

Chuuk Extension Climate Forum: Sharing Climate Knowledge, Supporting Our Communities

Location: Day 1; Day 2:

Event Dates: June 21st - 22nd, 2020

DAY 1: Monday, Jan 20th, 2020 Location: Kurassa Meeting Hall		
BREAKFAST & Registration		
	<p>Welcome, Introductions Estimated Time: 0:20 minutes 9:00am-9:20am</p> <p>Speakers: COM Representative? Chuuk Extension Representative? Jackson Phillip [5-10min] Clay (UHM-CTAHR) [5min]?</p>	<p><i>Welcome, introductions, opening remarks, housekeeping items</i></p> <ul style="list-style-type: none"> ● <i>Brief remarks from MOC representative</i> ● <i>Brief remarks from MOC Extension</i> ● <i>Brief remarks from Hawaii Extension & CTAHR</i> ● <i>Overview of Project & Housekeeping items (Suggested questions for Clay): Facilitate audience introductions. What do you do? What brought you here today?</i>
1. Learning Objective(s): Recognize how climate and weather are relevant to a wide range of issues, work and everyday life - share projections & watershed perspective - what impacts are of concern?		
<p>Big idea: What is your understanding of climate change in FSM and the Pacific and how does it relate to your work?</p>	<p>Topic(s): Climate change and you Estimated Time: 0:30 minutes 9:20am-9:50am</p> <p>Think/pair/share</p> <p>Speakers:</p>	<p><u>Presentation</u> (Suggested questions for the presenter): Describe the significance of understanding climate change in FSM and the Pacific; What is climate change? How does CC affect everyday life? Why should people be concerned?</p> <p><u>Facilitated Discussion</u> (Suggested questions for the audience): Keep it simple - what are the top 3 things that come to mind when you think of or hear the term 'climate change'? Ask each pair to share their top 3 and record</p> <p><u>Suggested questions:</u> What changes have you observed? What are you worried about? Do you have any burning questions? In what ways does CC relate to your work? What do you want to learn? [PROJECT ON SCREEN]</p> <p><u>Materials:</u> Paper/markers for recording audience's responses - sort into Changes, Impacts, Responses? Handout materials for audience note-taking?</p>
2. Learning objective(s): Define components that determine vulnerability and resilience		
<p>Big idea: What is your understanding of climate vulnerability and resilience in the FSM and the Pacific and how does it relate to your work?</p>	<p>Topic(s): Climate Vulnerability and Resilience in FSM</p> <p>Estimated Time: 0:20 minutes presentation; 20min workshop 9:50-10:10am</p> <p>Speakers:</p>	<p><u>Presentation</u> (Suggested questions for the presenter): Describe (1) how their work contributes to building resiliency specifically in relation to the resources, industry, or clients within their work, (2) how their work contributes to the resilience of broader community and/or ecosystems?</p> <p>Presentation (20-30 min): How do we define vulnerability? How does this inform and define climate mitigation (reducing exposure [Global]) and climate adaptation (reducing sensitivity - our adaptive capacity [Local])? What do we want to communicate to you and why - eg. we're getting better and better and understanding EXPOSURE (weather prediction and climate change projection) but local knowledge to understanding how this will affect communities and resources AND what we can do to prepare and reduce negative impacts. OUTLINE OUR APPROACH - people/islands/climate as an interconnected SYSTEM</p>

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			<p>FORUM GOALS - understand our role in mitigating and adapting to these changes (climate/culture/economics/ecology) - eg. how does what we're already doing increase resilience? How well do we understand our vulnerability? How can past events inform future actions? What are some potential responses? How has your community responded to climate and weather impacts historically and now? How should you or could you respond?</p> <p><i>Group activity</i> - What are your communities most VULNERABLE to with respect to climate impacts? What makes them RESILIENT? [Refer back to first activity: 1) CHANGES 2) IMPACTS 3) RESPONSES]]</p> <p><i>Discussion & Sharing (Suggested questions for the audience):</i> What is your understanding of climate vulnerability and resilience in FSM and the Pacific and how does it relate to your work? What are ways that you can assist your clientele with reducing their vulnerability and increasing their resilience to climate change? How does your work contribute to the resilience of the broader community and/or ecosystem? What are some opportunities to increase resilience to climate change within your programming or among your clientele?</p>
<p>3. Learning objective(s): Describe Pacific Island climate systems, drivers of variations, and projected changes and impacts</p>			
		<p>Topic: The Climate system, Ecosystems and Us</p> <p><i>Estimated Time:</i> 0:20 minutes 10:10-10:30</p> <p>Speakers: Clay</p>	<p><i>Presentation: Water, Soil and Plants - connecting local climate and land use to the carbon cycle (i.e. the global system) Islands, watersheds and connectivity - using 'systems' to bridge Western and Local knowledge...</i></p> <p><i>Key points - People can enhance or reduce vulnerability and resilience via land use decisions. Challenges are linking individual actions/decisions back to the larger 'system' - watershed or island</i></p>
<p>MORNING BREAK: 10:30-10:50</p>			
	<p>Big idea: Why is climate change relevant for my work and clientele?</p>	<p>Topic(s): Climate and Weather (Pacific climate systems - atmosphere circulation patterns over the Pacific ocean, island rainfall patterns; Drivers of variations - seasonality, El Niño-Southern Oscillation, La Niña, PDO); changes in storm systems</p> <p><i>Estimated Time:</i> 0:20 minutes 10:50-11:10</p> <p>Speaker: <i>A local representative from NWS? Chip Guard?</i></p>	<p>Methods: <i>Presentation (Suggested questions for the presenter):</i> What is the difference between climate and weather and how are they related? What are the major atmospheric processes contributing to weather and climate patterns in the Pacific and FSM specifically (e.g. rainfall, storm systems)? What causes seasonal (intra-annual) and interannual variations in climate/weather? How predictable/consistent is this variation? What predictive services are available</p> <p><i>Discussion & Sharing (Suggested questions):</i> Which climate and weather variables and/or climate-related events/natural hazards concern you/your program and your clientele? What weather variables have you observed locally (e.g. during El Niño?)</p> <p><i>Optional Materials:</i> Notecards, markers/pen, and camera to photograph notes results</p>
		<p>Topic(s): Water</p>	<p>Presentation: Water use and conservation; Flooding and drought. Implications of climate change</p>

