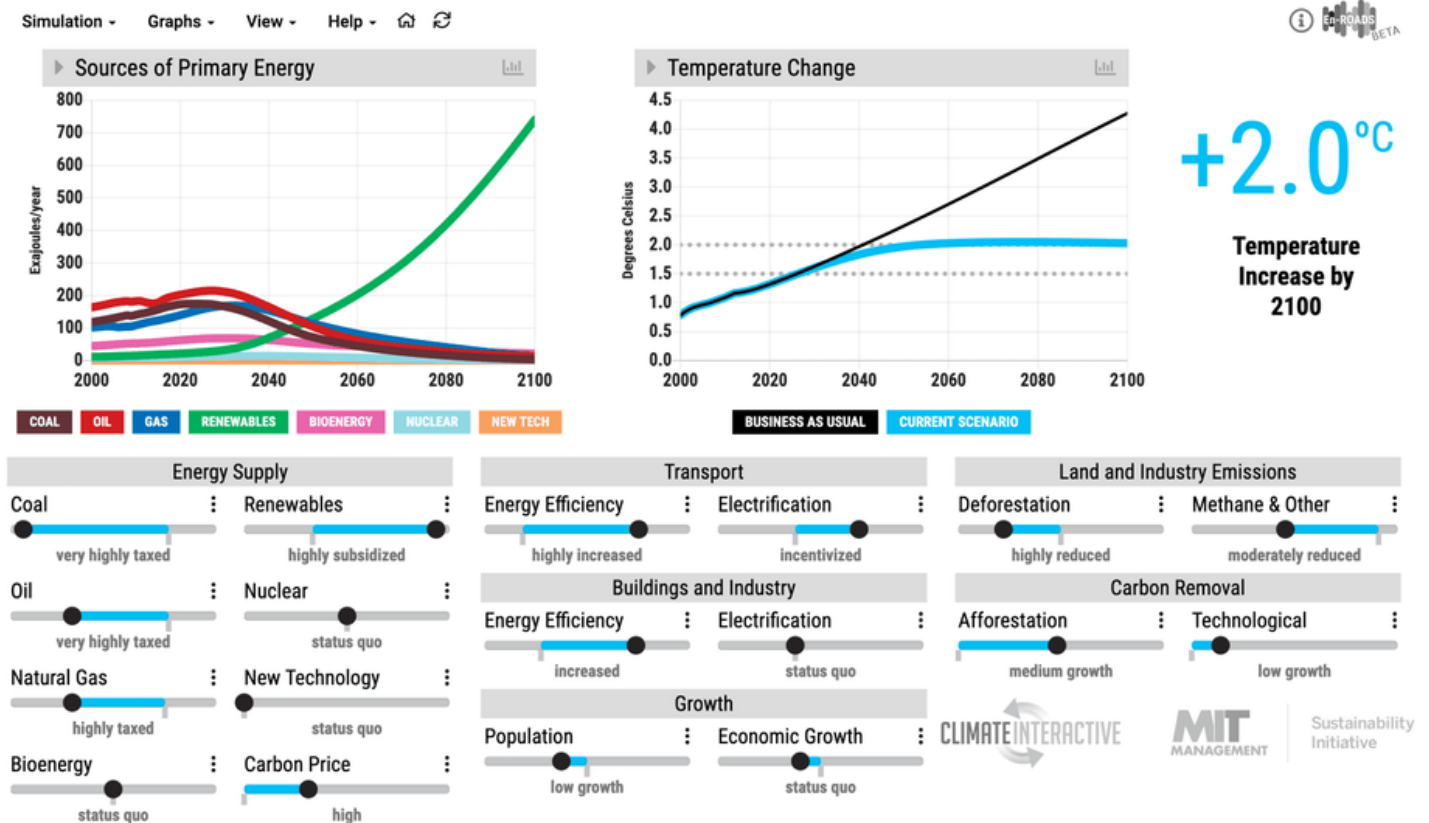
# Group Led Discussion Activities

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## Activity 6: En-ROADS Simulation

En-ROADS is an online simulation for groups of people to investigate their solutions to climate change. [Here is a link to the simulation](#), you will also find multiple resources to become more educated on the topic. This link will give you a 20-minute introductory video to En-Roads. [Here is a link to a two-page guide](#) from TCI about the various levers. The goal of the simulation is to keep the temperature rise below 2°C or 3.6°F while maintaining a healthy economy, and society. It is a great way to encourage people to look at climate change on a global scale, but bring it home to see what they can do on a local level.

