

Facilitation Guide of the 2021 Core Assembly



Global
Assembly

Introduction

The Global Assembly (GA) was the world's first citizens' assembly conducted at the global level. Participants were selected through a civic lottery process to represent a snapshot of the world's population in terms of geography, age, gender, education and attitude toward climate change. From October 7 - December 18 of 2021, ninety-eight¹ participants, or Assembly Members (AMs), joined 20 online sessions over 12 weeks - a total of 68 hours - to deliberate on the framing question:

“How should humanity address the climate & ecological crisis in a fair and effective way?”

The deliberations of the Core Assembly were supported by a team of 50+ individuals who were guided by **process plans**, outlining the objective, flow and outputs of each session.

The purpose of this document is to:

1. Share the process plans of the 2021 Core Assembly in the spirit of transparency and openness
2. Enable practitioners around the world to replicate and adapt the Core Assembly process

Read more about the Global Assembly in the full Report, available at <https://globalassembly.org/>

¹ 100 Assembly Members started the process and 98 completed it. The first departure occurred after the opening session and the second at the end of October.

How to use

Key The Core Assembly was completed over 5 **Blocks** during October 7th - December 18, 2021. There were two types of sessions: **Breakout Sessions** were composed of 4~6 Assembly Members distributed to maximize cultural diversity within time zone windows and **Plenary Sessions** were composed of all Assembly Members.

Block.SessionType
ex) 1.1B or 2.3P

Instructions in Session Guides are directed at the Facilitator, unless stated otherwise. Logistical tips, either for Facilitators or supporting personnel, are **highlighted in beige**. Scripted guidelines for Facilitators are *highlighted in green & italicized*. Outputs from each session are listed at the bottom of each session.

Resources Members of the Core Assembly used four types of resources during their learning journey, which are all available to the public. Resources that were used in each session are listed in the **gray banner** at the top of each session. **References** are embedded throughout the guide, offering additional detail on how they were used.

Access the full resources below:

- [Information Booklet](#) - Written booklet created to inform the learning phase of the Global Assembly.
- **Supplemental Workbook - Practitioner's Version** ([PDF](#), [Google Sheets](#)) - A series of exercises designed to support comprehension of the Information Booklet through the inclusion of diverse formats and learning guides. The Practitioners' Version contains instructions for practitioners seeking to facilitate participants' use of the Workbook.
- **Supplemental Workbook - Participant's Version** ([PDF](#), [Google Sheets](#)) - This Version contains all Supplemental Workbook Exercises in English.
- [Wiki \(including translated resources and Q&A\)](#) - Platform created to provide a repository of the learning resources for the Global Assembly and to act as a participatory platform to support collaborative information generation and translation.
- [Speaker and witness videos with subtitles](#) - Repository of all recorded videos submitted by speakers and witnesses to inform the learning phase of the Global Assembly.
- [Hand signals](#) - Nonverbal communication tool used in the Core Assembly to enable simultaneous and direct communication.

Roles

The following roles were present in the Core Assembly and are mentioned throughout this Facilitation Guide:

- **Assembly Member (AM)** - A participant of the Global Assembly's Core Assembly selected by global civic lottery. Their role was to deliberate with their peers on the framing question and co-produce recommendations, primarily in the form of the People's Declaration for the Sustainable Future of Planet Earth. They represented only themselves, but collectively approximated a descriptive sample of the global human population in terms of geography, age, gender, education and attitudes about climate change.
 - **Plenary Co-Facilitator** - An individual who served as the host of Plenary sessions. This role was shared between two people during the Core Assembly, hence the prefix "co".
 - **Breakout Facilitator (often referred to as Facilitator)** - A convenor of Breakout Group discussions. An experienced facilitation professional who's skills lie in their ability to lead, but not influence, constructive deliberations between Assembly Members, ensuring that all voices and perspectives are heard and respected equally.
 - **Editor** - An individual responsible for collating the outputs from Breakout Group deliberations and arranging them into distinct streams of consensus to be evaluated by all Assembly Members at a later date. This process is referred to as the **"Co-Creation Method"** and can be read in the Global Assembly Report, available at <https://globalassembly.org/>
 - **Notetaker** - An individual responsible for documenting the written record of Assembly Members' deliberations. They were also responsible for preparing the Miro boards for their Breakout Group before sessions and transferring key outputs to a format accessible to Editors after sessions, and provided technical support to the Breakout Group and general assistance to Breakout Facilitators when required.
 - **Community Host** - A community organization and its staff/representatives who were based near one of the points selected by the global location lottery. They performed the following roles: recruitment of potential Assembly Members for the Core Assembly, contextualization and translation of information materials, promotion of the Global Assembly, enabling participation of Assembly Members (including transportation, internet connectivity and computer access, live translation during sessions or provision thereof, technical support, payment). While often present during deliberations they served only as a conduit for Assembly Member participation and were instructed not to influence them in any way.
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- **Speakers** - Expert speakers had the primary role of providing the Assembly Members with evidence in an accessible and engaging way and highlighting trade-offs to be discussed in the deliberation phase of the Assembly.
 - **Witnesses** - Following on from the experts speakers' presentations, the Assembly Members heard from witnesses who had a specific perspective or interpretation of the evidence, including perspectives gained from lived experience. Such witnesses included a range of people such as: representatives from advocacy groups, journalists, experts with a particular take on a topic, or the Assembly Members themselves.
 - **Knowledge & Wisdom Committee** - The purpose of the KWC was to ensure that the learning journey of all participants, both in the Core Assembly and Community Assemblies, were rooted in the best evidence available at the time. Members of the committee were selected as experts in their respective fields to bring a range of different perspectives on the climate and ecological crisis. Their areas of expertise covered: earth systems science, systems change, engineering and geoscience, original people's wisdom, decolonisation, ecology, climate Science, environmental economics, industrial ecology, climate adaptation, behavioral and cognitive psychology, and depth psychology. The committee informed decisions on the framing question that the Assembly deliberated on, the selection of the experts and witnesses and the content and design of the information materials and learning phase, in addition to answering Assembly Members' questions on the climate & ecological crisis throughout the Core Assembly.
 - **Global Governance & Participation Committee** - The purpose of the GGPC was to advise the Global Assembly delivery team on process and governance. Members of the GGPC were selected as experts in their respective fields to bring a range of different perspectives on: global governance, political theory, deliberative and participatory democracy, social change, anthropology, sociology and human rights. They answered Assembly Members' questions on climate & ecological governance and policy, including questions related to COP26, throughout the Core Assembly.
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Values of Core Assembly Personnel

The following values were co-created by each respective group in the Core Assembly, as agreements to underpin their participation.

Hosting Circle Values

By and for Facilitators, Notetakers and Editors of the 2021 Core Assembly

1. **Servant leadership** - We recognize that the Hosting Circle is in service of the Assembly Members with humility and respect. We strive to elevate their voices and needs rather than our own.
2. **Adaptability** - We listen to and learn from the Assembly Members. We are attentive to their needs and concerns; we respond to them quickly and continually.
3. **Integrity** - We strive for neutrality by practicing integrity. We acknowledge our biases and privileges, and constantly reflect on their implications.
4. **Confidentiality** - We do not externalize our involvement or content of deliberation until the end of the Assembly, with a view to safeguard the safety of Assembly Members and practice servant leadership.
5. **Stewardship** - We prepare sufficiently for each session, understanding the aim of the meeting and its long-term goals, to be able to steer the group consciously.
6. **Duty of Care** - We demonstrate respect for what each Assembly Member has to offer with support, encouragement & empowerment rather than judgment.
7. **Lean into difference** - We recognize the diversity of worldviews in the Assembly, understand difference as space for dialogue and foster a safe space for all Members to contribute to the collective discourse

Assembly Member "Conversation Principles"

By and for the Assembly Members of the 2021 Core Assembly

1. **Commitment** - We are committed to a common goal: Taking care of our shared planet in order to restore and safeguard a healthy environment for both present and future generations. We will build a new global infrastructure to bring about the necessary transformations in our daily lives as well as our institutions.

2. **Focus on solutions** – We are motivated to find action-oriented solutions which directly and quickly address the problems of climate change and ecological crisis. We work together with passion and hope toward this goal.
3. **Active Participation** - We all engage actively in the deliberations to offer our unique contributions. We generously share with each other our diverse knowledge, experience, and insights.
4. **Honesty and trust** - We communicate our views openly and honestly. We foster trust between Assembly Members.
5. **Clarity** - We strive to express ourselves in a clear and straightforward manner. We are mindful of how we use language as well as the non-verbal cues.
6. **Active listening** - We listen to each other carefully and patiently. Everyone is given their fair share of time to digest new information and to express themselves without interruption. We make sure that everyone feels heard.
7. **Reflection** – We give due thought to the ideas proposed by other Assembly Members. We weigh different ideas based on their own merit and learn from one another. Mindful of our biases, we are open to revising our own views through exchange and consideration.
8. **Respect** - We are respectful of different views. We maintain a peaceful environment and voice disagreements politely.
9. **Safety** - We create a safe and comfortable space where everyone can open up their thoughts and feelings freely, without fear of judgment.
10. **Inclusion** - We embrace diversity and encourage each other to speak our minds in our preferred language. We support each other through empathy and inclusion.
11. **Friendship** - We seek to establish genuine bonds with our fellow Assembly Members. We create a friendly environment and bring joy, understanding, and togetherness to our conversations.

Facilitation Tips

The following guidelines were shared during weekly debriefs with Breakout Facilitators. While some are specific to the Global Assembly, they can be useful tips for facilitators of deliberative processes, and dialogues more generally.

1. **"Signposting"** - Ensuring that Assembly Members are aware of what they will be discussing, the flow of the session, when they will be taking a break, and how their work fits into the overall Global Assembly timeline.
2. **"Naming"** - Making sure that all the Assembly Members, Community Hosts/translators, and any Observers in the space have the correct Zoom name, and have a clear understanding of their role.
3. **"Contracting"** - Checking in with Assembly Members to ensure they understand and are comfortable throughout the session e.g. are you OK with the aim? The timings etc? Are you happy to move on? To go back to the main session? To discuss this proposed question?
4. **"Reflecting"** - Where useful, the skill of repeating what Assembly Members are saying back to them using different words, to ensure that they were understood correctly and to emphasize that they were listened to and that their statements were captured. This also supports the Notetakers and translators.
5. **"Circulating"** - Encouraging all Assembly Members to participate and contribute to the discussions, and seeking to encourage more deliberation and Assembly Members to Assembly Members dialogue. Also identifying connections between statements and perspectives shared by the Assembly Members to invigorate the dialogue.
6. **"Modeling"** - Serving as a good example of the "Conversation Principles," bringing love, respect and understanding into the room, speaking slowly and in such a way that translators can follow along, and using the hand signals.
7. **"Refereeing"** - Encouraging everyone to serve the correct role. In particular, that Community Hosts/translators are fulfilling their role in the best service of all Assembly Members (where needed, reminding them of the Participation Agreements).
8. **"Safeguarding"** - Modeling and refereeing are an important part of creating a safe and brave space. Also critical that Facilitators are non-judgmental and unbiased in their reflections and commentary, ensuring that all Assembly Members in their care feel important and respected.

October 7 - 13

1.1 Breakout

1.2 Plenary

1.3 Breakout

1.4 Breakout

Block

01

Objectives

1. Induction of the Assembly members (AMs)
2. Introduction about the Global Assembly (GA)
3. Introduction about the current climate & ecological situation
4. Introduction to global decision-making on biodiversity
5. Introduction to the impacts of climate and ecological changes

Outputs

1. Participation guidelines & expectations
2. Understanding of the Global Assembly
3. Induction to other Assembly Members
4. Understanding of the climate & ecological situation, the decision-making structure and biodiversity global governance
5. AMs' questions answered
6. Induction Survey & Session 2 Survey

Session 1.1B: October 7th, 2021

Session Overview

The Facilitator opens the session with a welcome message and a round of introductions. Following an icebreaker activity, overview of the Global Assembly and sharing of Hand Signals, the "7 Generation Journaling Exercise" invites Assembly Members (AMs) to indicate their families, over 7 generations, on a timeline, and begin sharing their diverse heritage via stories about their great grandparents' lives. AMs return to this activity throughout the session, sharing about their current lives, then their hopes & dreams for their great grandchildren's lives. AMs also begin generating inputs into their "Conversation Principles," or norms. The session ends with a group letter-writing exercise to compose a message to their fellow Assembly Members, to be shared in the first Plenary session

Resources Used

Video: Introduction to the Global Assembly

Miro: 7 Generation Anchoring Exercise (Individual) *(see 1.1i in the Supplemental Workbook)*

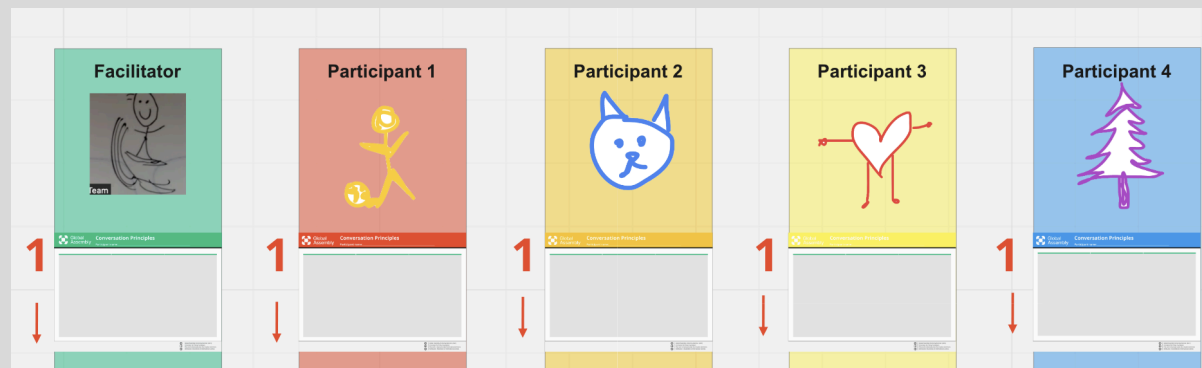
Miro: Global Assembly Hand Signals

Time	Aim	Activity
12:00 20 min	Greet people & introduce the Global Assembly	Notetaker admits AMs & Observers Welcome & Introductions <ul style="list-style-type: none">• Translation through Zoom - ask everyone to speak slowly, and offer pauses after 1-2 sentences for the translators.• Renaming protocol• Stay muted when not speaking• Camera's on, if possible• Recording permission - Recording for research purposes only; will not be shared outside of GA team & request members not to take screenshots, photos or video of the session, as some members may wish to remain anonymous

	<p>Facilitator starts recording session</p> <ul style="list-style-type: none"> Facilitator introduces themselves & explains role <ul style="list-style-type: none"> To support the groups to have effective conversations where all members have a chance to be heard Notetaker introduces themselves & explains role <ul style="list-style-type: none"> To take notes throughout the conversations to keep a record of the discussion and automatically translate it so everyone can see what is being said. We'll be taking notes using a tool called Miro. Observer introduces themselves then turns off camera AMs & Community Host introduces themselves
<p>12:20 20 min</p> <p>AMs introduce themselves & begin to connect</p>	<p>Icebreaker Activity</p> <ul style="list-style-type: none"> AMs draw their childhood dream Going around in a circle: <ul style="list-style-type: none"> Share your drawing by putting it in front of your camera, so that our Notetaker can record your drawing Share your story <p>Notetaker screenshots drawings and labels the respective Assembly Members' column on the Miro Board</p>

🔄 Miro set-up

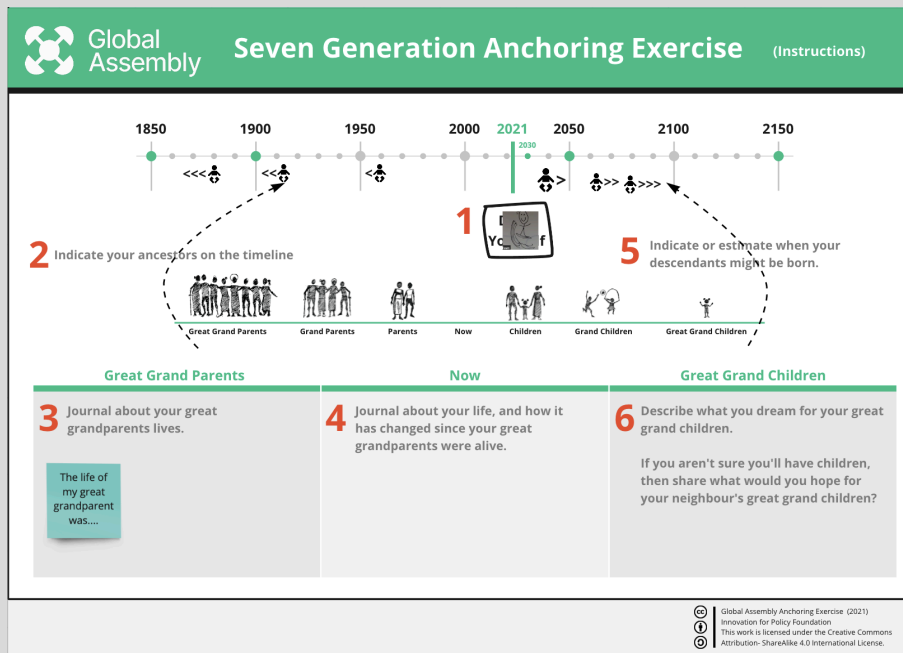
Each Breakout Room uses a Miro Board template which includes automatically translated content in the languages of Assembly Members. The icebreaker activity above is used to label these columns.



<p>12:40 25 min</p> <p>Reminder of the GA project</p>	<p>Facilitator shares further about the Global Assembly</p> <p><i>"This is the first time an Assembly like this has happened, bringing together a representative group of humanity to address our most pressing challenges. The GA's question: How can humanity address the climate and ecological crisis in a fair and effective way?"</i></p> <p><i>Assembly will run from October 7th to December 18th. On Tuesdays, Wednesdays and Thursdays we will meet in this same group at this same time. On Saturdays, we will join all the other Assembly Members at 12-15 UTC.</i></p> <p><i>The UN Climate Conference will take place this November in Glasgow. Some of the members in this Assembly will present the outcomes we all co-create together."</i></p>
<p>12:45 10 min</p> <p>Introduce the concept of a GA shared language</p>	<p>GA Hand Signals</p> <p>Facilitator asks Community Hosts to pull up their translated Hand Signal guides</p> <ul style="list-style-type: none"> • Go through each Hand Signal, explaining its meaning and inviting Assembly Members to try them • Encourage participants to use them throughout the session to communicate nonverbally with each other.
<p>12:55 25 min</p> <p>Get familiar with Miro, set up timelines & begin sharing about families</p>	<p>7 Generation Anchoring Exercise (Individual)</p> <p>A. On the Miro Board, AMs indicate 7 generations of their family on a timeline (great grandparents, grandparents, parents, you, children, grand children, great grandchildren)</p> <p>B. AMs journal or reflect individually about their great grandparents' lives</p> <p><u>Prompt questions:</u></p> <ul style="list-style-type: none"> • Do you have a story about their life? • Can you describe what a day in their life would have looked like? <p>Notetaker records Members' contributions</p> <p>C. Each AM shares a story about their great grandparents lives or what a day in their life might have looked like.</p>

☞ "7
**Generation
 Anchoring
 Exercise"**
*Supplemental
 Workbook section
 1.1i*

In this section,
 AMs complete
 steps #1-3 in their
 respective
 columns.



13:20
 25 min

**Introductory
 information
 about the GA**

Video: Introduction to the Global Assembly

Notetaker records AMs' questions

Facilitator host an open conversation to clarify understanding of GA

Members identify key questions about the context and the role of the GA

13:45
 10 min

Break

13:55

Develop

Generating conversation norms (±15 min)

20 min	Conversation Principles	<p>Notetaker records AMs' contributions on Miro Board</p> <ul style="list-style-type: none"> A. AMs' share stories of great conversations they have had, and what they think made that conversation so good B. Generate more "norms" or principles for conversation, which AMs want to respect in their deliberations C. AMs consider additional principles from the "Minimum Viable Dialogue Rules" below & share what kinds of principles can ensure that these ideas are included: <ul style="list-style-type: none"> ○ Clarity of common purpose; reason why we're here / framing question ○ Inclusion ○ Safety; confidentiality of your fellow Assembly Members / not speaking to the press about the Assembly while it is going on ○ Honesty; speaking on your own behalf ○ "Revisability"; being open to changing our minds and empowering others to do so as well <p>Reviewing & refining Conversation Principles (±5 min)</p> <ul style="list-style-type: none"> A. Review ideas that have been generated, recorded by Notetakers on the Miro Board B. Refine ideas & cluster similar ideas
14:15 25 min	AMs share about their lives & imagined future for great grand children	<p>Now & Future Generations</p> <p>AMs return to the "7 Generation Anchoring Exercise"</p> <ul style="list-style-type: none"> A. AMs journal about their dream for their great grandchildren' lives. B. Each AM shares the life that they want for their great grandchildren
14:40 25 min	Generate inputs to share in plenary	<p>Group Letter-Writing</p> <p>Notetaker records on Miro Board</p> <p>AMs go around in a circle and each contribute one sentence to share with their fellow Assembly Members. Nominate a volunteer to share the letter in 1.2P</p>

14:55 Close 5 min	Learning to say “Thank you” in each others’ language <ul style="list-style-type: none"> • One by one- Member shares how to say “Thank you” in their language. • Facilitator asks Community Host to type in phonetic spelling in english in the chat (ie. “An-Nyeong-Ha-Sae-Yo”) <ul style="list-style-type: none"> ○ Everyone tries to say it (on the count of 3)
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Session Outputs

- Questions about the Global Assembly, to be answered asynchronously by Global Support Team
- Conversation Guidelines from all 20 Breakout Rooms, to be consolidated by Editor Team
- Letter to the Plenary from all 20 Breakout Rooms, to be shared at 1.2P
- **Induction Survey:** <https://globalassembly.org/Induction-Survey>

Workflow

Input-Output Spreadsheet (IOS)

At the end of each Core Assembly session, Notetakes copy recorded notes of Assembly Member interventions into a shared spreadsheet, called the **Input-Output Spreadsheet (IOS)**. This enables Editors to consolidate raw **Outputs**, such as the Conversation Principles, from multiple Breakout rooms into a shared document.

Similarly, Miro text needed for each session, such as answers to questions, are copied into the **Input** section by the Global Support Team.

Session 1.2P: October 9th, 2021

Session Overview

The session begins with a welcome from the Co-Plenary Facilitators, and representatives from 4 Breakouts share their group's letter to the Plenary. Before AMs transition into their Breakouts, they learn about the Co-Creation Method, or how the Editor Team has consolidated the outputs they generated on the Conversation Principles into a shared draft. In Breakouts, AMs review & submit comments which will be integrated by the Editors into a second draft.

In this session, AMs start their learning journey, completing Chapters 1 & 2 of the Information Booklet. Each chapter is accompanied by a Supplemental Resource exercise which supports understanding and prompts discussion on the content. These exercises bring back the AMs' "7 Generation Journaling Exercise," guiding the AMs to consider historical changes in climate & ecology in relation to their family timelines.

Resources Used

Information Booklet: Chapter 1

Information Booklet: Chapter 2

Miro: 7 Generation Anchoring Exercise (Group) *(see 1.2i in the Supplemental Workbook)*

Miro: Global Surface Temperatures *(see 1.2ii in the Supplemental Workbook)*

Miro: A Story of Interconnectedness *(see 1.2iii in the Supplemental Workbook)*

Miro: Loss of Biodiversity *(see 1.2iv in the Supplemental Workbook)*

Time	Aim	Activity
12:00 35 min	Welcome all AMs to the first plenary	Plenary Main Room Plenary Co-Facilitators Welcome AMs <ul style="list-style-type: none">Introduce the group of 100 citizens, meeting together for the first timeReminder of the framing question: "How can humanity address the climate & ecological crisis in a fair and effective way?"

	<ul style="list-style-type: none"> • Everyone unmutes to hear each other's' voices • Everyone covers their camera with their finger <ul style="list-style-type: none"> ○ Take your finger away if you're a Community Host ○ Take your finger away if you're an Assembly Member • Explain agenda for today <ul style="list-style-type: none"> ○ Today in our session, you will workshop the conversation principles, which you generated in 1.1B, and we will discuss the 2 first chapters of your Learning Booklets. ○ We will alternate between discussions in plenaries and discussions with your breakout room small groups. <p>One representative from 5 Breakouts share their letters to the plenary</p> <p>Present Co-Creation Method as an introduction to Conversation Principles V1, consolidated by Editors from outputs generated in 1.1B</p>
Transition to Breakout Rooms	
12.35 20 min Review & comment on consolidated Conversation Principles V1	<p>Breakout Rooms</p> <p>Commenting on Conversation Principles V1 (Version 1)</p> <ul style="list-style-type: none"> • AMs read each of the consolidated Conversation Principles on the Miro Board <p>Notetakers record feedback</p> <ul style="list-style-type: none"> • AMs feedback 3 types of comments on each Principle <ul style="list-style-type: none"> ○ Do you want to edit something here that could be improved? ○ Do you want to add anything here? Do you think anything important is missing? ○ Do you want to subtract / remove anything here?
Transition to Plenary Main Room	
12.55 15 min Q&As on GA	<p>Plenary Main Room</p> <p>Replay Induction Session Video</p>

CH supports Assembly Members to type questions into the chat.

Speaker (GA Team) answers outstanding questions on GA video from session 1.1B.

Plenary Co-Facilitators introduce next Breakout activity

At this point, we're going to go back into our breakout rooms to start learning about the climate and ecological crisis

Transition to Breakout Rooms

13.10
35 min

**Begin to learn
& discuss the
climate crisis**

Breakout Rooms

Reading time for Chapter 1: What is the climate crisis? (±5 min)

AMs access the Information Booklet in different ways; some read translated versions, illiterate AMs are read the information by their Community Host.

Discussion (±5 min)

- How does this make you feel?
- Is there anything here you didn't know?
- Are there any questions that come to mind?

