



Climate Conversations Training - Facilitators Guide

2021

Overview

The Hawkesbury Resilience Project (HRP) aims to motivate Hawkesbury residents to learn about, prepare for and help prevent climate change. The aim of the project is to facilitate conversations between residents in the Hawkesbury about how they feel about climate change, how it is affecting the Hawkesbury region and community, and how we are responding to it.

The conversations will be supported by a range of resources that demonstrate how the Hawkesbury is being affected by climate change and ways that residents have been responding. The conversations will be both one-on-one and neighbourhood level workshops.

This training is for residents who volunteer to facilitate the one-on-one conversations.

To prepare volunteers to hold the one-on-one conversations, they will attend two three-hour workshops that will cover: purpose of the project, how to engage and connect about climate change, the structure of the conversation, how to approach challenges that may occur, and available resources.

This guide provides the facilitators with information, structure and activities for both three-hour workshops. It is preferable to have two facilitators co-facilitating the training.

Target group

Adult residents of the Hawkesbury who have volunteered to take part.

Facilitator knowledge and skill

Facilitators of this workshop need to have an understanding of the Hawkesbury Resilience Project and expertise in facilitation. The facilitator will need to model respectful practice within the workshop and have a fundamental understanding of power and privilege. Further to this they will need to be able to:

- Adapt the program to the needs of the group.
- Implement effective adult learning principles.
- Manage group dynamics.
- Provide a positive environment where participants feel safe to discuss the topic.

Learning outcomes

At completion of this two-day training participants will be able to:

- Demonstrate the purpose of the project.
- Identify the structure of the heart-to-heart conversations.
- Articulate their own climate story.
- Incorporate strategies that build connection and engagement.
- Recognise emotion in the conversation.
- Create an emotionally safe environment in which to have the heart-to-heart conversation.

Acknowledgement

This program has been developed through the collaboration of the Hawkesbury Resilience Project and Lisa Osborn.

Outline of workshop

Day One

Session 1:

Introductions

- Acknowledgment of country
- Creating safety in the room
- Housekeeping
- Group introductions

Session 2:

Overview

- Project origins
- Purpose of the project
- Project components

Session 3:

Heart-to-heart conversations

- Purpose of the conversations
- Why we are doing heart-to-heart and not head-to-head conversations.
- Developing our own story

Session 4:

Engagement and connection

- Effective communication skills
- Helpful questions

Session 5:

Closure

- 'Homework'
- Summary of day

Day Two

Session 6:

Reconnection

- Telling our story

Session 7:

Opportunities and resources for residents

- Resources
- Other opportunities

Session 8:

Developing the conversation and bringing it all together

- Structure of conversation
- Practice session
- Other challenges and suggestions for dealing with them

Session 9:

Challenges in the conversation

- Dealing with emotional responses
- Other possible challenges

Session 10:

Next steps

- Logistics
- Buddying
- Recordkeeping
- Debriefing

Session 11:

Closure

- Summarise the workshop
- Photolanguage

Evaluation

Session 1 Introductions

Timing:

30mins

Topics in this section:

Introductions
Acknowledgement of country
Training overview
Housekeeping
Participant introductions
Group guideline

Resources for this section:

Butcher's paper
Marker pens

Activities:

Group or paired introductions

Welcome everyone to the training and introduce self.

Acknowledgement of Country

In acknowledging the country we're on, let's take a moment to reflect on one of the many reasons we do this.

Patrick Lawson is a Paakantji man and he says of country: *My mother was taken away from her people, and from her Country. And likewise me, and my brothers and sisters, we were taken away, the stolen generation. But we came back to our Country. This is our Country. It's a part of us, so we are who we are. That's our identity. We're nobody if we don't have Country.*

And so we acknowledge that we are on Aboriginal land, the land of the Darug nation who have cared for this land since time immemorial. We pay our respects to their elders, past and present, and commit ourselves to a future with reconciliation and renewal at its heart. And we welcome all Aboriginal and Torres Strait Islander who are with us today.

