University of California Carbon Neutrality Initiative

STUDENT LEADERSHIP INSTITUTE FOR CLIMATE RESILIENCE
2018 Student Pilot and Trainers’ Training for UC Faculty and Staff

SUMMARY REPORT
Developed at UC Irvine, the Student Leadership Institute for Climate Resilience (SLICR) is a three-day residential program that provides a select cohort of incoming first year and transfer students with a meaningful introduction to:

» their campus’ carbon neutrality, sustainability, food action, and environmental justice communities;

» ways that scholarship and practice at the UC address issues of climate and ecological crisis, social equity, and regenerative economy;

» leadership modalities that develop inner awareness as well as deepen understanding of the interdependence of all life, intersectionality, cultural narratives, collaborative problem solving, and systems thinking;

» tools for stepping into action; and

» opportunities to engage as they enter student life.

The Institute’s learning outcomes are shaped by these aims. The Institute has its roots in UC Irvine’s Student Institute for Sustainability Leadership (SISL). Many SISL alumni have gone on to become key campus leaders in these areas and have shaped their academic pursuits accordingly. SISL is facilitated by the UC Irvine Sustainability Resource Center (SRC). SRC is a collaboration among UC Irvine’s Community Resilience Projects, Student Affairs, Student Housing.

SRC created SISL in 2013 and joined in partnership with the international non-governmental organization SERES in 2015 to update the training design. From these roots, UCI Community Resilience Projects began collaboration with training partner Aryeh Shell in 2017 to design the Student Leadership Institute for Climate Resilience.

During July 20-22, 2018, UCI Community Resilience Projects and SRC successfully hosted a 3-day residential pilot SLICR training for 25 student participants at the UC Irvine campus. 14 participants were incoming first-year and 11 were transfer students from a wide range of disciplines including Social Ecology, Sociology, Business Administration, Film Studies, Public Health, Biology, Computer Science, Psychology, Political Science, Environmental Engineering, and Earth System Sciences.

During September 10-12 and October 17-19, 2018, UCI Community Resilience projects also hosted a two-part residential Trainers’ Training at the Quaker Center in Ben Lomond, California for a core group of interested staff and faculty from across the UC campuses and a few CSU campuses. The trainers’ training prepared participants to conduct a pilot SLICR on their home campuses during 2019-20.

Led by Aryeh Shell and Abby Reyes, the faculty and staff received basic facilitation training and experienced the SLICR curriculum with time for reflection, discussion and feedback. They also developed action plans for how they will adapt SLICR to meet the particular needs and desired outcomes for their university or community context.
The SLICR curriculum draws upon pedagogies and practices from multiple sources and is compiled in the SLICR curriculum teaching manual written by Aryeh Shell, in collaboration with Abby Reyes and Rachel Pennington. Sources include, among others:

- Braiding Sweetgrass, Robin Wall Kimmerer
- Emergent Strategy, adrienne maree brown
- OzGREEN
- Partners for Collaborative Change
- Movement Strategy Center
- Movement Generation Justice and Ecology Project
- Resilience, Rick Hanson
- SERES
- Social Transformation Project
- Spirit in Action
- Story of Stuff, Annie Leonard
- Strategic Questioning, Fran Peavey
- The Work that Reconnects, Joanna Macy
- This Changes Everything, Naomi Klein

The training also draws upon the inherent knowledge, wisdom, and experience of each student participant. We emphasize the importance of experiential learning through a cycle of action and reflection called “praxis.” The interactive training guides participants through dynamic processes and engages in critical reflection after every activity as a way to harvest the collective insights of the group and identify potential applications for community resilience, leadership, and future action. The facilitators and participants engage in generative dialogue as a central way for people to reflect critically and analyze the underlying patterns, beliefs, structures, systems, and conditions that give rise to the social and environmental crises we face. This capacity helps student leaders to comprehend the forces at play and develop strategic interventions to affect systemic change in order to build resilience and co-create a life-sustaining society. The training also includes somatic and contemplative practices to strengthen participants' inner awareness and embodiment of the values that underlie the vision of the world we work to create. We include these practices in the spirit of Grace Lee Boggs' invitation to “transform yourself to transform the world.” It doesn’t mean that the work stops there, of course, but we designed the training to provide a starting point for exploration of the roles that embodiment can play in creating social change.