"Global Surface Temperature Change (1850-2020)" (±20 min)

- AMs' view their compiled "Breakout Intergenerational Timeline" on the Miro Board
- AMs' view "Change in Global Surface Temperature (1850-2020)" graph on the Miro Board
- Facilitator out loud "Recent History" passage below, pausing to allow translation

"Historically, changes in greenhouse gases and temperature were driven by non-human natural activities, such as the reflection of sunlight and volcanic eruptions (the green line below). Today, they are primarily driven by human activity (see the red line below)."

Since people in rich countries started to burn fossil fuels around 200 years ago, leading to huge quantities of greenhouse gases being put into the atmosphere, global surface temperatures have risen by 1.2°C (34.2°F) (see chart below). Although it doesn't sound like a lot, the last 20 years have been the warmest

period in more than 100,000 years. Can you see how the temperature is changing from your great grandparents to your life today?"

- D. AMs' journal reflections on how temperatures and life may have changed since their great grandparents were born. How have the weather and the seasons changed in the place where they live over this time?

Notetakers record reflections

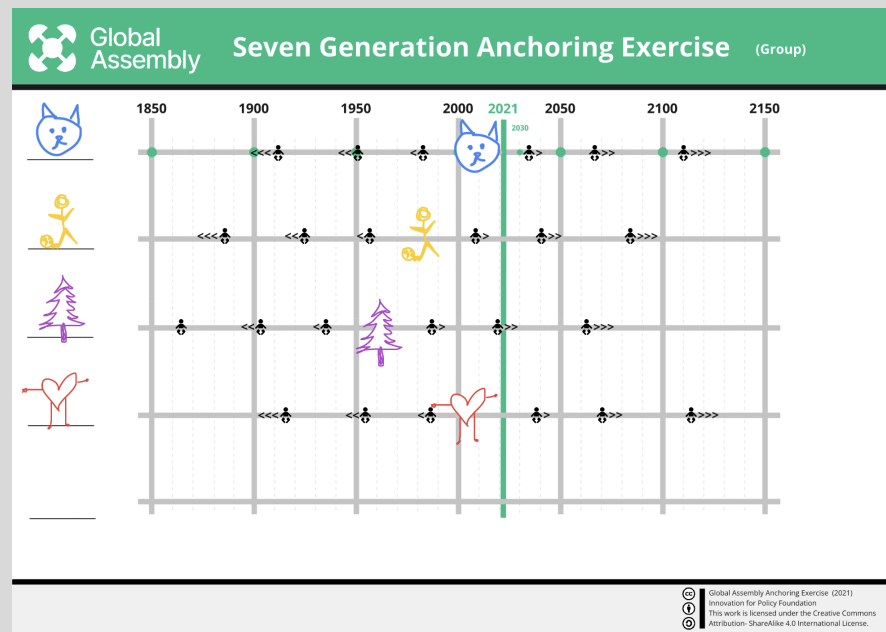
- E. Round of open sharing on reflections

☞ "Global Surface Temperature Exercise"

Supplemental Workbook Section 1.2i & 1.2ii

(Top) AMs start by reviewing a compiled version of the "Seven Generation Anchoring Exercise", prepared by Notetakers between 1.1B & 1.2P.

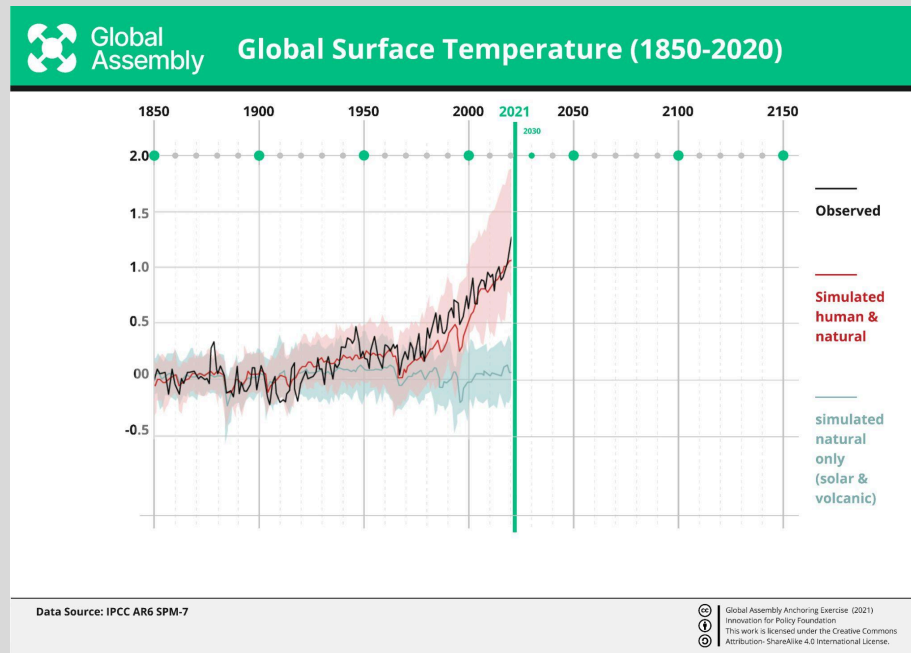
(Bottom) Next, AMs review the graph detailing changes in Global Surface Temperature. The



Global Assembly Anchoring Exercise (2021)
Innovation for Policy Foundation
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date-of-birth of their & fellow AMs family members, superimposed on the graph are meant to support understanding.

Note: Seven Generation Anchoring Exercise not superimposed on example



Notetakers record questions & reflections

Wrap-up Discussion / Surfacing questions (±5 min)

- Are there any questions emerging for you after these exercises?

Return to Plenary Main Room for break

13:45 **Break**
10 min

13.55 **Plenary**

Plenary Main Room

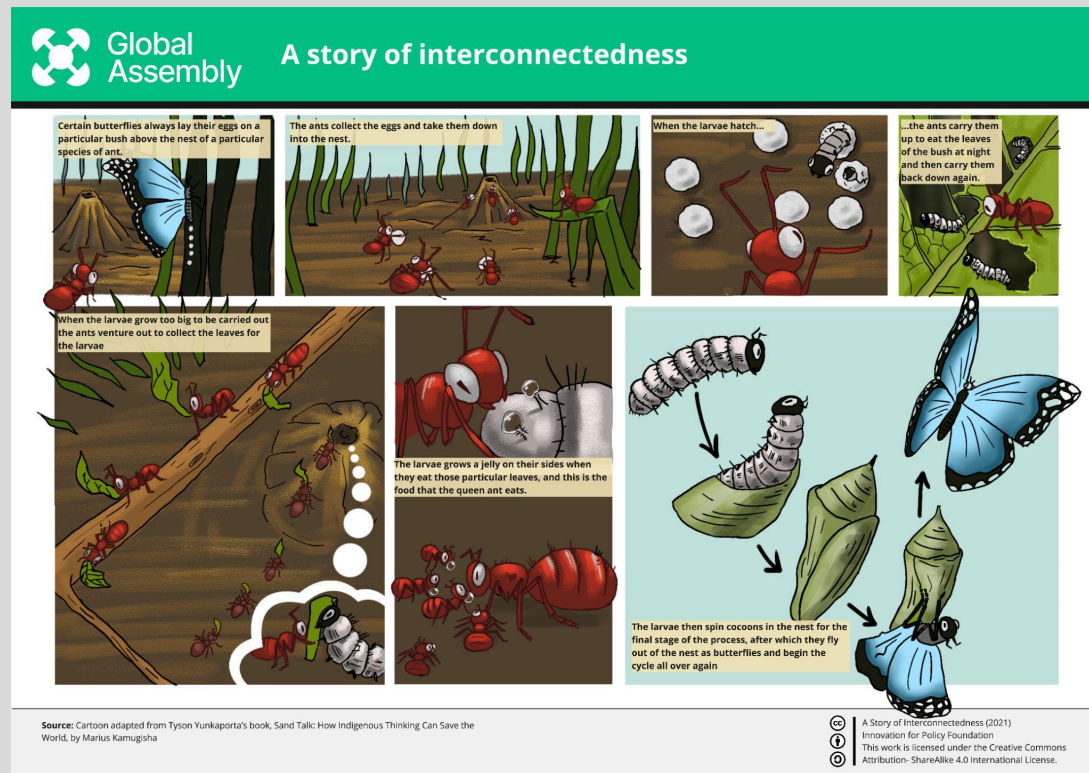
10 min	Check-in	<p>Body language temperature check activity</p> <p>Introduce transition to Breakout Room</p> <ul style="list-style-type: none"> We will read the next chapter of the Information Booklet, "What is the ecological crisis?"
Transition to Breakout Rooms		
14.05 50 min	Begin to learn & discuss the ecological crisis	<p>Breakout Rooms</p> <p>Reading time for Chapter 2, skipping "The role of indigenous people in preserving biodiversity" sub-section (±7 min)</p> <p>Discussion (±5 min)</p> <ul style="list-style-type: none"> How does this make you feel? Is there anything here you didn't know? Are there any questions that come to mind? <p>Exercise: "A Story of Interconnectedness" (±20 min)</p> <p>A. AMs' view "A story of interconnectedness" on Miro Board</p> <p>B. Facilitator reads out the following passage:</p> <p><i>"Certain butterflies always lay their eggs on a particular bush above the nest of a particular species of ant. The ants collect the eggs and take them down into the nest. When the larvae hatch the ants carry them up to eat the leaves of the bush at night and then carry them back down again. When the larvae grow too big to be carried out the ants venture out to collect the leaves for the larvae. The larvae grow a jelly on their sides when they eat those particular leaves, and this is the food that the queen ant eats. The larvae then spin cocoons in the nest for the final stage of the process, after which they fly out of the nest as butterflies and begin the cycle all over again."</i></p>

“A Story of Interconnectedness

Exercise”

Supplemental
Workbook Section
1.2iii

AMs view the illustrated comic strip on their Miro Boards, with automatic translations superimposed. Community Hosts translate orally as the Facilitator reads out the story.



C. AMs journal or reflect individually on the prompt:
In the short story above, can you imagine what would happen if either the bush, the ant, or the butterfly were to be threatened? Can you think of any examples of the connections between plants and/or animals in the place where you live? Have you observed some species relying upon each other (this could include humans)?

Exercise: “Species Abundance” (±15 minutes)

A. AMs view "Species Abundance" graph on the Miro Board

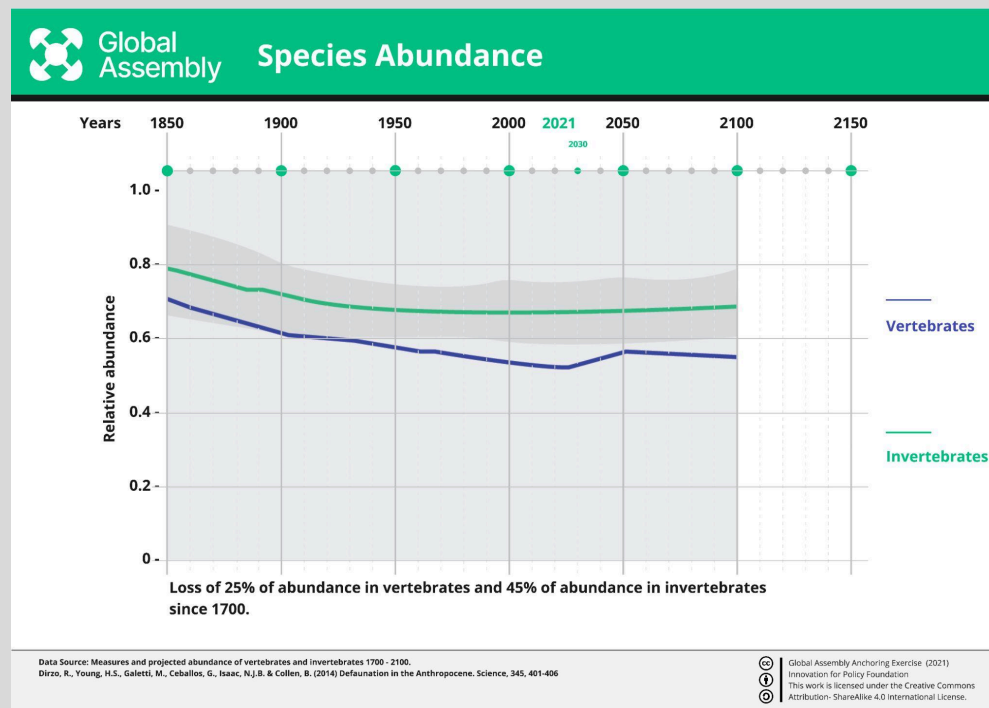
B. Facilitator reads the following passage:

"Vertebrates are animals that have a backbone inside their body, such as fish, birds and humans. Invertebrates are animals that don't have a backbone, like worms or spiders. Consider the loss of abundance of vertebrates and invertebrates in the chart below. Can you see how the abundance of animals has decreased since your great grandparents' lives? While not pictured on this graph, consider the fact that there was a loss of 25% of abundance in vertebrates and 45% of abundance in invertebrates since 1700."

☞ "Species Abundance" Exercise

Supplemental
Workbook Section
1.2iv.

AMs view the graph detailing decline in species abundance, with the 7 Generation Exercise superimposed.



C. Think back to the story about the ant and the butterfly. How do you think the loss of abundance

of one species might affect others? Take 5 minutes to journal about this.
Notetakers record questions & reflections
D. Round of open sharing on reflections

Return to Plenary Main Room

14.55
5 min

Plenary Main Room

- **Session 2 Survey:** <https://globalassembly.org/session-2-survey>
- Announcement: Unanswered questions will be answered in writing and available before the next session
- Open Mics for Goodbye in everyone's own language
- Music for closure

Session Outputs

- Session 2 Survey
- Questions about the material covered in this session, to be answered asynchronously by the Knowledge & Wisdom Committee (K&WC)
- Comments on Conversation Principles V1

Session 1.3B: October 12th, 2021

Session Overview

The session begins with a check-in and overview of the agenda. First, AMs read Chapter 3, exploring the causes of the climate & ecological crisis and the “worldviews” underlying recent human history & the Industrial Revolution. The reading is paired with an activity during which AMs compare the long vs. recent history of global surface temperature & atmospheric CO₂. Next, AMs read a sub-section of Chapter 2 on the role of indigenous people in conserving biodiversity, and reflect on dominant worldviews in their own communities.

Lastly, a reading of Chapter 4 section B, on the impact of biodiversity negotiations, is paired with an activity looking at the decline of Vascular Plant Species. Again, this data is explored in relation to AMs’ family timelines.

Resources Used

Information Booklet: Chapter 3

Information Booklet: Chapter 2, Subsection “The role of indigenous people in conserving biodiversity”

Miro: Global Temperature Change in Relation to Atmospheric CO₂ Concentration (*see 1.3i in the Supplemental Workbook*)

Miro: Global Surface Temperature & Atmospheric CO₂ (*see 1.3ii Supplemental Workbook*)

Miro: Plant Biodiversity Loss (*see 1.3iii in the Supplemental Workbook section*)

Time	Aim	Activity
12:00 20 min	Remind people of the objectives of the session and remind people of the framing question	Welcome and introduction to today’s session <ul style="list-style-type: none">• Check-in<ul style="list-style-type: none">○ Welcoming Members in their languages○ Ensuring that everyone is able to connect and feels comfortable.○ Renaming & Recording permissions○ Round of sharing on: How is everyone doing today?• Overview<ul style="list-style-type: none">○ Reminder of framing question: “How can humanity address the climate and ecological crisis in a fair and effective way?”

		<ul style="list-style-type: none"> ○ At session 2: we began learning about the climate and ecological crisis. We learned about recent changes in global surface temperature and declines in biodiversity. Today, session 3: we are exploring a concept called “worldviews” and the connections between the climate and ecological crisis & global governance.
12:20 30 min	1. Read Chapter 3 2. Consider the existence of different world views 3. Personal reflections on their own worldviews.	<p>Introduction: What is a worldview? (± 5 minutes)</p> <p><i>“As we will read in this chapter, a worldview is a bit like a pair of glasses we use to see the world around us. Our worldview represents our core values and beliefs, and it shapes how we think and what we expect from the world. It’s influenced by our own personal experiences, the beliefs and values passed to us from our families and teachers, and the beliefs and values of the culture we grew up in. Our worldview affects how we see and act in the world.”</i></p> <p>Prompt for individual reflection: Can you think of a time when your worldview, or the way you see the world, changed?</p> <p>Reading time for Chapter 3: Causes of the climate & ecological crisis (± 10 minutes)</p> <p>Notetakers record questions & reflections</p> <p>Discussion 1: Industrial Revolution: Surfacing embedded trade-offs (± 15 minutes)</p> <p><u>Prompt questions:</u></p> <ul style="list-style-type: none"> • After reading this chapter, can you describe the “worldview” at the heart of many high-polluting nations, that many believe has its roots in the Scientific Revolution and dominated during the Industrial Revolution? • What do you think were the benefits and harms of the Industrial Revolution (trade offs)?
12:50 30 min	1. Observe temperatures in long history & note changes in recent history	<p>Long History Exercise (± 15 min)</p> <p>A. Facilitator reads out the following passage:</p> <p><i>“Modern humans - Homo Sapiens, our species and our common ancestors - first emerged on the African continent around 300,000 years ago. At this time, there were lower, more stable global surface temperatures than there are today. In these conditions our ancestors flourished, and around 55,000 years ago (roughly 2,200 generations before us today*) they began a great migration that led to</i></p>

2. Open sharing

humans spreading across the surface of the earth. Scientists can estimate historical conditions on the earth, long before humanity existed."

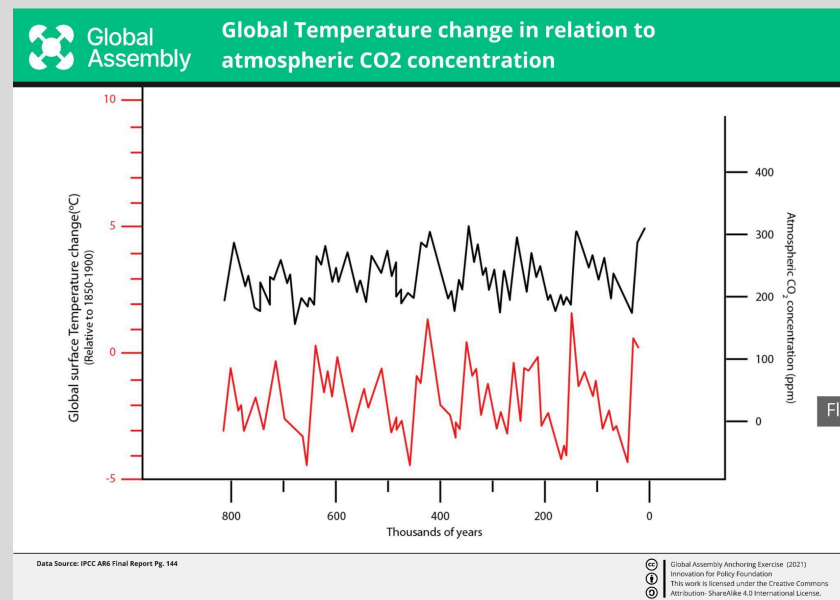
*Assuming an average generational gap of 25 years.

B. Members view "Global Surface Temperature & Atmospheric CO₂" graph on Miro Board, paired with the following passage:

"Do we all remember reading about global surface temperatures and greenhouse gasses, like carbon dioxide, on Saturday? Throughout history, there has been a strong relationship between the levels of greenhouse gasses, such as carbon dioxide, and temperatures on the earth. The red line in this graph is showing the changes in the temperature of the earth's surface and the black line is showing changes in the amount of carbon dioxide in the atmosphere. During times when greenhouse gasses have increased, temperatures have also increased. At other times when greenhouse gasses are reduced, temperatures are also lowered."

Global Temperature Change in Relation to Atmospheric CO₂ Concentration

Supplemental Workbook Section 1.3i.

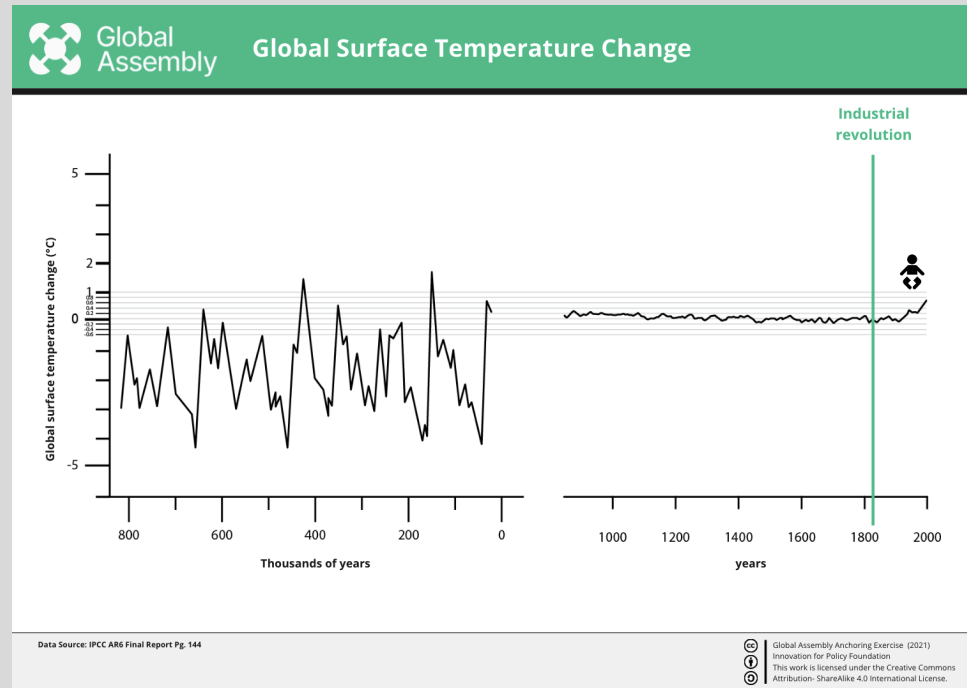


C. AMs view “Global Surface Temperature” graph on Miro Board, with the following passage:

“Now what we’re seeing on the left are changes in global temperatures over the past 800,000 years. On the right is the last 1000 years, which would fit into a tiny speck at the end of the graph on the left. After the long steady period which allowed our ancestors to thrive, we can see that temperatures have started to rise unusually quickly since the Industrial Revolution, as we just read about in the chapter of the Information Booklet. All of the generations in our families, starting from our great grandparents, are shown. One thing that can be observed from this is that the last time that global temperatures were this high over a multi-year period was more than 100,000 years ago. Another important observation for you to know is that carbon dioxide concentrations today are at their highest point in 2 million years, greater than at any point in our 300,000 years of human history.”

Global Surface Temperature & Atmospheric CO₂
Supplemental Workbook Section 1.3ii

AMs review 2 graphs detailing Global Surface Temperature Change arranged side-by-side; the left shows data from 800,000 thousand years ago to now, and the right, from years 1000-2000.



		<p>Notetakers record questions & reflections</p> <p>D. Round of open sharing on reflections - Can I invite you to share with each other how this makes you feel?</p>
13:20 10 min	Break	
13:30 45 min	<p>1. Understand interconnectedness between humans and the environment as a worldview</p> <p>2. Articulate dominant worldviews in our own communities</p>	<p>Notetakers record questions & reflections</p> <p>Discussion: Interconnectedness of humans and the environment (±20 min)</p> <ul style="list-style-type: none"> Recall the example from Saturday of different species relying on each other, like the ant and the butterfly. In what ways are humans and the environment interconnected and interdependent? Share examples from your own communities of how humans rely on nature. <p>Read Info Booklet Chapter 2 Subsection: The role of indigenous people in conserving biodiversity (±5 min)</p> <p>Notetakers record questions & reflections</p> <p>Journal & Discussion: Dominant worldviews in our communities (±20 min)</p> <ul style="list-style-type: none"> AMs journal or reflect individually about dominant worldviews in <i>their</i> community, reflecting on the different types of worldviews they discussed earlier. Share out in a circle
14.15 45 min	<p>1. Read Chapter 4 Section B</p> <p>2. Understand example of biodiversity loss (vascular plant species)</p>	<p>Exercise: "Plant Biodiversity Loss" (±10 minutes)</p> <p>A. AMs view "Plant Biodiversity Loss" graph on Miro Board</p> <p>B. Facilitator reads out the following passage:</p> <p><i>"Do you remember learning about the ecological crisis on Saturday? We learned that one million of the world's estimated eight million species of plants and animals are threatened with extinction. This graph is showing us the loss, or extinction, of vascular plant species from 1900 to today. Vascular plants are a type of plants that comprise 90% of all vegetation on earth, including all plants that have seeds. In 1900, around 97.3% of plant species still existed. Around 10,000 species of plants were extinct. Today, around 95.7% of plant species exist. This means that around 6,000 plant species that</i></p>

existed in 1900 no longer exist today. In total, around 16,000 species of plants that existed on earth can no longer be found today."

Reading time for section 4B "What have biodiversity negotiations achieved so far?" (±10 minutes)

Notetakers record questions & reflections

Open discussion (±25 minutes)

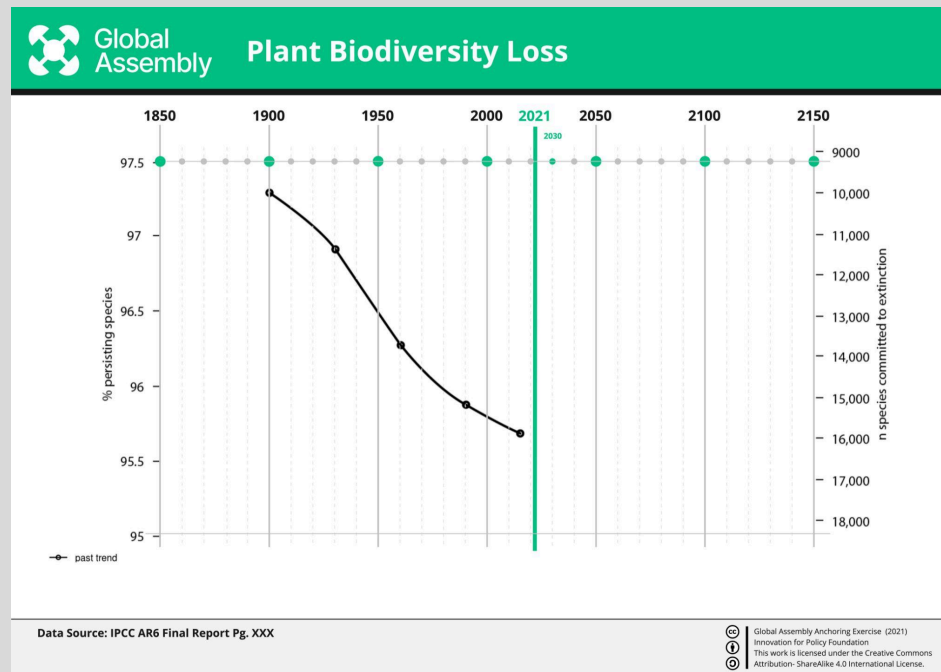
Prompt questions:

- Was there anything you didn't understand?
- What, if anything, stood out to you from this section?