Training overview

Explain the overview and context of the training. Highlight that we will be covering:

- The purpose of the Hawkesbury Resilience Project.
- Heart-to-heart conversations.
- Our story – how we came to be where we are.
- Structure of the conversations.
- Challenges we might face with the conversations and ways we might deal with them.
- Processes/logistics.

Purpose of this training

To equip us with the confidence and skills to have motivating conversations about climate change.

The nature and content of these conversations is what the training is largely focused on.

There will also be a session on logistics and the resources that will be available to you.

This is the first of a series of training workshops and we hope to improve as we go along, so your feedback is very welcome and we will seek it at the end.

Creating Safety

Acknowledge that the workshop is focussed on the heart-to-heart conversations so we are dealing with emotions in this workshop. Discussion of climate change can evoke strong responses and while obviously this isn't a therapy group, we still want to make it a safe space.

Group agreement

We would like to make this space a safe and positive environment.

Ask: What group guidelines would you like? Write on butcher's paper

Other possible inclusions:

- Privacy and confidentiality
- One person speaking at once
- Respect for each other
- Sharing the talking (not dominating discussion)
- Phones off or on silent
- Staying present and not checking and sending emails
- Punctuality

Ask: What would you like from the facilitator/s? Write on butcher's paper

Housekeeping

Inform participants of:

- Breaks including availability of tea & coffee
- Evacuation procedures and points
- Finishing time

Participant introductions

ACTIVITY

Ask participants to introduce themselves to the group, why they are here today and to include something they're hoping to get from the training.

Write these expectations on butcher's paper. At completion acknowledge the expectations, address any that won't be covered in the workshop.

Session 2 Project Overview

Time:

10mins

Topics for this section:

Origins
Purpose
Components of the project

Resources for this section:

Prepared butchers paper outline
Projector and slides poster

SUMMARY

This session is about the bigger picture, the background and context for the training.

I'm going to cover:

The origin (story and partners)

The purpose (motivate to learn, prevent, prepare. Empower to take action)

The individual components of the project

1. THE PROJECT

Project origins

- Inspiration for the project came from Hawkesbury High School students. MESCA student strikes 2019 and Council climate emergency declaration.
- Council/MESCA climate forum August 2019 to give voice to the above.
- Hawkesbury environmental educators developed the project in response to forum evaluation that proposed activities with more opportunities for residents to participate and broader reach.
- Auspiced by Western Sydney University Sustainability Unit.
- Committee (MESCA, HEN, WSU, RCE, PHEEN)

We have been given a small grant (\$30k) from the NSW Department of Planning, Industry and Environment which will basically fund a project manager for a day a week until the end of this year (2021). We hope to generate enough enthusiasm that the project will have a life beyond this time.

The project will be entirely within the Hawkesbury LGA and primarily run by resident volunteers like yourselves.

2. PURPOSE OF THE PROJECT

To motivate Hawkesbury residents to learn about, prepare for and help prevent climate change.

Essentially it is about our community taking charge of our own future. By fostering conversations, awareness and action about climate change.

There are several ways we are approaching this and they are summarised on this poster. I'll go through them briefly.

3. COMPONENTS OF THE PROJECT

Pieces of the resilience puzzle (show poster)

The most important component of the project is the **one-on-one conversations** that you will be having with other Hawkesbury residents. Today's training is to help you have those so there will be much more about this later.

The other components of the project are:

An interactive **digital map** that identifies the huge array of local groups and organisations already contributing to resilience in the Hawkesbury. The map provides a way for Hawkesbury people to find and join existing groups and identify opportunities to build the network.

A vision for a resilient Hawkesbury, depicted in a painting and developed through ideas put forward by the Hawkesbury community.

At least 5 Neighbourhood level **community workshops** to identify the things we can do together to learn about, help prevent or prepare for increasingly severe weather and other impacts of concern to residents.

At least 2 **Community Forums** for the Hawkesbury community to come together as a whole to share our resilience stories and discuss opportunities to build resilience.

