“It’s going to take a big toll because our natural survival skills have been weakened. But they’re not gone, and we are plugged into a powerful and resourceful living planet.”  
– Joanna Macy
PART 1 RESILIENCE

RECOMMENDED READING
Page 24 – Principles of Environmental Justice
Page 43 – A New African Speaks on Climate by Will See (listen: geezmagazine.org)
Page 30 – “Grief Rituals,” 2018, cut paper illustration, 11x14 by Molly Costello

DEFINITIONS
Resilience: ability to prepare for, absorb, recover from, and adapt to the changes in our climate
Just transition: set of principles and practices that equitably build economic and political power to shift from an extractive to a regenerative economy through reparations
Environmental justice: fair treatment and meaningful involvement of all people regardless of race, national origin, or income when developing, implementing, and enforcing environmental laws, regulations, and policies

QUESTIONS FOR DISCUSSION
1. In this time of transition from a killing society to a radiant, renewing society, what are the values and behaviours in our culture that we have that we want to hang onto, to use and keep? Brainstorm as long of a list as you can.
2. What is the relationship between resilience and grief? Is grief a practice that we have and can deepen as a crucial part of this work?
3. How are communities of colour, through environmental justice and just transition frameworks, leading the way in your communities?

ACTIVITY
1. Spend some time with your grief. Let it pour out. Write about it. Cry about it. Sing about it. Draw about it. Take it seriously.
2. Look at Nilsen-Goodin’s “Seven Practices for Awakening Leadership” (p. 36). Write down ways you are engaging with each practice. Write down actions you want to commit to moving forward.

PART 2 RELINQUISHMENT

RECOMMENDED READING
Cover – “Sinking or Rising?” photograph by Daniel Wylie-Eggert
Page 12 – Faulty Indictment in a Man-Made Era by Ariel Kroon
Page 27 – War in the Anthropocene: A Story from the Mekong by Sarah and Jonathan Nahar
Page 21 – Graphic story by Katie Blanchard

DEFINITIONS
Relinquishment: people and communities letting go of certain assets, behaviours, and beliefs where retaining them could make matters worse
Anthropocene: the current geological age, viewed as the period during which human activity has been the dominant influence on climate and the environment

QUESTIONS FOR DISCUSSION
1. As we journey through collapse, what values and behaviours do we want to let go of that no longer serve us? Brainstorm a long list. How does it feel to imagine releasing these societal norms?
2. In a spirit of relinquishment, reflect upon the cover art. What is sinking away? What should sink away? Are the words Climate Justice sinking away past all hope? Or are they just dawning over the horizon?
3. Kroon writes, “The Anthropocene still assigns environmental guilt to every human living today, including women, the poor, the young, and the racially and sexually marginalized folk – people who have been historically and economically barred from partaking in the benefits yielded by violent colonial extractionist policies, and instead left to endure the slow violence of environmental degradation around them.” What identities of privilege and oppression do you hold? How do/might these identities affect your experiences of climate change?

ACTIVITY
1. Take that long list of values and behaviours you brainstormed that you want to relinquish and find a way to ritually let them go. Return the writing on paper to the earth. Build a fire and collectively read and burn them.
2. If anthropocene is the current geological age defined by the human influence of destruction, write a definition of what you could envision the next geological age to look like.
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PART 3 RESTORATION

RECOMMENDED READING

Page 19 – Water: Our First Medicine by Randy Woodley
Page 48 – Fermenting Transformation by Lara Therrien Boulos

DEFINITIONS
Restoration: rediscovering attitudes and approaches to life that our colonial, fossil fuel-based civilization has eroded
Colonialism: the imperialist expansion of Europe into the rest of the world over the last four hundred years, resulting in systems of control that include settler occupation of the land, brutal subjugation of Indigenous peoples, and exploitation of resources
Decolonization: a multi-dimensional process including: liberation from oppressive colonial regimes, return of ancestral lands and reparations to Indigenous peoples, efforts towards Indigenous sovereignty, re-learning and re-framing of histories, reconnection and healing with the land. (Pegi Eyers)

QUESTIONS FOR DISCUSSION
1. Who are your ancestors (both biological and spiritual)? What values and behaviours of theirs have you lost? What do you want to bring back?
2. When capitalism collapses, what skills do you want to know that embody the transition, bring us closer to the land, and help communities thrive?
3. Who are the traditional stewards of the land you are currently on? What needs to be restored that has been systemically and violently destroyed by colonialism? Can it be recovered?
4. Woodley writes Indigenous people should lead “because they have not been cradled in the bosom of Enlightenment-bound dualism [and] American mythology,” How do those of us nurtured by colonialism take responsibility and lift Indigenous voices?

ACTIVITY
1. Spend time with elders in your family or community. Ask them about the skills they learned or remember from their childhood. Listen to the stories. Perhaps receive a lesson.

PART 4 RECONCILIATION

RECOMMENDED READING
Page 8 – Elderword by Rose Berger
Page 40 – Watershed Eucharist by Laurel Dykstra (listen: geezemagazine.org)
Page 51 – An Ode to Coming Destruction by Dan MacKenzie
Page 45 – “Built for This,” 2017, cut paper illustration, 16x20 by Molly Costello

DEFINITIONS
Reconciliation: moving through a process to arrive at a state of hope and vision despite imminent societal collapse
Active hope: a practice – something we do rather than have – of taking in a clear view of reality, identifying what we hope for in terms of the direction, and taking steps to move ourselves or our situation in that direction

QUESTIONS FOR DISCUSSION
1. What and with whom do we want to make peace with in this ending time?
2. Do you have a spiritual relationship with Eucharist? Following Dykstra’s lead, what would it look like to see Eucharist as an embodiment of reconciliation between land and people?
3. Who are our elders (human and non-human) who we need to spend some time with? What would it require for us to really listen to them?
4. How do we reconcile with the earth? How might we make reparations to the land for the violence that has been inflicted upon it?
5. What does Molly Costello’s artwork raise within you? Is there an artistic expression around climate change, grief, or justice that you could commit to?

ACTIVITY
1. Re-write Watershed Eucharist with your own watershed’s native plants, waterways, and animals.
2. Following Berger’s reflection, spend some time being particular with your own affections for a living being. Run your fingers upon it. Write a stream of consciousness poem.
3. Turn the back cover into a protest sign. Take it to a demonstration. Send us a picture.