Plant Biodiversity Loss

Supplemental Workbook Section 1.3iii

AMs review the graph detailing Plant Biodiversity Loss between 1850 to today. The date-of-birth of their & fellow AMs' family members, superimposed on the graph are meant to support understanding.



15.00	Close session
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Session Outputs

- Questions about the material covered in this session, to be answered asynchronously by the Knowledge & Wisdom Committee (K&WC)

Session 1.4B: October 13th, 2021

Session Overview

The session begins with a check-in and overview of the agenda. First, AMs are given additional time to review & comment on the first draft of the consolidated Conversation Principles. Next, AMs transition to exploring the linkage between different degree rises and projected impacts of climate change in temperature, drought, precipitation and more. A reading & discussion of Chapter 5 introduces additional impacts on human health, ecosystems & marine life. This is followed by an exploration of the varied geographic impacts of degree rises. Viewing maps simulating warming & precipitation changes at 1.5, 2 and 4 degrees temperature rise scenarios, AMs reflect on how their own & their peers' communities may be impacted.

Resources Used

Miro: Response of the climate system relative to 1850-1900 (*see 1.4i in Supplemental Workbook*)

Information Booklet: Chapter 5

Miro: Annual mean temperature & precipitation change relative to 1850-1900 at 1.5°C, 2°C and 4°C global warming (*see 1.4ii in Supplemental Workbook*)

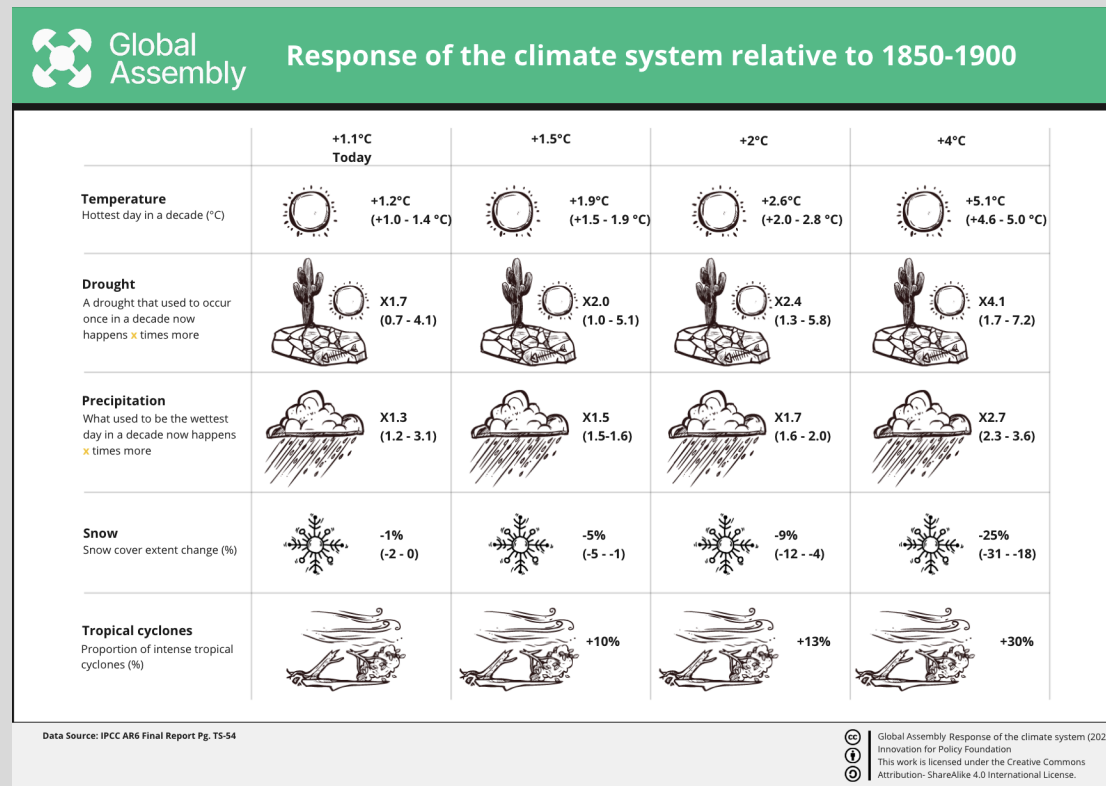
Time	Aim	Activity
12:00 20 min	1. Welcome AMs into the session 2. Introduce session agenda	Welcome and Intro <ul style="list-style-type: none">• Check-in<ul style="list-style-type: none">◦ Welcoming Members in their languages◦ Ensuring that everyone is able to connect and feels comfortable.◦ Renaming & Recording permissions◦ Round of sharing on: How is everyone doing today?• Overview<ul style="list-style-type: none">◦ In 1.3, we explored "worldviews" and how some worldviews can contribute to the causes of the climate and ecological crisis. We also looked at global decision-making

		<p>around biodiversity and considered the example of the loss of plant species.</p> <ul style="list-style-type: none"> ○ Today, we are going to transition to explore the various <i>impacts</i> of climate change and biodiversity loss.
<p>12:20 20 min</p>	<p>1. Generate contributions on Conversation Principles V1</p> <p>2. Discuss how to practice Principles</p>	<p>Conversation Principles V1 Workshop</p> <p>Notetaker records AMs' comments</p> <p>Commenting on conversation principles, if they weren't sufficiently reviewed in 1.2P.</p> <p>If Breakout sufficiently reviewed in 1.2P Members can begin to discuss concrete ways in which we practice the principles.</p>
<p>12:40 15 min</p>	<p>1. Introduce the linkage between different degree rises and varied impacts of climate change</p>	<p>Introduce different degree rises scenarios</p> <p>A. Share introduction</p> <p><i>"In the last 2 sessions, we have been learning about how the temperature of the earth is rising. One way of thinking about the impacts of climate change is what will happen as a result of different temperature rises in the future. The next exercise shows how different average temperatures will change instances of extreme heat, drought, rainfall, snow and tropical cyclones."</i></p> <p>B. Screenshare / invite CH with printed PDFs to open "Response of the climate system relative to 1850-1900"</p> <p>C. Read the following passage</p> <p><i>"This slide is showing us how the estimated changes in temperature, drought, precipitation, snow and tropical cyclones will change as temperatures of the earth rises to certain degrees. In the first row, we can see that as the temperature of the earth's surface rises, the hottest day in 10 years will become hotter and hotter. In the second row, we can see that a drought that used to occur once in a decade now happens two times more frequently. If the temperature of the earth's surface rose to 4 degrees, droughts would happen around 5 times more frequently. Can you observe similar changes in precipitation, snow and tropical cyclones? Notice how the different changes of the temperature of the earth's surface, which</i></p>

can seem small, can cause very different changes in things we feel in our daily lives, like the rain and how hot it is. During this session, we will review Chapter 5 of the information materials to look at more of the concrete impacts of these changes in the temperature of the earth's surface."

Responses of the climate system

Supplemental
Workbook Section
1.4i



12:55

1. Reading &

Chapter 5: Impacts on Human Health and Livelihoods + Food & Water Security

35 min	discussing Chapter 5 section 1, 2, 3	<p>A. Reading time for Ch 5: Human Health and Livelihoods, Food & Water (± 15 min)</p> <p>B. Open discussion (± 20 min)</p> <p>Notetaker records AMs' contributions & questions</p> <p><u>Prompt questions:</u></p> <ul style="list-style-type: none"> • Can you share one or two sentences from the reading that particularly stood out to you? Why? • Do you have any questions about the reading?
13:20 30 min	1. Reading & discussing Chapter 5 sections 4 & 5	<p>Chapter 5: Impacts on Land based biodiversity & ecosystems + Oceans & marine life</p> <p>A. Reading time for Land based biodiversity & ecosystems + Oceans & marine life (± 10 min)</p> <p>B. Open discussion (± 20 minutes)</p> <p>Notetaker records AMs' contributions & questions</p> <p><u>Prompt questions:</u></p> <ul style="list-style-type: none"> • How does this reading add to what we have been learning about the interconnectedness of different species? • Do you have any questions about the reading?
13:55 10 min	Break	
14:05 20 min	1. Surface different or similar ways in which Members experience climate change in their personal lives or communities	<p>Notetaker records AMs' contributions & questions</p> <p>Discussion: Connecting lived experience</p> <p>The purpose of this discussion is to embed understanding of climate change and its impacts, from what the members have heard and their own lived experiences.</p> <p><u>Prompt questions:</u></p> <ul style="list-style-type: none"> • How does what you've heard and read fit with your own lived experience wherever you are in the world ? • Was there anything in the reading about your corner of the world that you didn't know before?

	<p>How did it make you feel?</p> <ul style="list-style-type: none">• Are there any personal stories you would like to share about how you or others in your community experience climate change?• What, if anything, particularly resonated with you?• What, if anything, didn't resonate with you? <p>*At this point, Facilitator mutes themselves, and only steps in to support the conversation (ie. "We haven't heard from __ yet, would you like to share?")</p>
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14:25
30 min

1. Understand that impacts of CC vary geographically through personal stories

2. Understanding that impacts of CC vary geographically, and that these differences are also amplified with different degree rise scenarios

Understanding varied geographic impacts of degree rises

A. Screen share/Invite CH to open graph of "annual mean temperature change" and "annual mean precipitation change" relative to 1850-1900: Simulated change at 1.5C global warming"

"This map is showing how different land and ocean areas will experience degrees of warming differently, at 1.5 degrees of global warming. Notice that rising global temperatures do not mean that all areas experience the same level of warming. Different parts of the world will warm more or less than others. In general, land areas warm more than our oceans. The Arctic and Antarctica, shown at the top of this map, is estimated to warm more than the Tropics. The blue pins on this map show the 100 locations around the world where our Global Assembly Members come from. We can see that each of us will experience different levels of warming in the places where we live, at 1.5 degrees of global warming."

The map below is showing how precipitation, like rain or snow, is estimated to increase or decrease at 1.5 degrees of global warming. Similar to temperature, different parts of the world experience different levels of changes in precipitation. Precipitation is estimated to increase over areas of the world near the top of the map, around the equator of the Pacific and regions known to experience monsoons, such as around the Indian ocean and around the Northern part of Africa. In other places, notice that precipitation is decreasing. As we read, these changes in precipitation can lead to droughts or floods. As we continue to look at these maps, try to find where the places where you and your 4 peer Assembly Members live are on the map, and think about how they are being affected. Can everyone see the place where they live, and maybe some of the places where others in our group are from?"

Throughout this session, we have been learning about how the impacts of climate change will change depending on how many degrees the temperature of the earth rises by. We have just looked at how 2 impacts of climate change - how hot it is and the amount of precipitation - will be felt differently depending on where you are in the world. Now, we are going to combine these two pieces - changing impacts as a result of degree rises and geography - together"

B. Screen share/Invite CH to open graph of “annual mean temperature change relative to 1850-1900 : Simulated change at 2C global warming”

“These maps are showing how different land and ocean areas will experience degrees of warming, and changes in precipitation differently, at 2 degrees of global warming. Notice how in general, nearly all areas will experience warmer temperatures than at 1.5 degrees of global warming, including the areas that experience relatively less warming. Next, let’s notice the ways in which areas like the Arctic and Antarctica, that would have experienced the most warming at 1.5 degrees, are getting warmer in this scenario”

C. Screen share/Invite CH to open graph of “annual mean temperature change relative to 1850-1900 : Simulated change at 4C global warming

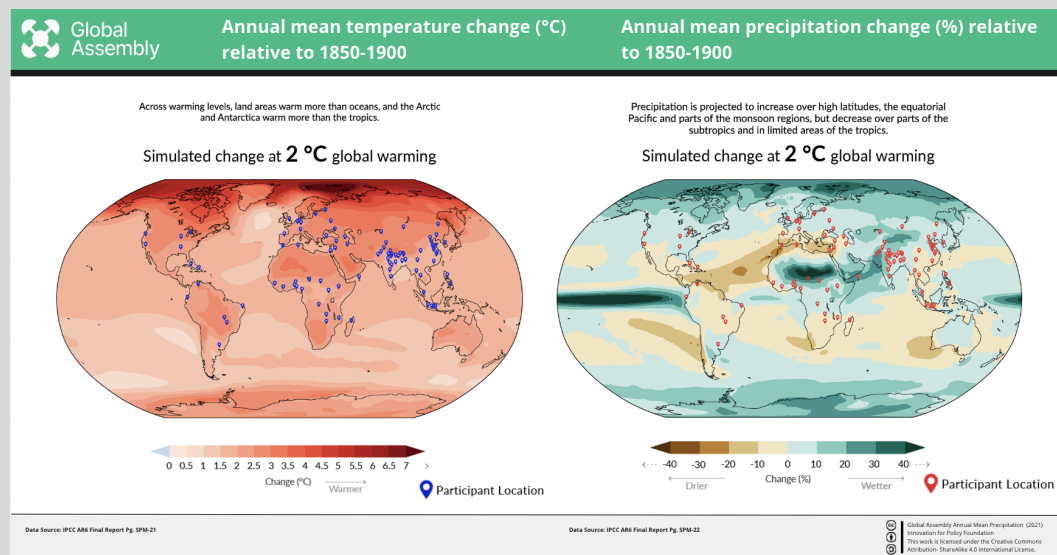
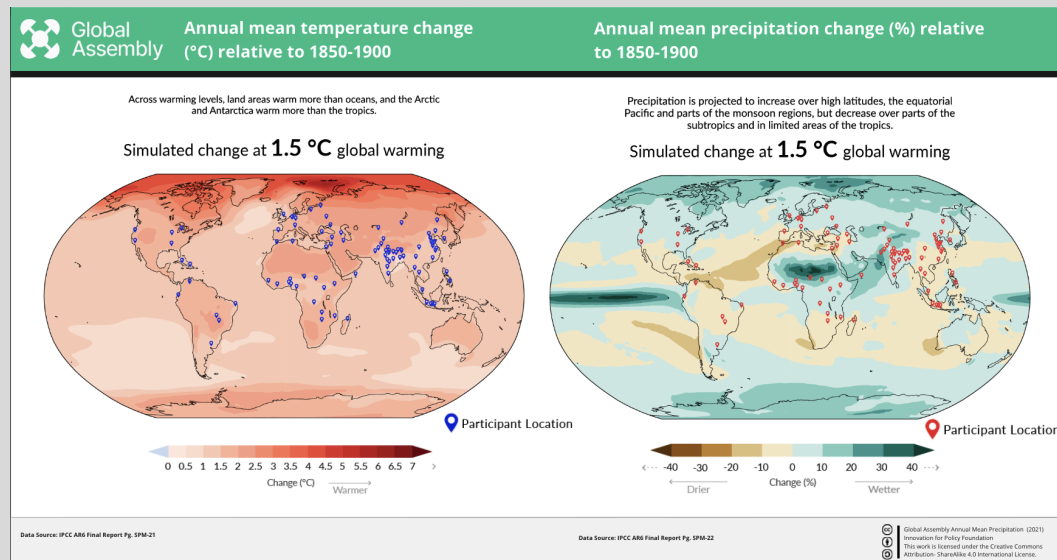
“Finally, this map is showing how different land and ocean areas will experience degrees of warming, and changes in precipitation differently, at 4 degrees of global warming. If we reach 4 degrees of global warming, many of the places that were estimated to experience relatively less warming at 1.5 degrees, are experiencing the same, if not more, warming than the Arctic and Antarctica at 1.5 degrees. If we reach 4 degrees of global warming, many of the places that were estimated to experience relatively less severe droughts and floods at 1.5 degrees, are experiencing droughts and floods as severely as the most affected areas at 1.5 degrees.”

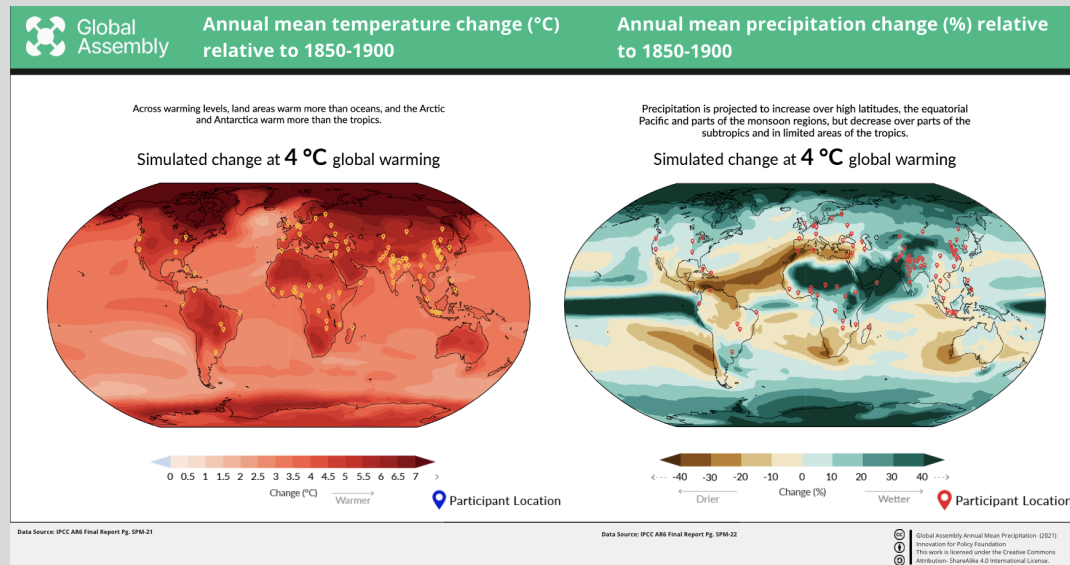
**Continued
below.**

☞ **Annual mean
temperature &
precipitation
change relative
to 1850-1900**

*Supplemental
Workbook Section
1.4ii*

Simulated annual mean warming & precipitation change are displayed side-by-side, for 1.5, 2 & 4 degrees C. In this activity, AMs view these graphs sequentially, accompanied by the scripted explanation.





D. Open Discussion

Notetaker records AMs' contributions & questions

Prompt questions:

- How does this make you feel?
- What do these maps tell you about how the temperature or precipitation will change in the place where you live?
- Have you experienced any of these impacts in your own life?
- After seeing how different degree rises may affect different Members of our Assembly, do you have any reflections to share?

15:00

End

Wrap-up

- Congratulate members for reaching the end of Block 1! Throughout this Block, we learned about the different causes and impacts of the climate and ecological crisis.
- Tomorrow, we will transition to Block 2, going deeper into the different scenarios caused by temperature rises we *started* looking at and starting to learn about the different ways we can

	address the climate and ecological crisis.
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Session Outputs

- Questions about the material covered in this session, to be answered asynchronously by the Knowledge & Wisdom Committee (K&WC)
- Additional comments on Conversation Principles V1 are shared with the Editors via the Input-Output Spreadsheet to be consolidated into a second draft

October 14 - 20

2.1 Breakout

2.2 Plenary

2.3 Breakout

2.4 Breakout

Block

02

Objectives

1. Introduction to global decision-making on climate
2. Introduction to different temperature rise scenarios & pathways for reducing emissions
3. Deliberate on targets and future vision
4. Discuss fairness and effectiveness
5. Deliberate on "environment as a right"
6. Begin to produce co-created inputs for COP26 Submissions

Outputs

1. Voting on Conversation Principles
2. AMs' questions answered by the Knowledge & Wisdom Committee

Session 2.1B: October 14th, 2021

Session Overview

After a check-in and overview of the agenda, AMs read Chapter 6A on climate models & projected changes in greenhouse gas emissions & atmospheric temperature. The reading is paired with exercises which introduce projected future simulations, as per IPCC scenarios, of two historical graphs they explored previously: global surface temperatures & vascular plant biodiversity. Next, AMs read Chapter 4A on climate negotiations before the Facilitator presents an overview of the relationship between the GA & COP26. AMs' individual preferences on whether they would like to speak on behalf of the GA at COP26 are recorded. Afterwards, AMs read Chapter 6 of the information booklet on tradeoffs, assumptions about negative emissions & tipping points. During the accompanying exercise, AMs study and discuss two tables respectively detailing the drivers & consequences of 3 IPCC Shared Socioeconomic & Environmental Pathways. Using these resources, AMs begin to understand & discuss the complex tradeoffs and impacts associated with different future scenarios.

Resources Used

Information Booklet: Chapter 6

Miro: "Global surface temperatures relative to 1850-1900 - Continued" (*See 2.1i in the Supplemental Workbook*)

Miro: "Vascular Plant Biodiversity - Continued" (*See 2.1ii in the Supplemental Workbook*)

Information Booklet: Chapter 4

Miro: "Shared socioeconomic and environmental pathways: Drivers & consequences of potential future pathways" (*See 2.1iii in the Supplemental Workbook*)

Time	Aim	Activity
12.00 30 min	1. Provide opportunity for AM to reflect on their	Recap <ul style="list-style-type: none">• Block 1: We started our learning journey, beginning to understand what the climate and ecological crisis is, the causes and various worldviews behind it and looking at how impacts change depending on the degrees of global warming. We also started looking at how these impacts are felt differently depending on where we are in the world. Finally, we began learning about global

<p>experience of the process so far</p>	<p>decision making on biodiversity.</p> <ul style="list-style-type: none"> • Block 2: We will continue to explore different temperature rise scenarios and pathways for how we can address the crisis. We will dig deeper into the framing question of our Assembly: "How can humanity address the climate and ecological crisis in a fair and effective way" by discussing what fairness and effectiveness means. • Block 2 Aim: By the time we come to the end of Block 2 next Wednesday, we will have started to decide, together, what future targets we want the world to reach and the actions that need to be taken to achieve this target. <p>Aim of today's session: Today, we are going to get a big picture of the different future scenarios that lie ahead so that we can begin thinking about which one of these scenarios we prefer.</p> <p>Circling back: Reflections on future visions</p> <ul style="list-style-type: none"> • AMs recall the visions they shared for their great grandchildren in 1.1B & reflect on how their visions have changed throughout deliberation • After hearing from all, AMs identify similarities between their visions to draft a <i>shared</i> vision for all of their great grandchildren
<p>12.30 40 min</p> <p>1. Understand 5 scenarios, or climate models by reading Chapter 6A & seeing global surface temperature s chart</p> <p>2. See example of how loss of</p>	<p>Introduction: What is a model?</p> <p>Facilitator reads out the following passage:</p> <p><i>"Scientists and experts try to predict what humanity's future will look like using something called 'Climate models'. Climate models" are sophisticated computer simulations that are used to analyze the future impact of changes in greenhouse gas emissions, such as carbon dioxide, on the Earth's climate. In Block 1, we learned about the increase in greenhouse gas emissions since the Industrial revolution, and the following rise in global surface temperatures and looked at the different impacts of these temperature rises. We started considering how these impacts can change, or increase, depending on how much the temperature of the earth rises. The 'Climate models' we will look at today go deeper into these predictions."</i></p> <p>Reading time for Chapter 6A: Climate models & projected changes in greenhouse gas emissions and atmospheric temperature (A) (± 5 mins)</p> <p>Exercise: "Global surface temperatures relative to 1850-1900 - Continued" (± 5 mins)</p>

plant biodiversity is projected to play out in 2 scenarios

A. AMs view graph on Miro Board

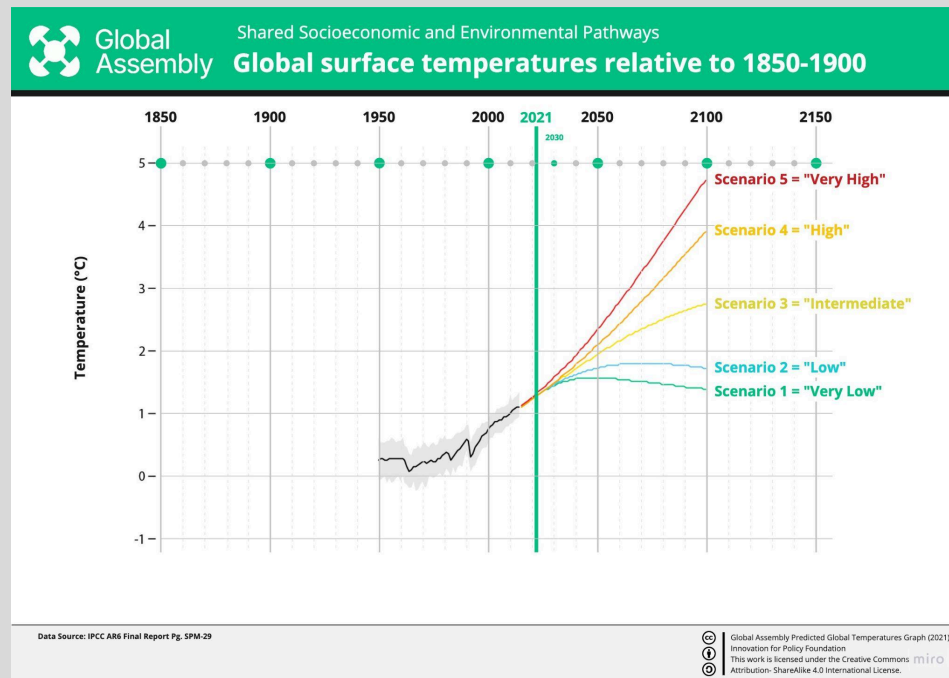
B. Facilitator reads out the passage below:

"This graph is showing us how the temperature of the earth will change in the next 100 years, for each of the scenarios we just read about. These scenarios were identified by the IPCC, or Intergovernmental Panel on Climate Change, an intergovernmental body of the United Nations that provides objective scientific information on human-induced climate change, its natural, political, and economic impacts and risks, and possible response options. Notice that the temperature of the earth will increase from today in all of the scenarios, from 'Scenario 1 Very Low' emissions to 'Scenario 5 Very High' emissions. In Scenario 1 and 2, the temperature is predicted to rise, then come back down around 2100, when many of our great grandchildren will be alive. In Scenarios 3, 4 and 5 temperatures are expected to continue rising by the time we reach 2100."