A collection of local **stories** of resilience that express the many constructive ways Hawkesbury residents are already responding to our changing climate.

Seed funding **grants** (up to \$1,000 provided by Western Sydney University) to help residents establish new local groups or projects that will contribute to Hawkesbury resilience.

A bunch of **other resources** that provide information about climate projections, flooding maps, fire prone areas, adaptation and mitigation measures.

And stuff we haven't thought of yet!

Call for questions

Session 3 Heart-to-heart conversations

Time:

60mins

Topics for this section:

Purpose of the conversations

Why heart to heart

Developing our own story

Resources for this section:

Rebecca Huntley handout, butchers' paper, book

Activities:

Spectrum exercise

Demonstration of conversation

Paired activity

Provide handout

SUMMARY

This session is all about the conversations that we will be having with other Hawkesbury residents. Over the next hour we are going to cover four things:

1. The purpose of the conversations
2. The kind of conversations we will be having - Heart to Heart not Head to Head
3. The value of stories
4. The shape of the conversations we will be having with other residents

Starting with 'the purpose of the conversations.

Purpose of the one-on-one conversations

Again we have written the purpose on butchers paper so we can keep it front of mind.

The purpose is **(show Butchers Paper) 'to move Hawkesbury residents to a greater level of engagement and action'**

More specifically we are aiming to move people along the engagement spectrum.

ACTIVITY

We are going to do a little exercise to show you what we mean by the engagement spectrum.

Please take a moment to think about how concerned you are about climate and how motivated you are to do something about it. Now, this end of the room is people who are extremely concerned and extremely motivated (fully engaged). And this end is people who are totally disengaged. Outside the room are the small proportion of people who actively deny climate change and get in the way of people trying to take action. We are not engaging with those people either in the training or throughout the project.

Please place yourself along that spectrum depending on how concerned and motivated you are – feel free to chat to the people around you to figure out where you fit on the spectrum.

The essential purpose of your conversations with other residents is to move them along that spectrum so they are more engaged.

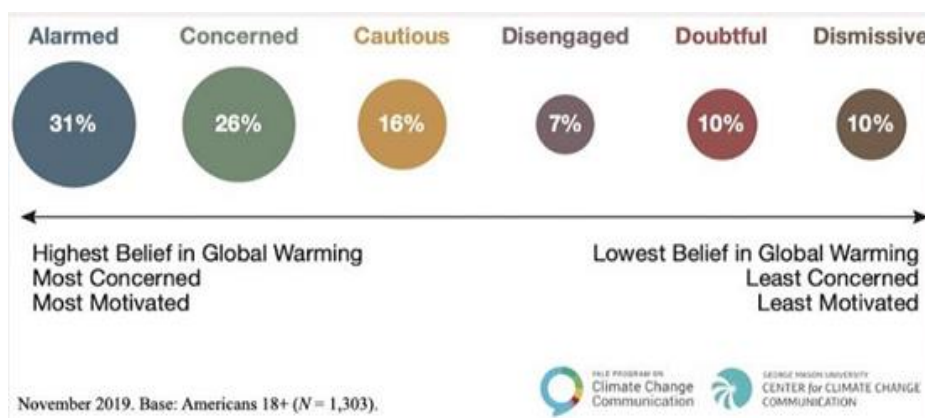
Who would like to share why they landed where they are? Anybody else? Maybe someone from the other end.

In one or two words, what were some of the feelings that influenced your level of engagement with climate change? Or maybe just feelings that came up for you while doing the exercise?

Did anyone find that there was a disconnect between how concerned they are and how motivated they are?

Go back to seats.

To give you an idea of where the general population put themselves on the engagement spectrum, this is the results of some research that came from an American study a couple of years ago. It shows the proportions of the general population on that spectrum from alarmed to dismissive. Australia’s population is very similar.



