



**Formative Evaluation of Ironbound Films
Informal Science Education Project: *The Anthropologist***

Formative Evaluation Report

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About this Document

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Section 1. Executive Summary

1.1 Overview of formative evaluation

From October 2015 to July 2016, **Smart Start Evaluation & Research** conducted a formative evaluation of a full-length film festival cut of the film *The Anthropologist* in order to provide feedback that improves decision-making capacity for the film's final edit, production design, and distribution strategies in line with the project's goals (see p. 5).

Evaluation components

SmartStart conducted focus group interviews with participants to 1) measure their initial impressions of the film and its content, and 2) provide feedback on content, edits, target audience, website, and ideas for distribution. SmartStart then analyzed the focus group participant responses to identify themes, commonalities and differences across the groups.

Developed:

1. Information Sheet for Focus Group Participants (See Appendix A on page 17).
2. Formative Focus Group Interview Protocol (See Appendix B on page 18).
3. Formative Data Forms for Participants (See Appendix C on page 21).

Conducted:

1. Interviews with fifteen focus groups obtained

- 15 groups watched the film and submitted surveys (n=304 people, 61% female; 30% from underrepresented minorities in STEM)
- 13 groups (n=252 people) were suitable for qualitative analysis of focus group transcripts.

2. Analysis of data forms (surveys):

- Descriptive statistics of participants' demographics. (See p. 7 and Appendix D: Cumulative participant demographics across front end and formative evaluations, compared to US average, p. 18).
- Quantitative analysis of trends in participant perceptions of climate change. (See p. 12)

3. Analysis of focus group responses (transcripts):

- Coding of qualitative data from Focus Group participant responses to identify common themes. (See p. 26) Special attention was given to younger participants when weighting responses.
- Cumulative analysis of qualitative response data based on excerpts (See p. 9)

1.2 Summary of findings

The findings presented in Figure 1 are based on analysis of the data forms (surveys) and focus group transcripts, and contain the suggestions that SmartStart considered useful and feasible for this stage of the project.;

Figure 1. Summary of key findings and recommendations

Response Overview	Focus Group Recommendations
<p><u>Overall Response</u></p> <p>Positive: Participants liked the travel and culture and interweaving of themes and storylines.</p> <ul style="list-style-type: none">• Middle school participants especially liked the relationship between mother and daughter and the focus on climate change.• High school and older liked the anthropological aspects and the addition of Margaret Meade’s storyline. <p>Negative: Confusion about overall focus of the film (climate change vs. anthropology vs. the mother-daughter relationship).</p>	<p><u>Target Audience</u></p> <p>Age: Participants considered the film suitable for 5th grade and above.</p> <p>Class: High school participants considered the film suitable for environmental science and freshman biology classes.</p> <ul style="list-style-type: none">• College participants considered the film suitable for earth science, geography, and world history classes. <p>Suggestions: 1) Target high schools with block schedules for the full-length film. 2) shorten to 45-minutes to reach standard classes.</p> <p><u>Editing Recommendations:</u></p> <ul style="list-style-type: none">• Shorten transition and traveling montages.• Shorten the beginning of the film.• Shorten the hike + ice chiseling scene on the glacier in Peru.• Cut shopping in Target scene.• Cut search for shaved ice vendor. <p><u>Content Recommendations:</u></p> <ul style="list-style-type: none">• Consider a final layer of graphics on screen to provide place marks for the films progression.• Consider modifying the wrap-up sequence to be more focused on climate change• Consider adjusting the final montage that runs over the credits to better fit the tone of climate change and anthropology themes. <p><u>Website Content Suggestions</u></p> <ul style="list-style-type: none">• Add extra video clips, interviews, etc. that did not fit into the film to the website.• Add a call to action in the film and use the website as a place where people can get more involved.• Provide updates on the locations mentioned in the movie,• Consider providing a way for users to contribute their own stories about the impact of climate change.

Section 2. Introduction

2.1 Background of the project

In the summer of 2011, Ironbound Films, Inc. received a National Science Foundation (NSF) Informal Science Education (ISE) grant to produce their full-length documentary, *The Anthropologist*. The ISE program invests in projects that promote lifelong learning of STEM in a wide variety of informal settings. Funding is provided for projects that:

- Advance understanding of informal STEM learning
- Develop and implement innovative strategies and resources for informal STEM education
- Build the national professional capacity for research, development, and practice in the field

The Anthropologist examines the indigenous communities hardest hit by climate change as seen through the eyes of a teenage girl, the daughter of an American anthropologist and a Siberian builder. The 14-minute film reel initially submitted to NSF contains footage from filming in Siberia, and the 80-minute version contains footage subsequently filmed in the Kiribati Islands, Peru, and Gloucester County, VA.