See Reference of "Global surface temperatures"

Supplemental Workbook Section 2.1i

This graph shows 5 future simulations to the same global surface temperatures graph AMs studied in 1.4B.

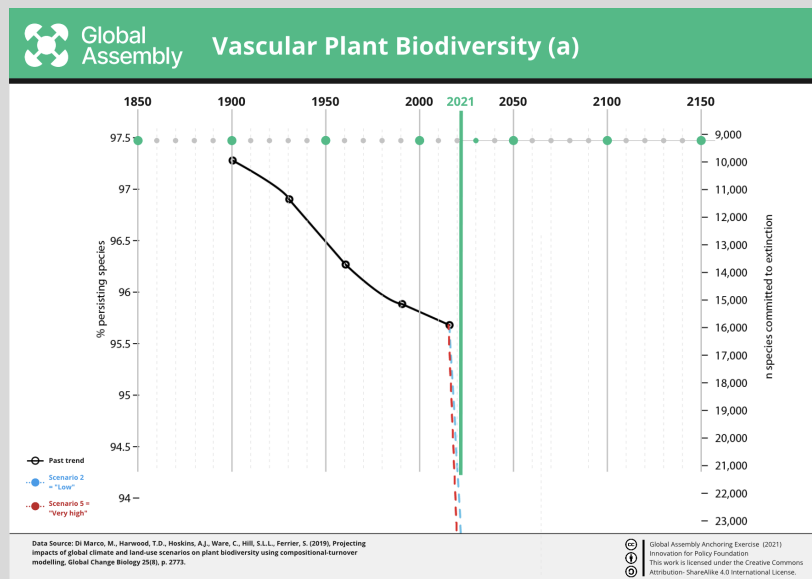


Exercise: "Loss of Vascular Plant Biodiversity"

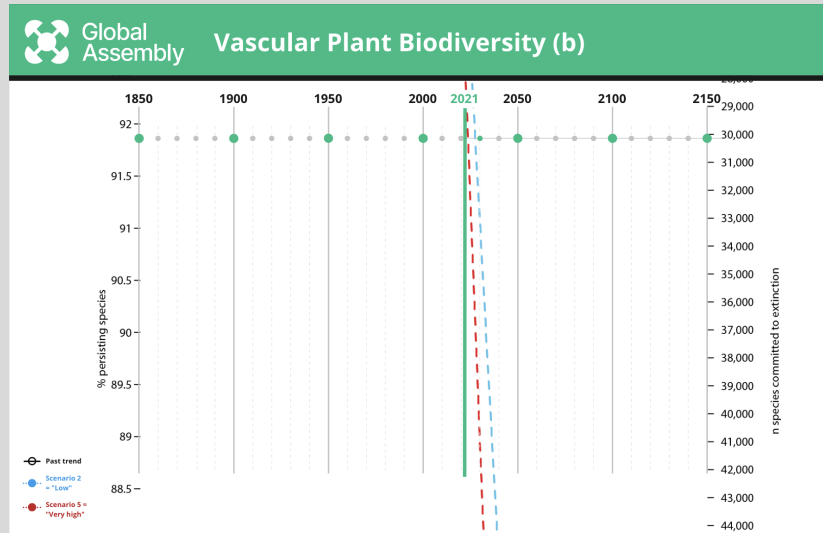
- AMs view graph on Miro Board
- Facilitator reads out the following passage

"We learned in 1.3B that between 1900 and today, around 6000 plant species went extinct. The blue dotted line predicts how many species of plants will go extinct by 2050 at Scenario 2, or 'Low' emissions scenario. Around 5,8000 plant species are predicted to be extinct by 2050 if the earth's temperature warms between 1.3-2.4°C by 2100. The red dotted line predicts how many species of plants will go extinct by 2050 at Scenario 5, or "Very high" emissions scenario. Around 76000 plant species will be extinct by 2050 if the earth's temperature warms between 3.3-5.7°C by the end of the century. Although the changes in the earth's temperature between the 'Low' and 'Very high' scenario might seem small, it means a difference of 20,000 more species committed to extinction. Further, regardless of whether it is for the "Low" or the "Very High" scenario, the expected extinction of plant species is too severe in either case to fit into our original graph. We need to add on 3 more panels for us to see this on the graph."

See
Reference
of "Loss of
Vascular
Plant
Biodiversity
-
Continued"
Supplemental
Workbook
Section 2.1ii

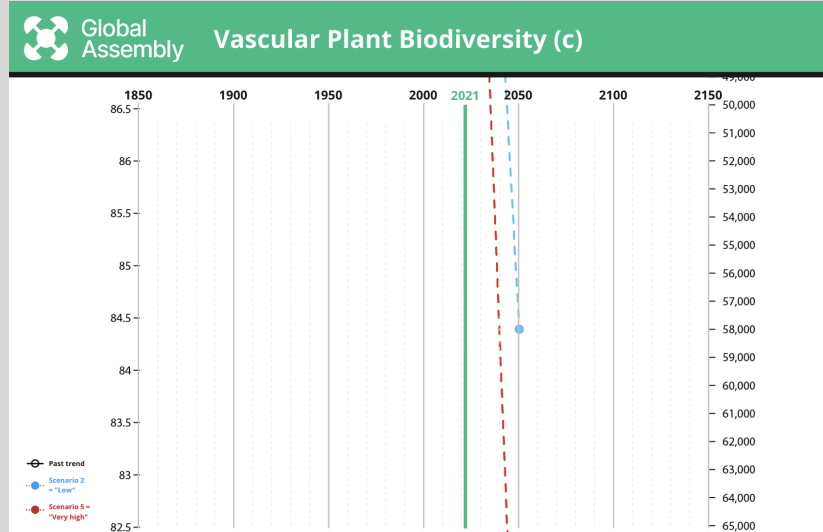


This graph shows 2 future simulations to the same vascular plant biodiversity graph AMs studied in 1.3B. The simulations are shown in the same scale as the previous scale.



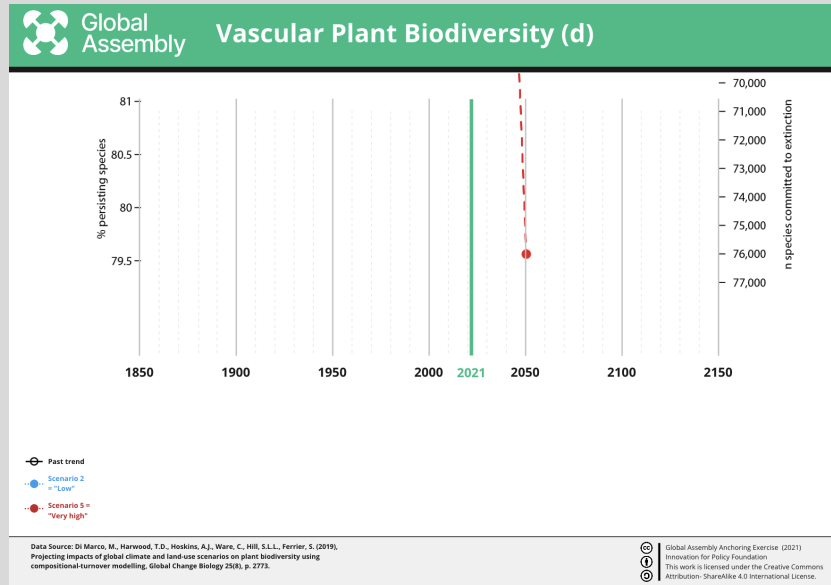
Data Source: Di Marco, M., Harwood, T.D., Hoskins, A.J., Ware, C., Hill, S.L.L., Ferrier, S. (2019). Projecting impacts of global climate and land-use scenarios on plant biodiversity using compositional-turnover modelling. *Global Change Biology* 25(8), p. 2775.

Global Assembly Anchoring Exercise (2021)
Innovation for Policy Foundation
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Data Source: Di Marco, M., Harwood, T.D., Hoskins, A.J., Ware, C., Hill, S.L.L., Ferrier, S. (2019). Projecting impacts of global climate and land-use scenarios on plant biodiversity using compositional-turnover modelling. *Global Change Biology* 25(8), p. 2775.

Global Assembly Anchoring Exercise (2021)
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Notetaker records AMs' contributions & questions

Discussion (± 15 mins):

Prompt question:

- Is this surprising? Or is this what you were expecting based on what you've learned so far

13.10
30 min

1. Learning more in detail about the Paris Targets, the scenario that world leaders agreed on in 2015

Reading time for chapter 4A "What have climate negotiations achieved so far?" (± 5 minutes)

Notetaker records AMs' contributions & questions

Discussion (± 20 minutes)

Prompt question:

- Do you have any sense of how your country is doing towards achieving those targets? Are you aware of any actions that are taken in your local community, region or country to reduce emissions?

COP26 Overview & Speaker Preferences

<p>2. COP26 & the GA</p>	<p>A. Facilitator provides background on COP26 & the AMs' role in COP26</p> <ul style="list-style-type: none"> History of COP & Background on COP26 Introduce the Global Assembly's role at COP26 - submission to COP26 & Assembly Member speakers <p>Notetaker records AMs' preferences</p> <p>B. Record AMs' preferences to speak at COP26</p>
<p>13.40 10 min</p>	<p>Break</p>
<p>13.50 30 min</p> <p>1. Read and understand Chapter 6B, C and D</p> <p>2. Reflect on purpose of the GA</p>	<p>Reading time for Chapter 6: (A) Challenges and trade-offs (B) Assumptions about negative emissions (C) and tipping points (D) (± 15 minutes)</p> <p>Notetaker records AMs' contributions & questions</p> <p>Discussion (±15 minutes)</p> <p><u>Prompts</u></p> <ul style="list-style-type: none"> Reflection on purpose of GA: Based on what we have been learning, how does this make you feel about the purpose of the GA and the importance of what we are doing here?
<p>14.20 40 min</p> <p>1. Understand drivers and consequences of each scenario</p> <p>2. Surface implications behind each scenario</p>	<p>Exercise: "Future Pathways"</p> <p>A. AMs view "Shared socioeconomic and environmental pathways: <u>Drivers</u> of potential future pathways" table on Miro Board</p> <p>B. Facilitator reads out the passage below & reads out the text in the table:</p> <p><i>"This table shows us the 'set' of social, political and economic actions needed to reach three of the IPCC scenarios we looked at in the beginning of the session. As a reminder, the IPCC is the intergovernmental body of the United Nations that provides objective scientific information on human-induced climate change, its natural, political, and economic impacts and risks, and possible response options. The three scenarios we will look at actions for are 1, 3 and 5 or the 'very low', 'intermediate' and 'very high' emission scenarios. Taken together, each group of social, political and economic actions needed to reach a scenario can be called one 'Pathway' for our future. Note that by the IPCC's predictions, we will only reach the Paris Targets if we can commit to the "Very low" scenario, and therefore only if we can commit to all of the social, economic</i></p>

and

3. Identify a preference and explain why

political actions on the "Scenario 1" row in green at the bottom. Even if we commit to Scenario 1, we are not projected to keep global warming to 1.5 degree rise."

See Reference of "SSPs: Drivers of potential future pathways" Supplemental Workbook Section 2.1iii

The Facilitator goes through each scenario, reading out the drivers collectively simulated to arrive at that scenario, to support understanding.

Global Assembly Shared Socioeconomic and Environmental Pathways Drivers of potential future pathways						
Scenario	Global Cooperation	Trade	Land use	Energy use	Consumption	Diet
Scenario 5 (very high emissions)	International cooperation on climate action is delayed, though there is strong global coordination on economic development and living standards improve worldwide.	International trade expands, and trends towards globalization continue.	Tropical deforestation continues, although at slowly declining rates.	Government policies continue to be supportive of fossil fuel use, and our economies continue to be reliant on coal and oil.	High material consumption	Meat rich diets
Scenario 3 (intermediate emissions)	The world follows a path in which social, economic, and technological trends do not shift much from historical patterns. This scenario is broadly aligned with the current Nationally Determined Contributions (NDCs).	Continuation of existing trading patterns, subsidies and tariffs.	Tropical deforestation continues, although at slowly declining rates.	Continued reliance on fossil fuels	Medium material consumption	Moderate meat consumption
Scenario 1 (very low emissions)	Strong global coordination and good governance, with investments in inclusive development, education, health and renewable energy. Global goals on human development and the environment (the Sustainable Development Goals) are achieved.	Abolishment of import tariffs and subsidies on agriculture. More reliance on regional markets, and less on global trade.	Strong regulation on land use, protecting biodiversity and forest cover.	There is a transition towards clean energy. Fossil fuel use is reduced through restrictive public policies.	Low material consumption	Shift towards lower meat consumption, plant-based diets and lower food waste.

Data Source: International Institute for Applied System Analysis Shared-Socioeconomic Pathways Database & IPCC AR6


Global Assembly Predicted Global Temperatures Graph (2021)
Innovation for Policy Foundation
This work is licensed under the Creative Commons
Attribution-ShareAlike 4.0 International License.

C. AMs view "Shared socioeconomic and environmental pathways: Consequences of potential future pathways" table on Miro Board

D. Facilitator reads out the text in the table

See Reference of "SSPs: Drivers of potential future pathways" Supplemental Workbook Section 2.1iii

The Facilitator goes through each scenario, reading out the simulated consequences of that scenario, to support understanding

 Global Assembly Shared Socioeconomic and Environmental Pathways Consequences of potential future pathways			
Scenario	Emissions	Temperatures	Weather & Migration
Scenario 5 (very high emissions)	Emissions continue rising, doubling before 2050, and peak towards the end of the century.	In 2041–2060, the best estimate is 2.4°C In 2081–2100, the best estimate is 4.4°C (± 0.4°C)	Major 10-year drought events become 9.4-times more frequent, and 10-year rains are 2.7 times more frequent at 4°C. In these weather and climactic conditions, scientists have estimated that roughly 2.76bn people will be displaced.
Scenario 3 (intermediate emissions)	Emissions peak around 2040 and net zero is achieved around 2095.	In 2041–2060, the best estimate is 2°C. In 2081–2100, the best estimate is 2.7°C	Major 10-year drought events become 5.6-times more frequent, and 10-year rains are 1.7 times more frequent at 2°C. This gets worse with every fraction of a degree rise. In these conditions, scientists have estimated that roughly 2.12bn people will be displaced.
Scenario 1 (very low emissions)	Emissions peak now, and decline to reach net zero by the middle of the century.	In 2041–2060, the best estimate is 1.6°C . In 2081–2100, the best estimate is 1.4°C.	In this scenario temperatures are expected to rise beyond 1.5°C, and we would experience more extreme weather events than we're already experiencing today. As we've learned, there are further risks associated with each of these scenarios if any of several tipping points are breached.
<small>Data Source: International Institute for Applied System Analysis Shared-Socioeconomic Pathways Database & IPCC AR6</small>			
<small>Global Assembly Predicted Global Temperatures Graph (2021) Innovation for Policy Foundation This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License.</small>			

Notetaker records AMs' contributions & questions

E. Discussion: Considering and surfacing trade offs of each scenario (±20 minutes)

Prompt questions:

- Based on what we've been learning, can you describe why someone might want to pick one of

	these Scenarios over another?*
	<i>*AMs do not <u>choose</u> one scenario at this point, but rather consider different reasons and perspectives for more than one scenario</i>
	<p>Notetaker records AMs' contributions & questions</p> <p>F. Discussion (cont.): Identifying the group's preference (± 10 minutes)</p> <p><u>Prompt questions:</u></p> <ul style="list-style-type: none"> Based on these perspectives we have surfaced, is there a scenario that we prefer as a group at this point? Can anyone think of a reason for why we wouldn't pick this scenario, thinking back to our earlier conversation?
15.00 5 min	<p>Close and next steps</p> <ul style="list-style-type: none"> We will see you again at our 2nd Plenary on Saturday at 12:00-15:00 UTC If you haven't filled out the Induction Survey or Session 2 survey from last week, please do it before Saturday.

Session Outputs

- Questions about the material covered in this session, to be answered asynchronously by the Knowledge & Wisdom Committee (K&WC)
- Breakout's preference on a future scenario

Session 2.2P: October 16th, 2021

Session Overview

The session begins with a welcome from the Co-Plenary Facilitators, followed by a share-out from 4 representatives on their breakouts' discussion on Future Visions. Then, AMs listen to words of support from COP26 President Alok Sharma & UN Secretary General Antonio Guterres. In Breakout Rooms, AMs read and discuss Chapters 7 & 9, on actions already being taken and how they are simulated to impact future visions.

After a presentation by the Global Support Team on the co-production & decision rule of the GA, AMs review the newly consolidated Conversation Principles V2 and cast their vote to ratify the draft.

The session ends with additional time in Breakout Rooms to review the "Drivers & consequences of potential future pathways" and discuss AMs' preferences for particular pathways.

Resources Used

Information Booklet: Chapter 7

Information Booklet: Chapter 9

Miro: "Shared socioeconomic and environmental pathways: Drivers & consequences of potential future pathways"
(See Supplemental Workbook 2.1iii)

Time	Aim	Activity
12.00 30 min	Reconnect as a group of 100	Plenary Main Room Welcome to the Assembly Leila and Charo <ul style="list-style-type: none">• Introductions by Co-Facilitators• Moment of silence, acknowledging emotional responses that may have occurred in Block 1 Open sharing: Future Visions Representatives from 4 Breakouts share the future visions their group preferred during the 2.1B

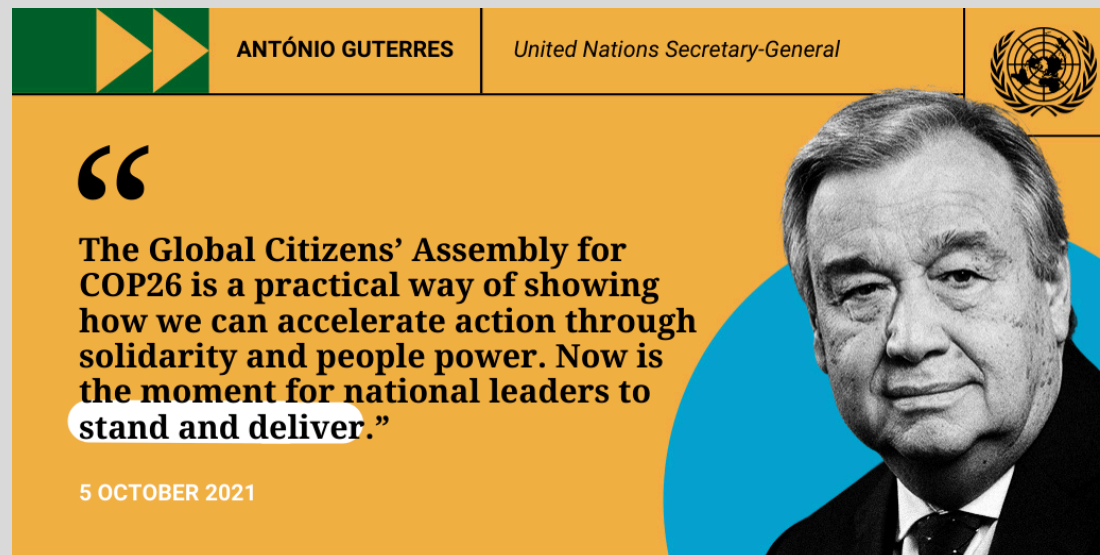
discussion

COP26 President Alok Sharma & Antonio Guterres Quote

AMs learned about COP26, the United Nations Climate Conference, in 2.1B. Following this, we will watch a message of support from the COP26 President and UN Secretary General Antonio Guterres.

🔗 **Video:**
"Alok
Sharma"
[here](#)

🔗 **Quote:**
Antonio
Guterres



Introduce session agenda

- Learn & discuss chapter 7 & 9 of Information Booklet and watch Fairness Speaker, Farhana Yamin
- Vote on Conversation Principles V2
- Continue discussing "Future Scenarios"

Transition to Breakout Rooms

<p>12.30 30 min</p>	<p>Breakout Rooms Chapter 7 & 9 of Information Booklet A. Reading time for Chapter 7 & 9: "What action is already being taken" and "Reflection on current actions, and reconciling visions of the future"</p> <p>Notetaker records AMs' contributions & questions</p> <p>B. Discussion <u>Prompt questions</u></p> <ul style="list-style-type: none"> After learning about the climate and ecological crisis throughout Block 1, do you think the current actions are enough?
<p>Return to Plenary Main Room</p>	
<p>13:00 20 min</p>	<p>Plenary Main Room Presentation on Co-production process and Decision rule Members of the Global Support Team share how shared documents, such as the Conversation Principles, are consolidated by Editors from deliberation outputs & introduce the decision rule and voting process of the Global Assembly</p> <p>Q&A</p>
<p>Transition to Breakout Rooms</p>	
<p>13.20 50 min</p>	<p>Breakout Rooms Voting on Conversation Principles A. Review Conversation Principles V2 on Miro B. AMs submit one of the following votes, and a 1-2 sentence explanation of their vote</p> <ul style="list-style-type: none"> "Yes" to approve V2 as the final version "No" to reject V2 "Abstain/Undecided/I don't know"

Workflow Voting

AMs' cast their votes via Private Message to the Facilitator. Votes & explanations are tallied on a spreadsheet populated by Notetakers. Items are validated by a 50% majority.

	A	B	C	D	E	F	G	H	I
1	Breakout x				Number of AMs in group:	5			
2									
3	ONE ROW ONE VOTE								
4	CH Code	Participant	District	Country	CH / Translators	In attendance	Voted/Responded		
5							<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
6							<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
7							<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
8							<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
9							<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
10									
11							5	5	
12									
13									
14	CHOSE ONLY ONE!								
15	Reason for vote (copied from chat)				Yes	No	Undecided / don't know / abstain	No decision because they are not in attendance	
16	i feel like they will allow for a productive and inclusi				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
17	I think these principles are thorough and I did not s				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
18	Yes, they are entitled to what he have discussed pr				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
19	I approve. There is some overlap in the principles,				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
20	My vote is yes, because I agree with all the princip				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
21									
22	Totals:				5	0	0	0	5

Read more about our Voting methodology in the Global Assembly Report.

Return to Plenary Main Room for break

14:10
10 min

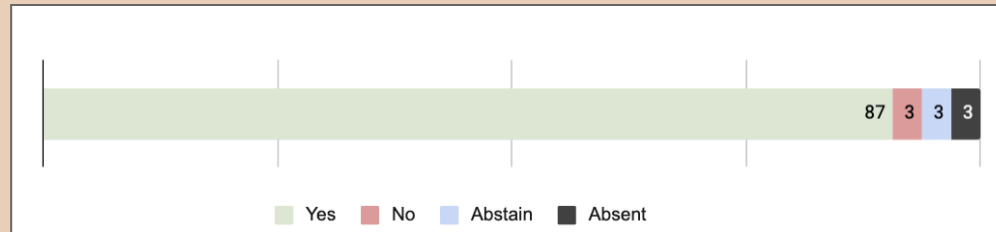
Break

14:20
15 min

Plenary Main Room
Present vote results

Workflow Vote Results

Conversation Principles V2 were voted following the simple majority decision rule.



Transition to Breakout Room

14:35
25 min

Breakout Room

AMs continue to review "Shared socioeconomic and environmental pathways: Drivers & consequences of potential future pathways" and discuss their preferences for a particular pathway

15:00

Plenary Main Room

Open sharing on reflections from Breakout Discussions from 4 Breakouts

Close session

Session Outputs

- Vote on Conversation Principles

Session 2.3B: October 16th, 2021

Session Overview

After a check-in and overview of the agenda, the session begins with a recorded presentation on fairness principles in the context of the climate & ecological crisis, from Speaker Farhana Yamin. AMs discuss the presentation, starting with a set of prompt questions shared across all Breakout Rooms, before transitioning to open discussion.*

The following session slot is self-curated by each Breakout, to review or discuss learning materials they have not had sufficient time to engage with. Next, AMs continue their discussion on Future Pathways, in the context of Farhana Yamin's presentation and reflections on the Paris Agreement.

*From 2.3B, AMs' contributions in deliberation are recorded by Notetakers for the purpose of serving as inputs into the AMs' COP Submissions. This is because all Information Material and Supplemental Workbook content has been covered by the end of 2.2P.

Resources Used

Video: Speaker, Farhana Yamin

Any resources not sufficiently covered in previous sessions

Miro: "Shared socioeconomic and environmental pathways: Drivers of potential future pathways" (See 2.1iii in the Supplemental Workbook)

Time	Aim	Activity
12:00 20 min	1. Renaming	Welcome & Rename
	2. Check-in & Overview	Check-In
		Intro

	<ul style="list-style-type: none"> • At plenary: We voted to approve our Conversation Principle, which we all collectively contributed to. Now we will start to co-produce submissions to the United Nations and governments at the UN Climate Conference. • Today: We have officially reviewed all chapters of the Information Booklet, and supplemental learning resources, though will also have time today to catch up on any reading or learning that we didn't get to in our previous sessions, and review all that we've learned. We will watch our first Speaker, Farhana Yamin, who will present on fairness principles. We will return to the scenarios during this session to continue surfacing trade offs behind them and discuss the Paris Agreement. You will begin generating inputs into your Submission(s) to COP26, starting in your deliberations today.
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12:20 60 min	1. Watch Farhana Yamin's presentation	Introduce Farhana Yamin, Speaker on Fairness Farhana Yamin is an environmental lawyer, climate change and development policy expert. She has advised leaders and ministers on climate negotiations for 30 years, representing small islands and developing countries.
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📺 **Video:**
"Farhana Yamin"
[here](#).