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		<p><i>Estimated Time:</i> 0:20 minutes</p> <p><i>Speaker:</i> Chiara Franco, Leah Bremer?</p>	<p><i>Discussion & Sharing (Suggested question):</i> Which changes are most important for your clientele to understand and prepare for?</p>
		<p>Topic(s): Projected Climate Changes and Impacts Workshop (Temperature, rainfall, sea level, storm intensity and occurrence)</p> <p><i>Estimated Time:</i> 0:40 minutes (10 min per topic & wrap up) 11:10-11:30</p> <p>Speaker:</p> <p>Flooding, drought, storms - how can we increase awareness and improve and responses</p>	<p>Methods:</p> <p><i>Presentation (Questions for the presenter):</i> Why are projected global changes relevant to understand change in FSM and the Pacific? How are projections improved for local scale changes? What are the projected changes in FSM and the Pacific? How certain are we about these changes? What can we say (now) about climate extremes (drought, heavy rainfall, storms, etc.)?</p> <p><i>Discussion & Sharing (Suggested question):</i> Which changes are most important for your clientele to understand and prepare for? How do we improve informing households? Prepare slides for activity</p> <ol style="list-style-type: none"> 1. <u>What is the impact (Flooding, Drought, Storms)?</u> 2. <u>What is the potential solution?</u>
<p>LUNCH - 11:30-12:30</p>			
<p>4. Learning objective(s): 4.1. Define and differentiate climate adaptation and climate mitigation</p>			
		<p>Topic(s): Soil health and management (Carbon cycle and human emissions, climate model projections, downscaling for FSM)</p> <p><i>Estimated Time:</i> 0:20 minutes 12:30-12:50pm</p> <p>Speaker: Jonathan?</p>	<p>Presentation - Overview of Pacific island soils. Why and how to protect/improve soil organic matter? How do soils relate to both mitigation (Carbon storage) and adaptation (farm productivity/ecosystem integrity). What are the implications of projected climate change?</p> <p>Methods:</p> <p><i>Presentation (Suggested questions for the presenter):</i> What role does carbon play in climate systems? What are the major sources and sinks of carbon moving into and out of the atmosphere? How is carbon in the atmosphere integrated into climate change projection (e.g. emission scenarios)?</p> <p><i>Discussion & Sharing (Suggested question):</i> Which changes are most important for your clientele to understand and prepare for? Prepare slides for activity</p>
		<p>Topics(s): Plants - Farms to Watersheds (AFTER LUNCH?)</p> <p><i>Estimated Time:</i> 0:20 minutes 12:50-1:20pm</p> <p>Speaker: Forests/Watersheds - Conservation Society (forests/watersheds) Farming - CoM teacher? Jensen?</p>	<p>Presentation (split?) - Forest/savannas/other native ecosystems - How forest protection benefits native species, water, erosion, and reef health. Current needs/threats? What are the implications of projected climate change?</p> <p>Farming - Pacific Island farming systems and 'conventional' farming - What are the benefits and impacts of each; How have farming practices and economic opportunities changed? What are the implications of projected climate change?</p> <p><i>Discussion & Sharing (Suggested question):</i> Which changes are most important for your clientele to understand and prepare for? Prepare slides for activity</p>
<p>5. Learning objective(s): 5.1. Review climate information and other resources for your region (and elsewhere), 5.2. Identify the most useful/relevant climate-related resources to support</p>			