Project goals

The goals of the Ironbound Films' documentary *The Anthropologist* are:

- Goal 1:** Increase viewers' knowledge of how climate change affects communities and cultures and help viewers understand how scientists are responding to these changes.
- Goal 2:** Inform viewers' attitudes towards climate change and how it will affect communities around the world.
- Goal 3:** Motivate viewers to become actively involved in assisting people adversely affected by climate change.
- Goal 4:** Give a voice to native people who will be forced to adapt or relocate due to climate change.

2.2 Background of the evaluation

SmartStart Evaluation and Research contracted to undertake three evaluations for this project. Each stage is listed below, along with its status:

1. **Front end Evaluation (complete, 2012):** From January 2012 to May 2012, SmartStart Educational Consulting Services conducted a front end evaluation of the documentary film *The Change*, while it was in production by Ironbound Films, Inc.
2. **Formative Evaluation (this report, 2016):** SmartStart Evaluation & Research conducted the formative evaluation from October 2015 to July 2016, starting when the 80-minute rough cut of the entire film (retitled as *The Anthropologist*) was available. Despite the long period in between these evaluations, SmartStart reconstituted one focus group, and recruited new participants for the others.
3. **Summative Evaluation (planned, 2017):** A summative evaluation using new participant groups and retrospective pre/post surveys is planned for the final film and project website.

Formative evaluation objectives

The goal of the formative evaluation is to assess and comment on the film's content (characters, narrative, structure), provide editing suggestions and content suggestions for the film and the website, and to provide indicators of the impact of the film ahead of the summative report.

Assessment development

SmartStart developed two assessments for the front end evaluation: a) a focus group protocol for the front end evaluation to assess participants' level of interest, connection to characters, ability to increase viewers knowledge about climate change, and attitudes towards climate change, and b) a data form (survey) to record participants' age, gender, and ethnicity. The surveys included, at the PI's request, a single Likert-type question regarding change in participants' perception caused by viewing the film.

For the formative evaluation, SmartStart built on both assessments, with the following changes:

Focus Group Protocol – Formative ([Appendix B](#))

The formative focus group protocol builds on the front end protocol and adds questions in three key areas:

- Responses to the interweaving of archival footage from Margaret Mead, and interviews with her daughter
- Website and educational materials
- Questions for educators

Data Form (Survey) – Formative ([Appendix C](#))

The formative data form (see Appendix B) added questions to gain greater insight than front end form, and to tailor the data form to specific audiences, including:

- an open-ended question to explore why participants selected their rating regarding the film's impact on their perception of climate change
- an additional question for students: What is your favorite subject in school?
- an open-ended question to elicit more formative feedback

Data collection methods

SmartStart evaluators traveled to cities across the United States to screen the film and conduct the focus group interviews. Participants read the description of the film prior to viewing, then watched the 80-minute rough cut of *The Anthropologist*. They then participated in a focused discussion facilitated by the evaluator using the formative focus group protocol.

Questions asked during focus group meetings were structured in order to: a) acquire insight into participants' initial impressions of the film with respect to the project goals, including knowledge and awareness about the issues presented, b) acquire insight into the content themes that participants highlighted, and c) obtain feedback about the overall layout, structure, and content of the film. All focus group conversations were recorded. Interviews were transcribed by an external transcription service and checked for accuracy.

Evaluation respondent demographics

Fifteen focus groups were established primarily to achieve a diverse sampling of geographic location, while also achieving diversity in age, gender, race, and lifestyle. A total of 304 people participated in the groups. Figure 2 below presents a snapshot on the groupings. For more information on age, gender, and ethnicity for each group see Appendix D: Cumulative participant demographics across front end and formative evaluations, compared to US average (p. 25).