Videos are cut with transcript slides, to allow for translation.



	<p>2. Surface perspectives in the group on fairness in addressing the climate & ecological</p> <p>Watch Farhana Yamin's Presentation (±20 min) <u>While watching the presentation, AMs:</u></p> <ul style="list-style-type: none"> • Identify questions of clarifications if needed • Write down 2 things from the video that surprised you <p>Notetaker records AMs' contributions & questions</p>
crisis.	<p>B. Discussion (±40 min) <u>Prompt questions:</u></p> <ul style="list-style-type: none"> • Surfacing initial reflections: What, if anything in particular, surprised you in the presentation? • What do you think about Farhana's statement that "The Richest 10% of people on the planet produce 50% of the emissions. The richest 1%, or the mega rich, are responsible for 15% of emissions. The poorest 50% of the population only contribute 7%?" <ul style="list-style-type: none"> ○ Were you aware of those statistics? ○ Are you surprised by this? • Do you think that countries, individuals, companies, etc. — who contributed more to emissions historically should take a greater share of responsibility now? [note: this is what Farhana Yamin described as principle of "common, but differentiated responsibilities (CBDR)"]?
<p>13:20 40 min</p> <p>1. Breakout-structured space to get caught up</p>	<p>Open space for catch-up Each Breakout self-curates this time slot to review or discuss learning materials they have not had sufficient time to engage with.</p>
<p>🔗 See reference for Learning</p>	<p>1.1B</p> <ul style="list-style-type: none"> • 1.1i. 7 Generation Anchoring Exercise (Individual) <i>(See Supplemental Workbook 1.1i)</i>

**Materials
used
between
1.1B - 2.2P**

1.2P

- Information Booklet: Chapter 1, "What is the climate crisis?" and Chapter 2, "What is the ecological crisis?"
- 7 Generation Anchoring Exercise (Group) (*See Supplemental Workbook 1.2i*)
- Global Surface Temperatures (1850-2020) (*See Supplemental Workbook 1.2ii*)
- A Story of Interconnectedness (*See Supplemental Workbook 1.2iii*)
- Species Abundance (*See Supplemental Workbook 1.2iv*)

1.3B

- Information Booklet: Chapter 3, "Why are we in a climate & ecological crisis?" and Chapter 2 Subsection, "Role of indigenous people in conserving biodiversity" and Chapter 4B "What have biodiversity negotiations achieved so far?"
- Global Temperature Change in Relation to Atmospheric CO₂ Concentration (*See Supplemental Workbook 1.3i*)
- Global Surface Temperature & Atmospheric CO₂ *See Supplemental Workbook 1.3ii*
- Plant Biodiversity Loss (*See Supplemental Workbook 1.3iii*)

1.4B

- Information Booklet: Chapter 5, "Impacts of the climate & ecological crisis"
- Response of the climate system relative to 1850-1900 (*See Supplemental Workbook 1.4i*)
- Annual mean temperature change relative to 1850-1900 at 1.5°C, 2°C and 4°C global warming (*See Supplemental Workbook 1.4ii*)

2.1B

- Information Booklet: Chapter 4A, "What have climate negotiations achieved so far?" and Chapter 6, "Challenges & tradeoffs, negative emissions, tipping points"
- Global surface temperatures relative to 1850-1900 - Continued (*See Supplemental Workbook 2.1i*)
- Vascular Plant Biodiversity - Continued (*See Supplemental Workbook 2.1ii*)
- Shared socioeconomic and environmental pathways: Drivers & consequences of potential future pathways (*See Supplemental Workbook 2.1iii*)

Each Breakout sets up their own Miro Board & curates the agenda for this session slot.

2.2P

- Information Booklet: Chapter 7, "What action is already being taken?"
- Information Booklet: Chapter 9, "COP26 and beyond"

14.00 **Break**
10 min

14:10 **1. Review**
45 min **Scenarios**
based on
key themes
identified
above &
Fairness
discussion

Discussion Continued: Future Pathways

Review "Shared Socioeconomic and Environmental Pathways" materials & continue deliberation in the context of Fairness discussion & Farhana Yamin's presentation.

A. Facilitator provides context for the discussion with the following passage:

"These scenarios were developed to support you in choosing a vision for the future. They combine a set of potential collective actions with their potential impacts on the environment and our future quality of life. These are just three pathways, of the infinite potential pathways we can take. And, these scenarios are global descriptions, which do not capture the important national and regional differences in distribution. For instance, the difference between personal diets in the scenarios relates to the amount of land used globally for raising animals for food. If less meat is consumed globally, then less land is allocated inefficiently for the production of animals and there will be less greenhouse gas emissions. However, what this does not specify is which countries, continents or individuals should change their personal diets, and to what extent. When considering these scenarios again today, It is important to reflect upon our recent learnings. For example, we learned about "tipping points": that temperatures may rise much faster than these models predict. Secondly, we also learned that these models assume "removal" of greenhouse gasses from the atmosphere using technologies that are currently unproven. With this in mind, could I invite you to discuss which of these scenarios is consistent with your visions for our great grandchildren?"

Notetaker records AMs' contributions & questions

B. Open discussion

Prompt questions:

- After listening to the speaker, do you have anything you would like to add to the question: Why might someone choose one of these scenarios over another?

	<ul style="list-style-type: none"> • After listening to the speaker, how do you feel about the preference you indicated at the end of our session on Thursday? • Do you believe that the world needs to fulfill the Paris Agreement to keep temperatures below 1.5c?
14:55 End	

Session Outputs

- Questions for Speaker: Farhana Yamin's presentation
- Inputs into the COP Submissions

Session 2.4B: October 20th, 2021

Session Overview



After a check-in and overview of the agenda, AMs watch a recorded presentation on the impact of climate change in small island states by Witness Vaine Wichman, from the Cook Islands Council of Woman. After a discussion surfacing initial reactions on the presentation, AMs continue their discussion on fairness principles.

Next, AMs read and discuss the Universal Declaration of Human Rights. This is followed by a recorded presentation from Witness Saad Alfarargi, the UN Special Rapporteur, on the right to development & considerations of equity in addressing the climate crisis. The session concludes with a summary discussion on the UDHR, and the intersection of climate & human rights, such as the inclusion of a right to a clean, healthy & sustainable environment in the UDHR.


Resources Used

Video: Witness, Vaine Wichman, Cook Islands Council of Woman
Universal Declaration of Human Rights (*see Supplemental Workbook 2.4i*)
Video: Saad Alfarargi, Special Rapporteur on the right to development

Time	Aim	Activity
12:00 15 min	1. Renaming 2. Check-in & Overview	Welcome & Rename Check-In How are you doing? Overview <ul style="list-style-type: none">2.3B: We watched Farhana Yamin's presentation on Fairness. We also had time to catch up on any reading or learning that we didn't get to in our previous sessions, and review all that we learned. We returned to the scenarios during this session to continue surfacing trade offs behind them and

	<p>discussed the Paris Agreement.</p> <ul style="list-style-type: none"> • Today, 2.4B: We will begin by hearing from one of the witnesses: Vaine Wichman from the Cook Islands National Council of Women and continue our discussions on fairness in the context of her presentation. We will read and discuss the Universal Declaration of Human Rights, hearing from a second witness who will give us more context about rights and the climate and ecological crisis. <p>Background on Speakers & Witnesses</p> <ul style="list-style-type: none"> • The role of speakers is to provide an overview of the issues at stake and highlight the trade offs for you to consider. • The role of witnesses is to present their perspectives or interpretations, so that the trade offs highlighted by the speakers can be brought to life with examples from lived experience, case studies, advocacy etc.
<p>12:15 65 min</p> <p>1. Watch Vaine Wichman's presentation</p> <p>🔍 Video: "Witness, Vaine Wichman" here.</p> <p>Videos are cut with transcript slides, to allow for translation.</p>	<p>Watch: Witness Vaine Wichman Cook Islands Council of Women (±12 minutes)</p> <p><u>While listening to the presentation:</u></p> <ul style="list-style-type: none"> • Identify questions of clarifications if needed • Write down 2 things from the video that surprised you <div data-bbox="514 881 1365 1320">  <div data-bbox="514 1201 1365 1320">  <p>Vaine Wichman President of the Cook Islands National Council of Women</p> </div> </div>

<p>2. Continue reflection on Fairness and capture Members' contributions to Fairness Principles discussion points</p>	<p>Discussion: Surface initial reflections on Vaine Wichman presentation (±15 minutes) <u>Prompt questions:</u></p> <ul style="list-style-type: none"> • What if anything particularly surprised you in the presentation? <p>Discussion Continued: Return to Fairness Principles (±38 minutes) <u>Prompt questions:</u></p> <ul style="list-style-type: none"> • Farhana Yamin said, "justice requires fairness in the way in which power is allocated, and the way in which decision-making is done" (what she called procedural fairness at the end of her presentation). Do you think that the way decisions are made around climate at the global level today are fair? • Do you think we should consider "fairness" in how decisions are made around climate change?
<p>13:20 10 min</p> <p>Break</p>	
<p>13:30 30 min</p> <p>1. Reading & Discussion of UDHR</p>	<p>Reading of UDHR (±15 minutes) Preamble and Articles</p>
<p>🔗 See Reference of "UDHR" <i>Supplemental Workbook Section 2.4i</i></p> <p>2. Members start to get familiar with rights frameworks</p>	<p>Translated database of UDHR in text & audio formats here.</p> <p>CHs are sent instructions in advance to locate a version in their AMs language & preferred format (text or audio).</p> <p>Discussion: Surface initial reflections (±15 minutes) <u>Prompt questions:</u></p> <ul style="list-style-type: none"> • What if anything particularly surprised you in the UDHR?

<p>14:00 55 min</p> <p>1. Watch & discuss Special Rapporteur's presentation</p>	<p>Watch: Witness Saad Alfarargi Special Rapporteur on the Right to Development (±15 minutes)</p> <p><u>While listening to the presentation:</u></p> <ul style="list-style-type: none"> • Identify questions of clarifications if needed • Write down 2 things from the video that surprised you
<p>🔗 Video: "Witness, Saad Alfarargi" here.</p> <p>Videos are cut with transcript slides, to allow for translation.</p>	
<p>2. Discuss UDHR & capture Members' contributions to discussion points</p>	<p>Discussion (±40 minutes)</p> <p><u>Begin with the following questions, before transitioning to an open discussion:</u></p> <ul style="list-style-type: none"> • Surfacing initial reflections: What, if anything in particular, surprised you in the presentation? • After reading the Universal Declaration of Human Rights (UDHR): Do you believe that the UDHR – written after World War II – is still relevant and important today? • Do you believe that the Universal Declaration of Human Rights should include the Right to a clean, healthy and sustainable environment?
<p>14:55 End</p>	

Session Outputs

- Questions for Witnesses: Farhana Yamin & Saad Alfarargi
- Inputs into the COP Submissions

October 21 - 30

3.1 Breakout

3.2 Plenary

3.3 Breakout

3.4 Plenary

Block 03

Objectives

1. Deliberate on fairness principles, scenarios & pathways
2. Produce, review & refine co-created inputs for COP26 Submission(s)
3. Vote on COP26 Submission(s)

Outputs

1. COP26 Submission(s)
2. Assembly Member speakers to present at COP26

Session 3.1B: October 21st, 2021

Session Overview

In this session, AMs learn and discuss rights frameworks related to the climate & ecological crisis. First, they review the political agreement on the resolution to consider the right to a clean, healthy and sustainable environment as a universal human right. Next, they read and discuss the Preamble to the Declaration of the Rights of Mother Earth before hearing witness Jojo Metha's perspectives on Ecocide.

Resources Used

Right to a clean, healthy & sustainable environment

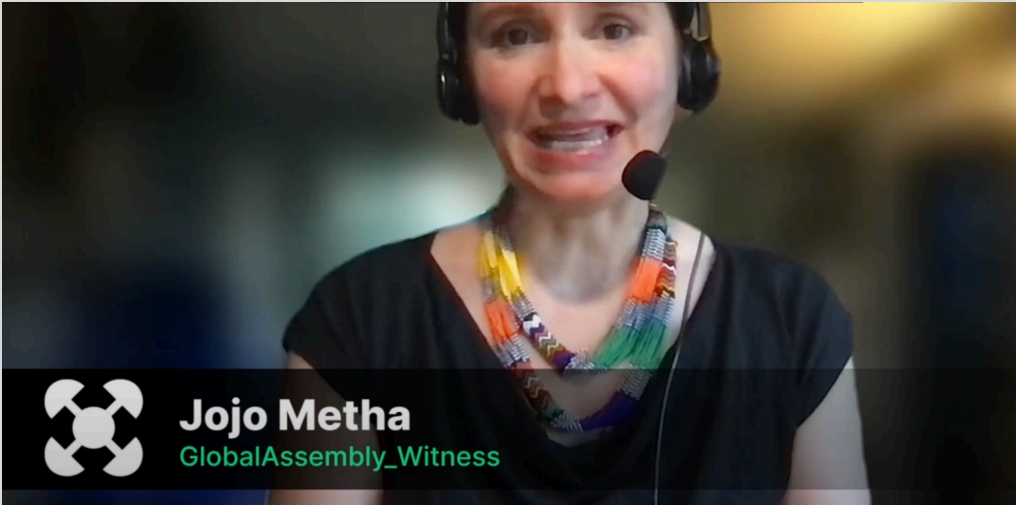
Declaration of the Rights of Mother Earth

Video: Witness, Jojo Metha, Executive Director Stop Ecocide

Time	Aim	Activity
12:00 20 min	1. Renaming 2. Check-in & Overview	Welcome & Rename Check-In Overview <ul style="list-style-type: none">2.4B: We heard from Vaine Wichman from the Cook Islands National Council of Women and continued our discussions on fairness in the context of her presentation. We read and started discussing the Universal Declaration of Human Rights, hearing from the Special Rapporteur on the Right to Development. We finished the session by discussing whether the Right to a clean, healthy and sustainable environment should be added to the Universal Declaration of Human Rights.3.1B: The aim of this session is to surface perspectives on the right to a clean, healthy and sustainable environment, and the rights of nature & the environment. We will also hear from another witness, Jojo Metha, who will present her perspective on Ecocide.

<p>12:20 25 min</p> <p>1. Discuss the recently adopted right to a healthy and sustainable environment</p> <p>2. Deliberate on the right, and Document Members' perspectives on it.</p>	<p>Right to a clean, healthy and sustainable environment (±5 minutes)</p> <p>A. Facilitator introduces the new resolution, using the passage below:</p> <p><i>"During the United Nations Conference on the Environment in 1972, UN Member States declared that people have a fundamental right to 'an environment of a quality that permits a life of dignity and well-being'. In 1994 a draft declaration on human rights and the environment was submitted to the UN that included "the right to a secure, healthy and ecologically sound environment", but it was not passed at that time. On October 8th of this year, two weeks ago, the United Nations Human Rights Council passed a resolution recognizing access to a clean, healthy and sustainable environment as a human right. Out of 47 Member States that are members of the UN Human Rights Council, 43 voted to pass the resolution and 4 members abstained from voting. Abstaining from voting in this context meant that the Members chose to vote neither for or against the resolution."</i></p> <p>B. Facilitator reads the following excerpt from the new resolution:</p> <p><i>"The new political agreement:</i></p> <p><i>'Recognizes the right to a clean, healthy and sustainable environment as a human right that is important for the enjoyment of human rights.</i></p> <p><i>Notes that the right to a clean, healthy and sustainable environment is related to other rights, and existing international law.</i></p> <p><i>Affirms that the promotion of the human right to a clean, healthy and sustainable environment requires the full implementation of the multilateral environmental agreements under the principles of International Environmental Law."</i></p> <p>Notetaker records AMs' contributions & questions</p> <p>Discussion (±20 minutes)</p> <p><u>Begin with the following question, before transitioning to an open discussion:</u></p> <ul style="list-style-type: none"> Do you agree that the right to a clean, healthy and sustainable environment should be recognized as a human right?
<p>12:45 35 min</p> <p>1. Explore perspectives on</p>	<p>Notetaker records AMs' contributions & questions</p> <p>Continued: Discussion</p>

enforcement of right to a clean, healthy and sustainable environment	<p><u>Begin with the following question, before transitioning to an open discussion:</u></p> <ul style="list-style-type: none"> • The new human right to a clean and healthy environment is a political agreement. Do you believe the right to a clean, healthy and sustainable environment should be legally enforceable at the international level? • Do you believe that countries should have to report on their enforcement of this right?
13:20 10 min Break	
13:30 50 min 1. Learn about the Universal Declaration of Rights of Mother Earth	<p>Preamble of Rights of Mother Earth (±10 minutes)</p> <p>A. Facilitator introduces the Preamble, using the passage below:</p> <p><i>"In April 2010, a global gathering of civil society and governments came together in Bolivia to draft the 'Universal Declaration of Rights of Mother Earth'. This declaration offers another perspective on rights: the rights of all nature, not just the rights of humanity. Unlike UDHR and the right to nature, this declaration on Mother Earth was written and declared by civil society and not the United Nations."</i></p> <p>B. AMs read the Preamble to the Rights of Mother Earth</p>
<p>🔗 See Reference of "Rights of Mother Earth"</p> <p><i>Supplemental Workbook Section 3.1ii</i></p>	<p>Translated database of Rights of Mother Earth in text formats here.</p> <p>CHs are sent instructions in advance to locate a version in their AMs language & preferred format (text or audio), or prepare to orally translate the Preamble to their AMs.</p>
2. Explore	Notetaker records AMs' contributions & questions
perspective	Discussion (±15 minutes)

	<p>s on rights, and document Members' perspectives on it.</p> <p><u>Begin with the following question, before transitioning to an open discussion:</u></p> <ul style="list-style-type: none"> • After reading the Declaration on the Rights of Mother Earth, would you agree with this statement: "Just as human beings have human rights, all other beings also have rights." ? • Would you agree with this statement: "Mother Earth and all beings of which she is composed have the right to life and to exist"?
<p>14:20 35 min</p> <p>1. Introduce and explore the concept of "ecocide"</p>	<p>Watch: Witness Jojo Metha on Ecocide (±10 minutes)</p> <p>Jojo Metha co-founded Stop Ecocide in 2017 to support the establishment of ecocide as a crime at the International Criminal Court. She is also Chair of the charitable foundation, Stop Ecocide Foundation, and convenor of the Independent Expert Panel for the Legal Definition of Ecocide. In her presentation as a witness, Jojo Metha offers her perspective on 'ecocide'.</p>
<p>🔗 Video: "Witness, Jojo Metha" here.</p> <p>Videos are cut with transcript slides, to allow for translation.</p>	
	<p>Facilitator reads out the following passage, to provide further context on the presentation:</p>

	<p><i>"Early drafts of the Rome Statute included the crime of environmental destruction, but it was removed after opposition on the basis that 'the crime of environmental destruction' wasn't precisely defined. Instead, environmental destruction was relegated to a wartime offense that has never been enforced. Today, some national governments oppose the criminalization of the destruction of nature on the grounds that their countries need to exploit their nature for human development. As we heard from the witness, "ecocide" means unlawful or wanton acts committed with knowledge that there is a substantial likelihood of severe and either widespread or long-term damage to the environment being caused by those acts."</i></p> <p>Notetaker records AMs' contributions & questions</p> <p>Discussion (±25 minutes)</p> <p><u>Begin with the following question, before transitioning to an open discussion:</u></p> <ul style="list-style-type: none"> • After discussing the Declaration on the Rights of Mother Earth & listening to Jojo Metha's presentation as a witness, do you believe we need a new law, such as criminalizing ecocide, that prevents serious harm to nature?
14:55 End 5 min	<ul style="list-style-type: none"> • Session 9 Survey: https://globalassembly.org/Session-9-Survey

Session Outputs

- Session 9 Survey
- Questions for Witnesses: Jojo Metha
- Inputs into the COP Submissions

Consolidation of PreCOP V1

Editors consolidate the deliberation outputs of AMs from 2.3B - 3.1B into a first draft of the COP Submissions, to be reviewed & commented on by AMs in 3.2P.

Session 3.2P: October 23rd, 2021

Session Overview

The session begins with an explanation of COP26 from an overview of how AMs will observe sessions to how AM speaker will be selected via sortition to present the Assembly's submission(s). Next, AMs hear and discuss two perspectives on fossil fuels from witnesses, Paul Ekin and Christopher Asuquo Jackson. The remainder of the session is dedicated to reading and commenting on the first draft of the submission, consolidated by Editors from AMs' interventions between 2.3B-3.1B.

Resources Used


Consolidated PreCOP V1 (First draft of COP26 Submissions)

Video: Witness, Paul Ekins

Video: Witness, Christopher Asuquo Jackson

Time	Aim	Activity
12:00 25 min	1. Renaming 2. Overview 3. Provide context on AM anonymity preferences	Plenary Main Room Renaming Overview (±15 min) <ul style="list-style-type: none">• Review first draft of consolidated COP Submissions• Editors have consolidated your contributions in deliberations from 2.4B.• This draft is only a starting place. You will have 2 more opportunities to comment, review & add anything else in the following sessions, before voting. This means you can elevate any iteration to the submissions, including how the submission is, or submissions are, structured. These comments will be integrated by the Editor Team to produce 2 additional consolidated drafts before voting. Explanation of COP & Publicity (±5 min)

	<ul style="list-style-type: none"> • Review overview of COP26 • AM Observation of COP26: Each of you will observe COP online. We will be providing each of you with a schedule of COP events that you can use to pick specific sessions you will observe. • AM Speakers at COP26: In addition to observing, Members of the GA, you, will be one of the voices at COP26. All of us will be heard at COP; all 100 Assembly Members are on this learning journey together and co-creating a shared submission on “how humanity can address the climate and ecological crisis in a fair and effective way”. While each of our unique perspectives will be consolidated into the shared submission, a few Members will be presenting the submission on behalf of the group. <ul style="list-style-type: none"> ◦ Presenting at COP means your name & personal information is made public. Consequences might include being contacted by journalists and others. ◦ We will re-confirm the preference you indicated in 2.1B today. We encourage Assembly Members to reflect on the impacts this may have on your life in your specific contexts as you confirm your preference.
Transition to Breakout Rooms	
12:25 15 min 1. Record anonymity & COP speaker preferences	<p>Breakout Rooms</p> <p>Present COP Details & Record preferences (±15 min)</p> <p>A. Introduction of sortition selection</p> <p>Around 10 Assembly Members will present the Global Assembly’s shared submissions at COP26. To determine who these 10 Members will be in a fair and equitable way, we are proposing that we use the same lottery system for selecting the 100 Members of the Global Assembly. The selection would be done to ensure that we have a group of Members who represent the diversity of our Assembly in terms of gender, age, education, attitudes towards climate change and geography. You would only be entered into the lottery if you indicate that you are willing for your information to be known and are available and interested to present at COP26.</p> <p>Notetaker records AMs’ preference</p> <p>B. Roll-call validation of sortition selection: <i>AMs indicate their preference on the following questions</i></p> <ul style="list-style-type: none"> • Do you agree with the sortition (lottery) mechanism for selecting presenters? • Would you prefer your participation in the GA to remain anonymous?

	<ul style="list-style-type: none"> • Are you willing for your participation in the GA & your personal information (gender, age, education, attitude towards climate change & geography) to become public? • Are you available & interested to present at COP26 as a speaker for the GA? <ul style="list-style-type: none"> a. November 1, 12-14:30 UTC (Green Zone event, Cinema Auditorium) b. November 5, 10.45-11.45 UTC (Blue Zone Event, Multilevel Pavilion with the Scottish Government)
<p>12:40 15 min</p> <p>1. Watch witnesses on fossil fuel subsidies</p>	<p>Watch: Witness, Paul Ekin (±7 min)</p> <p>Paul Ekins is a British academic in the field of sustainable economics; his work focuses on the conditions and policies for achieving an environmentally sustainable economy. He is currently Professor of Resources and Environment Policy at University College London.</p>
<p>🔍 Video: "Witness, Paul Ekin" here.</p> <p>Videos are cut with transcript slides, to allow for translation.</p>	<div data-bbox="516 708 1614 1281">  <p>Paul Ekins Professor of Resources and Environmental Policy, University College London</p> </div> <p>A. Watch: Christopher Asuquo Jackson (±7 min)</p>

Dr. Christopher Asuquo Jackson is a Senior Petroleum Geoscientist at PetroVision Energy Nigeria Limited, and Editor-in-Chief at the Nigerian Association of Petroleum Explorationists.

Video:
"Witness,
Christopher
Asuquo
Jackson"
[here](#).

Videos are
cut with
transcript
slides, to
allow for
translation.



B. Surface reactions and questions to witnesses (±10 min)

12:55
60 min

1. Deliberate
on
consolidate
d vision for
the future &
framing
question

2. Read &
comment on

Notetaker records AMs' contributions & questions

Iterative Review: Consolidated PreCOP V1, "Section 2: Paris Agreement" (Vision) (±15 min)

AMs review Section 2 of the first draft of the COP Submission, outlining the AMs' preferred future temperature rise scenario or vision, in relation to the framing question.