Upon completion of the UC Student Leadership Institute for Climate Resilience, successful students will:

1. Understand the basic concepts of sustainability and community resilience.
   - Understand some of the basic social equity, economic and environmental dimensions of sustainability, resilience, food systems, and climate destabilization
   - Be able to explain criteria of community resilience efforts
   - Understand the concepts of intergenerational social responsibility and global stewardship

2. Be able to use leadership practices and skills that develop personal resilience.
   - Practice tools for personal resilience that will support effective leadership in college and beyond (e.g., inner awareness)
   - Create a personal resilience map
   - Draw connections between personal behavior, sustainability, and community resilience concepts

3. Be able to use leadership practices and skills that enable effective action for campus and community resilience.
   - Build community with campus staff, students, faculty, and off-campus community members
   - Deepen sense of purpose and commitment to be an agent of change
   - Understand how to apply social narratives that motivate and engage people with climate issues
   - Create a personal leadership vision
   - Identify spheres of influence, potential action steps, and systems of peer support

These learning outcomes are in dialog with the UC sustainability co-curricular education learning outcomes developed and adopted by the Student Engagement Working Group of the UC Global Climate Leadership Council in 2016.
## SLICR Agenda Outlines

### Day 1:
**Community Building, Leadership, Equity, & Ecology**
- **9:30 – 10:30AM**
  - Registration & Check-in
- **10:30 – 11:00AM**
  - Welcome & Overview
- **11:00 – 11:30AM**
  - Group Introductions
- **11:30 – 12:00PM**
  - Group Agreements
- **12:00 – 1:00PM**
  - Lunch
- **1:00 – 1:45PM**
  - Decolonization Framework
- **1:45 – 2:15PM**
  - Taking the Temperature
- **2:15 – 3:15PM**
  - Personal Resiliency
- **3:15 – 3:30PM**
  - Break
- **3:30 – 4:55PM**
  - Social Equity Mind Maps
- **4:55 – 5:00PM**
  - Creative Share & Close
- **5:00 – 5:30PM**
  - Free Time
- **5:30 – 7:00PM**
  - Dinner
- **7:00 – 8:30PM**
  - Council of All Beings

### Day 2:
**Food Systems, Just Transition & Field Trip**
- **7:00 - 8:30AM**
  - Breakfast
- **8:30 – 8:45AM**
  - Creative Share & Overview
- **8:45 – 10:15AM**
  - Food Systems
- **10:15 – 10:30AM**
  - Break
- **10:30 – 12:00PM**
  - Just Transition
- **12:00 – 1:00PM**
  - Lunch
- **1:00 – 1:45PM**
  - Just Transition
- **1:45 – 2:15PM**
  - Three Stories of Now
- **2:15 – 2:30PM**
  - Break
- **2:30 – 4:55PM**
  - Field Trip
- **4:55 – 5:00PM**
  - Creative Share & Close
- **5:00 – 5:30PM**
  - Free Time
- **5:30 – 6:30PM**
  - Campus & Community Partner Dinner
- **6:30 – 7:30PM**
  - Campus & Community Partner Panel
- **8:00 – 10:00PM**
  - Sustainability Scavenger Hunt

### Day 3:
**Community Resilience, Sustainability, & Visioning**
- **7:00 – 8:30AM**
  - Breakfast
- **8:30 – 8:45AM**
  - Creative Share & Overview
- **8:45 – 10:15AM**
  - Community Resilience
- **10:15 – 10:30AM**
  - Break
- **10:30 – 11:00AM**
  - Ecological Footprint
- **11:00 – 11:30AM**
  - Honorable Harvest
- **11:30 – 12:00PM**
  - Vision Interviews
- **12:00 – 1:00PM**
  - Lunch
- **1:00 – 1:05PM**
  - Next Steps
- **1:05 – 2:00PM**
  - Written Evaluations
- **2:00 – 2:20PM**
  - Creative Share
- **2:20 – 3:00PM**
  - Closing Circle
- **3:00 – 3:30PM**
  - Check out & Goodbyes
PRE-TRAINING READINGS, VIDEOS & RESEARCH ASSIGNMENT

READING & VIDEOS

SOCIAL EQUITY
» “The Sacred and the Superfund” chapter from *Braiding Sweetgrass* by Robin Wall Kimmerer
» “Why Black Lives Matter Should Transform the Climate Debate,” short article in *The Nation* magazine by Naomi Klein

ECONOMY
» “Extractivism” excerpt from *This Changes Everything* by Naomi Klein
» “Regeneration” excerpt from *This Changes Everything* by Naomi Klein
» “Growing the Caring Economy” excerpt from *This Changes Everything* by Naomi Klein