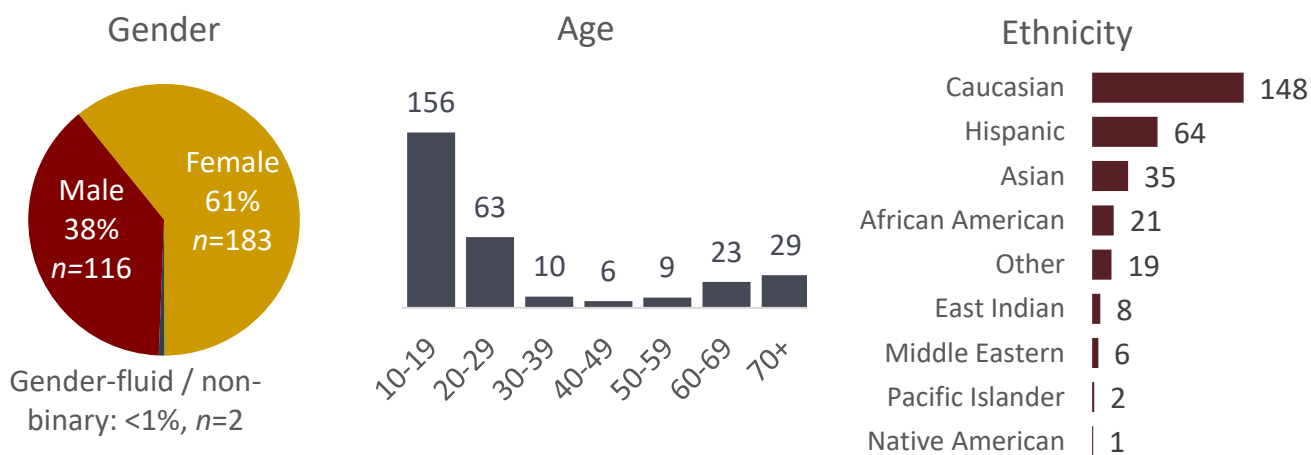
Figure 2. Participant categories for formative evaluation

Primary audience	Primary ethnicity	Location	# of participants (n=304)	Grp ID
<u>Middle school</u>	Mixed	Santa Ana, CA	56 (two groups)	G, H
Middle School *	Caucasian	Santa Ana, CA	24	K
<u>High school</u>	Mixed	Hopewell Junction, NY	20	N
<u>High school</u>	African American	Philadelphia, PA	11	O
<u>College students</u>	Mixed	Orange-CA	66 (three groups)	B, C, D
College students*	Hispanic	Cerritos-CA	28	E
<u>General Adult</u>	Mixed	Baltimore, MD	22	F
<u>General Adult</u>	Caucasian	Irvine-CA	6	A
<u>Seniors</u>	Caucasian	Phoenix, AZ	27 (two groups)	I-J
<u>Seniors</u>	Caucasian	Denver, CO	44 (two groups)	L-M

* Starred groups completed the survey but not included in the qualitative analysis because no recording or transcript was available.

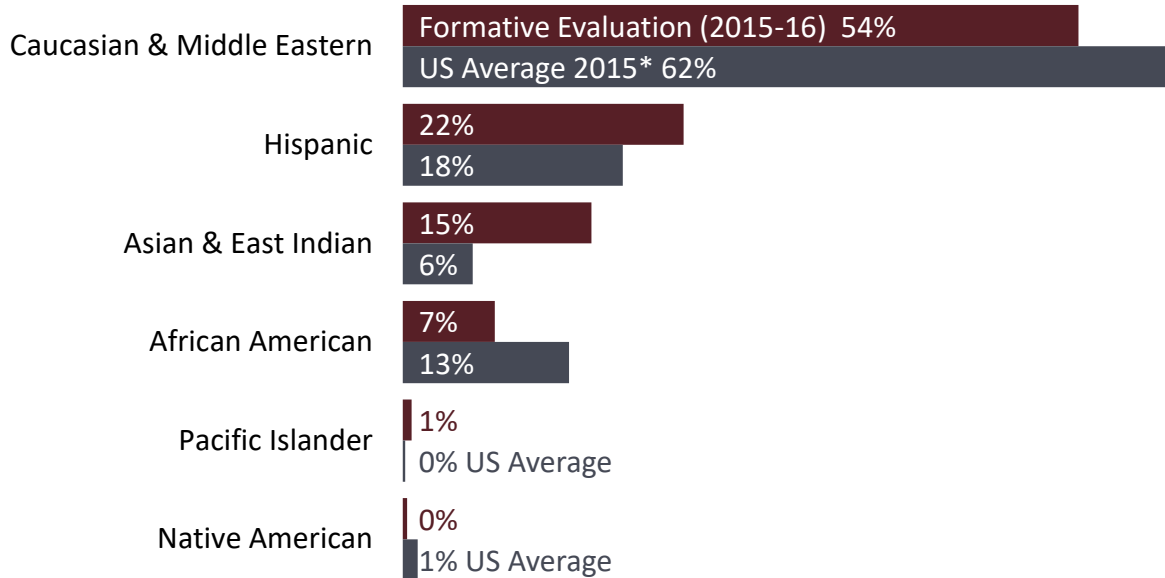
Figure 3 presents demographic breakdowns. The majority of focus group participants were between the ages of 10 and 19 years, second largest age group was 20-29, followed by participants over 60. Ages 30-59 comprised the smallest group. These age groups were targeted at the needs of the project. Female participants outnumbered male participants 3 to 2.