Where we put ourselves on this spectrum is not so much about how much climate science we know, it’s more about things like:

- How close we feel to the impacts of climate change
- The depth of our connection to nature
- Our level of trust in authorities
- Our psychological responses to feelings like shame, anger, guilt and fear and
- Our personal sense of agency

These are not things we can teach people, all we can do is encourage them to think about it, be a role model for hopeful and positive engagement and provide opportunities for people to engage when they are ready.

Moving people along the spectrum requires that we start where people are.

The kind of conversations we will be having - Heart to Heart not Head to Head

As you've probably gleaned from the exercise we just did, climate change is much more about emotions than it is about facts. Talking about it requires us to engage with our feelings.

I'd like to introduce you to this book by Doctor Rebecca Huntly. Rebecca is a Sydney based social researcher who has been studying social attitudes and trends for decades. She too was inspired by the students strikes in 2019 and is now dedicating her life to acting on climate.

We are giving you all a copy of this book because it has been very influential in putting together this training, it has provided much of the theoretical frame for why we are doing things the way we are.

In particular it has influenced this idea of 'heart to heart', rather than 'head to head', conversations. What we mean by this is connecting at a personal, heart level rather than giving people facts about climate change.

I have summarised my learnings about what makes people engage in climate action from Rebecca's book in the following well known equation: **(write on whiteboard)**

$$E=MC^2$$

Where E is Engagement, M is motivation and C is concern.

The degree to which we engage depends on how concerned we are and how motivated we are. Concern squared means that the more concerned we are the more engaged we are likely to be.

We know from recent studies that about 80% of Australians are already concerned. So, we needn't put much energy into providing information to inform people of the dangers, unless they are at the beginning of the spectrum and not fully aware of the dangers. To get more engagement we need to be focusing mostly on what motivates people.

While we need to know a certain amount to understand that we are at risk, we are motivated by our feelings.

Rebecca's book and others identify the things that motivate people. They are big feelings like fear, love and anger. We need to be in touch with these feelings if we are to be motivated. So that's where our energy need to go.

We also need to think about what keeps us motivated once we are in touch with and motivated by our feelings. The themes that emerge from Rebecca's book suggest that hope and agency are the key ingredients. Hope that a brighter future is possible and a sense that we can make a difference if we take action.

So the whole equation looks like this:

$$\infty E = MC^2$$

Where Infinite (ongoing) Engagement = Motivation (hope + agency) x (anger, love, fear...) x Concern²

Our heart-to-heart conversations hope to get us in touch with our big feelings and to provide the connections and opportunities that build hope and agency.

If there is time, ask participants to air up and talk, one after the other, about the feelings that motivated them to come to the training.

The value of story

One of the things Rebecca's book and many other climate communicators are emphasising is the value of story. You may have noticed that many climate activists these days start their speech by telling their climate story – the story of how they became aware of climate change and how they are responding.

There are three reasons for this that I'd like to share with you:

1. Firstly, we are hard wired to respond to stories. People have been using story to communicate ideas and information to each other since we developed language. It is easy for us to connect with stories and we are much more likely to remember the information they convey.
2. Al Gore encourages all the people who do his Climate Reality training to start with their personal climate story. The reason he gives is that 'people don't care what you know until they know that you care'. Sharing a personal story about what motivates you shows that you care.
3. And the third reason that we are encouraging you to share your story is that it models the kind of conversation you are hoping to have and helps the person reflect on their story. It signals that you want to have a personal and connected

conversation. They will feel safer knowing that you have made yourself vulnerable and that you do not have all the answers.

Camp fire story

Just a little tip about heart-to-heart conversation - I was once told by an experienced facilitator that looking down, like you are looking into a campfire, will engage your heart. Whereas looking up will engage your head. You will probably find that the quality of your listening also improves as you 'lean in' to the story.

The shape of a heart-to-heart conversation

Having taken all of Rebecca's work and other readings onboard, we have come up with 3 basic components of the conversations we want to have:

1. Sharing your story
2. Facilitating them sharing their story – mostly by listening and asking questions and
3. By offering opportunities for taking action, particularly taking action with others, whether it be preparing for emergencies, growing food, fighting for climate action, supporting vulnerable people or just doubling down on what they do already.