- A. Facilitator reads out Section 2
- B. Surface initial reactions & comments to consolidated statement
- C. Review framing question of the Core Assembly, "How can humanity address the climate & ecological crisis in a fair and effective way?"
- D. AMs continue surfacing comments to Section 2, considering if their vision sufficiently responds to the framing question

<p>remaining consolidated COP Submissions V1</p>	<p>Notetaker records AMs' contributions & questions</p> <p>Iterative Review (Cont.): Consolidated PreCOP V1 (±45 min)</p> <p>For each remaining section of the consolidated PreCOP V1:</p> <ul style="list-style-type: none"> A. Facilitator reads out the section B. AMs comment edits, additions or deletions they would like to be included in the next iteration of the Submissions
<p>Return to Plenary Main Room</p>	
<p>13:55 5 min</p> <p>1. Touch base back in plenary main room</p>	<p>Plenary Main Room</p> <p>Breathing Exercise</p> <p>Open sharing on reflections from Breakout Discussion on Submissions V1 from 3 Breakouts</p>
<p>14:00 10 min</p>	<p>Break</p>
<p>14:10 45 min</p> <p>1. Continue open sharing on COP Submission V1 in plenary</p>	<p>Plenary Main Room</p> <p>Open sharing on PreCOP V1</p> <p>With a view to cross-pollinate and hear each other across Breakout Rooms, AMs share their reflections on the first consolidated draft of the COP Submission, in addition to general thoughts on the Submission(s), in plenary.</p> <p><u>Prompt questions:</u></p> <ul style="list-style-type: none"> • Do you feel anything is missing in the current draft submission to COP to effectively achieve your vision for the future? • Please feel free to respond directly to other AMs' comments, too
<p>14:55 5 min</p> <p>End</p>	<p>Next steps on COP Submissions</p> <p>Notetakers have recorded AMs' comments on the initial draft, and additional thoughts, related to the COP</p>

	Submission(s). They will integrate these comments into a second consolidated draft, which AMs will review & comment on in 3.3B.
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Session Outputs

- Deliberation & iterative review on framing question and Consolidated COP Submissions V1, "Section 2"
- Iterative review comments on remaining sections of Consolidated COP Submissions V1

Consolidation of PreCOPV2

Editors will integrate the iterative review comments surfaced on the remaining sections of the COP Submissions to generate a 2nd draft, to be partially voted & reviewed in 3.3B.

Session 3.3B: October 26th, 2021

Session Overview

The session begins with a brief discussion to review the framing question, which has thus far been guiding the deliberations, before AMs vote to approve the question for the purpose of their submissions to COP and future deliberations. Next, AMs review the second draft of the COP submissions, into which Editors have integrated comments from 3.2P. They begin by discussing and voting on Section 1, containing their overhead vision for the future. Discussion on the remainder of the consolidated draft follows. In order to elevate a diversity of perspectives, AMs listen to and discuss minority and/or dissenting views shared in various Breakout groups and consolidated in advance by Editors.

Resources Used

Consolidated PreCOPV2

Time	Aim	Activity
12:00 10 min	1. Renaming 2. Check-in & Overview	Welcome & Rename Check-In Overview <ul style="list-style-type: none">• 3.2P: During the Plenary, you started reviewing the first consolidated draft of your submission to COP26 and heard from 2 witnesses, contributing two different perspectives on fossil fuels.• 3.3B: Today is our last Breakout session before COP26. We will discuss and vote on the framing question of the Global Assembly and the vision for the future you proposed during discussions last week. Over the weekend, the Editors consolidated your comments during Plenary into a

		second draft of the submission. We will review this draft and continue commenting on it. As we review this draft, we will consider alternative perspectives contributed by other Members
12:10 60 min	<p>1. Deliberate & vote on Framing Question</p> <p>2. Deliberate and vote on Vision</p>	<p>Continued: Framing question (±30 min)</p> <p>A. Review & discuss framing question How can humanity address the climate and ecological crisis in a fair and effective way?</p> <p>B. Vote: <i>Do you approve this framing question as the purpose of your submissions to COP and continued deliberation?</i></p> <p>AMs submit one of the following votes, and a 1-2 sentence explanation of their vote</p> <ul style="list-style-type: none"> • "Yes" to approve the framing question • "No" to reject the framing question • "Abstain/Undecided/I don't know" <p>PreCOP V2: Vision (±30 min)</p> <p>A. Review & discuss "Section 1: Paris Agreement"</p> <p>The vision that was consolidated after iterative review on 3.2P was: "The world should make every effort to fulfill the Paris Agreement and to limit global warming to 1.5c"</p> <p>B. Vote: <i>Do you affirm this vision for the future?</i></p> <p>AMs submit one of the following votes, and a 1-2 sentence explanation of their vote</p> <ul style="list-style-type: none"> • "Yes" to approve V1 as the final version • "No" to reject V1 • "Abstain/Undecided/I don't know"
13:10 10 min		Break
13:20 90 min	<p>1. Continue iterative review & generation on COP</p>	<p>Notetaker records AMs' contributions & questions</p> <p>Continued: Iterative review on PreCOP V2 (±70 min)</p> <p>For each section of the Submission draft:</p> <p>A. Facilitator reads the section out loud</p> <p>B. AMs surface comments & questions</p>

Submission s V2	<p>C. Read & consider alternative perspectives on the section, consolidated from minority views surfaced during deliberations last week</p> <p><u>Prompt questions:</u></p>
	<ul style="list-style-type: none"> • Why might people feel this way? • Do these alternative perspectives make you reconsider your own perspective? If so, how?
<p>See Reference of "Consolidated Dissent"</p> <p>Consolidated Versions reflect "majority" opinions and contributions . To include and consider alternative perspectives, AMs also review consolidated perspectives shared by a smaller portion of AMs during</p>	<p><u>Section 2: Equity (±15 min)</u> Consolidated Dissent: The burden of combating climate change should not be left solely to rich countries. All countries must assume responsibility. We have learned about climate change only in recent decades. Blaming will not solve anything. There are also some developing countries which have high emissions, they have to assume responsibility also.</p> <p><u>Section 4: Human Rights and Climate Change, Right to Clean Environment (±15 min)</u> Consolidated Dissent: UDHR is not relevant because: 1 they need updating, they were written to respond to a specific problem at a specific time in history 2 they are too vague, open to misinterpretation 3 they are too idealistic and never applied properly, they stay on paper 4 they are not universal, different contexts would require different sets of rights</p> <p>Consolidated Dissent: Right to a clean environment should not be included in the UDHR because 1 we need stronger laws which can be directly implemented, simply adding one article to UDHR is not enough 2 Adding it will not make a difference since human rights cannot be protected in practice. We should focus on practical solutions rather than abstract principles. 3 There are already many treaties on environmental protection. We should focus on operationalizing these better. 4 It's too early to determine this as a human right since different countries have different contexts and priorities (e.g. right to development) 5 environment is simply an irrelevant concept to be associated with human rights.</p> <p><u>Section 5: Rights of Mother Earth, Ecocide as a Crime (±15 min)</u> Consolidated Dissent: 1. Mother Earth's right to life should be taken in context and is not all-encompassing, for instance (A) invasive species (B) human's right/need to use natural resources. 2. The term "Mother Earth" is emotionally manipulative. Let's use "nature" instead which does not personify, is gender-neutral, and is not emotionally loaded. 3. On Ecocide: We should focus on extant</p>

this iterative review.

environmental laws, there are enough of them already. Making new laws is no good unless we can enforce them properly.

Notetaker records AMs' contributions & questions

Open generation on COP Submissions (±20 min)

- Beyond what is included in the Consolidated PreCOP V2, Is there anything missing? Would you like to add any new points?

14:50

End

10 min

- **Session 9 Survey:** <https://globalassembly.org/session-9-survey>
- **Collect remaining questions questions:**
 - Editors will consolidate these comments into a new draft that we will vote on in our Plenary session. There will be speakers present to answer any questions
 - Are there any questions you would like to have answered, before you feel comfortable voting on the submissions? We will send these to the experts prior to the Plenary session.
 - Reminder of where to find the Q&A
- **Crowdsourcing Titles for the Submission:** Please submit suggestions for titles of your Submission using the form that will be sent out later today.
- **Drop-In Sessions:** We will host "Drop-In" sessions on Friday to create additional support for Members to engage with information materials, speakers & witnesses, final COP26 submission, process questions and otherwise. Assembly Members will be able to drop-in on any of these sessions with Community Hosts & Translators to review materials and ask questions. The exact timings and links of these sessions will be shared shortly with CHs.

Session Outputs

- Session 9 Survey
- Votes on Framing Question & Consolidated PreCOP V2 "Section 2"
- Iterative review comments on Consolidated PreCOP V2

Consolidation of PreCOP V3

Editors will integrate the iterative review comments surfaced on the remaining sections of the COP Submissions to generate a 3rd

draft, to be reviewed & voted on 3.4P. AMs can also opt in the review V3 in a Drop-In Session on October 29th.

COP Speakers Sortition

A stratified sortition is run to select 10 AM speakers for COP26.

Drop-In Session: October 29th, 2021

5 drop-in sessions hosted between 06:00-17:30 UTC to accommodate time zones

Session Overview

These are open-to-all meetings that any Assembly Member can attend (with their CH or Translators), regardless of Breakout allocations, to catch up on materials and ask questions. The aim is to provide AMs sufficient information to feel comfortable voting on the final COP Submission in 3.4P.

Resources Used

Any Learning Materials that the AMs present would like to review (ie. Information booklet, Miro PDF, Consolidated PreCOP V3, etc).

Optional resources:

Speaker on effectiveness, Joeri Rogelj

Time	Aim	Activity
12:00 10 min	1. Check-in & Overview	Introductions Clarify Purpose: <ul style="list-style-type: none">• Catch-Up space, to inform their voting on Draft 3 Submission on Saturday• Further discussions about topics, to inform their voting on Draft 3 Submission on Saturday• Surfacing questions NOTE: No new additional comments can be integrated into the Draft 3 Submission from this call. Any additional reflections can be given during the voting on Saturday when Members will have to give a 1-2 sentence "Why?" to their entered Yes/No/Abstain vote.

12:10 20 min	1. Cocreate the agenda for the session with AMs	<p>Open space / Agenda co-creation</p> <p>It's up to you to choose how we use this space. Is there anything in particular you want to review, deliberate on or ask questions about in this space?</p> <p>It's up to you to choose how we use this space. Is there anything in particular you want to review, deliberate on or ask questions about in this space?</p> <p>A. Members feedback & facilitator takes notes*</p> <p>If Members struggle to pinpoint specific things:</p> <ul style="list-style-type: none"> Remind them of the speakers and witnesses we watched + 2 new additional resource videos (Speaker: Joeri Rogelj* + Witness: Laura Muwanguzi) <p>*We strongly suggest that Members view Joeri Rogelj's video during this meeting</p> <p>B. Facilitator screen shares the full list of Learning Materials covered in previous sessions to confirm if there is anything that has not been elevated</p> <p>C. Facilitator reads out proposed agenda order of session & validate with Members</p>
12:30 80 min	1. Fulfill the agenda co-created by AMs	<p>Fulfill agenda</p> <p>Notetaker records AMs' contributions & questions*</p> <p>*AMs' questions on PreCOP V3 will be answered in the beginning of 3.4P, before voting.</p>
13:50 10 min	End	

Session 3.4P: October 30th, 2021

Session Overview

The session begins with a Q&A session with Bonny Ibhawoh, a member of the Global Governance & Participation Committee, and Bob Watson, a member of the Knowledge & Wisdom Committee. The purpose of this Q&A is for AMs to resolve outstanding questions regarding the climate & ecological crisis, climate governance and the content of the consolidated submission to COP26 prior to voting. The remainder of the session is dedicated to voting on all remaining sections of the submission and a title.

Resources Used

Consolidated PreCOP V3 (with titles crowdsourced from AM form submissions)

Time	Aim	Activity
12:00 20 min	1. Renaming 3. Check-in & Overview	Plenary Main Room Renaming Welcome Presentation from Global Support Team on <ul style="list-style-type: none">• Overview of weeks ahead: Observation of COP26 & return to deliberations after COP26• Review Co-production process & Decision rule
12:20 45 min	1. Expert Q&A to prepare for	Plenary Main Room Experts Q&A A. Introduction of Experts

voting	<p>Bob Watson is the chair of the GA Knowledge & Wisdom Committee. He is a physical chemist specializing in environmental science issues. He is the former chair of the IPCC and its equivalent committee on biodiversity.</p> <p>Bonny Ibhawoh is a member of the GA Global Governance & Participation Committee. He is a professor of Global Human Rights History & African History, at McMaster University Canada. He is an independent expert on the Expert Mechanism on the Right to Development.</p> <p>B. Experts answer prepared questions from Drop-in Sessions & outstanding questions from asynchronous Q&A</p> <p>For Bonny Ibhawoh</p> <ul style="list-style-type: none"> • Everyone's rights are equal but we also have the right for development. If we focus our equal rights to solving climate change, but sacrifice the right of development; is it to protect our rights or destroy our rights? • Even the developed countries are also affected by climate change, why are they still engaged in it, why are they not doing more to fight against it? <p>For Bob Watson</p> <ul style="list-style-type: none"> • With your experience, what is the probability that we will make success out of our fight against climate action? • Can we have more info about the trade-offs between different courses of action [of IPCC Scenarios 1, 3 and 5]? <p>C. Experts answer questions from AMs on learning materials & outstanding questions on PreCOP V3, to prepare them for voting</p> <p>Explanation of BO Rooms</p> <ul style="list-style-type: none"> • Voting on Consolidated PreCOP V3 <ul style="list-style-type: none"> ○ 1. Read each section of the Draft 3 submission with your BO group ○ 2. Vote statement by statement using private message to your facilitators • Emphasize the importance of articulating their reasons for voting, because there will be an explanatory note edited from the reasons for voting
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Transition to Breakout Rooms

13:05
100 min

1. Read & vote Title & on each statement in Consolidated COP Submission s V3

Breakout Rooms

Titles

The following Titles were submitted on the Submission by AMs

- Peoples' Declaration on the Climate & Ecological Crisis
- Peoples' Declaration for the Sustainable Future of Planet Earth
- Peoples' Call for Citizen Involvement in Climate Emergency
- Peoples Statement to Prioritize Collective Interest

AMs submit a vote indicating their preference for one of the titles

For each section of the Submission:

- Facilitator reads all the statements in that section out loud
- Vote on **each statement**: *Do you validate this statement to be included in your Submissions to COP26?*

AMs submit one of the following votes, and a 1-2 sentence explanation of their vote

- "Yes" to approve V3 statement
- "No" to reject V3 statement
- "Abstain/Undecided/I don't know"

Return to Plenary Main Room

14:45
10 min

1. Present vote results

2. Introduce the 10 sortition-selected AM COP26 Speakers

Plenary Main Room

Present Vote Results

All statements in PreCOP V3 were validated by a majority vote. The selected Title is, "Peoples' Declaration for the Sustainable Future of Planet Earth"

Introduction of COP26 AM Speakers

Out of the AMs who opted in to speak at COP26, ten were selected by sortition. Each AM will introduce themselves.

14:55 5 min	Plenary Main Room Close of Pre-COP Deliberations: Hand Signal Celebration Reminder to fill out the session 12 survey: https://globalassembly.org/session-12-survey
Session Outputs <ul style="list-style-type: none"> • Votes on Title of the COP Submission • Votes on all statements of Consolidated PreCOP V3 • Session 12 Survey 	

November 1 - 20

COP26 Observation

4.1Breakout

4.2Plenary

Block

04

Objectives

1. Share the People's Declaration on the Sustainable Future of Planet Earth at COP26
2. Observe COP26
3. Discussion of COP26
4. Continued revision and generation into the People's Declaration

Outputs

1. Crowdsourced list of topics for learning and discussion in Block 5
2. Comments and new inputs into the People's Declaration

COP26 Observation: November 1st - 20th

Collective Observation

The 26th COP, or the Conference of Parties takes place in Glasgow, UK November 2021. COP is the official United Nations Climate Change Conference. Tens of thousands of people, including world leaders, negotiators, experts, press, and civil society, will gather to evaluate governments' progress since the Paris Agreement and contribute to the dialogue around addressing the climate and ecological crisis.

For the Global Assembly to meaningfully observe and reflect on the COP proceedings, each AM will watch at least 8 hours of sessions and/or news coverage around the conference and share their observations back to the Assembly. The aim of the collective COP observation is for AMs to:

1. **Learn** from the ideas that are shared at COP and deepen their collective understanding of the crisis and strategies to address it
2. **Evaluate** the discussions they observe amongst world leaders to hold current actors accountable to the GA COP Submissions

Observation Pledge

Each AM will pledge, or commit, to observe and share reflections on sessions, totalling up to at least 8 hours of observation.

COP26 Journal

After observing sessions, AMs will journal and submit a short reflection through a form that will be consolidated by the Editor Team and anonymously shared back to other Assembly Members for collective learning.

Session 4.1B: November 16th, 2021

Session Overview

Following an extended check-in, AMs begin discussing their observations of COP26. In light of these reflections, AMs revisit the People's Declaration, identifying if there are any changes they would like to make to the document. Finally, the session concludes with a generative discussion on what topics they would like to learn more about in the following sessions, and whom they would like the Global Assembly team to invite as a speaker or witness.

Resources Used

No Learning Materials were used in this session

Time	Aim	Activity
12:00 20 min	1. Rename 2. Check in & Overview	Welcome & Rename Check-In Create space for a longer personal check-in amongst members. <u>Prompt questions:</u> <ul style="list-style-type: none">• How have people been doing during the last two weeks?• How are people's families?• Were people able to observe sessions of the COP or local news reports? Overview <ul style="list-style-type: none">• Purpose of the session is to reflect on COP, and to set the post-COP agenda for the Global Assembly
12:20 70 min	1. Surface reactions	Notetaker records AMs' contributions & questions Discussion: Observations & Reflections on COP26

<p>and reflections on COP26</p> <p>2. Deliberate collective impressions of questions AMs individually journalled</p>	<p>Three rounds of discussion on COP26</p> <p>A. Open round of sharing amongst AMs (±15 min)</p> <p><u>Prompt question:</u></p> <ul style="list-style-type: none"> • What are your thoughts and feelings about COP26, the global climate conference? <p>B. Open round of sharing amongst AMs about the process of COP26 (±15 min)</p> <p><u>Prompt question:</u></p> <ul style="list-style-type: none"> • How did you experience the process of COP, the way in which the conversations and negotiations took place in Glasgow? <p>C. Collective reflection questions in the COP26 Journal (±40 min)</p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> • How aligned do you feel what you observed at COP is to the People's Declaration? <ul style="list-style-type: none"> ○ Extremely aligned ○ Aligned ○ Not very aligned ○ Not at all aligned ○ Not sure <p>And, why?</p> • After observing COP, how much confidence do you have in humanity to deal with the climate and ecological crisis? <ul style="list-style-type: none"> ○ A lot of confidence ○ A good amount of confidence ○ Some confidence ○ Hardly any confidence ○ No Confidence at all <p>And, why?</p>
<p>13:30 30 min</p> <p>1. Return to Peoples' Declaration in the</p>	<p>Notetaker records AMs' contributions & questions</p> <p>Discussion: Updates to the People's Declaration</p> <p>Facilitators seek to encourage a dialogue between AMs about the Declaration, and how they would like to update it.</p>

context of COP observations	<p><u>Prompt questions:</u></p> <ul style="list-style-type: none"> • After observing COP, are there additional statements or topics you would like to add to the People's Declaration? If yes, what? • Are there any statements you would like to remove? If yes, what? • Are there any statements you would like to change? If yes, what?
14:00 Break 10 min	
14:10 45 min 1. AMs curate deliberation agenda & learning topics for remaining sessions	<p><u>Notetaker records AMs' contributions & questions</u></p> <p>Setting the post-COP Agenda for the Global Assembly</p> <p>Pre-COP deliberations & learning agendas were curated by the Knowledge & Wisdom Committee. Post-COP, session agendas and objectives are crowdsourced from the AMs.</p> <p>A. Generate new topics (±30 min)</p> <p>Seek to generate and prioritize up to 5 topics, new or continued, to explore in the sessions ahead</p> <ul style="list-style-type: none"> • Based on <u>observations</u> of COP and reflections on the People's Declaration, what topics would you like to learn more about? <p>B. Speaker & Witness suggestions (±15 min)</p> <ul style="list-style-type: none"> • To provide more information on these topics, who would you like to hear from?
14.55 5 min End	
Session Outputs <ul style="list-style-type: none"> • Crowdsourced list of topics and speaker ideas for post-COP deliberations 	

Session 4.2P: November 20th, 2021

Session Overview

In this session, AMs continue to share their reflections on COP26. Presentations from five speakers as well as a reading of an abridged version of the COP26 Presidency Summary supplement this discussion. The latter half of the session is dedicated to a discussion on effective climate action and additional generation of topics for learning and deliberation in Block 5.

Resources Used

Video: Speaker, Bob Watson
Video: Speaker, Purnamita Dasgupta
Video: Speaker, Saleemul Huq
Video: Speaker, Hazel Healy
Video: Speaker, James Dykes
Abridged COP26 Summary Document

Time	Aim	Activity
12:00 15 min	1. Rename 2. Check-in & Overview	Plenary Main Room Welcome Recap <ul style="list-style-type: none">• COP26: COP events with GA members and GA team (1 Green Zone event & 4 Blue Zone events) and COP26 Observation• 4.1B: Reflections on COP26 and crowdsourced topics & speakers AMs want to explore in the remaining sessions Overview <ul style="list-style-type: none">• Focus on effectiveness: In response to the framing question, "How can humanity address

		<p>the climate and ecological crisis in a fair and effective way?", deliberation pre-COP focused on fairness. Post-COP deliberations will focus on effectiveness, informed by topics crowdsourced in 4.1P.</p> <ul style="list-style-type: none"> • 4.2P Agenda: We will hear from different speakers about their reflections on the outcomes from Glasgow. We will hear from 3 members of the Knowledge and Wisdom Committee and from 3 journalists. Then, you'll reflect in breakout groups on what you heard, and how this compares with your own personal observations of the COP process, and what you heard from your fellow Assembly Members in your breakout sessions on Tuesday. We will also generate topics around effectiveness you want to learn more about in the coming sessions • 4.2P Objectives <ul style="list-style-type: none"> ○ Hear from different speakers on the outcomes of COP26 ○ Deliberate on the outcomes of COP26 in light of the speakers presentations ○ Review the framing question, identify gaps in the current People's Declaration to answer the framing question and generate topics for learning & deliberation on these points
12:15 20 min	1. Hear reflections on COP26 outcomes from Knowledge and Wisdom Committee Members	<p>Plenary Main Room</p> <p>K&WC Speakers</p> <p>The K&WC is composed of 8 experts who include climate scientists, economists and indigenous wisdom keepers. The K&WC created the Information Booklet, and curated the learning phase of the Assembly. Today, 3 members of the K&WC will present their reflections on the COP26 outcomes and how it relates to the Peoples' Declaration.</p> <p>A. Watch: Bob Watson (±6 min)</p> <p>Bob Watson is the former chair of the Intergovernmental Panel on Climate Change (IPCC) and its biodiversity counterpart, the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES). He is the Chair of the Global Assembly Knowledge & Wisdom Committee (K&WC).</p>

🔗 Video:
"Speaker,
Bob
Watson"
[here](#).

Videos are cut
with transcript
slides, to
allow for
translation



B. Watch: **Purnamita Dasgupta (±6 min)**

Purnamita is an Environmental Economist at the Institute of Economic Growth in Delhi, India and a member of the Global Assembly Knowledge & Wisdom Committee (KW&C).

🔗 Video:
"Speaker,
Purnamita
Dasgupta"
[here](#).

Videos are cut
with transcript
slides, to
allow for
translation

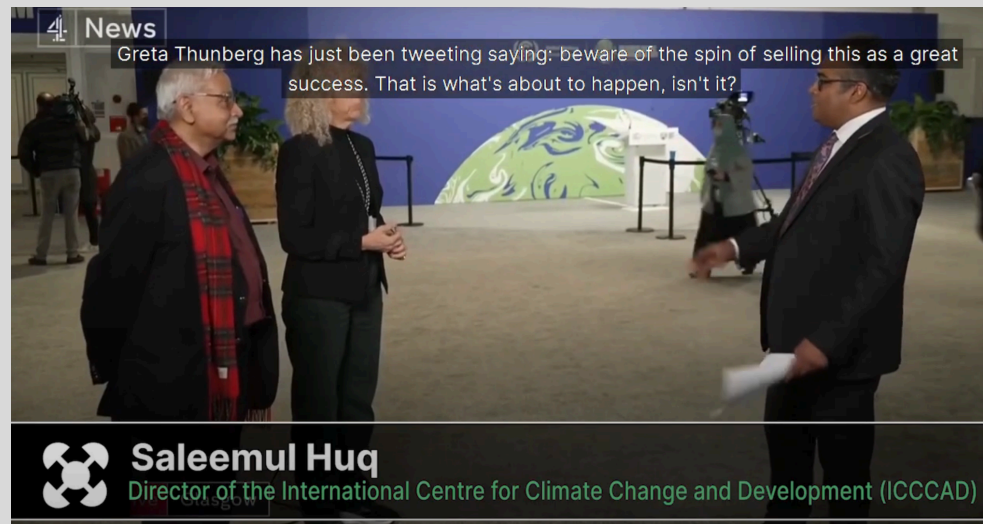


C. Watch: **Saleemul Huq (±6 min)**

Saleemul is the Director of the International Centre for Climate Change and Development (ICCCAD) and a member of the Global Assembly Knowledge & Wisdom Committee (KW&C). You will see a short interview of Saleemul at COP26, which was broadcast on Channel 4 News (a UK TV channel) on November 15th.

🔍 **Video:**
"Speaker,
Saleemul
Huq" [here](#).

Videos are cut
with transcript
slides, to
allow for
translation.



Transition to Breakout Rooms

12:35
55 min

1. Review the
official
COP26
Presidency
summary

Breakout Rooms

COP26 Presidency Summary (±15 min)

A. Facilitator introduces document

This document contains excerpts from "COP26: The Negotiations Explained," an official report published by the UK government on the outcomes of COP26. It outlines decisions arrived at by world leaders negotiations on 8 topics: Science, Adaptation, Adaptation Finance, Mitigation,

2. Reflect on COP26 in the context of speakers & summary document

Finance, Loss & Damage, Implementation & Collaboration. We will have 15 minutes during the session to read. Please start reading the section you're most interested in, focusing on the outcomes. You will be able to read the document in full outside of the session with your Host, if desired.

B. AMs read abridged summary, with their CH

See
Reference
of "COP26
Summary"
*Supplemental
Workbook
Section 4.2i*

AMs read selected excerpts of ["COP26: The Negotiations Explained"](#), published by the UK government, focusing on decisions reached in negotiations.