Figure 3. Participant breakdowns by gender, age, and ethnicity



Compared to the national averages, the focus groups slightly over-sampled populations that identify as *Asian, East Indian, Hispanic, and Pacific Islander*. Populations that identify as *African American, Caucasian, and Native American* were slightly under-sampled. These ratios are shown in Figure 4.

Figure 4. Focus group ethnicities compared to US averages



* US Average 2015 Source: <https://www.census.gov/quickfacts/table/RHI125215/00> Accessed

Analysis

SPSS and Excel were used to analyze data with descriptive statistics. Participant responses from 13 of the 15 focus group interviews were transcribed, coded, and analyzed in Dedoose (cloud-based qualitative analysis software) to identify emerging themes in accordance with the film’s content in addition to the project goals for this project. No transcriptions were available for the remaining two groups.

The procedure for analyzing the participant responses followed the three steps outlined below:

1. A first pass of reading participant responses was completed to identify themes that emerged from the discussion that occurred during the focus group.
2. Text from participant responses was then coded in Dedoose for instances of each of the identified themes and relevance to the evaluation guiding evaluation questions.
3. Codes were then categorized based on the qualitative categories developed in the front end evaluation,
4. A second-pass went through all the codes to ensure that they fit within their categories.
5. A third pass filtered codes to only relevant data.
6. Final data analysis and re-coding were conducted in Google Sheets and Excel.

Section 3. Evaluation Findings

3.1 Cumulative analysis of sub-themes addressed by focus groups

The four categories that SmartStart deemed most useful for this report are:

1. Content Suggestions
2. Editing Suggestions
3. Target Audience & Dissemination Suggestions
4. Website Suggestions

For the full list of categories analyzed, see Appendix E: Response analysis by focus group.

Content suggestions

While participants were overwhelmingly positive when asked about their initial reaction to the film, there was a frequent theme of confusion as to whether the focus of the film was on climate change, anthropology, or the relationship between mother and daughter. However, participants reported that they liked the interplay between these themes.

Groups from all but one age demographic asked for more graphics, statistics, or facts and figures onscreen.

- Community college students, general adult participants, and seniors were interested in more evidence or emphasis on the reason for climate change.
- Middle school, college, and general adult groups suggested more content that is closer to home (several participants mentioned wanting examples from their state).
- High school participants wanted the ending wrap-up to be more focused on climate change

These content suggestions are presented in Figure 5, along with the percentage of groups that gave the suggestion within each category (i.e. 25% when one out of four senior groups gives the suggestion).

Figure 5. Content suggestions

	Middle School (n=2)	High School (n=2)	Community College (n=3)	General Adult (n=2)	Seniors (n=4)
More Graphics / More Statistics / More Facts and Figures onscreen			67%	100%	25%
How it affects me / Closer to home / More Americans / micro-scale	50%		67%	50%	
More solutions / Positives as well as negatives / Emphasis on resolution of climate change			67%		75%
More evidence / emphasis on reasons for climate change			33%	50%	25%
More cultures / indigenous people / elderly people			33%	50%	
Wrap-up more focused around Climate change		50%			
Updates on locations in the film			33%		

Editing suggestions

Middle school and high school groups were especially focused on the film’s climate change theme, and many of their recommendations came from a viewpoint of cutting away clips that they did not see as supporting that theme. The top editing suggestion was to cut the length of sections that show people traveling from one place to another (suggested by both middle school groups, one general adult, and three out of four senior citizen groups). The next was to cut the section where Katie shops at Target towards the end of the film, which was suggested by middle school, high school, and senior citizen groups.

