

SEEDING ACTION

This worksheet is designed as a companion to [Framing Planetary Health: Communicating to Cultivate a Culture of Hope and Action](#). It offers questions to help you reflect on your communication efforts and priorities, assess opportunities to deepen impact, and brainstorm new approaches as you conceptualize, craft, or revise planetary health communications. The questions are designed to surface possibilities and provide considerations that support decision-making about what messages to convey and how to do so. While each section builds on the previous one, you may find some sections and questions more valuable for your work than others, and we encourage you to skip around and prioritize the questions that best support your priorities.

Please download or make a copy of this worksheet to edit it.

Context: How might planetary, government, economic, and cultural contexts inform your approach? [p. 4]

Planetary Context: the physical and natural systems that determine the health of the planet

- 1) Describe the environment where you live. What species live there? What is the weather like at different times of day and year? What landforms, bodies of water, and ecosystems shape the ways that life unfolds?
- 2) How is your local environment changing? Consider species and ecosystem health, weather patterns, and pollution levels (air, soil, and water). You may also consider positive, negative, and mixed changes.
- 3) Why are these changes taking place? Has anything slowed or precipitated them?
- 4) How have these changes affected the local community? Who has been affected more (or less) than others?

Government and Economic Context: government actions and economic conditions

- 5) What planetary health challenges and solutions are salient for local decision-makers? What actions have they taken recently? What actions have they not taken recently? What priorities have they expressed?

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- 6) What planetary health challenges and solutions are salient at the regional, national, or international level? What notable decisions or policy debates are likely to affect your community?
- 7) How are policy decisions (at any level) already impacting your community, or how might they impact your community?
- 8) Who (or what sectors) are the major employers in your community? How do they influence local and planetary health?
- 9) What kinds of job opportunities exist in your community for those who want to help bring about a healthy planet? Think broadly about the sectors and skills that can contribute to solutions (e.g., industry, education, healthcare, policy, research, infrastructure, etc.)

Cultural Context: what people think, say, and do; beliefs, attitudes, social norms, and trends in public discourse and media

- 10) Explore your community's beliefs, policy support, and actions using the [Yale Climate Opinion Maps](#) (if in the United States) or the [Potential Energy Global Data Explorer](#) (which covers 23 countries). How would you summarize local views on climate change and solutions?
 - a) Based on the data tools above (or other sources), to what extent does your local community understand the causes of climate change, the importance of taking action, and the kinds of things that will make a difference?
 - b) Does this data suggest a need for messages that convey these foundational insights, or does it suggest that your audience is largely "on board" with this information, providing an opportunity to prioritize messages that invite participation in solutions?
- 11) What are the messages about planetary health that community members encounter in local news and commentary (TV, print, social media)?
- 12) If your communication effort is designed for a specific audience (youth, residents of a particular neighborhood, etc.), what insights do you have about their views, interests, and actions? (Note: Try to stick with insights based on things you've heard or seen first-hand, rather than defaulting to assumptions based on stereotypes)

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Putting it together: How might context influence what you want to convey?

- 13) What trends, conditions, ideas, and priorities are salient for your community? In other words, what do they have in mind when they encounter your messages? What might they be looking for from your communication?
- 14) Considering the three dimensions of context, what information might you highlight to convey the following key messages?
 - a) Planetary health challenges are here and now
 - b) The health of the planet affects the things we care about
 - c) A healthier world is possible
 - d) We all have roles to play

Goals: What do you aim to achieve? [p. 5]

- 15) What do you want your audience(s) to think, feel, or do differently after encountering your communication? Try to be as specific as possible. You may have different goals for different audiences.
- 16) In what ways does your goal respond to the contexts you described above? Are there opportunities for further alignment?
- 17) If you achieve the goal(s) you described above, how will your work ultimately contribute to a culture of hope and action for planetary health?

Putting it together: How might your goals influence what you want to convey?

- 18) Considering your goal(s), what is the most important message for someone to take away?
- 19) Are there messages that might undermine your ability to achieve your goal(s)?