We are going to spend the rest of this session working on our own story.

In doing so, we will pick up some ideas for how to help the other person express their story.

Next Saturday we will be going through the kinds of opportunities and resources we can offer.

In pairs, one person will speak while the other listens and helps them reflect on their own story. This isn't a conversation. It's one person talking, the other listening and drawing out their story through questions and empathy.

Each will be listening to the other talk about

- Connection to the Hawkesbury
- Your place on the engagement spectrum
- Motivation for engagement
- Emotional and practical responses

Facilitators demonstrate a conversation as an example.

Invite participants to use more questions, empathy and feedback to help draw the story out. After ten minutes, stop the first speaker and have a very quick debrief, Then swap over.

Bring the group back.

DEBRIEF: What was it like to speak/hear? Include what was it like as experience, how did you feel? Link to heart-to-heart.

Get feedback about how people are responding to climate change and what motivated them to get involved.

Whiteboard reasons – draw out things such as legacy, better place, making a difference.

Ask: What are some of the values behind these reasons? Note on whiteboard/butcher's paper.

Highlight to the group that understanding the values as to people's responses can help us in our conversation with them. We'll be coming back to these in further sessions.

BREAK
20mins

Session 4 Engaging and connecting

Time:

45mins

Topics for this section:

Responses we want to elicit
Good communication skills
Useful questions

Resources for this section:

Butcher's paper
Textas
Pre-written butcher's paper

Activities:

Large group discussion
Small group work

In this session we're going to look at engaging and connecting with the people we're having the conversation with. As we've mentioned earlier the concerned need empathy and consolation not more distress. When we're having the conversation we need to hold in our minds the purpose, what we want the end result to be.

[Have the purpose already written on butcher's paper and posted in the room.]

Present to the group responses/feelings we would like to elicit and those responses/feelings we don't want to elicit.

Ask: are there any on either list you would add?

Returning to the previous session and paired activity – what were the questions that helped you articulate your story or that elicited some of the positive responses/feelings?

Note on butcher's paper/whiteboard.

Essentially what we are looking for in our conversations is reflective listening where the person listening is able to convey to the person speaking that they have been heard and understood. As listeners we seek to understand what the person is saying and then are able to offer back what has been said providing an opportunity for the speaker to clarify as need be, and to feel heard and affirmed.

How we do this is through the use of open questions that seek understanding and through reflective listening statements that articulate what has been heard and confirms understanding.

Have the following written on butcher's paper:

1. Open ended questions

- open up the conversation
- require a full answer and use the person's knowledge or feeling
- switch the control of the conversation to the person being asked the question
- shifts from an interrogative feeling to conversation.

Open-ended questions begin with the following words: why, how, what, describe, tell me about..., or what do you think about...

Examples:

How did you get here today?

Tell me more about that.

I'm curious about...

I'm wondering about...

Why do you think...

Highlight with participants that asking 'why' questions can sound interrogative or can lead someone to feel that they are expected to justify something. If asking 'why' questions be aware of tone and frequency.

2. Reflective statements

Have written on butcher's paper:

The purpose of reflective listening is:

To allow the speaker to 'hear' their own thoughts and to focus on what they say and how they feel.

To show the speaker that you are trying to perceive the worlds as they see it and that you are doing your best to understand their messages.

To encourage them to continue talking.

Some examples of how to start a reflection are:

It sounds like...

You're wondering if...

You...

ACTIVITY:

Either in small groups or as a large group discussion, invite participants to come up with a list of questions that could be helpful in eliciting a positive response. Note these on butcher's paper/whiteboard.

Note to facilitator: 'challenge' any questions that is likely to elicit a 'not' response.

Summarise the session highlighting important point that have come out of the discussion.