Other editing suggestion trends:

- Middle school groups suggested cutting several sections and videos with Margaret Mead, but older audiences tended to find these aspects interesting.
- Middle school and high school groups suggested cutting sections of Katie with friends / eating pizza, because they repeated what others had already said in the film.
- Half of the community college and senior citizen groups suggested less music, and one high school group suggested more music.

One high-school group suggested that the clips of fried guinea pigs might be considered offensive, and suggested cutting them. These can be found in Figure 6. Editing suggestions are listed in order from highest number of groups to least, and then from youngest to oldest. If groups had opposite suggestions, placement was determined by subtracting the suggestion made by fewer groups subtracted from the suggestion made by more groups.

Figure 6. Editing suggestions

	Action	Middle School (n=2)	High School (n=2)	Community College (n=3)	General Adult (n=2)	Seniors (n=4)
Cut length showing people traveling from one place to another (hike in the glaciers /)	Cut	100%			50%	75%
Cut section shopping in Target at the end	Cut	50%	50%			25%
Shorten Beginning	Shorten	50%				25%
Cut sections of Katie with friends / eating pizza	Cut	50%	50%			
Cut total length of film	Cut					50%
Shorten Overall	Shorten					50%
Cut pictures & videos of Video of Margaret Mead;	Cut	50%				
Cut section with Margaret Mead's daughter on the bike	Cut					
Shorten where [Katie] was reading why she's unique	Shorten					
Cut fried guinea pigs	Cut		50%			
Music (More=Blue, Less=Red)	—		50%	33%		25%

Figure 6. Editing suggestions

	Action	Middle School (n=2)	High School (n=2)	Community College (n=3)	General Adult (n=2)	Seniors (n=4)
Cut snow cone section	Cut				50%	
Don't play the entire last song.	Shorten				50%	
Shorten overall to fit class timeframes / reach younger students	Shorten					25%
Shorten transitions / air route	Shorten					25%

Target audience & dissemination suggestions

Focus group suggestions related to the target audience for the film. After giving the greatest weight to responses from groups closest in age to the youngest target group, the general consensus was that the film would be suitable for audiences 5th grade and up. Community college groups suggested that the film could be split into 20-minute segments in order to be used in a variety of classes (both high-school and college-level), and that use of the full-length film could target high schools with block schedules, with 2-hour long class periods.

For specific classes to target, high school groups suggested environmental science and freshman biology. Community college groups suggested that the film could be used in environmental and earth science, economics / government, geography, and world history. Figure 7 presents the focus group suggestions for target audience and the percentage of groups that gave the suggestion within each category.

Figure 7. Target Audience Suggestions

	Middle School (n=2)	High School (n=2)	Community College (n=3)	General Adult (n=2)	Seniors (n=4)
Middle School / Junior High / 5th grade / 6th grade / & up	50%		33%		75%
High School / 8th Grade / 13-18 / & up		100%	33%	50%	100%
Grade School					25%
Parents					25%
Class Suggestions					
Environmental Science		50%	33%		
Freshman Biology		50%			
Earth Science			33%		
Economics / Government			33%		
Geography			33%		
World History			33%		
Field Work / Applied Anthropology				50%	
Dissemination					

Figure 7. Target Audience Suggestions

	Middle School (n=2)	High School (n=2)	Community College (n=3)	General Adult (n=2)	Seniors (n=4)
Use 20-minute segments to hit a variety of classes.			33%		
Target high schools with block schedules (2-hour long classes)			33%		

Website suggestions

Participants were asked about suggestions for the website, and the most common response was to add extra video clips and interviews from filming. Others suggested user contribution, linking to ways to become more involved, and providing updates on the issues covered in the film. These suggestions are presented in Figure 8 below.

Figure 8. Website suggestions

	Middle School (n=2)	High School (n=2)	Community College (n=3)	General Adult (n=2)	Seniors (n=4)
Add footage / extra video clips / pictures		50%		50%	
Call to action / place where you can get more involved			33%	50%	
Blog for Suzie	50%				
List of ways we can help by changing things in our daily lives			33%		
Updates on things in the movie				50%	
User contributions [about impact of climate change]				50%	
Who funded it / more detail on the [production] process		50%			

