

# Zoos and Climate Webinar

May 23, 2022

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Editor in Chief, **Curator: The Museum Journal** (Wiley)

Series Editor, **Psychology & Our Planet** (Springer / Knology)

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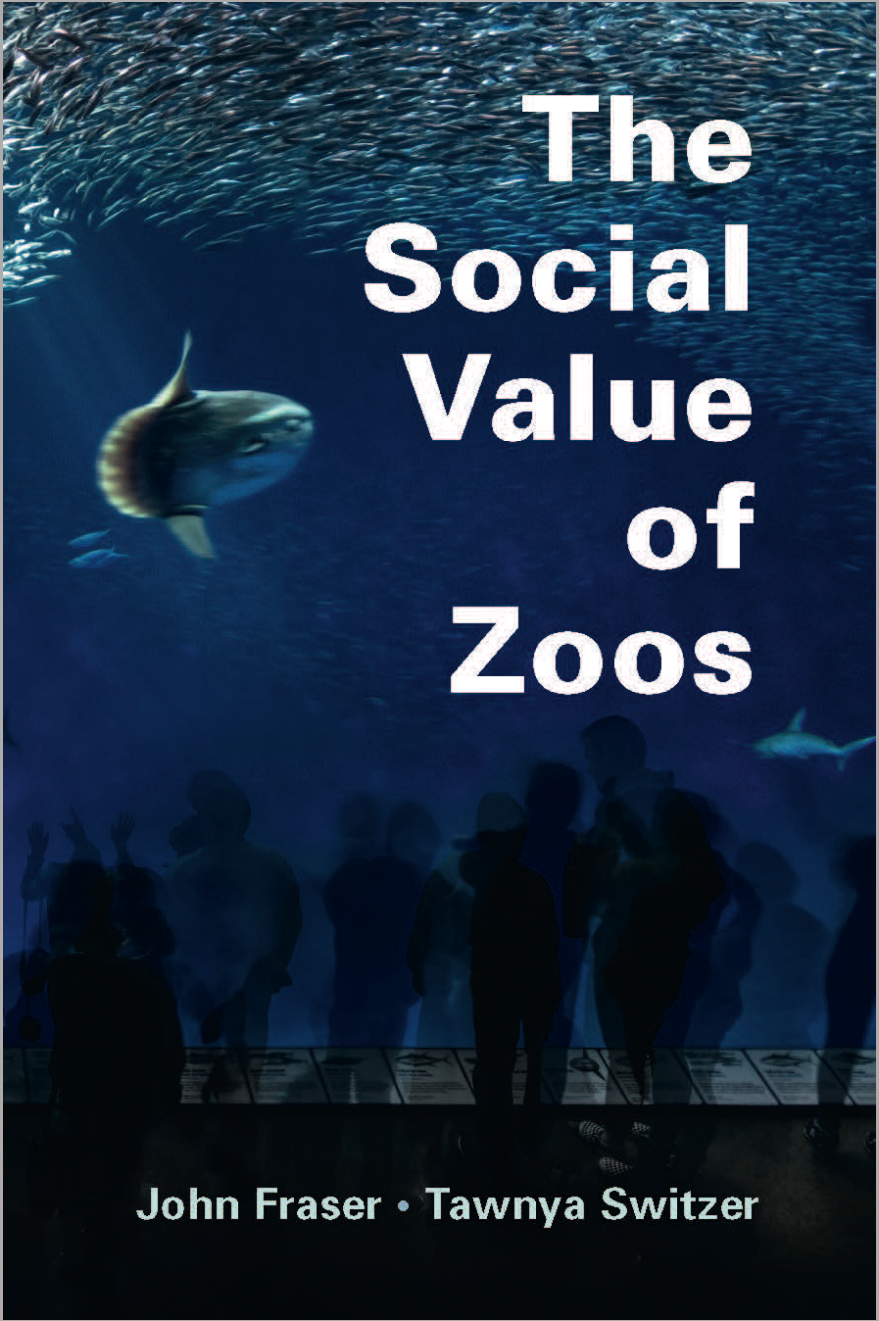
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**PennState**



