

# NOONS FOR NOW: ACTION ITEMS

At the end of every teach-in we try to brainstorm action items or “to-do’s” based on the conversation. This is a collection of the actions that we came up with at our first three months of Noons for Now events.

## March 3: Climate Grief with Jennifer Baker (Sierra Club Canada) and Anne Raine (Ottawa U)

- Engage with hopeful climate news through avenues like the Grist newsletter, **The Beacon**, to help manage climate grief and anxiety.

## March 24: The Ecological Crisis and the Great Acceleration with Jesse Vermaire (Carleton U)

- Consider individual actions such as eliminating the use of chemical fertilizers.
- As we think about ways of approaching climate change, consider the importance of human wellbeing. What does the category of wellbeing mean? How do current definitions of wellbeing shape action? Are there ways these definitions could be, or should be, modified?

## March 31: Open Discussion

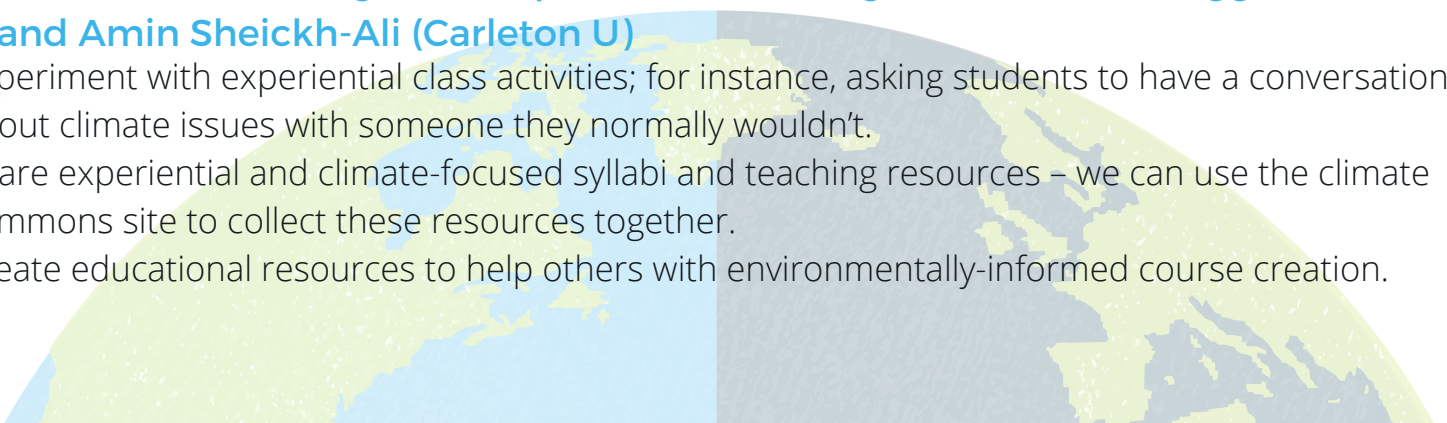
- We discussed the possibility of organizing resources that others could use as “first next steps” for climate organizing/action. We could share these resources with teachers, researchers and students at Carleton.
- Specifically, we discussed the possibility of visiting departments across Carleton and talking to them about teaching climate change – what resources do departments have available, and what resources do they need? What barriers keep teachers from engaging with climate in their classrooms, and how can Carleton Climate Commons help?

## April 7: Repair and Climate Change with Laura Hall (Carleton U) and Alexis Shotwell (Carleton U)

- One idea that emerged from our conversation was the possibility of organizing a teach-in to specifically discuss and think through the practice of the land acknowledgement.

## April 14: Climate Change and Experiential Learning with Stefania Maggi (Carleton U) and Amin Sheickh-Ali (Carleton U)

- Experiment with experiential class activities; for instance, asking students to have a conversation about climate issues with someone they normally wouldn't.
- Share experiential and climate-focused syllabi and teaching resources – we can use the climate commons site to collect these resources together.
- Create educational resources to help others with environmentally-informed course creation.



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## April 21: Student Climate Activism with Steph Vienneau (Carleton U) and Alex Zelenski (Carleton U)

- Get involved however you can! If you're a member of a climate-focused group, let us know – we'd love to feature your group on our website and help spread the word about your events and initiatives. One of the topics discussed at this teach-in was the need for communities and organizations to work together and collaborate toward change.
- We came up with two concrete avenues for collaboration in the near future:
  - Plan early for the global climate march this September
  - Create a collective calendar that notes local climate-related events

## April 28: Open Discussion

- Offer resources for individuals who are interested in getting involved in climate action but are unsure of where to begin. We're starting to gather materials that would be helpful (and we've included a list at the end of this document!) but we welcome more suggestions.

## May 5: Local Action and the Experimental Farm with Susan Ross (Carleton U), Diane McIntyre (Re-Imagine Ottawa) and Joel Harden

- Our Noons for Now community and climate commons more widely can brainstorm on what we and Carleton University can do for the experimental farm.
- Campaigns like those being run by **Re-Imagine Ottawa**, and **Ottawa Aboriginal Coalition** need support to keep going.
- The upcoming municipal and provincial elections are key to this issue, and so by focusing efforts there we can make a change on the farm.

## May 19: Do I Know Enough to Teach About Climate Change? with Emilie Cameron (Carleton U)

- Use Climate Commons (and events like Noons for Now) to develop our community knowledge and recognize who has expertise in our community that could inform our classrooms via guest lectures or other collaborations. In our discussion, we questioned the idea of expertise as a prerequisite to teach or engage with climate change both inside and outside of classrooms, but we also recognized the need for more collaboration in this work.

## Climate Commons' Actions That Could be Adopted at Other Institutions:

- Start a climate group at your institution
- Start a weekly event to keep the conversation going, like a Teach-In
- Start regular Climate Cafés at pubs and bars in your local community

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## Resources on Climate Action

- Eduardo Garcia, ***Things You Can Do: How to Fight Climate Change and Reduce Waste***, 2022
- Sarah Jaquette Ray, **"Climate Change is Scary: Here are 7 Ways to Keep Your Cool on a Warming Planet,"** Resilience, February 5 2020
- Zeynep Tufekci, **"Do Protests Even Work?"** The Atlantic, June 24 2020
- Izzie Ramirez, **"12 Environmental Justice Organizations to Donate Time and Money To,"** Vice, September 25 2020
- Emily Atkin, **"What can I do? Anything."** Heated, July 12 2021
- **Don't Look Up Climate Platform**
- Margaret Klein Salamon, **"If You're Anxious About the Climate, Try This,"** The New York Times, May 1 2022
- **"Who Decides the Right Way to Protest?"** episode of The New York Times podcast The Argument, May 25, 2022