» Short-term Projects, Long-term Damage (7:04)
» Story of Stuff (21:24)

STORY
» “The Great Turning” by Joanna Macy
» “People of Corn, People of Light” chapter from *Braiding Sweetgrass* by Robin Wall Kimmerer

SOLUTION-ORIENTED EXAMPLES OF COMMUNITIES BUILDING RESILIENCE
» Story of Solutions (9:07)
» The Great Turning (1:53)
» Growing Resistance (short version 8:00)
» Becoming Rooted in Resilience (2:55)
» Our Power Campaign (8:21)
» Bold Solutions (1:20)

SHORT RESEARCH ASSIGNMENT

During SLICR, one particular activity we do works best when participants complete a short research assignment before arriving. It is a creative assignment. The desired outcome of the assignment is to get students thinking about the ecosystems of which they will become a part when they land on campus. Students:

» Select a non-human being. The “being” could be any flora or fauna (e.g., a native plant species, a specific tree that they enjoy, or a bird, insect, fish, mammal they’ve read about, et cetera). It could even be an entire ecosystem (e.g., a particular watershed, the Pacific Ocean off our coasts, the desert, et cetera).
» Do some research and reading to understand the roles and contributions that this being plays in the web of life. What are the gifts this being brings?
» Find out some of the specific challenges this being faces currently, if any, and what might be causing those challenges (e.g., impacts from climate destabilization, habitat destruction, water stress, et cetera).
» That’s it. They then bring their research with them, in their mind or in notes.
STUDENT MENTORS

Student mentors are a critical asset to the SLICR program. They provide logistical support as well as peer-to-peer mentorship for SLICR participants.

WHO ARE THE STUDENT MENTORS?

Student mentors are typically undergraduate students who have some demonstrated history of leadership in campus climate action and/or community resilience efforts. Five or six student mentors are recommended for each SLICR program.

WHAT DO THE STUDENT MENTORS DO?

The roles of the student mentors varies greatly depending on the needs of the program, but mentors typically:

PRIOR TO THE SLICR RETREAT

» Prepare presentations
» Contact campus partners for the campus partner dinner
» Prepare supplies and participant goodie bags

DURING THE SLICR RETREAT

» Help with setup and take down for each activity
» Work with the small groups to support the participants as needed
» Act as buddies during informal times, including meals and breaks
» Provide critical feedback on how the institute is going
» Stay in the residence halls alongside the SLICR participants

At UCI, five mentors were selected to support the SLICR pilot. They received two days of training on June 28 and July 19, 2018, in order to achieve the following desired outcomes:

» Increased sense of community among mentors
» Shared understanding of SISL’s learning outcomes and flow
» Shared understanding of mentor roles and responsibilities
» Increased understanding of popular education methodology
» Increased ability to provide critical thinking and emotional support to student participants
» Increased organization among mentors to prepare for SLICR logistics and mentor roles

“...I think it is safe to say that students left motivated for healthy change, ready to start something new and bring their excited minds filled with newly sparked leadership to campus. Being able to mentor such inspirational, excited students left us with a reignited passion for sustainability. Even though we came in as mentors, I felt that we learned so much from these students and the activities in which we participated alongside with the participants.”

- Testimony from a 2018 SLICR Pilot Student Mentor
2018 SLICR PILOT EVALUATION RESPONSES

100% said that they would recommend this training to other incoming first year or transfer students.

100% agreed or strongly agreed that their mentor supported them during the weekend to achieve the proposed objectives.

87% agreed or strongly agreed that the accommodation and meeting spaces were adequate for this workshop and met their expectations.

96% said that they would recommend this training to other incoming first year or transfer students.

96% agreed or strongly agreed that their mentor supported them during the weekend to achieve the proposed objectives.

96% agreed or strongly agreed that the accommodation and meeting spaces were adequate for this workshop and met their expectations.

92% strongly agreed that the Institute helped them connect with other sustainability youth leaders on campus.

96% agreed or strongly agreed that the readings and videos assigned for the retreat were helpful to their understanding.

96% were satisfied or very satisfied with the facilitation.

96% agreed or strongly agreed that the accommodation and meeting spaces were adequate for this workshop and met their expectations.

92% strongly agreed that the Institute helped them connect with other sustainability youth leaders on campus.

96% strongly agreed that the Institute helped them develop an idea of a ‘next-step’ regarding their place as a sustainability leader on campus.

96% strongly agreed that the Institute helped them develop an idea of a ‘next-step’ regarding their place as a sustainability leader on campus.

