

# Personalising the Climate Toolkit

Creating a multifaceted yet personal facilitation resource for students navigating their eco-anxiety journey

## GROUP 21

**Ivy Cheung** IT 13255056  
**Bianca Cruz** Business 13256728  
**Thomas Griffin** Engineering 13220708


**Rodica Hing** Management 13189687  
**Melanie Philippou** Communications 13218223  
**Patrick Remorozo** Science 13205505





## Acknowledgement of Country

We acknowledge the Gadigal people of the Eora Nation upon whose ancestral lands our City campus now stands. We pay our respects to the Elders both past and present, acknowledging them as the traditional custodians of knowledge for this land.



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MENTI

# Personalising our Presentation for you

Scan this QR code to join our  
Menti and answer the prompts



[menti.com/rk7gxw4njv](https://menti.com/rk7gxw4njv)



To kick things off we would like to propose some questions to help stimulate the discussion for today's presentations. These questions will help us develop future presentations and allow us to adapt to the plethora of learning styles for a more engaging model.

- What is your level of knowledge in the space of climate and its growing impact on mental health?
- What is the best medium for you to absorb information?
- What do you expect to see and learn from today's discussions?

On the slide is a QR code to our Mentimeter that will allow us to gather your responses in real time, where you can voice your thoughts and interact with our speakers today. But without further delay, let's move on to our agenda for today.

# Today's Agenda

01

**Our Analysis of the  
Challenge**

02

**Recommendations**

03

**Incorporating the  
real-world, reflexivity &  
interactivity**

Quickly to go through our agenda for today;

- First we will be sharing our analysis of the Climate Toolkit challenge through two key transdisciplinary methods - gap analysis and reframing.
- This will lead us directly to our top three recommendations.
- And to conclude we will elaborate how each recommendation incorporates the real-world, reflexivity and interactivity.

PROBLEM



## How might we...



...make the Climate Toolkit **more accessible and relatable**?

...**track impact** by understanding who is using the toolkit and how are they using it?

...**refine, adapt and/or expand** the current Climate Toolkit?

To understand our analysis of the challenge, we must first look back at the multiple asks we were given from Tania in the briefing Q&A session. This included thinking about;

- How we might make the Climate Toolkit more accessible and relatable,
- ways to track impact,
- and most importantly our TD perspective and advice on how the project may be refined, adapted and/or expanded.

# Gap Analysis

## Current State

**generalised audience**

**static** medium & **unappealing** design

**ineffective structure** for delivering mental health support content

**academic** messaging

**lack of perspectives** (including lived experience & climate experts)

**passive audience engagement** & negative emotive response

**no measurement tool** to evaluate impact & effectiveness

## Desired Future State

**accessible to varied audiences**

**interactive, user-friendly** design

engage **all learning styles** & provide **personalised support**

**actionable content** with lived experience stories

**variety of perspectives** (including generational & expert)

**informed & empowered** emotive response

**measurement tool** to evaluate impact & effectiveness

To tackle these multiple asks and identify our own understanding and succinct reframe of the challenge as TD consultants, we conducted a gap analysis. Gap analysis involves mapping the current state and desired future state of the project in order to then determine the core differences and key steps required to bridge the gap.

We analysed the current and desired future state of the Climate Toolkit based on factors such as audience, medium, structure, messaging, perspectives, audience engagement and evaluative measurement tools. We would also like to note that since we are students ourselves, we have chosen to focus on the student version of the climate toolkit only in our approach to this challenge.

# Gap Analysis

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what are the gaps?

## Desired Future State

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engage **all learning styles** & provide **personalised support**