Notetaker records AMs' contributions & questions

	<p>Discussion: Reflections on COP26, Continued (±40 min) AMs continue their reflections on COP26, in the context of the K&WC members' presentations and Summary document.</p> <p><u>Prompt questions:</u></p> <ul style="list-style-type: none"> • Initial reactions to speakers: How do the speakers' perspectives on COP26 outcomes compare with your own views before hearing from them? Has your perspective changed, and if so, how? • Reflections on Peoples' Declaration: <ul style="list-style-type: none"> ○ After hearing these perspectives on COP26 outcomes, is there anything you think is missing from the Peoples' Declaration? ○ What topics would you like to learn more about?
<div>13:30 Break</div> <div>10 min</div>	
Return to Plenary Main Room	
<div>13:40</div> <div>15 min</div> <div>1. Hear reflections on COP26 outcomes from 2 journalists</div>	<p>Plenary Main Room Journalist Speakers AMs hear from 2 journalists who provide different perspectives on the outcomes of COP26. In their presentation they cover the following 3 key questions:</p> <ol style="list-style-type: none"> 1. What are the key agreements and expected impacts of COP26? 2. How does that compare with the Global Assembly People's Declaration? 3. What do you believe is needed next to effectively address the climate and ecological crisis? <p>Hazel Healy (±6 min) Hazel Healy is a co-editor at New Internationalist. She specializes in human-rights focused stories, tackling themes such as migration, land-grabs and, most recently, food justice. Her reports have also been published in other outlets such as the LA Times, The Guardian and De Correspondent.</p>

🔗 Video:
"Speaker,
Hazel
Healy" [here](#).

Videos are cut
with transcript
slides, to
allow for
translation.



Hazel Healy
Journalist, New Internationalist

James Dykes (±6 min)

James Dykes is an Earth system scientist, writer, and author. He is the Assistant Director of the Global Systems Institute at the University of Exeter (UK).

🔗 Video:
"Speaker,
James
Dykes" [here](#).

Videos are cut
with transcript
slides, to
allow for
translation.



Dr James Dyke
Earth system scientist, University of Exeter & Journalist

<p>13:55 55 min</p> <p>1. Reflect on the framing question and on effectiveness</p> <p>2. Generate additional topics on effectiveness to explore in Block 5</p>	<p>Plenary Main Room</p> <p>Open sharing: Reflections on the framing question & effectiveness</p> <p>AMs reflect and share freely in the Plenary Main Room, on effective action and the speakers' presentations, guided by the following questions.</p> <p><u>Prompt questions:</u></p> <ul style="list-style-type: none"> • What does effective action mean for you in the context of the climate and ecological crisis? • What kind of action would you like to see to effectively address the climate and ecological crisis? • Speakers discussed the need for governments to significantly reduce greenhouse gas emissions by about 50% by 2030. <ul style="list-style-type: none"> ◦ What do you think about this? ◦ What are the risks and opportunities? • Speakers also discussed the need for pledges to be backed up by monitorable actions. <ul style="list-style-type: none"> ◦ What does monitorable action mean to you? ◦ How could it be done? <p>Speaker, Joeri Rogelj + Block 5 Agenda-setting</p> <p>A. Sharing</p> <p>Some AMs have seen the optional recorded presentation from climate scientist Joeri Rogelj. In his presentation, Rogelj discusses the effectiveness of a number of climate actions. Here, the Facilitator lists the actions explored by Rogelj, being careful not to characterize them as good or bad:</p> <ul style="list-style-type: none"> • Ending fossil fuel subsidies (reminder that we also heard 2 witnesses speak to fossil fuel subsidies) • Making the countries' climate pledges (Nationally Determined Contributions or NDCs) legally binding • Using Carbon Dioxide Removal (CDR), also known as Negative Emissions Technologies, for mitigation. <p>B. Reflection & open sharing</p> <p>AMs take a moment to reflect individually, then open up the floor for sharing & continued crowdsourcing of topics for Block 5</p>
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	<p><u>Prompt questions:</u></p> <ul style="list-style-type: none"> • What do you think about those options? • If you watched the presentation, how effective would they be in addressing the climate and ecological crisis? • If you weren't able to watch this presentation or have further questions on effectiveness, which of these effectiveness topics are you interested in learning more about?
<p>14:50 10 min</p>	<p>Plenary Main Room</p> <ul style="list-style-type: none"> • Session 14 Survey: https://globalassembly.org/session-14-survey

Session Outputs

- Crowdsourced list of topics and speaker ideas for post-COP deliberations
- Session 14 Survey

December 4 - 18

5.1Plenary

5.2Breakout

5.3Plenary

5.4Breakout

5.5Breakout

5.6Plenary

Block 05

Objectives

1. Generation and iterative review of the People's Declaration

Outputs

1. Final version of the People's Declaration on the Sustainable Future of Planet Earth

Session 5.1P: December 4th, 2021

Session Overview

The session begins with an overview from the Global Assembly team on the project; points covered include details on who is organizing the Global Assembly, its values, long-term vision and preliminary plans for advocacy within global environmental governance after the close of the Core Assembly. Next, the team presents the agenda for Block 5, crowdsourced from AMs' preferences recorded in Block 4. In Breakout rooms, Assembly Members meet in "mixed" groups for the first time in plenary, joined by a different Facilitator and AMs than their usual, weekly Breakout groups. Here, AMs reflect further on the outcomes of COP26 and specifically, their implications on their own lives and communities. This discussion is supplemented by a presentation from the Global Assembly team on the group's collective perception of COP26 sessions, consolidated from data submitted in COP Journals. The session closes with a discussion on the purpose and audience of the People's Declaration, to frame the work ahead of revising and adding to the document.

Resources Used

Summary of COP, by Zone (*See Supplemental Materials 5.1i*)

Time	Aim	Activity
12:00 35 min	1. Renaming 2. Check-in & Overview	Plenary Main Room Welcome Global Assembly Overview Global Support Team presents a recap of the project, focusing on: <ul style="list-style-type: none">• Who is organizing the GA• Values of the GA• Long term vision• Plan post-deliberation<ul style="list-style-type: none">○ What's ahead for global environmental governance

- How the 2021 GA's deliberations will inform the agenda for future GAs

Continued below.

🔗 Video: "GA Overview" [here](#).

Recording from 5.1P covering the Global Support Teams presentation on the GA & next steps.

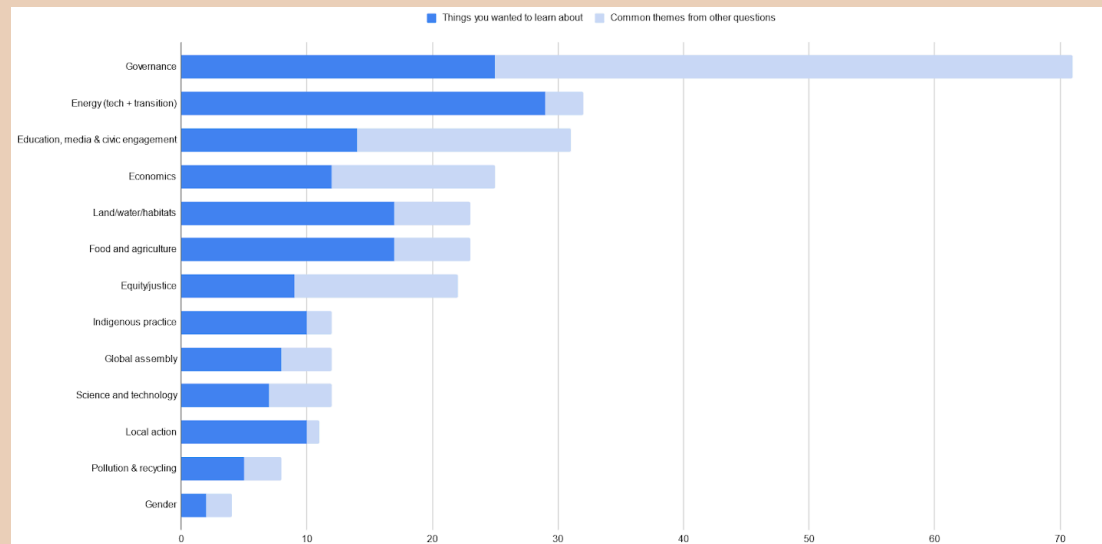


Plenary Main Room Overview

- What's ahead in Block 5
 - In Block 4, AMs shared which topics they would like to focus on. The Global Support Team organized the responses to determine the top 3 most popular topics. These were **(1) Governance, Monitoring & Enforcement, (2) Energy (Technology & Transition) and (3) Energy, Media & Civic Engagement**. We will explore these topics through speakers & deliberations in our remaining sessions.
 - Additionally, we will start exploring the future agenda of the Global Assembly, discussing:
 - (1) Advocacy around Peoples' Declaration, for instance at the global conferences mentioned earlier, and how involved you'd like to be in this, in

- addition to other possibilities of staying involved in an AM alumni role
- (2) Whether the PD should be a starting place for the next Global Assembly, planned for 2023
- (3) Informing the agenda for Community Assemblies in 2022.

Workflow Crowdsourc ed Agenda- Setting for Block 5



- 5.1P: Today, you will reflect further on the outcomes of COP and what that means for you and your own context/daily lives. You will also begin to identify the purpose and audience of the Peoples' Declaration.

12:35
15 min

1. Present data on AMs' collective perceptions of COP26

Plenary Main Room

Summary of COP, by Zone

The Global Support Team shares consolidated findings from AMs' COP Journals, detailing the group's collective perception of COP26 Blue and Green Zones. Overall, observation of the Green Zone events provided AMs a much greater feeling of alignment with the Declaration and inspired a

much greater faith in humanity to address the climate and ecological crisis.

Before transitioning to Breakout Rooms, AMs are asked to consider: Has your perspective on COP changed since observing sessions to hearing from speakers in the last plenary?

Transition to Breakout Rooms

12:50
50 min

1. Reflect further on the outcomes of COP and what that means AMs' own contexts

Breakout Rooms

AMs meet in "mixed" breakout rooms for the first time in plenary, joined by a different Facilitator and AMs than their usual, weekly breakout groups.

Introductions & Icebreaker (±20 min)

Notetaker records AMs' contributions & questions

Discussion: Wrap-Up Reflections on COP26 (±30 min)

AMs share their final reflections on COP26, focusing on how the conference may have related to their own lives or communities.

Prompt questions:

- Connections to your life
 - To what extent was COP26 covered in your local news/media? What did you hear/notice?
 - How would you have liked COP26 sessions or news about COP26 to have been shared with you/your fellow citizens?
 - How aware were your friends or neighbors that COP26 was happening, and how the conclusions might affect their/your daily lives?
 - If relevant, can you describe a conversation you had with neighbors and friends about COP26?
- Were you aware of your own country's goals at COP26?
 - If yes, did you feel that they were aligned with the Peoples' Declaration? And what else might be needed?

		<ul style="list-style-type: none"> • Reflections on document shared in plenary <ul style="list-style-type: none"> ◦ After hearing the COP26 summary by Zone, speakers from last week & discussions with fellow AMs, do you have any final takeaways on COP to share?
13:40 10 min	Break	
13:50 30 min	1. Begin to identify the purpose and audience of the Peoples' Declaration	<p>Breakout Rooms</p> <p>Notetaker records AMs' contributions & questions</p> <p>Purpose & Audience of the Peoples' Declaration on the Sustainable Future of Planet Earth</p> <p>A. Share-out, with a view to generate (±10 min)</p> <p>Each AM summarizes in a sentence, "The purpose of the Peoples' Declaration is to ____ and I see its audience as ____."</p> <p>B. Summarize (±5 min)</p> <p>Facilitator invites 1~2 AMs to summarize the key points made in the group, and cluster similar ideas.</p> <p>C. Discussion (±15 min)</p> <p><u>Prompt questions:</u></p> <ul style="list-style-type: none"> • Do you agree with this summary? Is there anything we missed? • Which parts of this summary are most important to you? <p>Before coming back to plenary, Facilitator invites an AM to synthesize these comments, and share an answer that reflects the initial views of the Breakout.</p>
	Return to Plenary Main Room	
14:20 30 min		<p>Plenary Main Room</p> <p>Notetaker records AMs' contributions & questions</p> <p>Open Sharing: Purpose & Audience</p> <p>Representatives from Breakouts share their group's initial responses on the purpose & audience of the Peoples' Declaration</p>

14:50 End
10 min

Session Outputs

- Breakouts' responses on the purpose & audience of the Peoples' Declaration on the Sustainable Future of Planet Earth, to be consolidated by the Editor Team into a Preamble.

Session 5.2B: December 7th, 2021

Session Overview

The session starts with a video from the closing session at COP26. Then, members should have a short (±15 minutes) opportunity to share initial reflections, to support their comprehension.

This is followed by three videos from Assembly Members sharing their lived experiences and perspectives related to the energy transition to respond to interest from Members to hear from each other. And, again, this will be followed by a short (±10 minutes) opportunity to share initial reflections, to support Members' comprehension.

The discussion section of the session today provides an opportunity for members to consider the statement they had co-created on fossil fuels, and to generate additional and open-ended inputs to their Declaration on the topic of energy transition. Finally, Members will be invited to select a topic to work on during the next plenary, and to submit a video message for their colleagues.

Resources Used

Video: COP26 Plenary Excerpts

Video: Witness, Assembly Member Sanjay (UK)

Video: Witness, Assembly Member Jan Grygoruk (Poland)

Time	Aim	Activity
12:00 20 min	1. Renaming 2. Check-in & Overview	Welcome & Rename Check-In Overview <ul style="list-style-type: none"> • 5.1P: You learned more about the GA and what's ahead. You continued reflecting on the outcomes of COP26, specifically in the context of your own daily lives and communities. Finally, you began to identify the purpose and audience of the Peoples' Declaration. • 5.2B: We will start exploring the Energy Transition topic, one of the most top most-requested themes for further discussion. We will watch an excerpt of the final meeting of COP26 national delegations, focusing on negotiations around the wording of the Glasgow Climate Pact on coal, and hear recorded presentations from select AMs on their perspectives on energy and energy transition.
12:20 30 min	1. Watch COP26 Closing Plenary excerpt on coal negotiations 2. Surface initial reactions and thoughts to the COP26 proceedings on the	COP26 Closing Plenary Excerpt A. Facilitator introduces the video excerpt, with the following passage: <p><i>"We are going to watch excerpts from a meeting between national delegations near the end of COP26, to make final decisions on the Glasgow Pact, the key agreement between nations at COP26. The clause being discussed in this video is about the transition away from fossil fuels, and would become the first time that an explicit commitment to phasing out any fossil fuel had been included in an international climate pact signed by India. The video excerpt will cover a statement from India, representing a group of developing countries including China, South Africa, and Bolivia, to change the language in the agreement on coal reduction, from 'phase out' to 'phase down'. Then, the video shows four other national delegations share their discontent with the revision. There are two important factors worth considering when watching this session. First, the Glasgow Pact only refers here to coal, not to oil or gas. Countries such as India, China, South Africa are producers of coal and they are also heavily reliant on coal for their national energy demands. Developed countries, such as the UK, have largely transitioned away from coal towards natural gas, which they produce. Second, The Glasgow Pact did not mention any new climate financing to support developing countries, such as India, to transition</i></p>

<p>revision regarding coal</p>	<p><i>towards renewable energy while ensuring their citizens have access to energy."</i></p> <p>B. Watch video except (±10 min)</p> <p>Notetaker records AMs' contributions & questions</p> <p>C. Discussion: Initial reflections on video excerpt (±20 min)</p> <p><u>Prompt questions:</u></p> <ul style="list-style-type: none"> • What words, expressions, gestures, tone of voice etc....struck you particularly or stood out to you? • How did the presentations make you feel and why? eg. Happy, hopeful, angry, anxious, despondent, etc. • Were you surprised by the process world leaders took to discuss and ratify the Glasgow Pact, based on what you saw visually in the videos, or on comments made by national delegations on their experience with the process? • Do you have any questions on the content of the video?
	<p>🔗 Video: "COP26 Closing Plenary Excerpts" here.</p> <p>Selected excerpts from the Closing Plenary including statements from the Indian delegation on proposed amendment & opposing statements.</p>
<p>12:50 45 min</p> <p>1. Hear & discuss AM perspectives on fossil fuels, energy & just transition</p>	<p>AM Recorded Perspectives</p> <p>In addition to expert speakers and witnesses, AMs also learn from the lived experiences & perspectives of each other. Recorded presentations from AM witnesses in the post-COP deliberations intentionally elevates this peer-to-peer learning. In this session, AMs were volunteered by their Facilitators and/or the Global Support Team to speak to their perspectives & personal experiences in relation to fossil fuels & energy transition.</p> <p>A. Watch recorded presentations (±25 min)</p>

🔗 Video: "Jan Grygoruk" [here](#).

🔗 Video: "Sanjay Jagatia" [here](#).

Notetaker records AMs' contributions & questions

B. Discussion: Initial Reflections on AM Witnesses (±20 min)

Prompt questions:

- What's one thing that stood out/landed for you most in the presentations by your peer AMs? Anything that surprised/challenged/worried you?
- Do you have any questions on the content of the video?

13:35
10 min
Break

13:45
65 min
1. Deliberate and "weigh" trade-offs around energy transition

2. Share AM preferences on retaining clause on fossil fuels in Declaration OR

Notetaker records AMs' contributions & questions

"So What?" Discussion: Energy, Fossil fuels & Just Transition (±30 min)

After 2 rounds of viewing & initial reflections, on COP26 negotiations & AM witnesses, AMs go further into the topic of Energy Transition. Open questions presented by AM witnesses & the COP26 negotiations are used as starting points to discuss trade-offs related to Energy, Fossil Fuels & Just Transitions.

Prompt questions:

- Your colleagues highlighted the need to center equity and fairness in the transition away from fossil fuels, for instance providing alternatives & securing livelihoods for workers who rely on fossil fuel industries. How do you balance the need to cut fossil fuel emissions with the fact that 1 in 10 people don't have access to electricity, and the majority of global energy supply is fossil fuels?
- Your colleagues spoke about the need to address fossil fuel companies & corporations, more so than individuals' energy use. Who do you believe should be responsible for changing behavior?

<p>expanding into a standalone section</p> <p>3. Generate inputs on energy, just transitions & fossil fuels for Peoples' Declaration</p>	<ul style="list-style-type: none"> Part of the context we considered to the proposal of the amendment on coal, was that the Glasgow Pact did not mention any new climate financing to support developing countries, such as India, to transition towards renewable energy while ensuring their citizens have access to energy. Are there any inputs you would like to add to the current clause in the Peoples' Declaration around the responsibility of developed countries, with greater historical emissions, to finance the energy transition in developing countries? <p>"Now What?" Discussion: Energy, Fossil fuels & Just Transition (±35 min)</p> <p>In light of their discussions on Energy Transitions, AMs consider amendments and new inputs into the Peoples' Declaration.</p> <p>A. Record preference on the need to amend existing clauses in the Peoples' Declaration</p> <p>Fossil Fuels & the Energy Transition was the 3rd most popular topic for further exploration. In the draft of the Peoples' Declaration submitted to COP26, there is only one clause (Section 1 Clause 2, which explicitly mentions fossil fuels.</p> <p><i>(1ii) We believe that the Paris Agreement is humanity's best chance to avoid dangerous climate change. Parties to the Agreement have to adopt immediate measures for transitioning to a sustainable low-carbon economy. These measures include shifting financial support from fossil fuels to clean energy, improving energy efficiency, introducing carbon taxes, and tackling issues of overpopulation and overconsumption.</i></p> <p>Notetaker records AMs' preferences & reasons</p> <p>AMs have an opportunity to indicate their preference for expanding this mention of fossil fuels & energy transition into a new section of the Peoples' Declaration. Each AM indicates:</p> <ul style="list-style-type: none"> Yes, I'd like to expand the section & why No, I'd like to keep the section as is & why <p>Notetaker records AMs' contributions & questions</p> <p>B. Open generation of inputs into the Peoples' Declaration</p>
<p>14:50 10 min</p> <p>1. Record which theme</p>	<p>Record preferences for Breakout "theme" in Plenary</p> <p>To ensure that AMs are able to contribute on topics they are most interested in, Breakout rooms in</p>

each AM prefers to discuss in 5.3P

2. Record volunteers for recorded AM witness statements

5.3P will be divided into 3 "themes":

1. "Monitoring & Enforcement"
2. "Education & Awareness"
3. "Energy Transition"

Notetaker records AMs' preference

Each AM indicates their preference for the theme they would like to discuss further on.

Record volunteers for recorded statements

AM witnesses for 5.2B were volunteered by Facilitators and/or members of the Global Support Team, based on an awareness of particular lived experiences & viewpoints relevant to the energy topic. Going forward, all AMs are invited to submit video recordings to share with other AMs on the three crowdsourced topics for further exploration, mentioned above.

Notetaker records AMs' preference

AMs indicate if they would like to record a statement, for viewing in 5.3P or asynchronous viewing. The Global Support Team will be in touch with more details with those who indicate their interest here.

Session Outputs

- Inputs into the Peoples' Declaration
- Recorded preferences on expanding clauses on Fossil Fuels & Energy Transition in the Peoples' Declaration
- Recorded AMs' preferences on theme for breakout in 5.3P
 - Monitoring & Enforcement
 - Education & Awareness
 - Energy Transition
- Volunteers to record witness statements on the three themes above

Consolidation of Peoples' Declaration PostCOP V1

The Editor Team consolidates new inputs, on the Energy Transition, into the Peoples' Declaration submitted at COP26, or the PreCOP V3, to produce a PostCOP V1.

Session 5.3P: December 1th, 2021

Session Overview

The plenary session starts with an introduction activity together, introducing the Climer Cards and asking Members to share a card that describes how they are feeling so far in the GA journey.

In Breakout Rooms, each "committee" starts with an icebreaker so Members can introduce themselves. Then, each Breakout will watch recorded videos of the expert speakers or Assembly Members presenting on their topic. This is followed by a short opportunity to share initial reflections, to support their comprehension.

The discussion section of the breakouts today provides an opportunity for members to consider existing clauses of the Peoples' Declaration on their respective topics. For M&E and A&E, Members will indicate their preference for changing or retaining the **structure** of the topics in the current Declaration. For Energy Transition, Members will review the existing clauses AND newly consolidated inputs on Energy from 5.2B, and comment on new inputs + ideas for combining it into existing clauses. Finally, Members will have an opportunity to generate additional and open-ended inputs to their Declaration on the respective topics.

Resources Used

Peoples' Declaration Consolidated PostCOP V1

(1) Awareness & Education

Speaker: Stuart Capstick

Witness: Assembly Member, Dalitso

Witness: Assembly Member, Soren

Witness: Assembly Member Farhat

(2) Energy Transition

Speaker: Julia Steinberger

Witness: Assembly Member

(3) Monitoring & Enforcement

Speaker: Ipshita Chaturvedi

Witness: Assembly Member, Elizabeth

Time	Aim	Activity
12:00	1. Rename	Plenary Main Room

<p>2. Check-in & Overview</p>	<p>Welcome & Rename</p> <p>Overview Breakouts have been divided into the 3 most popular topics AMs wanted to discuss further.</p> <ol style="list-style-type: none"> 1. Awareness & Education 2. Energy Transition 3. Monitoring & Evaluation <p>You have been allocated into a Breakout room discussing a theme you indicated your preference for. In Breakouts, you will hear from expert speakers and AMs who volunteered to share their perspectives.</p>
<p>12:35 110 min</p> <p>1. Watch & Discuss Stuart Capstick & AM Witnesses</p> <p>2. Review & Comment on clauses in Peoples' Declaration (PD)</p>	<p>Breakout Rooms</p> <p>Topic: Awareness & Education</p> <p>9 Breakouts</p> <p>Introductions & Icebreaker (±15 min) Each Member introduces themselves & describes how they are feeling so far in the Global Assembly journey.</p> <p>Speakers & AM Witnesses</p> <p>A. Watch recorded presentations (±20 min)</p> <p>Stuart Capstick is the Deputy Director of the Center for Climate Change and Social Transformations at Cardiff University. He is interested in how people understand and act on climate change, what determines our level of interest and concern about this topic.</p> <p>Three AM witnesses share recorded presentations on their perspectives on Awareness & Education.</p> <p>🔗 "Awaren "Stuart Capstick" here.</p>

**ess &
Educati
on"
Videos**

"Assembly Member, Dalisto" [here](#).
"Assembly Member, Soren" [here](#).
"Assembly Member, Farhat" [here](#).

Notetaker records AMs' contributions & questions

B. Discussion: Initial reflections on videos (**±25 min**)

Prompt questions:

- What's one thing that stood out/landed for you most in the presentations by the speakers?
Anything that surprised/challenged/worried you?

10 min Break in Breakout Room

**3. Generate
new inputs
on
Awareness
& Education
for PD**

Awareness & Education in the Peoples' Declaration PreCOP V3 (±40 min)

A. Review existing mentions of awareness & education in the Peoples' Declaration PreCOP V3, or the version submitted to COP26

(3iv) Awareness should be raised on climate change and citizen participation through education and media.

(4v) To raise awareness on human rights and the human values which bolster these rights, governments must promote education and community engagement.

(5iv) To raise awareness on Ecocide and the rights of Nature, governments must promote education and community engagement.

Notetaker records AMs' preferences

B. Record AMs' preference on amendments to the PD

Each AM shares if they believe clauses on Awareness & Education should be expanded into a larger stand-alone section in their PD.

- Yes, and why?
- No, and why?