96% strongly agreed that the Institute helped them develop an idea of a ‘next-step’ regarding their place as a sustainability leader on campus.

96% strongly agreed that the Institute helped them develop an idea of a ‘next-step’ regarding their place as a sustainability leader on campus.

Thank you so much for putting this program together and sharing your vast knowledge with the students here at UCI. I am sure that these actions multiplied by other change-makers’ actions around the world will change the story of being human from fear-based to love-based; from a story of lack to a story of abundance; from separation to wholeness; and from business-as-usual to the great turning. Your hard and joyful work was evidenced in each moment of this weekend. Big wide appreciation for the whole team.

"Thank you so much for putting this program together and sharing your vast knowledge with the students here at UCI. I am sure that these actions multiplied by other change-makers’ actions around the world will change the story of being human from fear-based to love-based; from a story of lack to a story of abundance; from separation to wholeness; and from business-as-usual to the great turning. Your hard and joyful work was evidenced in each moment of this weekend. Big wide appreciation for the whole team."

They were so helpful and it made the program all the more engaging. I think it’s really, really important to have these prior to [the Institute] so that participants are fully aware of what will be learning about.

"They were so helpful and it made the program all the more engaging. I think it’s really, really important to have these prior to [the Institute] so that participants are fully aware of what will be learning about."

I loved learning together and meeting new people who have the same passion for sustainability. It’s great to make new connections that can open doors for me in the future.

"I loved learning together and meeting new people who have the same passion for sustainability. It’s great to make new connections that can open doors for me in the future."

I really came here wanting to learn about the environment and I’m now left with so much information and knowledge and I feel empowered to go teach what I have learned.

"I really came here wanting to learn about the environment and I’m now left with so much information and knowledge and I feel empowered to go teach what I have learned."
100% agreed or strongly agreed that the food was adequate and met their expectations.

100% strongly agreed that the Institute helped them gain first-hand experience of UCI's sustainability landscape.
In the pre- and post-surveys, the students showed a significant improvement in knowledge and ability to explain the impacts and engage in issues of social equity, climate destabilization, food systems, extractive vs. regenerative economies, sustainability, and personal resilience. They also showed a dramatic increase in their commitment and preparation to take action as campus and community leaders in order to affect change and build community resilience within their spheres of influence.

An overall trend in their responses was a shift from various pre-training levels of disagreement and agreement regarding their knowledge, ability, and commitment to social and environmental issues to high post-training levels of strong agreement in these same areas. Please see the graphs below:
In addition, they responded to questions regarding the overall experience with the following descriptions:

Overall, I think the experience was:

What do you believe were the 3 most important aspects of the overall retreat?
This trainers’ training invited the University of California (UC) community to scale the Student Leadership Institute for Climate Resilience (SLICR) to all ten campuses, in line with the goals of the Student Engagement Working Group of the UC President’s Global Climate Leadership Council.

The 2018 Trainers’ Training enabled a core group of interested staff and faculty from across the UC campuses and a few CSU campuses to be able to pilot SLICR on their campus in 2019-2020.

The Trainers’ Training was put together by UCI Community Resilience Projects, a learning community that fosters equity-oriented and inclusive solutions to our climate and sustainability challenges. The Trainers’ Training aimed to build a UC-wide cohort of faculty and staff who seek community in experiential educational approaches that deepen their students’ understandings of the ways that climate change, racism and all social injustice, economic inequality, and our challenged democracy are connected. The Trainers’ Training also provided a chance to build our students’ toolkits for transformative action in ways that connect across these issues. The Trainers’ Training included opportunities for skills-sharing among trainees.

We conducted the Trainers’ Training in two sessions, with each session taking place during a 2.5-day residential retreat. UCI Community Resilience Projects’ Abby Reyes and Aryeh Shell led the trainers’ training.

Session 1, September 10-12, 2019: Session 1 enabled trainees to deepen their understanding of experiential pedagogy, facilitation skills, and theories of change. They experienced the Institute as a participant cohort for the following modules: Personal Resilience, Social Equity, Food Systems, and Ecology. After each activity, trainees engaged in reflective discussion on facilitation techniques, possible modifications to tailor material for their campus, and innovation.

Session 2, October 17-19, 2019: Session 2 enabled trainees to experience the Institute as a participant cohort for the following modules: Extractive and Regenerative Economy, Just Transition, Community Resilience, Social Narrative, Sustainability and Visioning. After each activity, trainees engaged in reflective discussion and developed an action plan for implementing their pilot Institute.