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<p>CES programs, 5.3. Identify resources that don't exist that would be useful. Have folks rotate!</p>		
<p>Big ideas: What existing resources can we use? What resources need to be developed?</p>	<p>Topic(s): Climate Resources & Tools (Pacific climate-related tools & resources)</p> <p>Estimated Time: 50 minutes 1:20-2:10pm</p> <p>Speakers: Clay Trauernicht (UHM-CTAHR)</p>	<p>Roundtable Breakout Discussion: What's currently available & forecasts; Related tools developed elsewhere; what kind of research and projects are Pacific agencies engaged in? What kind of climate-related resources can they provide (i.e. data, tools, training, funding, etc.)</p> <ol style="list-style-type: none"> 1. <u>Choose a valued resource or practice</u> 2. <u>Identify Climate Impact</u> 3. <u>Identify Potential Responses or Information Needs (including how we deliver information to households, communities, farmers)</u> 4. <u>How can we increase awareness and encourage people to take action?</u> <p>How do we improve informing households? How can be better communication with the public?</p> <p>Materials: Flip chart and markers (to take notes of the audience's responses); write on screen</p>
<p>6. Recognize how climate adaptation and mitigation is relevant to extension program outcomes - intro scenarios??</p>		
<p>Big ideas: What are our options to respond to climate change within CES programs? What are examples of CES programs where climate information is relevant?</p>	<p>Topic(s): Extension Responses to Climate Change + Pacific Agencies</p> <p>Estimated Time: 1:10 minutes 2:05-3:20pm</p> <p>Panel Discussion by Extension Agents & Specialists:</p> <p>Facilitator: Clay Trauernicht (UHM-CTAHR)</p> <p>Speakers: Jonathan Deenik (UHM-CTAHR)?</p> <p>Presentations by Agencies: We could feature partner agencies here if they would like to share current climate related and/or sustainable agriculture and food security projects.</p>	<p>Presentation (Suggested questions for the presenter): Overview of the CES role in climate change work - a time to share work, challenges, strategies, and stories; What are possible roles for Extension in addressing climate adaptation and mitigation? What are its strengths? Where do we fit into the broader adaptation/mitigation world? What are examples of where extension has reduced vulnerability? How are climate adaptation and mitigation related? How far can adaptation take us? Will adaptation/mitigation create opportunities for clients and/or community?</p> <p>Extension Program Presentations (Suggested questions): What aspects of climate/weather are issues for your clientele? What tools or projects has your program developed to respond to those issues? How has your tool/project integrated climate information and what specific types of climate information do you see? What impact has it had on your clientele in terms of changes in behavior or knowledge?</p> <p>Participant Discussion (Suggested questions for the audience): Which resources do you use to track climate/weather? What kind of timescales are relevant for different extension clients in terms of climate/weather forecasting? Do your current programs address preparing for and/or responding to climate- and weather-related impacts?</p> <p>Agency Presentations (Suggested questions for the presenter): 5-min overview of climate-related program. What aspects of climate/weather are issues for your clientele? What tools or projects has your program developed to respond to those issues? How has your tool/project integrated climate information and what specific types of climate information do you see? What impact has it had on your clientele in terms of changes in behavior or knowledge?</p>
<p>Wrap up, Evaluations & Overview of Day 2: What are the next steps moving forward? Challenges and potential solutions?</p> <p>Estimated Time: 10min; 3:20-3:30pm</p>		

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MEETING ADJOURNED @ 3:30 PM (collect post-forum surveys/evaluations @ registration table)		
DAY 2:		
Location:?		
CLIMATE ADAPTATION WORKSHOPS & DEMONSTRATIONS or SERVICE LEARNING PROJECT		
BREAKFAST & ORIENTATION: Opening Remarks, Orientation and Housekeeping items		
6. Learning objective(s): Identify opportunities to apply climate-related information into your extension program		
<p>Big idea: How can we improve existing extension programs with climate-related information?</p>	<p>Topic(s): Improving existing extension programs: <i>Estimated Time:</i> 1:30 minutes</p> <p>Extension Workshops: Presenters: <i>Estimated Time:</i> 1:00 minutes</p> <p>Site/Plot Tours: Facilitators:</p>	<p>Workshops featuring Chuuk and locally based climate-related extension projects, programs and services.</p> <p><i>Extension Workshops:</i> Presentations, demonstrations and sharing current extension projects highlighting sustainable agriculture and forestry projects that contribute to climate resiliency.</p> <p><i>Extension Participants Discussion (Suggested questions):</i> What are the existing strengths/focus areas of your program to help make your clientele more resilient to climate change? What are the challenges to making your clientele more resilient to climate change? What climatic and weather concerns are clients struggling to deal with? How can we get better information out? Which climate factors are clients most concerned about? How do we meet these needs? What role can we play in addressing these needs? Do you know the answers to the host questions (above) for your own clients?</p> <p><i>Site/Plot Visit Orientation:</i> Describe the purpose and activities that occur at each site/plot</p> <p><i>Questions for the Host (plot/field site):</i> What weather or climate related variables are you concerned with? How do those concerns impact your operation? In what ways are you addressing these impacts? What information/resources would be helpful for you? How far in time are you planning for with regard to climate based variables?</p>
LUNCH		
	<p><i>Estimated Time:</i> 1:30 minutes</p> <p>Closing Remarks:</p>	