Session 5 Closure (Day One)

Time:

15minutes

Topics for this section:

Summarise workshop

Next session

'Homework'

Closure

Summarise what has been covered today with a particular focus on:

- The purpose of heart-to-heart
- The importance of our own story
- Strong issues or themes that have arisen during the workshop.
- Highlight what will be covered in the next workshop:
- More on the conversation – structure, openers, our own one-minute story
- Opportunities and resources
- Troubleshooting such as dealing with an emotional response
- Logistics

Ask: is there anything you hope we will be covering in the next session?

Preparation for the next session (homework):

We would like you to develop your one-minute story as to how you came to be where you are in relation to climate action. This story is an important part of the conversation and you be sharing it next session.

Thank everyone for attending and for their participation.

END (DAY ONE)

Session 6 Reconnection

Timing

20mins

Topics in this section:

Summary of day

Check-in

Reconnection

Activities:

Option 1: Paired story

Option 2: speed conversation

Welcome everyone back. Summarise what the day will bring:

- Development of the conversation – structure, openers, our own one-minute story
- Opportunities and resources
- Troubleshooting such as dealing with an emotional response
- Logistics

Check-in

Ask:

- How's everyone feeling?
- Is there anything that has come up for you over the last week that you'd like to ask or comment on?
- What are you looking forward to today?
- How did everyone go with formulating their one-minute story?

ACTIVITY (TWO OPTIONS)

Option one:

To bring us back together as a group we're going to tell someone else our own one-minute story. Invite the group to form pairs (facilitator to pair off or one group of three if odd numbers).

Bring group back and debrief activity.

Link to following session – the development of the conversation.

Option two:

Speed conversation: Group forms two lines facing each other. Provide them with a topic to speak about (one or two minutes). Call time and have one line move along a person so each participant is facing a different person. Announce the next topic. Repeat with different topics.

To bring us back together as a group we're going to have speed conversation. Invite the group to form two lines facing each other. Each person will be having a conversation with the person in front of them.

Suggested topics:

- Your first car.
- Your favourite book or movie.
- Something that has stayed with you from the last session.
- Something you're looking forward to about today.
- Your one-minute summary of how you came to where you are in climate action.

Bring the group back together and debrief activity.

Link to following session – the development of the conversation.

Session 7 Opportunities and resources for residents

Time:

30mins

Resources for this section:

Overview handout and other handouts

Topics for this section:

Resources volunteers can offer to residents

Show and tell (map, stories, vision, science info, groups info)

SUMMARY

1. Provide handout – explain it is information for you to offer to residents
2. Go through map
3. Answer questions

Opportunities and resources for residents

As we mentioned last week there are basically three parts to the conversation:

- Your story,
- Eliciting their story, and
- Offering resources to help people engage.

We have done some work on your story and ways to elicit their story. Now we are going to have a look at what you can offer Hawkesbury residents by way of resources and opportunities for engagement.

After that we are going to put it all together, top and tail with some openers and closing ideas, and then, if we have time, have a practice run.

We have compiled a bunch of resources and opportunities to help people get involved. We have put them in a handout so you can remember what they are. You can use them entirely at your discretion. If the person you are talking to doesn't seem ready you may not want to share any of them. If they are super keen you can offer them everything on the list. Ideally, it will be clear to you which things are most appropriate and you will focus on those.
(distribute hand out)

Resources:

1. **The Hawkesbury Resilience Map**
We have created a [digital google map](#) showing the many Hawkesbury groups learning about, preventing, or preparing for climate change.
2. **List of useful climate science information sources**
3. **List of well-known national and international resilience and climate action organisations**
4. **Psychological resources**
Pamphlets contributed by Bernadette McCarthy.
5. **Grants of up to \$1000 are available to support local climate related initiatives**
Western Sydney University is making a total of \$5,000 available this year (2021).

HRP Opportunities:

1. **Have a good look at the [Hawkesbury Resilience Map](#) and:**
 - Join a group that's doing things you want to do
 - suggest adding an existing group that you know about
 - provide feedback on the map (content and ease of use)
 - identify gaps in the scope of issues covered and fill them
 - Start a new group and have it represented on the map.