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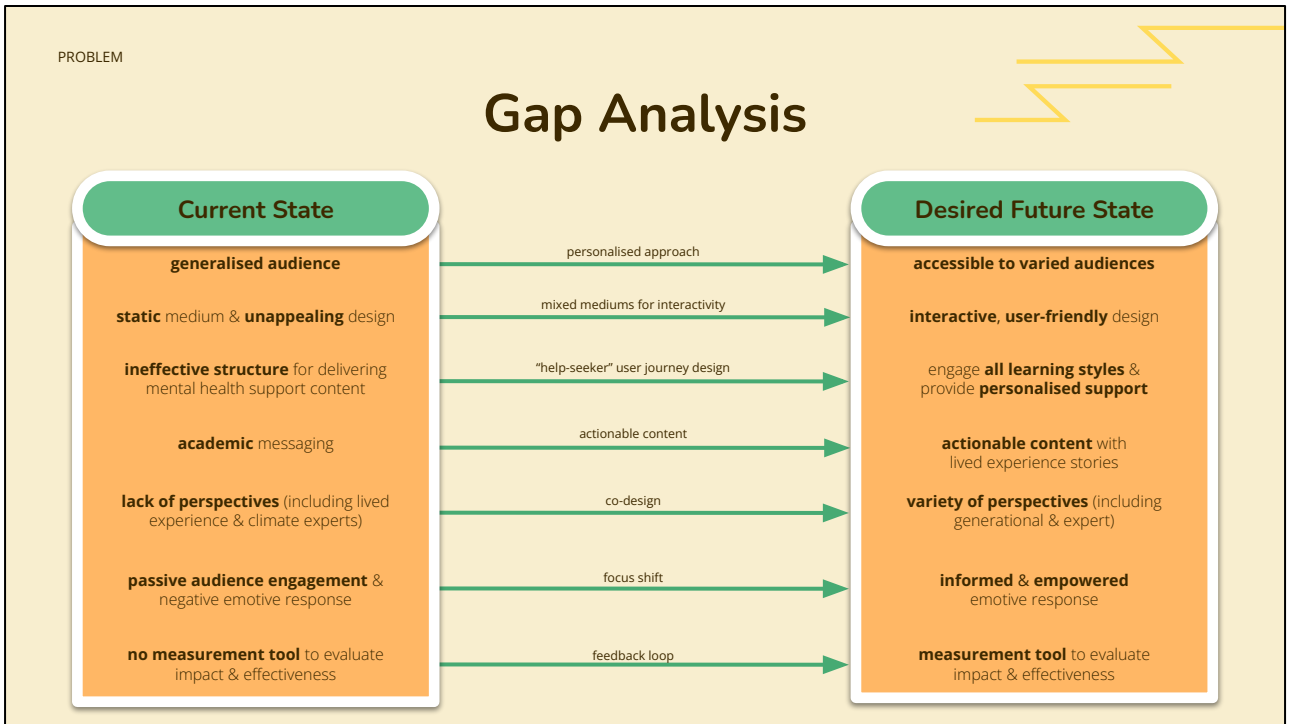
**variety of perspectives** (including generational & expert)

**informed & empowered** emotive response

**measurement tool** to evaluate impact & effectiveness

So what gaps did we find between these two states?

# Gap Analysis



Here are the seven main gaps that emerged;

1. Personalised approach to reach accessibility across varied audiences
2. Mixed mediums for interactivity to improve the overall design
3. Acknowledging and designing for the "help-seeker" user journey
4. Producing actionable content, that is content focused on taking action
5. Co-design to incorporate a variety of perspectives in the design, specifically lived experience, generational and climate experts
6. A shift in focus from engaged to present may help achieve a more positive, informed & empowered audience response as desired
7. And finally, generating a feedback loop within the toolkit itself for users to reflect and share their changing emotions and actions with others

PROBLEM

## Reframed Ask: How might we...

transform the Climate Toolkit into a **multifaceted** yet **personal facilitation resource** for the student “**help-seeker**”?



Ultimately this gap analysis led us to reframe and ask;

How might we transform the current Climate Toolkit into a multifaceted yet personal facilitation resource for the student “help-seeker”?

KUBLER-ROSS MODEL

# 5 Stages of Grief Model

**"Normal"  
Functioning**

**Return to  
Meaningful Life**

Empowerment, Security,  
Self esteem, Meaning



We recognised young people are a wide demographic with varying lived experiences - they can be at vastly different stages in their climate crisis journey. In order to address our 'how might we statement' and break down the complexity of creating personal facilitation for multifaceted help-seekers, we were inspired by the Kubler-Ross '5 Stages of grief' model.

This model breaks down climate activists into 5 stages:

KUBLER-ROSS MODEL

# 5 Stages of Grief Model

**"Normal" Functioning**

**Return to Meaningful Life**

Empowerment, Security, Self esteem, Meaning



When uncovering the reality of the climate crisis, activists initial reaction is shock, denial, and blame.

# 5 Stages of Grief Model

**"Normal" Functioning**

**Return to Meaningful Life**

Empowerment, Security, Self esteem, Meaning



This denial eventually boils over into anger and anxiety.