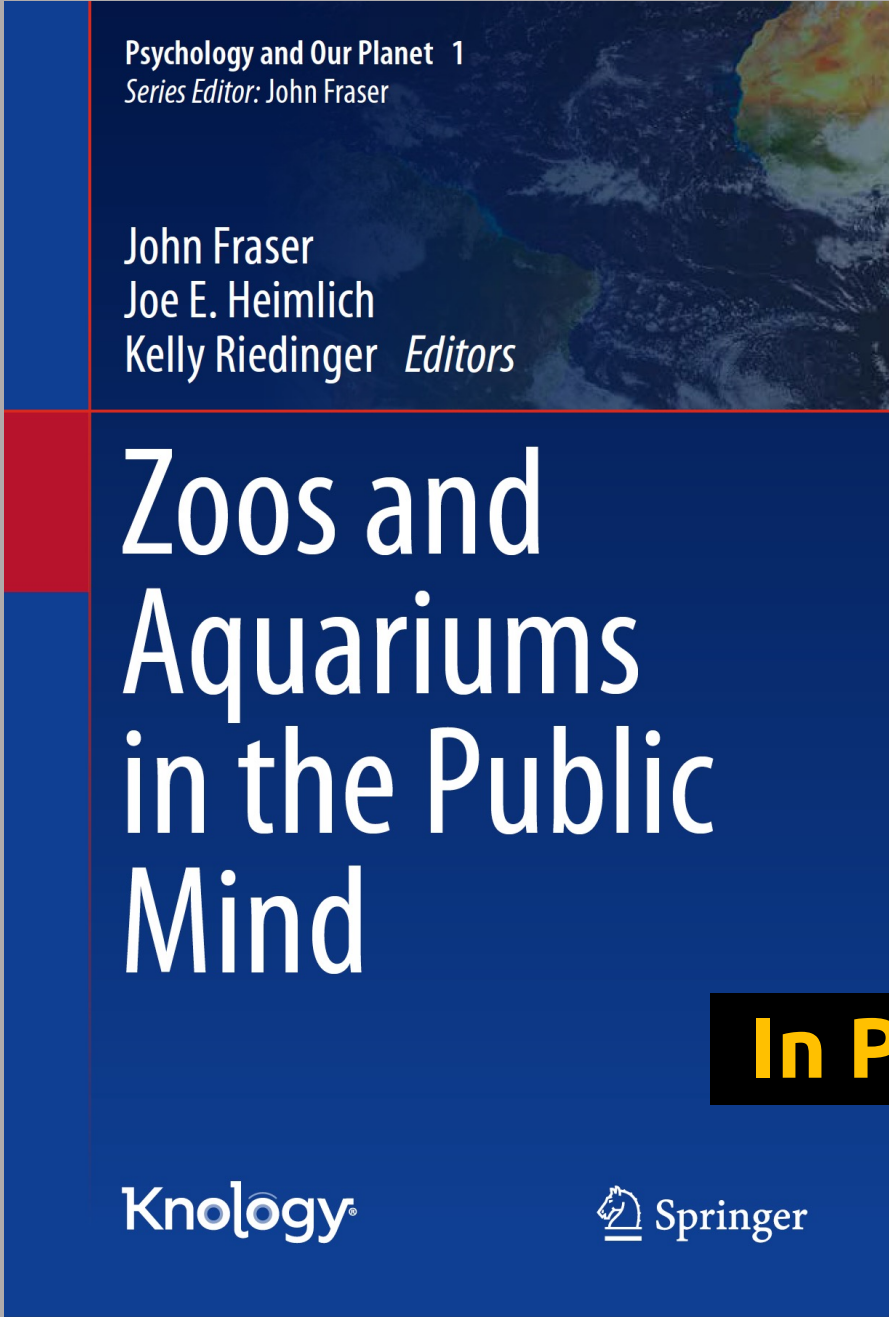
# The Social Value of Zoos

John Fraser • Tawnya Switzer



# The Social Value of Zoos

John Fraser • Tawnya Switzer



Psychology and Our Planet 1  
Series Editor: John Fraser

John Fraser  
Joe E. Heimlich  
Kelly Riedinger *Editors*

# Zoos and Aquariums in the Public Mind

**In Press**

Knology®

 Springer

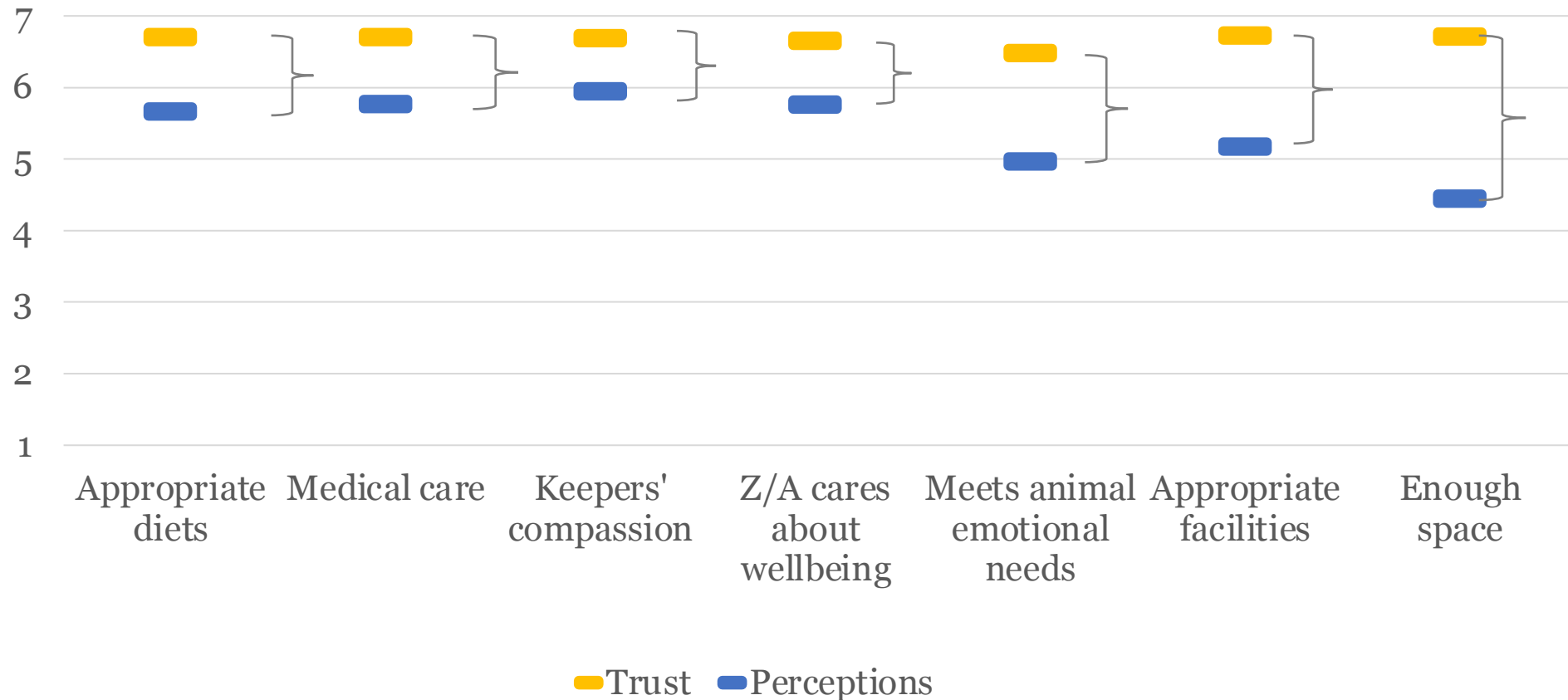