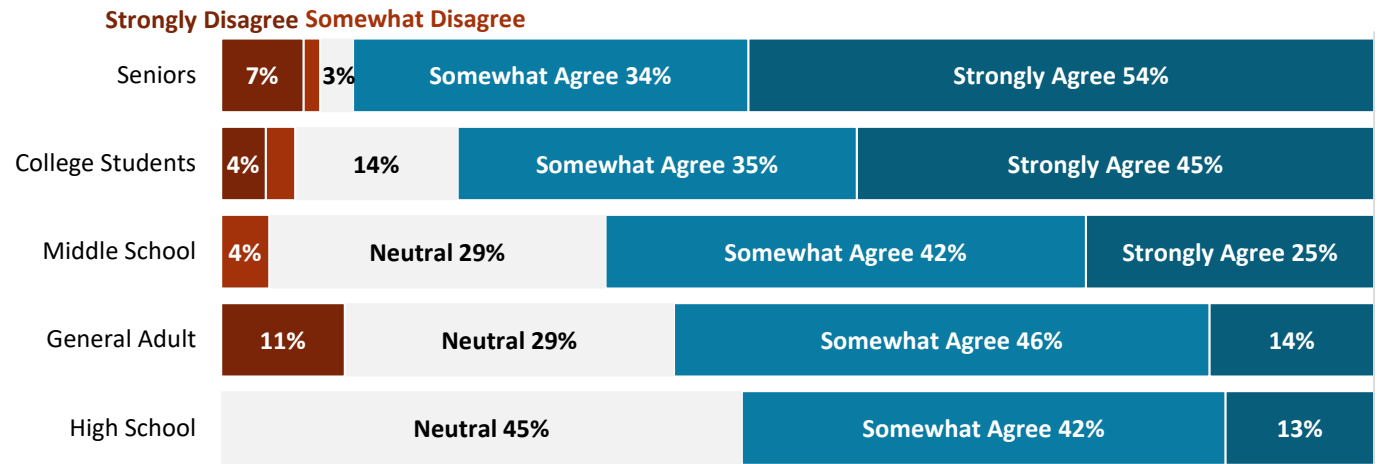
3.2 Trends in perceptions of reality of climate change

Ratings of change in attitude towards climate change

After watching the film all participants rated their agreement with the statement “This video made climate change more real to me” on a scale of 1 to 5, 1 = *strongly disagree*, 5=*strongly agree*. Responses of 4 and 5 indicate agreement. 88% of seniors, 79% of college students, 67% of middle school students, 61% of the general adult group, and 55% of high school students agreed with the statement.

Figure 9. Extent to which the video made climate change more real to participants

"This Video Made Climate Change More Real to Me"



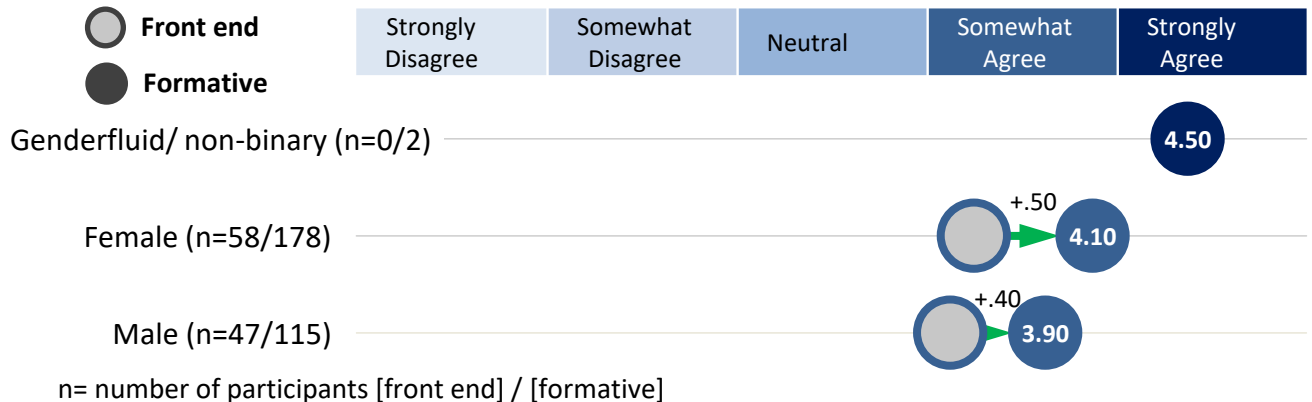
Because SmartStart asked the same question in the front end evaluation (2012) and formative evaluation (2016), they are able to make comparisons between the two broken down by gender, ethnicity, and age. The same categories will be used for the breakdowns as were used in the front end report. Please note that any changes may be attributable to overarching cultural change in the intervening years between evaluations, differences between the two groups, or any number of other factors, as well as random variation.