KUBLER-ROSS MODEL

# 5 Stages of Grief Model

**"Normal"  
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Empowerment, Security,  
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Some move into a state of depression and detachment from the situation, where they feel helpless and overwhelmed.

KUBLER-ROSS MODEL

# 5 Stages of Grief Model

**"Normal"  
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When activists see the clock running out, they switch up to the dialogue and bargaining stage where they reach out to others to hear their stories in an attempt to find meaning.

KUBLER-ROSS MODEL

# 5 Stages of Grief Model

**"Normal"  
Functioning**

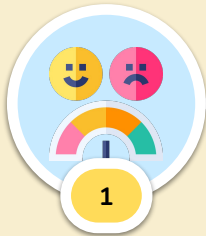
**Return to  
Meaningful Life**

Empowerment, Security,  
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and finally, when activists realise that life goes on, they reach acceptance, feeling empowered to explore options and take action.

# Our Recommendations



## Self-Assessment

Understand your thoughts and feelings



## Tailored content

You will be directed to relevant content based on what stage of eco-anxiety you are experiencing



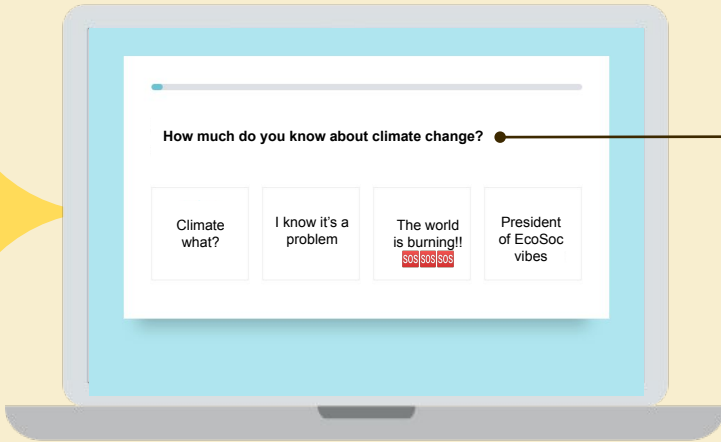
## Lived Experiences

Co-design the toolkit at different stages of eco-anxiety

Our intervention provides a 1-size fits all climate toolkit. We're proposing a 3 tiered solution, involving a self-assessment tool, tailored content, and incorporating lived experiences in the co-design process.

1

# Self-Assessment Tool



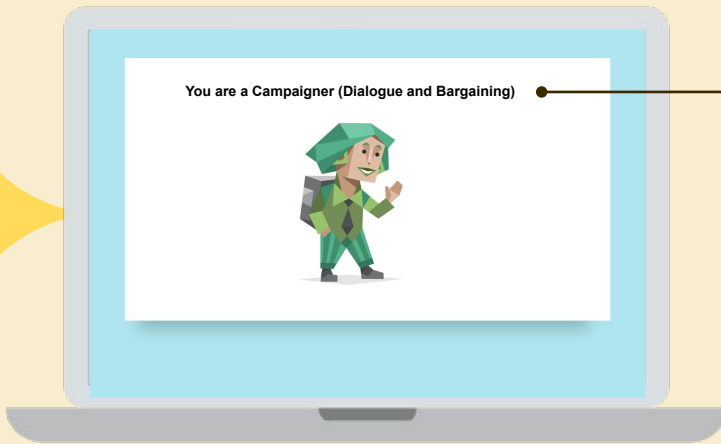
## Probing Qs

What are your current feelings and thoughts?

To help users gain self-awareness of what stage of eco-anxiety they sit in, students can self assess themselves using a quiz. It will ask probing questions to better understand their current thoughts and feelings on the climate crisis. Based on the answers submitted, a results report will be generated with what stage of eco-anxiety a student sits in.