Trainees received a curriculum manual and all handouts, notes, and resources required to run the Institute on their campus. Seed funds and modest stipends to conduct one pilot were provided to each UC campus from which two faculty and/or professional staff members completed the trainers’ training.
24 participants attended Part 1 in September from UCB, UCI, UCLA, UCM, UCR, UCSB, UCSC, and UCOP. Faculty from two CSU campuses, CSUH and CSUN, also attended. The trainees represented a variety of disciplines, programs, and campus units, including:

**ACADEMIC PROGRAMS:**
- School of Engineering, Management of Complex Systems
- School of Engineering, Materials Science
- School of Education
- Environmental Studies
- Geography
- Chicana/o Studies
- College of Agricultural and Environmental Sciences, Human Ecology
- Design
- College of Natural and Agricultural Sciences, Microbiology and Plant Pathology
- Center for Conservation Biology

**CAMPUS UNITS:**
- Housing & Hospitality Services
- Division of Student Affairs, Student Environmental Resource Center, ASUC Student Union
- Offices of Sustainability
- Residential Life
- Residential Life - Leadership and Involvement
- Public Service Center
- American Indian Resource Center
- Facilities Management
- Global Sustainability Resource Center

In October, the training included 5 more participants who were community leaders from a grassroots organization, Padres Pioneros, who partner extensively with the faculty of CSUN.
ELIGIBILITY
The SLICR Trainers’ Training welcomed applicants who are current professional staff or faculty members from University of California (UC) and CSU campuses, the UC Division of Agricultural and Natural Resources, and the UC national labs.

SELECTION CRITERIA
Applicants beyond campus sustainability staff were encouraged to apply. The UC staff and faculty who gained the most from this training were those with prior experience facilitating transformative leadership approaches with young people and an orientation towards popular education, experiential education, and the SLICR learning outcomes. We also welcomed applicants who were passionate about gaining these professional skills, but who may not yet have had experience. We set out to form a cohort of trainees who had a:

» Working understanding of ways that the basic sustainability concepts (social equity, economic vitality, and environmental balance) interact;

» Working understanding of ways that interlocking systems of power have an impact on those most marginalized in society;

» Demonstrated ability to facilitate experiential education processes;

» Established mechanisms to interact with UC students in a co-curricular education and/or classroom context; and

» Passion for being a catalyst of social change education.

» Intention to produce and lead one SLICR Networking Event (2-hour program) for campus stakeholders shortly after the SLICR pilot, and prior to Fall 2020.

BENEFITS
Upon completion of both training sessions, UC trainees were eligible to receive seed funding ($5,000 per UC campus) to produce one SLICR pilot before Fall 2020. UC trainees were also eligible to receive a small honorarium ($200 per trainee) in recognition of their completion of the training and of their role in producing the SLICR pilot. Upon completion of the SLICR pilot, trainees were eligible to receive additional seed funding ($500 per UC campus) to produce the SLICR Networking Event.
**Day 1:**
**Community Building, Pedagogy, Facilitation Skills, Personal Resilience**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00 – 12:00PM</td>
<td>Registration &amp; Check-in</td>
</tr>
<tr>
<td>12:00 – 12:45PM</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 – 1:45PM</td>
<td>Welcome &amp; Overview</td>
</tr>
<tr>
<td>1:45 – 2:45PM</td>
<td>Group Introductions &amp; Agreements</td>
</tr>
<tr>
<td>2:45 – 3:15PM</td>
<td>Identity Mapping</td>
</tr>
<tr>
<td>3:15 – 3:30PM</td>
<td>Break</td>
</tr>
<tr>
<td>3:30 – 3:45PM</td>
<td>Taking the Temperature</td>
</tr>
<tr>
<td>3:45 – 5:00PM</td>
<td>Facilitation Skills</td>
</tr>
<tr>
<td>5:00 – 5:30PM</td>
<td>Free Time</td>
</tr>
<tr>
<td>5:30 – 7:00PM</td>
<td>Dinner</td>
</tr>
<tr>
<td>7:00 – 8:30PM</td>
<td>Personal Resiliency</td>
</tr>
</tbody>
</table>