## Understanding Favorability through Perceptions and Trust



**trust**

# Overall

Most highly rated statements,  
Had to do with animal care ...



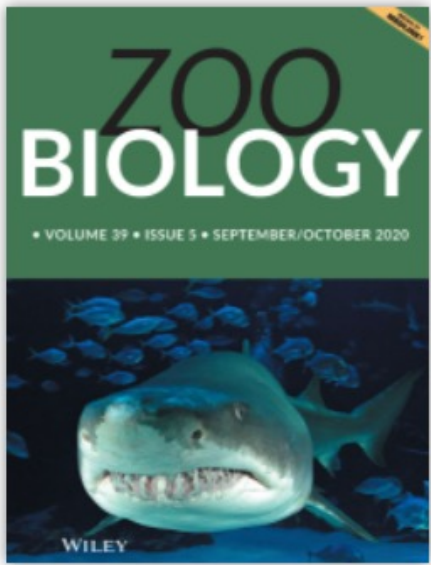
# New Dimensions

<b>Ethical integrity</b>	Ethics
	Inform about specific animals
<b>Conservation agency</b>	Wildlife Agent, Informant, Activator
	Collaborator in conservation
<b>Transparency</b>	Advise on sustainability practices
<b>Quality</b>	Quality attraction
	Quality experience