1

# Self-Assessment Tool

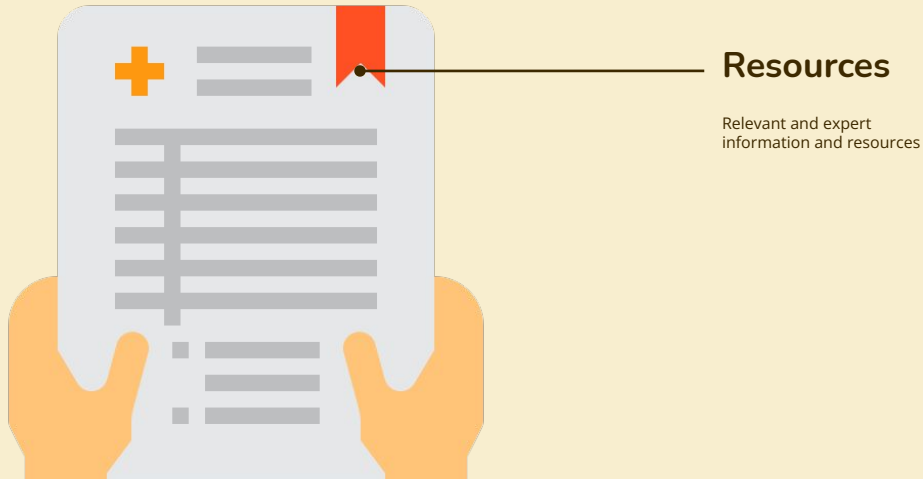


## Generated Results and Insights

Learn more about your identity and what it means

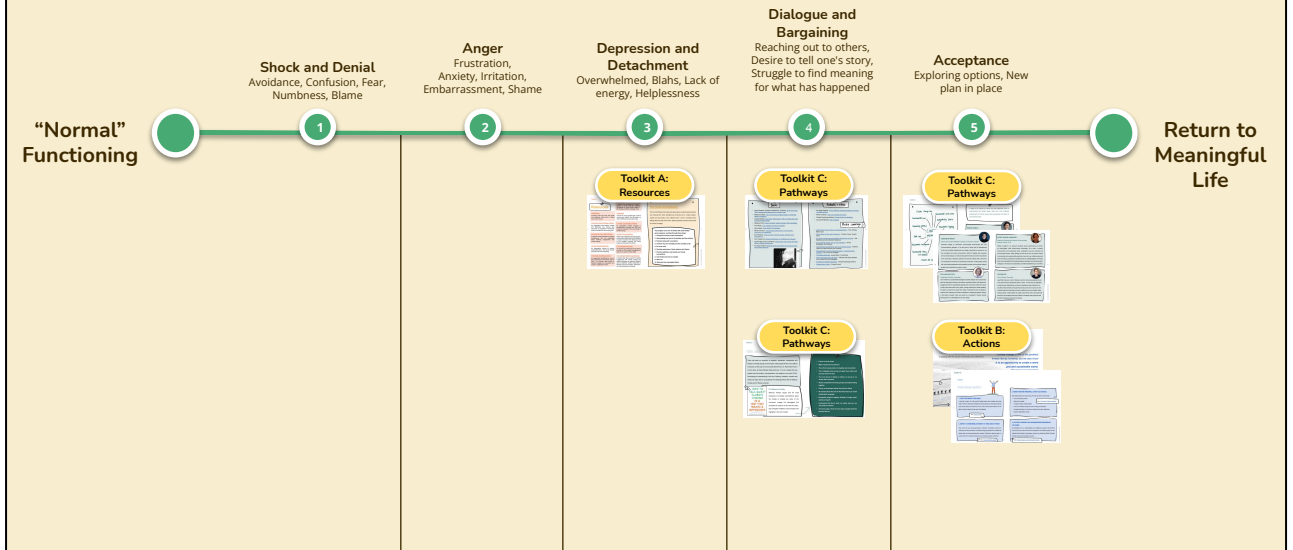
Understanding where they're at can help users better navigate their feelings through the crisis as they anticipate what's next. Personally resonating with these stages may validate their feelings as they understand what they feel is a shared experience.

## Tailored Content



Users will be directed to relevant content based on what stage of eco-anxiety they are experiencing. The toolkit can serve as a facilitator, linking to more relevant & expert information and resources if users want to learn more or to take positive action. These resources can come in a variety of modes - articles, podcasts, advocacy, events, videos - to cater to different learning styles.