**Day 2:**
**Social Equity, Food Systems & Ecology**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 – 8:00AM</td>
<td>Optional Morning Practice</td>
</tr>
<tr>
<td>8:00 – 9:00AM</td>
<td>Breakfast</td>
</tr>
<tr>
<td>9:00 – 10:30AM</td>
<td>Strategic Questioning</td>
</tr>
<tr>
<td>10:30 – 10:45AM</td>
<td>Break</td>
</tr>
<tr>
<td>10:45 – 12:30PM</td>
<td>Diversity &amp; Inclusion</td>
</tr>
<tr>
<td>12:30 – 1:30PM</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:30 – 3:15PM</td>
<td>Social Equity</td>
</tr>
<tr>
<td>3:15 – 3:30PM</td>
<td>Break</td>
</tr>
<tr>
<td>3:30 – 5:00PM</td>
<td>Free Time</td>
</tr>
<tr>
<td>5:00 – 5:30PM</td>
<td>Food Systems</td>
</tr>
<tr>
<td>5:00 – 5:30PM</td>
<td>Free Time</td>
</tr>
<tr>
<td>5:30 – 7:00PM</td>
<td>Dinner</td>
</tr>
<tr>
<td>7:00 – 9:00PM</td>
<td>Council of All Beings</td>
</tr>
</tbody>
</table>

**Day 3:**
**Reflections, Visioning & Close**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 – 8:00AM</td>
<td>Optional Morning Practice</td>
</tr>
<tr>
<td>8:00 – 9:00AM</td>
<td>Breakfast</td>
</tr>
<tr>
<td>9:00 – 11:00AM</td>
<td>October Preview, Visioning &amp; Next Steps</td>
</tr>
<tr>
<td>11:00 – 11:15AM</td>
<td>Break</td>
</tr>
<tr>
<td>11:15 – 12:00PM</td>
<td>Closing circle &amp; Evaluation</td>
</tr>
<tr>
<td>12:00 – 1:00PM</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 – 2:00PM</td>
<td>Clean-up &amp; Check-out</td>
</tr>
</tbody>
</table>
### Day 1:
**Community Building, Economy, & Social Narrative**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:00AM</td>
<td>Breakfast</td>
<td></td>
</tr>
<tr>
<td>9:00 – 9:30AM</td>
<td>Welcome &amp; Community-building</td>
<td></td>
</tr>
<tr>
<td>9:30 – 10:30AM</td>
<td>Part 2 Overview &amp; Check-in</td>
<td>Group Agreements &amp; Creative</td>
</tr>
<tr>
<td>10:30 – 10:45AM</td>
<td>SLICR Curriculum Manual Review</td>
<td></td>
</tr>
<tr>
<td>10:45 – 11:00AM</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>11:00 – 12:30PM</td>
<td>Economy &amp; Just Transition</td>
<td></td>
</tr>
<tr>
<td>12:30 – 1:30PM</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:30 – 3:00PM</td>
<td>Just Transition &amp; Meta-discussion</td>
<td></td>
</tr>
<tr>
<td>3:00 – 3:15PM</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>3:15 – 4:30PM</td>
<td>Three Stories of Now &amp; Meta-discussion</td>
<td></td>
</tr>
<tr>
<td>4:30 – 5:00PM</td>
<td>Gratitude Walk</td>
<td></td>
</tr>
<tr>
<td>5:00 – 5:30PM</td>
<td>Free time</td>
<td></td>
</tr>
<tr>
<td>5:30 – 7:00PM</td>
<td>Dinner</td>
<td></td>
</tr>
<tr>
<td>7:00 – 8:30PM</td>
<td>SLICR Student mentors (your team)</td>
<td>SLICR Field Trip, Panel, Scavenger Hunt</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-SLICR Community Forum</td>
</tr>
</tbody>
</table>

### Day 2:
**Community Resilience, Visioning, & Sustainability**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 – 8:00AM</td>
<td>Optional Morning Practice</td>
<td></td>
</tr>
<tr>
<td>8:00 – 9:00AM</td>
<td>Breakfast</td>
<td></td>
</tr>
<tr>
<td>9:00 – 11:00AM</td>
<td>Community Resilience</td>
<td></td>
</tr>
<tr>
<td>11:00 – 11:15AM</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>11:15 – 12:30PM</td>
<td>Community Resilience &amp; Meta-discussion</td>
<td></td>
</tr>
<tr>
<td>12:30 – 1:30PM</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:30 – 3:15PM</td>
<td>Future Visioning Interviews &amp; Meta-discussion</td>
<td></td>
</tr>
<tr>
<td>3:15 – 3:30PM</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>3:30 – 5:00PM</td>
<td>Ecological Footprint, Honorable Harvest &amp; Meta-discussion</td>
<td></td>
</tr>
<tr>
<td>5:00 – 5:30PM</td>
<td>Free Time</td>
<td></td>
</tr>
<tr>
<td>5:30 – 7:00PM</td>
<td>Dinner</td>
<td></td>
</tr>
<tr>
<td>7:00 – 8:30PM</td>
<td>Action planning for your pilot SLICR</td>
<td></td>
</tr>
</tbody>
</table>