# 5 Categories of Trust

- Competent
- Reliable
- Sincere
- Benevolent
- Principled





## Volume 39, Issue 5

September/October 2020

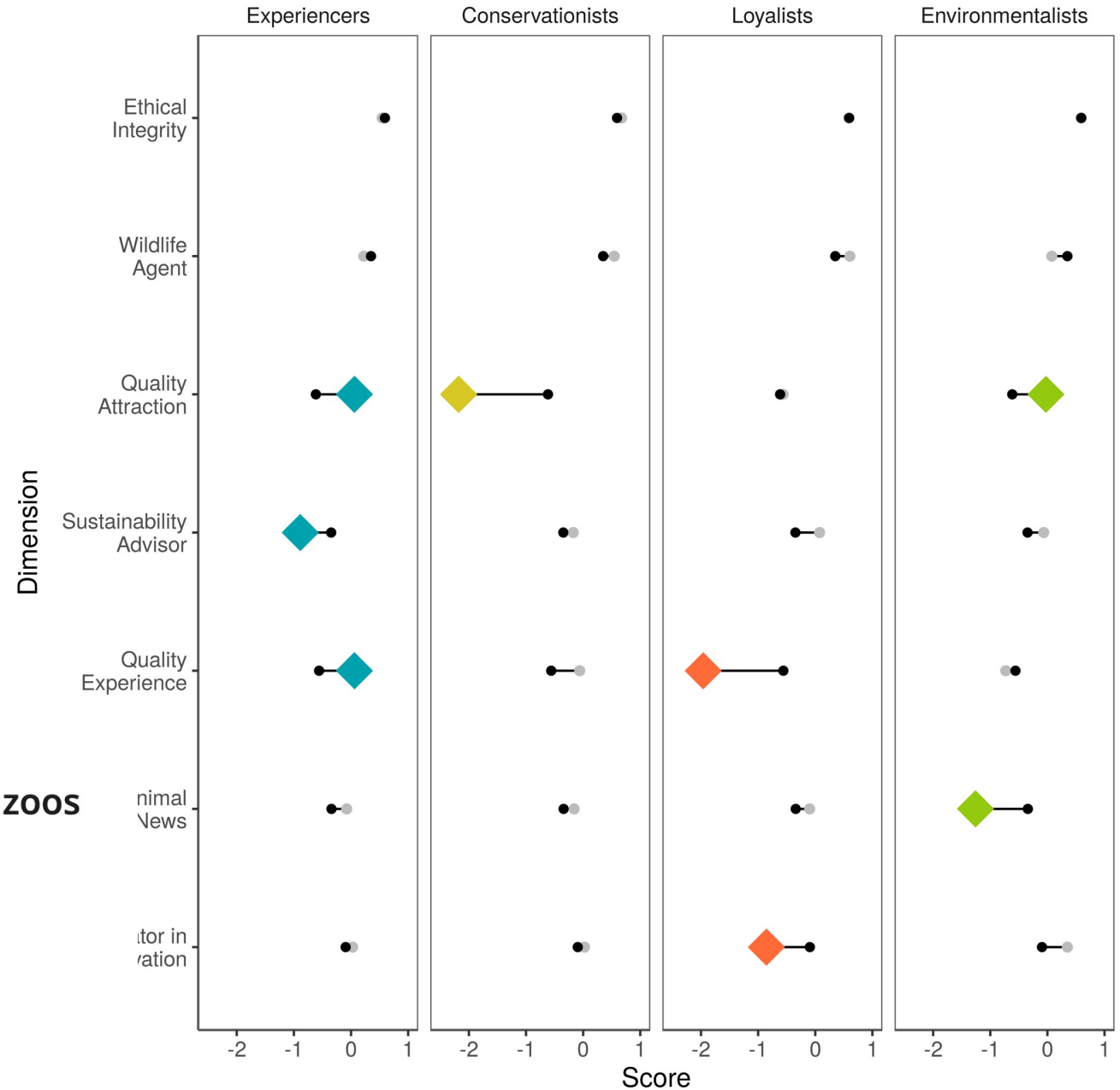
Pages 297-303

### RESEARCH ARTICLE

## Individual-level variability among trust criteria relevant to zoos and aquariums

Joseph de la Torre Dwyer✉, John Fraser, John Voiklis, Uduak Grace Thomas

First published: 12 August 2020 | <https://doi.org/10.1002/zoo.21562>





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**BILL McKIBBEN**, author of *Falter: Has the Human Game Begun to Play Itself Out?*

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# Climate **Empowerment** Theory of Change

**for the United States of America,  
its territories, protectorates, &  
the sovereign nations within its borders**

**Editors: Frank Niepold  
John Fraser  
Haley Crim  
Shaun Field**

**April 29, 2022**

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 **Ecopsychology** > **Vol. 5, No. 2** > **Original Articles**

# Sustaining the Conservationist

John Fraser , Victor Pantesco, Karen Plemons, Rupanwita Gupta, and Shelley J. Rank

**Published Online:** 27 Jun 2013 | <https://doi.org/10.1089/eco.2012.0076>

**NNOCCI** National Network for Ocean and  
Climate Change Interpretation



🏠 **Ecopsychology** > **Vol. 5, No. 2** > **Original Articles**

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# NNOCCI

National Network for Ocean and  
Climate Change Interpretation

## INCREASED HOPE & SELF-EFFICACY

Interpreters,  
Visitors, Public, &  
Social Networks

INCREASED  
TALKING ABOUT  
CLIMATE CHANGE  
with the public  
Members

INCREASED  
PROFESSIONALISM  
Community  
of Practice

INCREASED  
COMMITMENTS  
to climate change  
Education & Action  
Institutions

INCREASED  
DEMAND  
for and adoption of  
new cc practices  
ISLC & Science Fields