# Gap Analysis

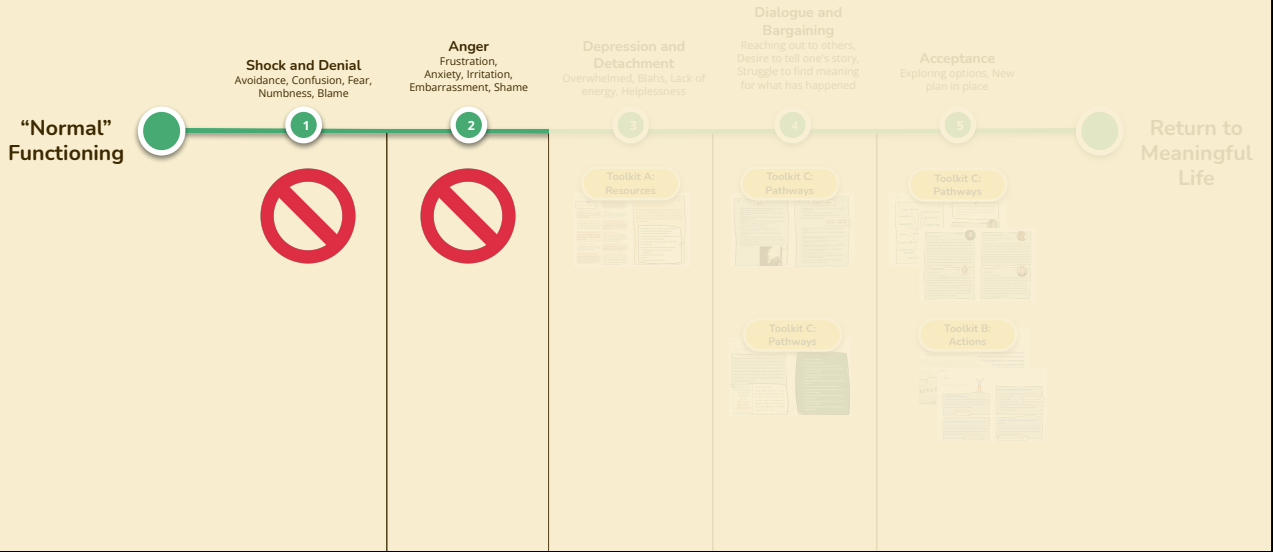


We compared the content in the existing climate toolkit, and what is needed at different stages in a user's eco-anxiety journey. Interestingly we found that the current content is geared towards students at the later stages of their journey;

- At the depression and detachment stage, there are mental health resources,
- the dialogue and bargaining stage has a podcast, book recommendations as well as how to have effective communication,
- and the acceptance stage where there is content on personal and professional pathways and how to take individual and collection action.

2

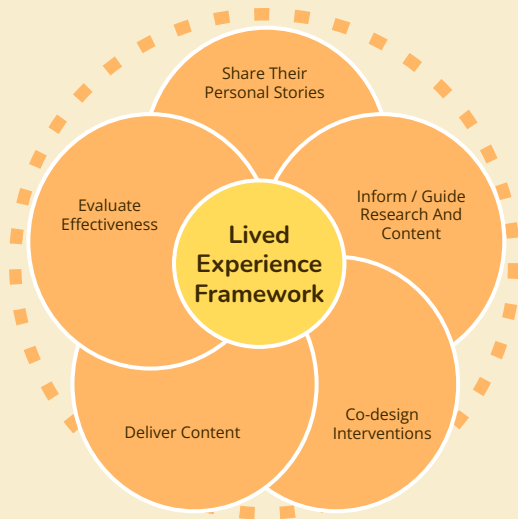
# Gap Analysis



There is no content supporting students at the early stages of eco-anxiety, particularly shock and denial, and anger. We've heard feedback from Tania that students don't even know what eco-anxiety is until they read the toolkit, and then realise it's a problem. Arguably these are the students that need the most help.

## 3

## Lived Experiences



Build understanding, reduce stigma and incorporate personalisation

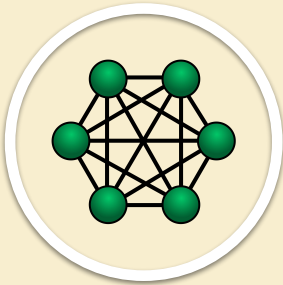


People with lived experience should be engaged early and meaningfully at each stage of the project

Involving people with lived experience of eco-anxiety builds understanding, reduces stigma and brings a more personalised touch to the toolkit. We created a lived experience framework to ensure individuals are engaged early and meaningfully at each stage of the project- from helping inform and deliver research and content, co-design interventions, and evaluate effectiveness.

With the solution we're proposing we're filling the gaps we identified by using a personalised approach providing actionable content at the right time to the right users, incorporating co-designing lived experiences feedback at all stages of the design process.