2. **Tell your climate story.**
 - The Hawkesbury Resilience Project is collecting and recording peoples' climate stories and publishing them on our website and other local outlets.

3. **Contribute to the vision.**
 - Send any ideas or feedback to HawkesburyResilienceProject@gmail.com

4. **Attend or help facilitate a workshop in your neighbourhood**
 - The project will be facilitating at least 5 local workshops to help communities come together and address shared climate concerns. Let us know if you would like one in your neighbourhood and if you can help organise it.

5. **Participate in the next Hawkesbury Resilience Forum**

6. **Become a climate conversations volunteer!**
 - Attend 6 hours of training and then facilitate one-on-one conversations with other Hawkesbury residents.

Session 8 Developing the conversation/bringing it all together

Time:

70mins

Topics for this section:

Conversation structure
Developing the conversation

If appropriate, remind the group of the purpose of the conversation:

1. To connect with the person you are talking to,
2. Encourage them to reflect on their experience of climate change (how they became aware of it, how they feel about it and how they are responding to it),
3. If appropriate, affirm their current contribution
4. If appropriate, encourage them to take action on the things that really matter to them

Within this we also want to engender feelings of hope and pride.

Emphasise that for the purposes of today we are going to consider structure and script. Some people prefer to use one, some people prefer to have thought about it and have a more fluid approach. We are not saying you have to use a set script.

Highlight that the structure is simple: (15 to 60 minutes all up)

1. Begins with an opener (2 to 10 minutes)
2. Our one-minute story (1 minute)
3. Encouraging their story (10 to 30 minutes)
4. Offer opportunities and resources (1 - 15 minutes)
5. Closure (1 - 5 minutes)

1. Possible opener

Hi _____ I'm _____. Thanks for responding to our invitation.

Pleasantries about something local if appropriate.

Let them know you are a local and where you live. And that you have volunteered for this role.

2. Our own one-minute story

This doesn't have to occur at this point. It may feel more natural to weave it into the conversation – the idea of our story is to set an open emotional tone and make it clear that we are not experts, just other residents who are concerned enough to volunteer out time to

have these conversations. It may be helpful to have the story conclude with ‘and that’s how I ended up sitting here chatting to you’ – or words to that effect.

3. Encouraging their story

Put up questions generated in the earlier session - and ask for additions.

Suggestions:

- How worried are you about climate change on a scale of 1 to 10? If one is not worried at all and 10 is alarmed.
- What moved you to respond to our invitation?
- Are you involved in any local groups that are helping to protect us from climate change ? Like the RFS, local action groups, land care or groups that help connect us to each other?
- Tell me a bit about yourself, what do you love?
- What changes have you noticed in the climate in the time you have been here?
- What impacts have these changes had on you, your family, your work or local environment?
- How have you been responding to these changes, emotionally and practically?
- How do you feel about climate change?
- What would a resilient Hawkesbury look like to you?

4. Offer Opportunities and Resources

Remind people of the list and suggest that when they are talking to residents, they highlight the ones they think might be most suitable rather than bombard them with all the options.

5. Closure

It is important to close the conversation and have the other person finish with a sense of something positive.

- Take their name and email address if they express interest in training or the workshops.
- Suggest they follow the Hawkesbury Resilience Project on Facebook.
- Remind them what they said they were interested in or would do.
- Leave appropriate resources with them.
- Thank them for their time and interest.

If time permits, have the group split into pairs for a practice.

Note to facilitator: It may be preferable to pair participants with their ‘buddy’.

BREAK
20mins

Session 9 Challenges in the conversation

Time:

20mins

Resources for this section:

Butcher's paper or whiteboard

Topics for this section:

Challenges participants are concerned about

Possible ways of addressing the challenges

Note to facilitator:

This session will be driven primarily by participants with you facilitating the discussion and possible responses.

Ask: what are you concerned about? What challenges could there be for you?