## PUBLIC-FACING

Peer-Reviewed & Popular Media  
Science Presentations,  
Curated Resources

## SOCIAL NETWORKS

Conversations with Friends,  
Family, Colleagues;  
Social Media Outreach

## COALITION BUILDING

Speaking with One Voice

PUBLIC CLIMATE  
LITERACY  
Knowledge & Solutions

CLIMATE  
DISCOURSE  
Skills & Behaviour

## CIVIC ACTION

Community Projects,  
Policy,  
Resilience Planning

## TRAININGS

Beginner Workshops,  
Study Circles,  
Leadership Training

## SUPPORT SYSTEM

(Emotional, Social, Intellectual)  
Convenings,  
Webinars, Social Media,  
Regional Groups

## CONTINUOUS REFLECTION

Impact Evaluation

## RESEARCH & DEVELOPMENT

Incubating New  
Approaches

## RESOURCE SHARING & COMMUNITY BUILDING

Members & Non-members  
on ClimateInterpreter.org,  
In-person, Social Media

## THE NETWORK

Led by a participatory,  
generative governance  
model to sustain,  
expand, + deepen impact

Climate  
Scientists

Communications  
& Social Science  
Researchers

Informal  
Science Learning  
Professionals

Cutting-Edge  
Climate Science  
& Social Science

Climate Allies,  
Institutions, Agencies,  
Professional  