### Day 3:
**Next Steps & Close**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 – 8:00AM</td>
<td>Optional Morning Practice</td>
<td></td>
</tr>
<tr>
<td>8:00 – 9:00AM</td>
<td>Breakfast</td>
<td></td>
</tr>
<tr>
<td>9:00 – 9:40AM</td>
<td>Bike Rack &amp; Next Steps: Learning Community &amp; Coaching</td>
<td></td>
</tr>
<tr>
<td>9:40 – 10:00AM</td>
<td>Written Evaluations</td>
<td></td>
</tr>
<tr>
<td>10:00 – 11:00AM</td>
<td>Closing Circle</td>
<td></td>
</tr>
<tr>
<td>11:00 – 12:00PM</td>
<td>Clean &amp; Check-out</td>
<td></td>
</tr>
</tbody>
</table>
TRAINER'S TRAINING PART 1 - EVALUATION RESPONSES

92% were satisfied or very satisfied with how the team facilitated the training.

“Aryeh and Abby were both very inclusive of everyone who attended the retreat. I feel like everyone was at different levels, in terms of their knowledge about social justice, resiliency or climate issues and you all did a wonderful job educating us about each part. I understand that this must have been difficult for you all so I appreciate your efforts and engaging in conversations about decolonization and indigenous rights (especially with professors who have never engaged with this material before).”

75% were satisfied or very satisfied with design and flow of activities was sequenced and timed well.

“The demonstration of facilitation skills was extremely helpful. The layout of the material was also very well designed and executed. I loved the “creative share” moments. Overall, the flow was very authentic and personal.”

“The design around the question categories was extremely helpful. I felt that there was a good mixture of breaks, creative shares, intensive modules, artwork, and fun.”

84% gained more awareness, skill, and capacity to facilitate the activities in these modules with diverse participants.

“The team was phenomenal at showcasing techniques that were radically different than tiresome ‘powerpoint’ presentations and in illustrating (or eliciting participants to discover or report) linkages between social justice/climate issues/and the environment.”

“I think that the personal resiliency module was so powerful. What I like about the others is that it distills complex systems into digestible parts... I have to remember that the students are likely new to social equity, food systems, etc. and the point is not to “teach” them everything, but to give them a glimpse and to foster the curiosity to continue to think about these issues.”

91% felt that the activities helped them to deepen their awareness and analysis of ways to train students on personal resiliency, social equity, food systems, and some ecological impacts of human activity.

“One thing that I really enjoyed was the fact that in discussing difficult topics like these, that we were envisioning the future we want to create and the steps we can take to get there.”

“I really enjoyed the personal resiliency wheel - I think it was a great tool to emphasis holistic wellness as a critical component of resiliency.”
100% agreed or strongly agreed that Part 1 of the Trainers’ Training helped them to begin envisioning ways to bring SLICR back to my campus.

“Strategic questioning was definitely my favorite and I will incorporate this in every aspect of my life, with students to my family.”

100% agreed or strongly agreed that Part 1 of the Trainers’ Training helped them to connect with faculty and staff from other campuses about ways to engage students in issues of equality and environment.

“The whole process helped me to understand how to apply a method that is so thoughtful, radical, and personal.”
100% were satisfied or very satisfied with how the team facilitated the training.

“Aryeh and Abby are wonderful co-facilitators. I really appreciate how they hold space for hard conversations, adapt the schedule/flow of the program to accommodate needs and energy, and the overall curriculum and program/agenda. The program was built with a great amount of intention, and they are truly skilled in what they do.”

100% were satisfied or very satisfied and felt the design and flow of activities was sequenced and timed well.

“I thought the flow went smoothly, including having participants contribute with opening activities. It was amazing to me how much work was accomplished, and yet you were very aware of moments when we had to stop or slow down in response to the group dynamic. There was a good balance of having us sitting and listening to getting up and producing. The introduction to research information coupled with process made it possible to envision making the curriculum accessible to our constituents. The use of theater was extraordinary and the concept became so real in a short amount of time.”

95% felt that the activities helped them to deepen their awareness and analysis of ways to train students on issues of extractive and regenerative economy, social narratives, community resilience, sustainability, future visioning and action planning.