Note these on butcher's paper. Depending on group numbers and the number of concerns you can run this one of two ways:

1. Go through each of the challenges in the large group and facilitate discussion – one at a time – on possible responses.
2. Go through each of the challenges and group them according to similarity or theme. Split the group into small groups and give each group an equal number of challenges. In the small groups discuss possible ways of facing the challenge. Bring the group back together, each group will provide feedback as to their responses. Facilitator to also make suggestions.

Further to this: ensure that the list of challenges includes what to do if the conversation becomes derailed (and how derailed might look) and what to do if there is an emotional response.

In the discussion take the opportunity to remind participants of what responses we do and don't want to elicit.

Summarise the session according to what was discussed.

Session 10 Logistics

Time:

30mins

Resources for this section:

Process diagram or list

Copies of reporting form

Topics for this section:

Logistics
Recordkeeping
Debriefing
Buddying
What's next
Last questions

Summary

1. Handout and show process diagram
2. Handout and show reporting sheet – explain finding it on-line
3. Talk through debriefing and set up buddies
4. Next steps
5. Answer questions

The process (show diagram or list)

We will letterbox drop an invitation along a specific street. Residents will be invited to have a conversation with a volunteer. If they are interested, they will email the project manager who will then give their email or phone number to a volunteer to follow up – organize a time and date and decide if the conversation will be by zoom, at their home or in a public place.

Once the conversation has happened you will fill in a short form and hand it in, either hardcopy or electronic – your choice. There will be opportunities for debriefing.

Who we will be talking to

We will be talking to residents who respond to our letterbox invitation to meet with one of us. They will be self-described as concerned about climate change.

How we will organise to meet with them

Their name and email address or phone number will be emailed to you to organise the date, time and place for the conversation.

Where

They chose between: at their home, in a public place, on zoom or over the phone.

When

The first invitations will be sent out. The requests could start coming in any time after that. We have no idea what level of response we will get.

If a conversation is not possible within the week following the email request, please flick the email straight back and that person will be allocated to someone else.

How often

As often as you are willing and able.

Record keeping

So that we can keep track of who we have spoken to any significant outcomes, you will need to fill in a form after each conversation. Note re confidentiality. Show copy of **Recording sheet** (handout example)

Debriefing

If you have any tricky experiences or would simply like to talk about how it's going, I am available for a debrief - Anytime if you had a really hard time, Wednesday afternoons for a more general conversation. Your buddy is there for support and you might also want to buddy up with someone else in the room so you can support each other.

Bernadette is available for deeper debriefing if stuff comes up for you personally.

We will also get back together as a group every now and then.

What happens now.

We will letterbox drop a couple of streets and see what kind of response we get. Kurrajong and Richmond.

We will probably meet up again in about a month to see how it's going. In the meantime you will have your buddy to talk to, you can call or email me or if you want a deeper exploration of your own process, you can talk to Bernadette.

Suggest:

- Meet up with your buddy in a week and reflect of the training – what can you remember, what stuck out for you? How are you feeling now about the conversations?
- Practice on your friends! Start having the conversation with people in your life. Start with your buddy maybe?

Call for questions.

Session 11 Closure (Day Two)

Time:

20mins

Topics for this section:

Summarising what's been covered
Reflection activity
Evaluation

Resources for this section:

Photolanguage
Evaluation form

Activities:

Photolanguage

Highlight what has been covered over the two sessions:

- The purpose of heart-to-heart
- The importance of our own story
- Strong issues or themes that have arisen during the workshop.
- More on the conversation – structure, openers, our own one minute story
- Opportunities and resources
- Troubleshooting such as dealing with an emotional response
- Logistics

And anything else that has been a theme throughout the two sessions.

Thank everyone for their input, commitment, and participation.

Final reflection:

Spread the photolanguage cards on the floor or a large table. Invite everyone to pick a card that expresses their experience of the workshop – facilitator also participates in this. Have everyone stay in the circle, go around the circle and invite everyone to say something about the card they've picked.

Evaluation

At conclusion, hand out evaluation form.

END (DAY TWO)