Associations

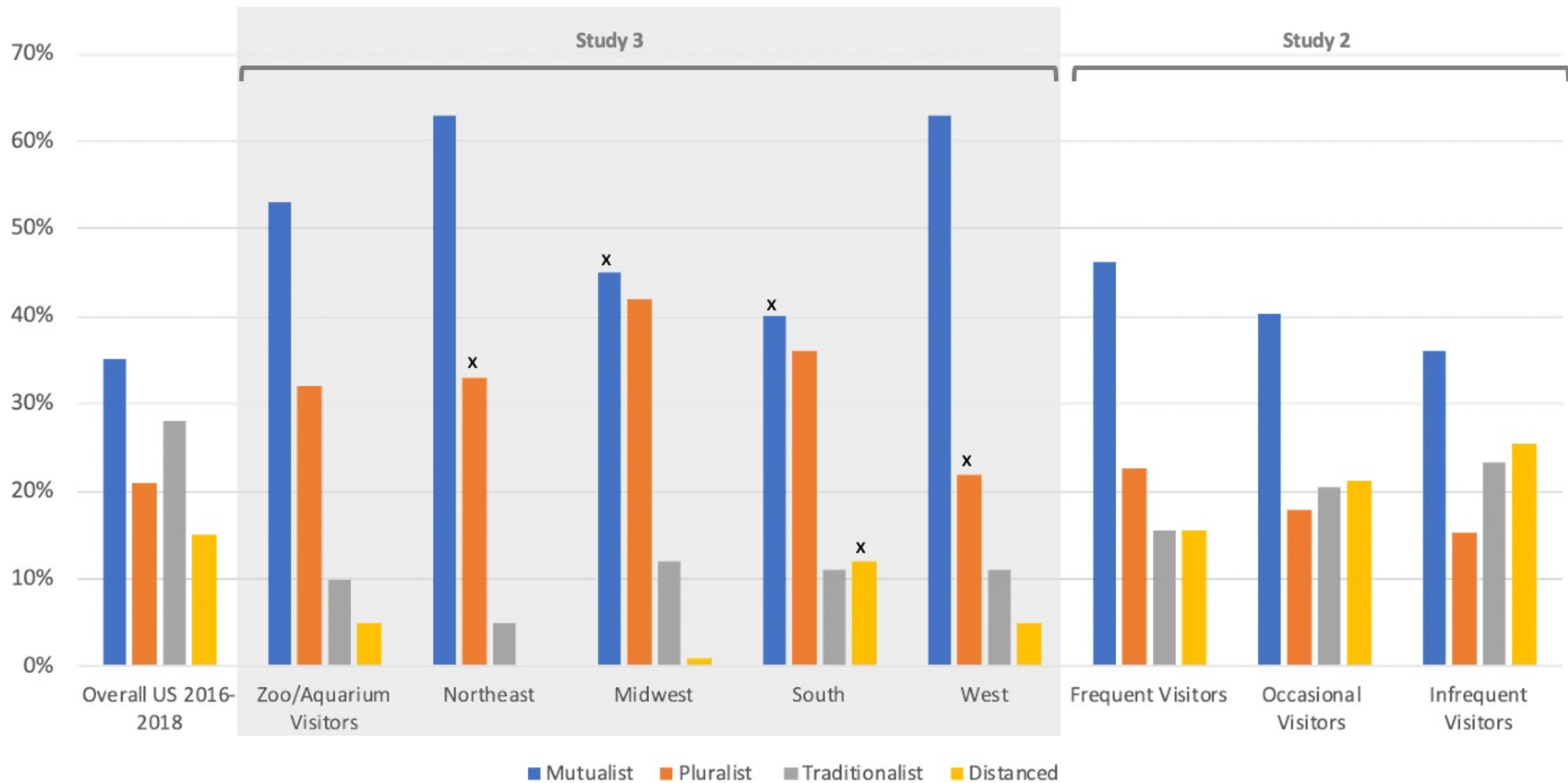
INPUTS

NETWORK ACTIVITIES

PROFESSIONAL OUTCOMES

PUBLIC ACTIVITIES

PUBLIC OUTCOMES



Research findings

# Research foci



## 1) Talking as a behavioral target

Social construction of beliefs

Coping with emotions

Solving problems together



## 2) Hope as a key motivator

Hope indicates

- Positive assessment of an uncertain future
- Important/priority/yearning
- Morally significant
- Need for action

Hope is a coping response

- Boast problem-focused coping
- Psychological breather/break
- Mitigates negative emotions

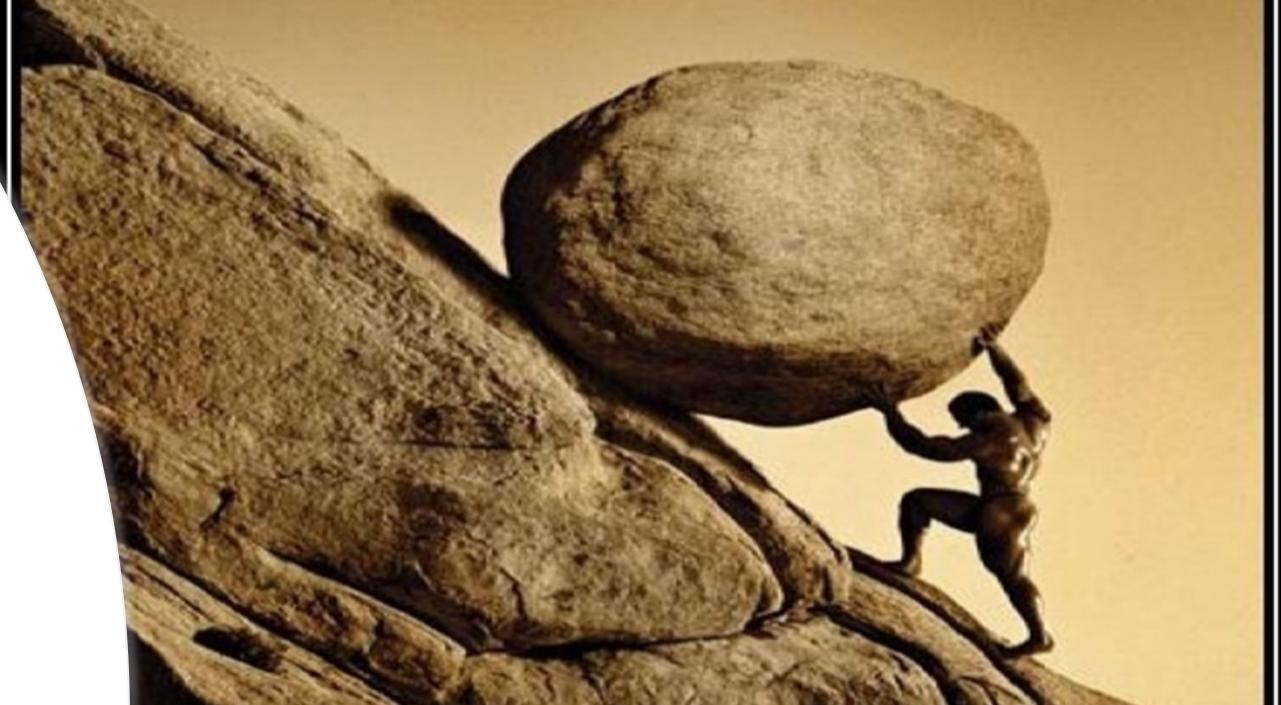
# Background information

- 1) Public infrequently talks about climate change (Yale climate change)
- 2) Inaccurate Meta-beliefs diminishes talking because do not want to appear incompetent (Geiger & Swim, 2016)
- 3) Feelings are important, but some feelings more than others (Geiger, Gasper, Swim, & Fraser, 2021)
  - Feelings about action
    - rather than feelings about climate change
  - Feeling hopeful and not feeling bored about the prospects of working with others.
    - More so than anxious and helpless