- a.) Separate into groups of 2-4 people and ask them to decide what they think the best solution would be to keep the temperature rise below 2°C or 3.6°F. (Just one action)
- b.) Come back together as a whole and try each group's scenario. How low did the group get the temperature?
- c.) Engage in conversation about other solutions. Encourage people to look at the levers more deeply by clicking the three dots beside each lever which takes you to more information. You will see three icons: the first allows you to see more graphs, and the icon gives you more information about the specific lever. The information button will include research on the topic, examples, and equity considerations. Reading this information is a great way to encourage further investigation into specific topic areas.
- d.) Once you have gotten the temperature below 2°C, lead a discussion about what you learned. Are there solutions that your community could take on to lower emissions? Could you start community composting? Could you encourage an energy efficiency audit for governmental buildings? Could your town support community members to make their homes more energy-efficient, saving them money and lowering emissions?



# Conversation

Climate change is a global issue that can sometimes feel so insurmountable it cripples people from taking action... it often leads to this question "How can what I do on a personal level make a real difference on a global issue?" While this is valid, it is the wrong way to think about it!

Individual actions can lead to social mobilization, which is very effective. Think about a time when someone you respect in your circle of friends influenced you by something they were doing. That observation and acknowledgment can inspire action in you.

We all have that ability within our own spheres of influence. What we choose to do can mobilize others around us. When this happens, and the action spreads from your sphere of influence to other influence groups, it becomes a grassroots social movement that can and does affect drawing down greenhouse gasses on a larger scale.

These discussions and collaborations are the beginning of finding your way to be an influencer, normalizing climate-friendly behaviors and conversations, and making a difference in your community.

# in Action

## Actions that Influence:

**\*\*\* We encourage engaging youth in your community through schools, clubs, or other organizations to join in these community actions. They are powerful change agents, enthusiastic participants, and the future of all our communities.**

### Disaster Prevention:

- Carry out community audits for wildfire or flood prevention
- Complete community infrastructure assessments
- Design a community climate action plan

### Lower Green House Gases:

- Start community-wide composting efforts to reduce waste and methane gas emissions
- Begin solarizing government buildings and schools
- Invest in renewable energy
- Create and protecting natural carbon sinks

### Address Policy:

- Update local zoning and land use ordinances: what local zoning policies are outdated and not taking into account the changes we are seeing?
- Check out TCI Policy Toolkits that educate on how policies are made and identify key policies in your state that can be supported to keep climate mitigation moving forward

### Awareness Campaigns:

- Have more Community Conversations. Bring everyone to the table
- Work with local schools and clubs to create Social Media campaigns to get information out and engage the younger generation in the changes that can be made. Social media platforms can be an effective way to communicate to the public, but make sure you offer solutions to go with the info about the problem
- Start citizen science projects to collect local data and get people involved

### Struggle to talk about climate change?

We encourage you to collect local history through community conversations. Encouraging community members to talk about what changes they have seen over their lifetime or through their vocation can be a powerful way to get people talking. Often, those who may not be willing to talk about climate change for any reason might be willing to share their stories of change. Calling it stories of change lowers defenses and leads to rich discussions where everyone can be heard.

# Examples of Actions, Resources, and More Information

## Links to:

Watch our **Community Conversations Video [Trailer](#)**

### **Policy, Mitigation and Adaptation**

[TCI Policy Toolkits](#)

### **Social Movements and Social Change:**

This links you to a [chapter in a textbook](#) about social change and and social movements

### **Facts about Climate Change:**

[TCI](#)

[NASA](#)

[NOAA](#)

[FEMA](#)

[Smithsonian](#)

[Woods Hole Oceanographic Institution](#)

[National Geographic](#)

[Union of Concerned Scientists](#)