Gender

Broken down by gender, male and female participants *somewhat agreed* that the film made climate change more real to them during the front end evaluation in 2012, and the participants in the formative evaluation in 2016 rated it even more real. Participants who identified as gender fluid / non-binary *strongly agreed*, however, these participants were less than 1% ($n=2$) of the sample.

Figure 10. Ratings of the reality of climate change, broken down by gender

How much do you agree with the following? "This video made climate change more real to me."

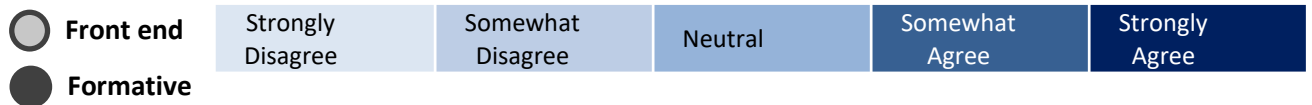


Ethnicity

Broken down by ethnicity, participants who self-identified as Native American and Pacific Islander *strongly agreed*, on average, that this film made climate change more real to them in the formative evaluation. The rest of the ethnicities *somewhat agreed*. Asian, Hispanic, and Caucasian participants indicated greater agreement in 2016 than in 2012. There were slight decreases in agreement for East Indian, Pacific Islander, and *other* groupings between the 2012 and 2016 samples.

Figure 11. Ratings of the reality of climate change, broken down by ethnicity.

How much do you agree with the following? "This video made climate change more real to me."



URM^a



Non-URM



^aURM = Under-represented minorities in STEM. ^bn= 2012 / 2016

In the 2016 formative evaluation 100% of demographic groups agreed with the statement *this video made climate change more real to me* (with a mean score of 3.50¹ and above), compared to 66% in the 2012 front end evaluation.

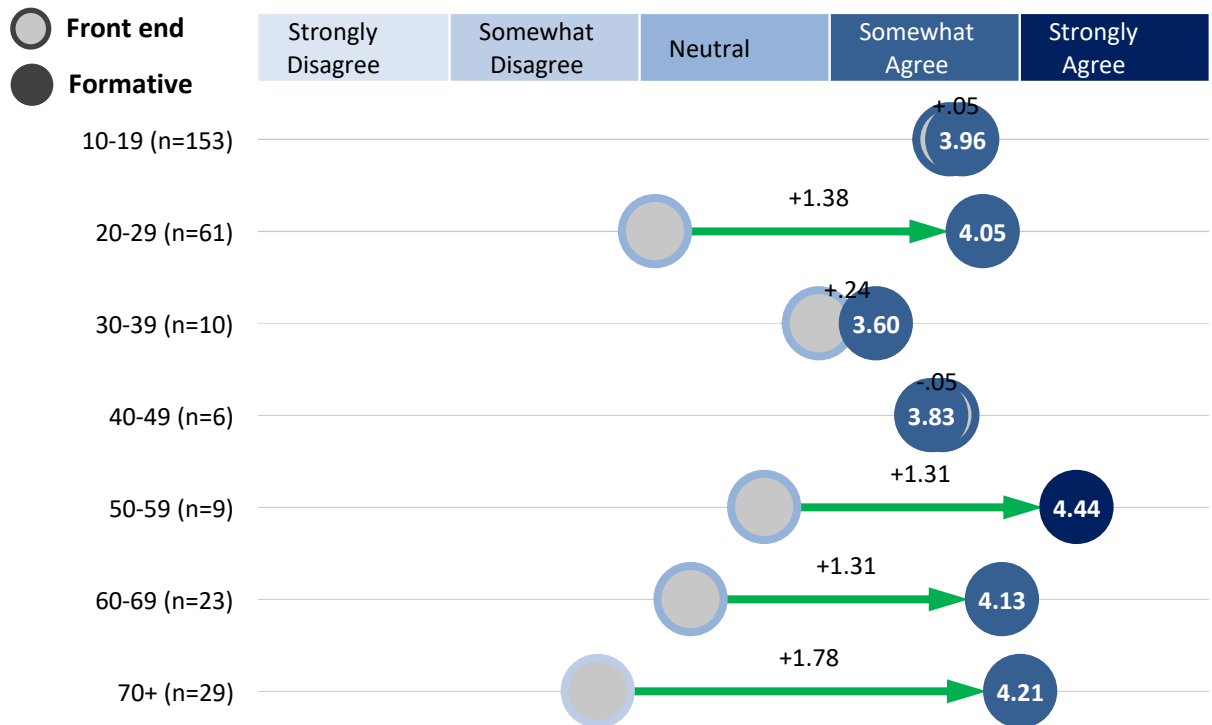
¹ 3.50 was selected as the "cut-off" for consistency with the front-end evaluation.