Frames: What messages do you want to convey? [p. 7]

Planetary health challenges are here and now. [p. 7]

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- 20) Review your responses in the *Planetary Context* section. What planetary health challenges are most salient or relevant for your community?
- 21) How might you leverage data, narrative, or images to convey that planetary health challenges and solutions are *here*?
- 22) How might you leverage data, narrative, or images to convey past and ongoing impacts of planetary health challenges to convey that the challenges are manifesting *now*?

The health of the planet affects the things we care about [p. 8]

- 23) What does your community care about? What do they prioritize? What are they proud of?
For ideas, you might look at the messages conveyed by those who hold or are running for local office or the services and programming offered by local non-profits, community-based organizations, and libraries. Considering the demographics of your community (race, ethnicity, age, income, education, family compositions, political leanings, religion) can also yield ideas about resonant values.
- 24) Review your responses in the *Planetary Context* section. What are the direct and downstream consequences of planetary health challenges that are most salient or relevant for your community?
- 25) What cherished places or traditions are jeopardized by planetary health challenge(s)?

A healthier world is possible [p. 9]

- 26) From your perspective, what could a healthier planet look like? What would be different? What might your community members experience?
- 27) How might you learn more about your community members' visions of a healthy planet and healthy community?
- 28) Considering the planetary health challenges and effects you've identified throughout this worksheet, what solutions are already available or underway in your local community and beyond?

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- 29) Beyond those that are currently available or underway, what solutions *could* help address the challenges you've identified (e.g., early-stage innovations, yet-to-be-adopted policies or social norms)?
- 30) For any of the solutions you've identified above: How do those solutions address the challenges and consequences you've identified? What other benefits do they bring? For whom?
- 31) If these solutions were implemented at scale, how would the world—and especially your community—look different? (E.g., if you've identified “deploying clean energy” as a solution, and that were massively deployed so that nearly all buildings were powered by clean sources, what would that look like?)

We all have roles to play [p. 10]

- 32) What are the ways that members of your audience(s) can contribute to the solutions you've identified in this worksheet? How will these actions make a positive difference?
- 33) How do the different identities, values, skills, or experiences of your audience relate to potential actions? Are there actions that are particularly well suited to your audience because of their backgrounds, priorities, or spheres of influence?
- 34) How might you leverage examples, messengers, visuals, and other elements to convey the idea that there are opportunities for everyone to make a difference?

Inviting Action [p. 14]

- 35) How might you make the invitation direct and explicit?
- a) Consider verb phrases that invoke participation in action—e.g., join, help, play your part, contribute.
 - b) Consider first- (i.e., we/us/our/ours) and second-person (i.e., you/your/yours) pronouns to make the invitation personally relevant for your audience.
- 36) How can you describe the action(s) as clearly and concretely as possible, to ensure that your audience knows exactly how to get involved or get started?

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37) How might you emphasize positive social norms—the extent to which other people are concerned and participating in action?

38) How might you encourage your audience to take action with others?

- a) Are there opportunities to emphasize the ways that social actions multiply impact?
- b) Are there opportunities to encourage a sense of accountability to follow through on an intention?

Putting it together: Considering context, goals, and frames—how do you want to convey your messages?

39) What images or visuals might help you convey the ideas you've described throughout this worksheet? What styles, colors, or media might strengthen the power of the messages?

40) What terms or phrases might help reinforce the messages you've brainstormed throughout this worksheet for your particular audience? Are there terms or phrases that might be less effective?

41) What messengers might strengthen the impact of the messages you want to convey? How might you elevate these messengers in your work?

42) What kind of tone will help you achieve your goal(s) and align with your audience and the content you're sharing?

- a) Are there opportunities to infuse levity, love, joy, humor, or play to help convey that action can be fun and satisfying?

43) What additional resources, groups, or individuals might be helpful as you apply the ideas in this worksheet?

If you've used this worksheet, we'd love to hear from you, and we'd love to see what you've produced. Please reach out to Rose: rhendricks@astc.org