# Real-World



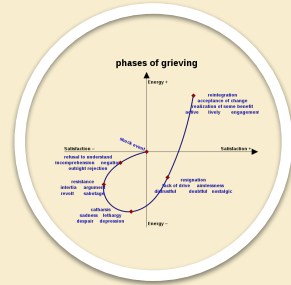
## Interconnection

Connection between the toolkit and users



## Real World Examples

Black Dog Institute and their personalised feedback



## Kubler Ross Adaption

The 5 stages and how individuals require different attention

Our recommendations seek to incorporate real world experiences to individualise the help and counselling for the help-seeker. We recognise a lack of connection between the seeker and the information given within the toolkit and want to express that personalisation of anxiety stability can help better address the problem, as a one blanket system may alienate an individual's sensitivity. Looking at real world facilities including The Black Dog Institute reveal that every individual expresses different needs and experiences while facing anxiety and we see a need to extend this model into the climate toolkit. The Kubler Ross model identifies individualism in anxiety and using this model to almost personalise real climate anxiety can really validate the effectiveness of the toolkit.

# Reflexivity



## Diverse Perspectives

Every individual's experience will differ, this can't be ignored



## Lived Experiences

How individuals can use their own experiences to better understand their anxiety

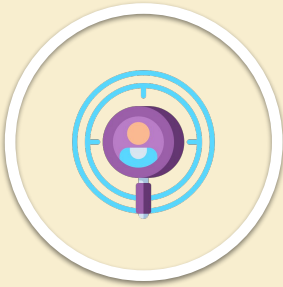


## Toolkit Optimising

Individuals can interpret the toolkit to best help them

Reflexivity continues to grow and expand the further we get into learning about it. But at its essence, it accommodates and drives a diverse collective of values, worldviews, beliefs and norms to isolate important topics from the inherent subject matter. The climate toolkit already highlights that individuals are not alone, and that climate anxiety is a real world problem, but it also struggles to express an individual's own perspective on the issue and how their own views and values have been subjected to stress and anxiety. We notice completely personalised feedback is a lot to ask, but some form of unique identification when addressing climate anxiety to reflect and individuals reflexivity cannot be overlooked. Allowing individuals to also reflect on their own lived experiences may also indicate a sense of unity within the system itself. While people can use other users' unique experiences and perspective, they may use their reflexivity to better understand what the toolkit is offering for themselves.

# Interactivity



## Personalisation

Increases participation and intrigue  
keeping the user interested



## Actionable Steps

Involvement of the user in the  
journey, promises long-term use of  
the toolkit



## Emotional Ties

Combat isolation by creating a  
community within eco-anxiety

In the current state, the lack of interactivity within the climate toolkit was a gap that we heavily addressed as the toolkit lacked personalisation and acknowledgement of the user journey. Our recommendation utilises interactivity by using the self-assessment tool and tailoring content and actionable steps to each user. A study on personalisation and interactivity recognises the vital role in increasing participation and continual involvement in the long-term through online co-creation (Blasco-Arcas, Hernandez-Ortega & Jimenez-Martinez 2014).

We acknowledge that the climate toolkit is a bank of resources that we hope users will want to return and refer to when needed. The use of the self-assessment tool will help capture the user immediately as we can establish an emotional connection with the interactive activity and provide personalised steps as they experience the toolkit. Furthermore, the use of lived experience will create emotional and meaningful ties to the user as they are exposed to a community they can potentially engage with. Interactivity within the future state is about capturing the user through personalisation, creating actionable steps and establishing an emotional tie.

# Thanks!

**Do you have any questions?**



To bring things full circle, our presentation today has been implemented with our very own self assessment and feedback loop tool to help bring to light the importance of personalisation and adapting to the current stage of knowledge for students and educators in such a complex and impactful field. Here are the Menti results from earlier which we used to tailor the content for you today. (Discuss) We hope that as we improve our presentation going forward, that the Climate Toolkit may see greater success by implementing a similar system going forward.

# Our Presentation's Menti Results

What are your expectations from today's presentation? (feel free to voice multiple answers)

A concise, informative and unforgettable experience

None

Some cool advice and perspectives

information

I hope that we see some out of the box methods that approach this problem space in a unique way

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# Reference List

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Blasco-Arcas, L., Hernandez-Ortega, B.L. & Jimenez-Martinez, J. 2014, 'Collaborating online: the roles of interactivity and personalization', *The Service Industries Journal*, vol.34, no.8, pp. 677-698.

Gregory, C. 2021, 'Five Stages of Grief: An examination of the Kubler-Ross Model', *Psycom*, May 4, viewed September 22 2021, <<https://www.psycom.net/depression.central.grief.html>>.