

COMING BACK TO CLIMATE: MODEL AGENDA FOR DATA MEETING WITH STUDENTS

HOW TO USE

Creating climate with community stakeholders requires consistent opportunities for community building, collaboration, and reflection. This agenda provides school leaders and educators with sample key questions and facilitation considerations to engage students of all ages with climate data, thereby empowering them to co-create climate strategies that will support student well-being and achievement.



In advance of the meeting, we recommend taking the following steps:

- Gather short cycles of quick, formative feedback using questions from the [Coming Back to Climate Toolkit - Student Exit Tickets](#).
- Creating accessible climate reports for students based on the exit ticket data. If applicable, identify quotes from student exit ticket open responses.
- Identifying 2-3 research bullet points to share with students based on the student climate data

	Potential Activities	Facilitation Considerations	Materials
Build Community	<p>Ask students to share:</p> <ul style="list-style-type: none"> • A time when they felt that they belonged in school, and/or a time when they did not feel like they belonged. • Something about their school that makes them proud • A goal they have met this year • How a friend or teacher has made them smile this week 	<p>Model the response to the question by sharing a story from your experience in school.</p> <p>After students have shared, highlight similarities and key trends in student responses.</p> <p>If more than 8 students, have students share in small groups with 2-3 students sharing out at the end of the time.</p>	Post community building reflection question

Build Understanding	Share 2-3 bullets with students on why school climate is important.	Select research points that align with areas of priority from the student exit tickets.	<i>Coming Back to Climate</i> Student climate data from exit tickets
	Share the results from the exit tickets with students. Then ask students: <ul style="list-style-type: none"> • What about the results surprised you? • What connections do you see between our data and the research? 	As developmentally appropriate, provide students with disaggregated data by race and/or gender. Be cognizant if “n” sizes for subgroups are small, that data does not identify students who are members of disaggregated subgroups.	To engage with the data, students may participate in a Gallery Walk to review data, jot down reflections on data as each chart/quote is shown, or select a data chart they want to focus on and discuss that in small groups
Build a Plan	Identify priority areas based on data. Empower students by asking: <ul style="list-style-type: none"> • What from the data do you think needs the most attention? • What from the data needs to be further explored? 	Provide quantitative and qualitative data for students.	Student Climate Reports Student Climate Quotes
	Collaborate with students to develop a plan to address climate priorities by asking: <ul style="list-style-type: none"> • What would you do if you were the principal or a teacher to address this area of need? • What messages or questions would you say/ask to your peers about improving climate? • How can each member of our community support this plan? 	Empower students by allowing them to choose a climate area to focus on based on their interpretations.	
Closing	Thank students for their engagement. Name specific ways their input will be used. Continue to build trust with students by publishing and implementing ideas from the meeting, and following up with them in regular intervals.		