	<ul style="list-style-type: none"> • Not sure <p>Notetaker records AMs' contributions & questions</p> <p>C. Open generation of inputs into the Peoples' Declaration on Awareness & Education AMs discuss & surface anything new they would like to add or change on Awareness & Education in the PD.</p> <p><u>Prompt questions, if needed:</u></p> <ul style="list-style-type: none"> • The AMs you heard from gave examples of actions to boost education & awareness, such as creating classes in school curricula on climate change, or printing awareness slogans on products (similar to health warnings on cigarettes). • Was there anything mentioned that you particularly resonated with? Can you describe what kinds of actions you want to see around Awareness & Education on this issue? • Speakers talked about both the power of informed individuals to pressure companies and countries, as well as the need to keep in mind the bigger picture, or systemic problems. Who do you believe holds the power in addressing the climate & ecological crisis, individuals or governments & corporations? <ul style="list-style-type: none"> ○ Then, who do you believe is responsible to address the climate & ecological crisis, individuals or governments & corporations? ○ Does this change your perspectives on the need for public education and awareness?
<p>1. Watch & Discuss Speaker, Julia Steinberger</p>	<p>Breakout Rooms Topic: Energy Transition 6 Breakouts</p> <p>Introductions & Icebreaker (±15 min) Each Member introduces themselves & describes how they are feeling so far in the Global Assembly journey.</p> <p>Watch: Speaker, Julia Steinberger (±20 min) Julia Steinberger is a Professor of Ecological Economics at the University of Lausanne, in Switzerland. She is one of the members of the Global Assembly's Knowledge and Wisdom Committee and a Lead Author for the IPCC. Her research examines the connections between</p>

	<p>resource use (energy and materials, greenhouse gas emissions) and societal performance (economic activity and human wellbeing). She has received an Award for her research project 'Living Well Within Limits' investigating how universal human well-being might be achieved within planetary boundaries.</p>
	<p>🔗 Video: "Julia Steinberger" here.</p>
<p>2. Review & comment on new Energy Transition outputs from 5.2B.</p> <p>3. Generate new inputs on Energy Transition for PD</p>	<p>Notetaker records AMs' contributions & questions</p> <p>Discussion: Energy Transition(±20 min)</p> <p>A. Surface initial reflections to Julia Steinberger's presentation</p> <p>In her presentation, Steinberger highlighted that to explore the energy transition, we need to understand that there is a <u>demand side and a supply side</u>.</p> <ul style="list-style-type: none"> • What stood out for you about the <u>supply side</u>? • What about the <u>demand side</u>? • Anything that surprised/challenged/worried you? <p>B. Explore efficient & sufficient energy services</p> <p>In her presentation, Steinberger talked about the need to move to more <u>efficient</u> and <u>sufficient</u> energy services. AMs discuss what efficient & sufficient energy services look like in their own contexts and differing energy needs.</p> <p><u>Prompt questions:</u></p> <ul style="list-style-type: none"> • What does "sufficient" mean for you personally? What energy needs do you have in your life?

- Transport (to go to work, on holidays? What kind of transport do you use?)
- Cooking (what energy supply do you use to cook? How much do you use?)
- Heating / cooling your home (do you feel you manage to keep cool in the summer or warm in the winter in your home? Do you need a lot of energy to do that?)
- Leisure?
- Anything else?
- If you were asked to cut down your energy use, do you feel it would be fair?

10 min **Break** in Breakout Room

Energy Transition in the Peoples' Declaration (±35 min)

- A. Read clauses on Peoples' Declaration PreCOP V3 on Energy Transition (1i & 1ii) & new consolidated clauses on Energy Transition, included in PostCOP V1.

(1i) Countries, governments, and people worldwide must make every effort to reduce global emissions drastically and limit global warming to 1.5°C in accordance with the Paris Agreement.

*(1ii) We believe that the Paris Agreement is humanity's best chance to avoid dangerous climate change. **Parties to the Agreement have to adopt immediate measures for transitioning to a sustainable low-carbon economy. These measures include shifting financial support from fossil fuels to clean energy, improving energy efficiency, introducing carbon taxes, and tackling issues of overpopulation and overconsumption.***

Notetaker records AMs' contributions & questions

- B. Iterative Review: Statements on Energy Transition in Peoples' Declaration (±45 min)
AMs comment edits, additions or deletions they would like to be included in the next iteration of the Submissions, considering:

- Are there any statements you think should be combined?
- Is there anything **new** you would like to add on Energy transition in the PD?

Breakout Rooms

Topic: Monitoring & Enforcement

<p>1. Watch & Discuss Ipshita Chaturvedi + AM Speakers</p>	<p>5 Breakouts</p> <p>Introductions & Icebreaker (±15 min) Each Member introduces themselves & describes how they are feeling so far in the Global Assembly journey.</p> <p>Speakers & AM Witnesses A. Watch recorded presentations (±30 min)</p> <p>Ipshita Chaturvedi is a lawyer with over 13 years of experience and has worked with businesses,</p>
<p>2. Review & Comment on clauses in Peoples' Declaration (PD)</p> <p>🔗 "M&E" Videos</p>	<p>governments and international organizations to build and move the environmental sector forward in policy-making and business. She is currently a partner at Dentons Rodyk LLP in the firm's Environment and Natural Resources practice.</p> <p>One AM Witness shares recorded presentations on their perspectives on Monitoring & Enforcement.</p> <p>"Ipshita Chaturvedi" here. "Assembly Member, Elizabeth" here.</p> <p>3. Generate new inputs on M&E for PD</p> <p>Notetaker records AMs' contributions & questions B. Discussion: Initial reflections on videos (±15 min) <u>Prompt questions:</u></p> <ul style="list-style-type: none"> What's one thing that stood out/landed for you most in the presentations by the speakers? Anything that surprised/challenged/worried you? <p>Notetaker records AMs' contributions & questions Discussion: Monitoring & Enforcement (±25 min) <u>Prompt Questions:</u></p>

	<ul style="list-style-type: none"> • In her presentation, Ipshita Chaturvedi describes a “deadlock” between developing and developed countries in climate negotiations, that blocks ambitious NDCs from developing nations and effective enforcement. She cites, for example, the insufficient financial support for developing countries or a lack of focus on unsustainable consumption patterns in developed countries at international conferences like COP. How do you balance the need for ambitious action & enforcement on climate, while taking into account the different circumstances, resources and historical responsibilities of nations? • Ipshita describes that a country’s NDCs can neither be questioned or enforced by the international community; rather, it is linked to that country’s internal processes. However,
	<p>although criminal enforcement is difficult, she mentions financial incentives as one effective way to encourage enforcement. What are your thoughts on Ipshita’s points? Do you have any other ideas on how to effectively encourage the enforcement of countries’ NDCs?</p>
10 min Break in Breakout Room	
	<p>Monitoring & Enforcement in the Peoples’ Declaration PreCOP V3 (±40 min)</p> <p>A. Review existing mentions of Monitoring & Enforcement in the Peoples’ Declaration PreCOP V3, or the version submitted to COP26</p> <p><i>(1iv) The Agreement has to be strictly enforced and monitored by the United Nations, in collaboration with the relevant actors at all levels of governance.</i></p> <p><i>(4iii) Once in the UDHR, this right must also be enacted in international human rights law and be strictly enforced at the international level.</i></p> <p><i>(4iv) Countries must enact this right into their national laws and report regularly on its enforcement to the relevant international bodies, based on fairness, transparency, and efficiency.</i></p> <p><i>(5iii) Ecocide has to be codified as a crime in the international and national laws, applicable to governments and corporations. It has to be firmly enforced alongside existing environmental protection laws.</i></p>

		<p>Notetaker records AMs' preferences</p> <p>B. Record AMs' preference on amendments to the PD</p> <p>Each AM shares if they believe clauses on Monitoring & Enforcement should be expanded in their PD, and if so, how.</p> <ul style="list-style-type: none"> • Yes, we should combine, expand or change ____. • No, and why? • Not sure <p>Notetaker records AMs' contributions & questions</p>
		<p>C. Open generation of inputs into the Peoples' Declaration on Monitoring & Enforcement</p> <p>AMs discuss & surface anything new they would like to add or change on Awareness & Education in the PD.</p> <p><u>Prompt questions, if needed:</u></p> <ul style="list-style-type: none"> • Elizabeth mentioned a need to "practicalize" the Peoples' Declaration. • What would effective monitoring & enforcement of national commitments look like to you? • In light of Ipshita's comments around the enforcement of Ecocide, such as the need for increased financial support to developing countries, are there changes or additions you would like to make to the clause on Ecocide in the Peoples' Declaration?
Return to Plenary Main Room		
14:25	1. Open sharing in Plenary	<p>Open sharing</p> <p>Representatives from each Breakout share top 2 reflections discussed in Breakout Rooms.</p> <p>Aim to hear from at least 2 AMs in each topic.</p>
14:55	End	

Session Outputs

- Recorded preferences on expanding clauses on Awareness & Education and Monitoring & Enforcement
- Iterative review comments on existing clauses on three topics in **V1**, and iterative review comments on new clauses on Energy Transition in **PostCOP V1**.

Consolidation of Peoples' Declaration PostCOP V2

On Energy Transition, the Editor Team integrates iterative review comments surfaced on new clauses in **PostCOP V1**.

On Awareness & Education and Monitoring & Enforcement, iterative review comments on clauses in **PreCOP V3** are integrated, and new inputs are consolidated into stand-alone sections

Session 5.4B: December 14th, 2021

Session Overview

In the beginning of the session, the Facilitator should explain that the Editor team has consolidated the inputs AMs generated on Saturday, on the 3 topics of Awareness & Education, Energy Transition and Monitoring & Evaluation. Today's session will be an opportunity for AMs to review the consolidation of their and their peers' ideas into the Declaration. Next, AMs will review and comment on the Preamble, or introductory paragraph to the Declaration. Then, AMs will review and comment on the new sections of the Declaration following the guidelines included in the process plan.

Resources Used

Peoples' Declaration Consolidated PostCOP V2

Time	Aim	Activity
12:00 25 min	1. Rename 2. Check-in & Overview	Welcome & Rename Overview (±10 min) <ul style="list-style-type: none">• 5.3P: Last plenary, Breakouts were divided into the three most popular themes you asked for, to provide an opportunity for you to discuss and generate inputs into the Declaration on topics you are most interested in.• Over the weekend, the Editor team has consolidated all of the inputs you provided into new clauses of the Peoples' Declaration.• 5.4B: Today, you will have the opportunity to review all of the edits that were made, based on the inputs provided across 20 breakout rooms, and provide comments that will be integrated into a new draft by the Editors. (1) Preamble, consolidated from your inputs on the purpose & audience of the PD from the first plenary in Block 5

		<p>(2) New additions into the PD from last Saturday on</p> <ol style="list-style-type: none"> Awareness & Education Energy Transition Monitoring and Enforcement <p>Check-In (±15 min) Each Member shares:</p> <ol style="list-style-type: none"> How are you doing? Which theme did your Breakout on Saturday discuss, and can you share any key reflections or learnings shared in your BO conversation?
<p>12:25 30 min</p>	<p>1. Read Preamble</p> <p>2. Iterative review comments on Preamble</p>	<p>Context on co-production of Preamble (±5 min) The Preamble was consolidated by the Editor Team, from ideas shared by AMs in 5.1P, on the purpose & audience of the PD.</p> <p>Notetaker records AMs' contributions & questions</p> <p>Iterative review of Preamble (±25 min) <u>Prompt questions to encourage commenting into the draft of the Preamble:</u></p> <ul style="list-style-type: none"> Is there anything here that you don't understand? Is there anything here that you disagree with and would like to remove? What are some phrases we can change or add to make the preamble clearer?
<p>12:55 35 min</p>	<p>1. Read changes & new clauses on M&E</p> <p>2. Iterative review comments on M&E</p>	<p>Context on co-production of clauses on Monitoring & Enforcement (±5 min) 5 Breakouts discussed Monitoring & Enforcement in 5.3P, and generated:</p> <ol style="list-style-type: none"> Comments on existing clauses in the PD about Monitoring & Enforcement New statements to add to the PD on Monitoring & Enforcement <p>AMs review both the changes that were made to existing clauses, and new statements that were consolidated by the Editors.</p> <p>Notetaker records AMs' contributions & questions</p> <p>Iterative review of clauses on Monitoring & Enforcement (±30 min)</p>

clauses	<p>For each clause:</p> <p>A. Initial reflection, to encourage sense-making or understanding, of the clause</p> <p><u>Prompt questions:</u></p> <ul style="list-style-type: none">• Is there anything here that you don't understand?• Can I invite someone to try to articulate what this clause means to them in your own words?• How does this clause relate to your own life, or your community?• If you were speaking on your local radio station, how would you explain this clause to people in your own community? <p>B. Iterative review on what AMs want to remove, add or change.</p> <p><u>Prompt questions to encourage commenting:</u></p> <ul style="list-style-type: none">• How can this statement be implemented at different levels - global, national, local?• What are some words or phrases we can change or add to make this clause more clear?
<div>13:30 Break</div> <div>10 min</div>	
<div>13:40</div> <div>40 min</div> <div>1. Read changes & new clauses on Energy Transition</div> <div>2. Iterative review comments on Energy Transition clauses</div>	<p>Context on co-production of Energy Transition section (±5 min)</p> <p>6 Breakouts discussed Energy Transition in 5.3P, and generated:</p> <ul style="list-style-type: none">(1) Comments on existing clauses in the PD about Energy Transition as well as new inputs you generated last Tuesday in the breakout discussion on Energy Transition(2) New statements to add to the PD on Energy Transition, fossil fuels and just transitions. <p>A majority of AMs also expressed that they believed there should be a new section dedicated to Energy Transition. We will review this new section together as well.</p> <p><u>Notetaker records AMs' contributions & questions</u></p> <p>Iterative review of Energy Transition section (±35 min)</p> <p>AMs go through the same iterative review process as above, for each clause in the Energy Transition section.</p>
<div>14:20</div> <div>40 min</div> <div>1. Read changes & new clauses</div>	<p>Context on co-production of Awareness & Education section (±5 min)</p> <p>8 Breakouts that discussed Awareness & Education in 5.3P, and generated:</p> <ul style="list-style-type: none">(1) Comments on existing clauses in the PD about Awareness & Education, and

<p>on A&E</p> <p>2. Iterative review comments on A&E clauses</p>	<p>(2) New statements to add to the PD on Awareness & Education</p> <p>Two clauses on Education & Awareness were left in their original sections, as they relate directly to the need for greater education on the content of those sections, which were around (1) human rights and (2) Ecocide. A majority of AMs also expressed that they believed there should be a new section dedicated to Awareness & Education. We will review this new section together as well.</p> <p>Notetaker records AMs' contributions & questions</p> <p>Iterative review of Awareness & Education section (±35 min)</p> <p>AMs go through the same iterative review process as above, for each clause in the Awareness & Education section.</p>
<p>15:00 End</p>	<p>What's ahead?</p> <ul style="list-style-type: none"> • Forecast voting on Preamble & Energy Transition section, which has undergone 3 rounds of iteration for some AMs and 2 for others, in 5.5B. • There will be another round of iteration on clauses on Awareness & Education and Monitoring & Enforcement, to be integrated for final voting in 5.6P.

Session Outputs

- Iterative review comments on Peoples' Declaration PostCOP V2

Consolidation of Peoples' Declaration PostCOP V3

The Editor Team integrates iterative review comments to produce a **V3**.

Session 5.5B: December 16th, 2021

Session Overview

The session starts with a brief welcome and check-in activity. Next, the Facilitator should provide the overview of the session ahead and explain that the voting process on the Peoples' Declaration will be split between today and Saturday (the last session of the GA) in order to give AMs another opportunity to comment on the more recent additions to the Peoples' Declaration in the second half of this session. Finally, Members will watch a short recorded presentation from the Global Support Team describing how the Editors consolidate their inputs, and highlighting some values that guide them in this work.

Then, Members will vote on 5 updated clauses that were already part of the Declaration submitted to COP26 and 6 clauses in the new Energy Transition section. Next, Members will review and comment on 9 updated new clauses on Monitoring & Enforcement and Awareness & Education. Given that there are only 30 minutes available to do this, Members will have 10 minutes to read all 9 clauses, and the 20 minutes allotted for commenting should be structured around clauses they are most interested to comment on, rather than going through each clause. After this, Members will read and comment on the updated Preamble. The remaining time will be dedicated to surfacing any additional comments the Members would like to surface on the overall language of the Declaration.

Resources Used

Peoples' Declaration Consolidated PostCOP V3

Time	Aim	Activity
12:00 30 min	1. Rename 2. Check-in & Overview	Welcome & Rename Check-In (±15 min) 5.6P will be followed by a Closing Party, to hear a message from each Breakout Room. AMs share an idea for what their Breakout might share in the Closing Party, and if they'd like to volunteer to present.

	<p>Overview (±5 min)</p> <ul style="list-style-type: none"> You will review the updated draft of the Peoples' Declaration, or PostCOP V3, containing your inputs from 5.4P. You will vote on the Energy Transition section & edits to the existing clauses in the PD, which some of you have iteratively reviewed 3 times. For the remaining sections, you will continue iterative review, to be consolidated into a PostCOP V4 draft. <p>Co-production Approach presentation (±10 min)</p>
	<p>Recorded presentation by the Global Support Team on how the Editor Team consolidates AMs' comments, and the values of the Editor Team.</p> <p>🔗 Video: "Co-production approach" here.</p>
<p>12:30 70 min</p> <p>1. Record votes & reasons for 8 clauses</p>	<p>Vote 5 Edits to Clauses from Peoples' Declaration PreCOP V3 (±35 min)</p> <p>AMs vote on 5 clauses that were part of the voted into Peoples' Declaration submitted to COP26, or PreCOP V3. These 5 clauses were edited during Block 4 and 5.</p> <p>Notetaker records AMs' votes</p> <p><i>Do you validate the edits to this clause to be included in the final Peoples' Declaration?</i></p> <p>For each clause, AMs submit one of the following votes, and a 1-2 sentence explanation of their vote</p> <ul style="list-style-type: none"> "Yes" to approve clause "No" to reject clause "Abstain/Undecided/I don't know" <p>Vote Energy Transition Section (±35 min)</p> <p>AMs vote on 6 clauses in the new Energy Transition section, which were first generated in 5.2B, then iteratively reviewed in 5.3P and 5.4B.</p> <p>Notetaker records AMs' votes</p>

		<p><i>Do you validate this clause to be included in the final Peoples' Declaration?</i></p> <p>For each clause, AMs submit one of the following votes, and a 1-2 sentence explanation of their vote</p> <ul style="list-style-type: none"> • "Yes" to approve clause • "No" to reject clause • "Abstain/Undecided/I don't know"
13:40 10 min	Break	
13:50 50 min	<p>1. Review & comment on 2 new M&E statements</p> <p>2. Review & comment on 7 new A&E statements</p> <p>3. Review & comment Preamble</p>	<p>Notetaker records AMs' contributions & questions</p> <p>Iterative Review</p> <p>AMs review & surface comments on 9 new clauses on Monitoring & Enforcement and Awareness & Education, and the Preamble in the Peoples' Declaration PostCOP V3.</p> <p><u>Prompt questions:</u></p> <ul style="list-style-type: none"> • Are there any clauses that you want to add, change or remove elements of here? • Can you spot any similar clauses here that you think should be consolidated into one statement? <ul style="list-style-type: none"> ◦ If so, which ones? • Are there any new changes here you disagree with? <ul style="list-style-type: none"> ◦ If yes, which ones and why? • Are there any additional clauses that seem unclear? What are some words we can change or add to make this clause more clear? • Is there anything you think is missing overall?
14:40 20 min	<p>1. Surface comments from Members on language points they would like to</p>	<p>Notetaker records AMs' contributions & questions</p> <p>Iterative Review: Language of the Peoples' Declaration</p> <p>AMs share their perspectives on the language of their Declaration, considering if there are any sections that should be simplified, or if there are particular clauses they believe should be addressed before the final vote.</p> <p><u>Prompt questions, drafted from comments received previously from AMs:</u></p>

edit in the Declaration	<ul style="list-style-type: none"> • Do you agree that the language of the Declaration should be simplified over all? • Do you agree that the clauses in the Declaration referencing “Developing vs. Developed” countries should include more detail on what this distinction refers to? <ul style="list-style-type: none"> ◦ If yes, can you describe one way we can define the difference between “Developing vs. Developed” countries?
15:00	<ul style="list-style-type: none"> • Post-deliberation survey: https://globalassembly.org/post-deliberation-questionnaire

Session Outputs

- Votes on Energy Transition Section in PostCOP V3 & 5 edits to clauses in the Peoples Declaration PreCOP V3
- Iterative review comments on PostCOP V3
- Overarching comments on language of the PD
- Post-deliberation survey

Consolidation of Peoples’ Declaration PostCOP V4

The Editor Team integrates iterative review comments on the Preamble, Awareness & Education and Monitoring & Enforcement sections into a **PostCOP V4**.

Session 5.6P: December 18th, 2021

Session Overview

The session begins in plenary with an activity for AMs to reflect on how their perspectives have changed throughout their participation in the Global Assembly. In Breakout rooms, AMs vote on all sections of the People's Declaration, and indicate preferences around their role as alumni Assembly Members, and the future of the Global Assembly. Groups that finish voting early take part in an optional activity sharing reflections on their journey so far & openly generating individual actions to take forward their learnings from this year. For the last 15 minutes of Breakout rooms, groups should create space to share parting messages with one another, sharing reflections on the journey so far and discuss how they'd like to stay in touch, if relevant.

Back in plenary, vote results are shared. Next, we will take "group photos" by asking each of the following groups to "raise their Zoom hand": Notetakers, Facilitators, Community Hosts/Translators and Assembly Members. Following the official close of plenary, representatives from each Breakout group will share creative presentations in the Closing Party.

Resources Used

Peoples' Declaration Consolidated PostCOP V4

Time	Aim	Activity
12:00 30 min	1. Rename 2. Welcome & Check-in	Plenary Main Room Welcome Intentions Return to their initial intentions: We have created a document containing stories & comments you shared during the very first session of the Global Assembly. It includes your hopes and dreams for the lives of your grandchildren, or future generations. And a letter you wrote with the other Members

		<p>of your home break outs to the rest of the Assembly Members.</p> <p>Want to invite you to open up that document, and go to your Breakout's page. We will spend ~10 minutes</p> <ul style="list-style-type: none"> • (1) Read & Reflect individually on your journey from that 1st session to today, considering how your perspectives may have changed. We encourage you to write down your thoughts on a piece of paper if you have! • Sharing back on intentions (3-5 Assembly Members, ask if anyone hasn't spoken yet.)
Transition to Breakout Rooms		
12:30 65 min	1. Vote on Peoples' Declaration 2. Vote on AM Alumni Role	<p>Breakout Rooms</p> <p>Voting on the Declaration (±65 min)</p> <ul style="list-style-type: none"> • Monitoring & Enforcement Clauses (2 clauses - 1v, 2v) • Awareness & Education Section (7 clauses - 6i~6vii) • Preamble (1 paragraph) <p>Notetaker records AMs' votes</p> <p><i>Do you validate this clause to be included in the final Peoples' Declaration?</i></p> <p>For each clause, AMs submit one of the following votes, and a 1-2 sentence explanation of their vote</p> <ul style="list-style-type: none"> • "Yes" to approve clause • "No" to reject clause • "Abstain/Undecided/I don't know"
13:35 10 min	Break	
13:45 50 min		<p>Voting (cont.) (±20 min)</p> <ul style="list-style-type: none"> • 7 summary statements <p>Following comments from AMs on the need to create a simplified version of the Declaration to increase accessibility, the Editor Team consolidated summary statements on each section.</p> <ul style="list-style-type: none"> • Overall Declaration (clauses that remain unchanged from PreCOP V3, or the version voted in

for submission to COP26 and 3 language edits)

AMs vote to confirm all of the clauses you voted in 3.4P prior to COP, and 3 language edits. The language edits were integrated by the Editor Team following AMs' comments on the need to qualify technical terms and specify the language around "developing/developed" countries to reflect their discussions on differences in living standards, energy access, or historical responsibility (such as emissions) between countries.

Notetaker records AMs' votes

Do you validate this summary statement/edit/clause to be included in the final Peoples' Declaration?

For each item, AMs submit one of the following votes, and a 1-2 sentence explanation of their vote

- "Yes" to approve clause
- "No" to reject clause
- "Abstain/Undecided/I don't know"

Alumni Role & Future Directions (±15 min)

- Would you like to join a voluntary meeting of the Global Assembly between March - May of 2022 to reconvene and discuss how you'd like to stay involved as an Assembly Member alumni community?
- As we did for COP26, we will be creating a community of AMs who are interested in advocating and speaking publicly on behalf of their personal experiences in the Assembly. Would you like to join this community of advocates, to be considered through an impartial lottery selection process to speak on behalf of your experiences & the Declaration at international events next year?
- Would you like to be contacted via your Community Host with updates about the Global Assembly? If you would like us to contact you via your personal email in addition to your Community Host, please also Private Message me your email with your preference.
- During your discussions after COP, you started discussing your vision for the Peoples' Declaration, starting with its intended purpose, and generating additional topics you hoped could be further deliberated on and added into the Declaration. Would you like to invite other individuals, organizations and governments to endorse and contribute to the Peoples' Declaration?
- AMs have indicated in order to address the climate & ecological crisis, we need to improve global governance and bring ordinary people into decision-making processes. This is

		<p>emphasized in the Peoples' Declaration. Would you recommend that the Global Assembly becomes a permanent part of global decision-making?</p> <ul style="list-style-type: none"> • Bringing together these 2 previous questions, would you recommend a global citizens' assembly in 2023 to continue your work of addressing the climate & ecological crisis? <p>Notetaker records AMs' votes</p> <p>On each of the questions above, AMs submit one of the following votes, and a 1-2 sentence explanation of their vote:</p> <ul style="list-style-type: none"> • "Yes" to approve clause • "No" to reject clause • "Abstain/Undecided/I don't know" <p>Check out (±15 min)</p> <p>AMs share a closing message to one another, reflecting on the journey they've been together this year and perhaps how they'd like to stay in touch after the close of the Assembly.</p>
14:40 20 min	Close	<p>Present vote results (±5 min)</p> <div> <p><i>Workflow</i></p> <p>Vote Results</p> </div> <p>Group photos (±5 min)</p> <p>Thank you's from Global Support Team (±5 min)</p> <p>Rain-making celebration, for closing (±5 min)</p>
15:00 60 min		<p>Optional Closing Party</p> <p>Each Breakout Room nominates one person to present a closing message.</p>

Session Outputs

- Votes, to produce the final **Peoples' Declaration on the Sustainable Future of Planet Earth**