# Training for hope

- Hope Theory (Snyder, 1991, 1997, )
  - Agentic thinking: determination & capacity to achieve goal (will)
  - Pathway thinking: Findings ways to achieve goal



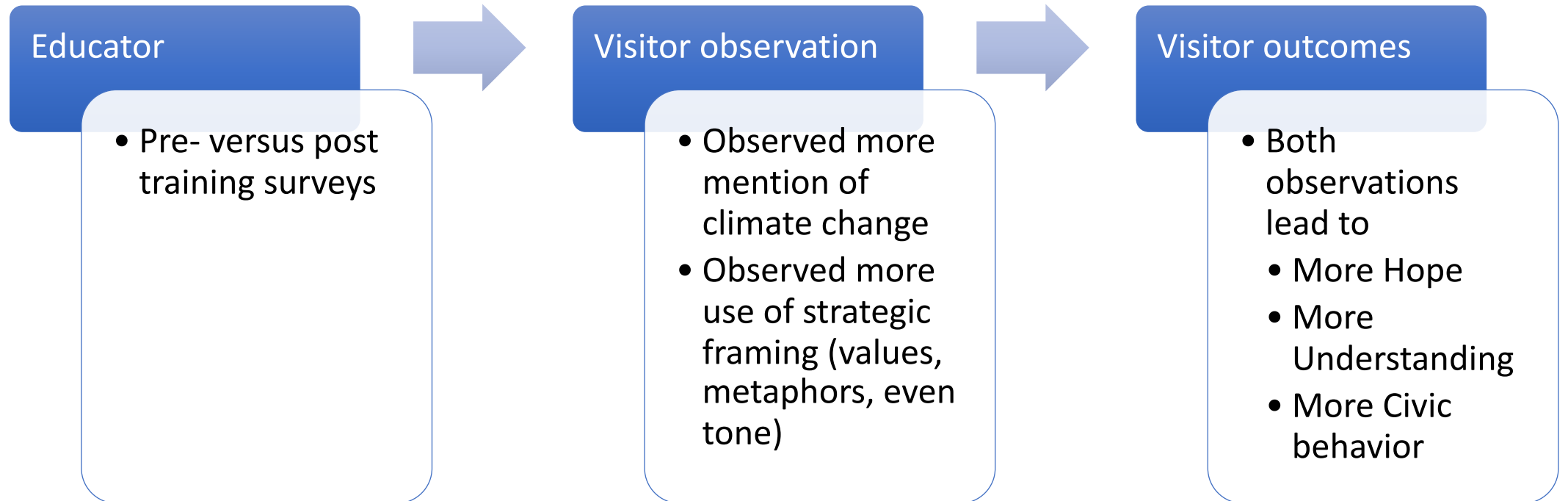
# Training outcomes (Geiger, Gasper, Swim, & Fraser, 2019)

- 203 (out of 224) interpreters completed surveys, pre, immediately post, and 6 months after fall 2013 and fall 2015 training sessions
- WILL predicts talking about climate change with visitors but the training did NOT increase this will.
- Training increased confidence in WAYS of talking about climate change which lead to increase in talking about climate change with visitors