“I benefited greatly from the comparison of extractive economy to the regenerative economy. Economics is not an area I think about in the broad sense, however, having had the experience here I believe there are ways this new learning will change my life and I can share these new revelations with others.”

“I think the module on economy was very well done and kept participants highly engaged. One thing to consider for next time is how to engage future trainers in considering how to address the cultural values, epistemologies, and world views of their future participants and themselves.”

100% agreed or strongly agreed that Part 2 of the Trainers’ Training helped them to begin envisioning ways to bring SLiCR back to my campus and/or community.

“I valued the incorporation of art and performance in the activities. There is such a power in moving with your body and using art to discuss the topics within the modules.”
100% agreed or strongly agreed that Part 2 Trainers’ Training helped them to connect with faculty and staff from other campuses around how to engage students in issues of equity and climate resiliency.

“...loved meeting different, amazing people from across the UC, CSU, and community orgs doing similar work. This was a really wholesome experience for me. Looking forward to bringing back some of that energy back to my campus.”

100% agreed or strongly agreed that the food and accommodations met their expectations.

“The food was wonderful. I loved being in the woods.”

“Chef Jessica is amazing! Her food and ability to connect with the group was wonderful.”
The trainers’ training included time for participants to iterate on and improve the content of the draft curriculum manual. Fruits of these rich discussions informed the subsequent manual revision. In addition, during the trainers’ training we co-generated a shared understanding of the following ways to improve subsequent trainers’ trainings in the future:

» Include additional ways to address power and privilege level setting at the outset
» Include more time to debrief
» Include more definitions and basic understanding before jumping into complex topics
» Provide more context for participants about the sources of the curriculum and the lineages from environmental justice histories that come through this work
» Consider ways to lift up the roles of students’ and community members’ culture, values, and traditions in supporting participants’ efforts to connect their lives to the SLICR learning on environmental justice, climate justice, and resilience

"WOW! I just want to say y’all do an amazingly beautiful job!! Thank you for being so welcoming!! I felt the love radiate from your actions and from your heart."

"Seriously...one of the BEST trainings I’ve participated in!"
UC Merced replicated the 3-day intensive for 20 students, implemented through a partnership between the School of Engineering, Sustainability and the Office of Student Life. The students participated in exercises promoting resiliency, social equity awareness, and an understanding of the effects food systems have on health, social and environmental problems. The course also introduced students to the campus’s carbon neutrality, sustainability, and environmental justice communities through activities and tours and discussed strategies about how the students can take actions to help the world achieve a regenerative economy. Attendees toured UC Merced’s recycling sorting line, campus garden and buildings that have been labeled as highly sustainable.

UC Santa Barbara implemented in Spring 2019 a semester-long Field Seminar in Community and Personal Resilience for 30 students that included a 3-day camping trip to deepen in local ecological study.

UC Riverside will implement a 3-day intensive for incoming freshman and transfer students in fall 2019, partnering with the College of Natural and Agricultural Sciences, Sustainability Office, Garden and Student Life.

UCLA will implement a residential 3-day SLICR in January 2020 for undergraduate students, partnering with Housing, Residential Life, Leadership Development and Dining.

Humboldt State University will implement a residential 3-day SLICR in Fall 2020 for incoming sophomores, partnering with the Center for Teaching and Learning, Deliberative Democracy initiative, Faculty Development Funds.

CSU Northridge will implement a SLICR training in spring 2020 for low-income Latina/o community members of Padres Pioneros/Parent Pioneers and CSUN students of color (low-income). The SLICR facilitator manual is currently being translated into Spanish.

UC Berkeley will implement a 3-day intensive SLICR for student leaders in Fall 2019. Five of those student leaders will then go on and teach a semester long version of SLICR in Spring 2020 for second and third-year transfer students.

Humboldt State University will implement a residential 3-day SLICR in Fall 2020 for incoming sophomores, partnering with the Center for Teaching and Learning, Deliberative Democracy initiative, Faculty Development Funds.

CSU Northridge will implement a SLICR training in spring 2020 for low-income Latina/o community members of Padres Pioneros/Parent Pioneers and CSUN students of color (low-income). The SLICR facilitator manual is currently being translated into Spanish.

UC Berkeley will implement a 3-day intensive SLICR for student leaders in Fall 2019. Five of those student leaders will then go on and teach a semester long version of SLICR in Spring 2020 for second and third-year transfer students.
UCI Community Resilience

For more information, please visit
communityresilience.uci.edu
or contact
communityresilience@uci.edu.