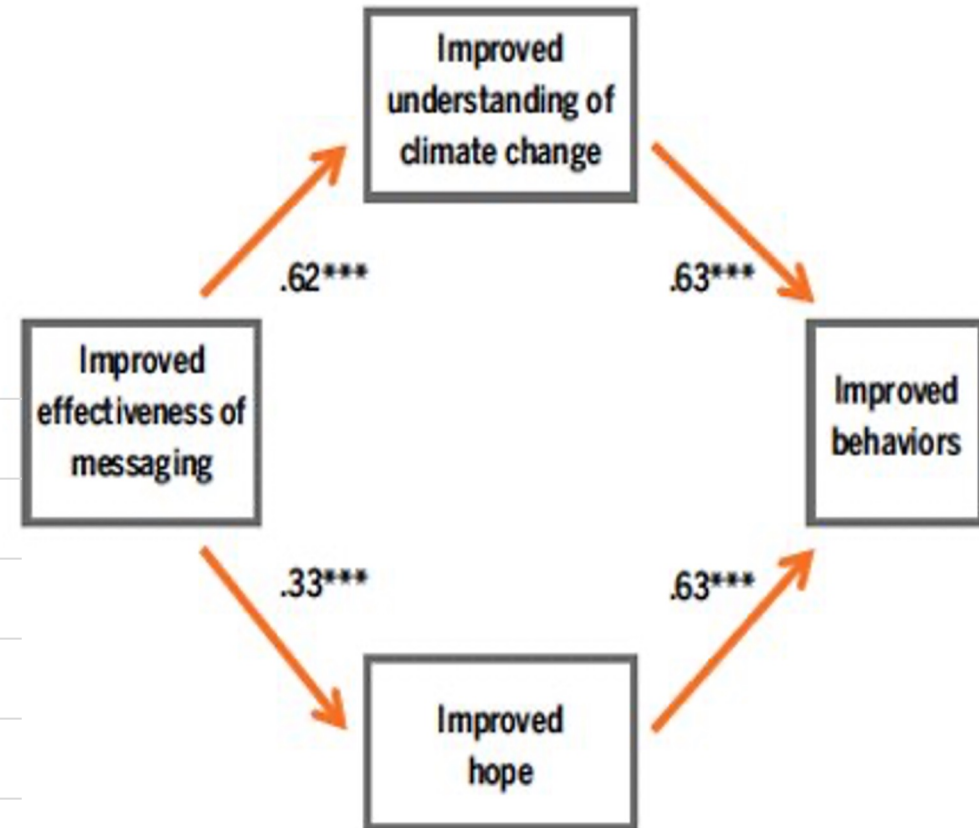
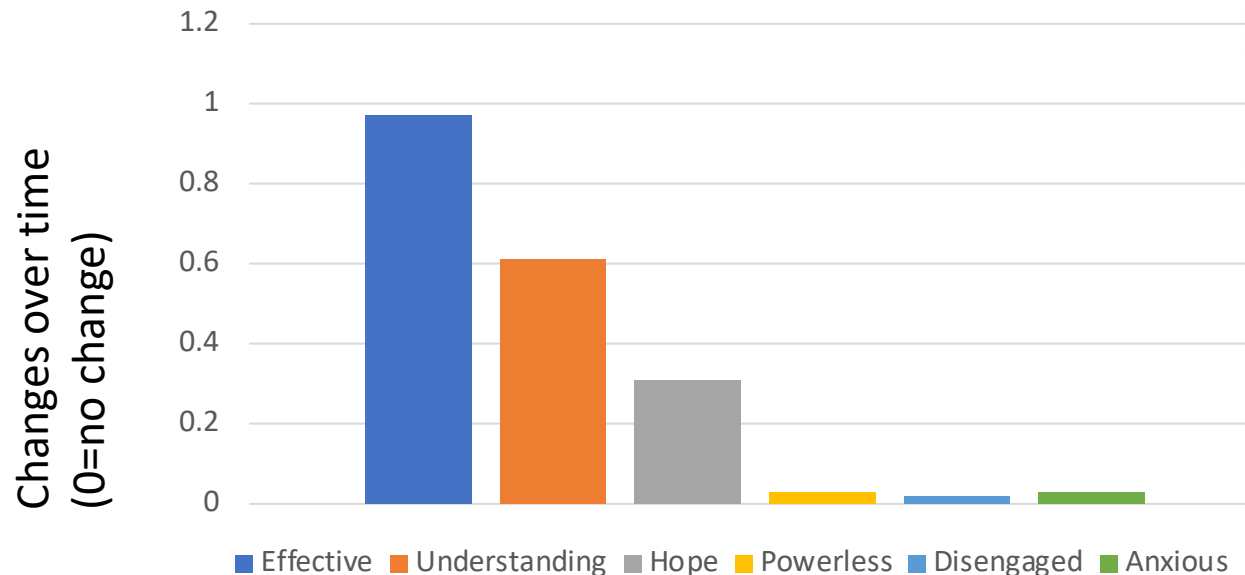
# Visitor Outcomes

Data from 7,285 visitors (N=7,285), from 1,101 institutions; from 117 Institutions



# Social network outcomes

- N=309 social network members (coworkers & friends and family)
- Connected to 72 Study Circle participants
- from seven cohorts from Spring 2013, Fall 2013, Spring 2014, Fall 2014



# Outcomes: Overcoming NOMBA

(Swim, Geiger, Guerri, 2021)

- Strategic framing most important when a policy is personally costly.
  - People resist personally costly policies
  - Personal cost increases attention to messages.
- 758 students considering support for a solar panel installation either a) on their campus requiring “green fees” (personally relevant) or b) somewhere else paid for by someone else (not personally relevant)
- Read message that used strategic framing, message that used weak messaging techniques, or read no message.

# Different effects of message based upon personal relevance (Study 2)

Personally relevant



NOT personally relevant