Age

Due to the long period of time in between the front end and formative evaluations, sensitive information in the original data files was purged. Therefore, the number of participants in each age group in the front end is unknown. The greatest difference in ratings of the film's impact on climate change perceptions between the 2012 front end evaluation and 2016 formative evaluation was for seniors and 20-29 year olds.

Figure 12. Ratings of the reality of climate change, broken down by age

How much do you agree with the following? "This video made climate change more real to me."



n= number of participants in 2016

Differences in geography and political preferences of the sample groups should be investigated before drawing any conclusions, for all of the preliminary trends listed here.

Section 4. Key Findings and Recommendations

Participants were overwhelmingly positive when asked about their initial reaction to the film, and commented that the film made them see the effects of climate change more directly. Participants of all ages expressed appreciation for each of the main thematic elements: climate change, seeing multiple cultures and places, and the relationship between mother and daughter. However, there was also a theme of confusion as to whether the focus of the film was on climate change, anthropology, or the relationship between mother and daughter.

The following key findings and recommendations for the film *The Anthropologist* were identified as a result of this formative evaluation:

- 1. Content Suggestions:** Participants wanted more graphics and figures onscreen in addition to the voiceovers. They also suggested some changes to the final scenes and the tone of the credit montage.
 - Consider adding more graphics to provide placemarks for the film's progression (such as putting Katie's age and the year in text when the scene shifts)
 - Consider modifying the wrap-up sequence to be more focused on climate change.
 - Consider adjusting the final montage scene where Katie goes off to college in order to keep the tone of the film more in line with the climate change theme.
- 2. Editing Suggestions:** Shortening or tightening up the editing was a theme in every focus group.
 - Shorten the beginning of the film.
 - Shorten the hike + ice chiseling scene on the glacier in Peru.
 - Consider shortening the scene where Katie eats pizza with her friends (but keep it in, because it aligns with the desire for bringing the film closer to home).
 - Cut the amount of b-roll used in transitions in order to shorten them.
 - Cut or modify the section shopping in Target at the end.
 - Consider cutting the scene where Katie and her mother go to find the ice vendor.
- 3. Target Audience:** Participants indicated that the film is suitable for audiences 5th grade and up.
 - Target high schools with block schedules, which have 2-hour long classes, or split the film into 20-minute segments in order to be used in the greatest possible number of classes.
 - Consider adding environmental science and freshman biology high school classes, and college level earth science, geography, and world history to your list of potential target classes.
- 4. Website Suggestions:** Participants were enthusiastic about the website, and several suggested that a link to the website be included at the end of the video. Their suggestions for the website include:
 - Add footage, extra video clips, interviews, etc. that did not fit into the film to the website.
 - Add a call to action in the film and use the website as a place where people can get more involved.
 - Provide updates on the locations mentioned in the movie, and consider providing a way for users to contribute their own stories about the impact of climate change.

Appendices

Appendix A: Information Sheet for Focus Group Participants *The Anthropologist Project Description*

Climate change is transforming the natural world and impact on human life is only beginning to be felt. Agricultural growing cycles and animal migration patterns are shifting dramatically causing communities to lose their ability to obtain food, water, and fuel from their ecosystems. Scientists estimate by mid-century climate change will force 200 million people from their homes. Communities that have existed for centuries, from Siberia to the Pacific Islands, are breaking apart as they are forced to depart their native lands leading to loss of property, income, support networks, and cultural identity.



THE ANTHROPOLOGIST is a documentary about the effects of environmental change on indigenous people. Anthropology is the scientific study of human cultures. Anthropologists observe and document societies to preserve a record of their cultural traditions, beliefs, and practices. Their work is particularly important when cultures are in periods of change, or a community's continued existence is endangered.

Margaret Mead, the best-known anthropologist of all time, was fascinated by how remote cultures, locked for centuries in a certain way of life, negotiated change to keep pace with the modern world. Today, anthropologist Susie Crate studies communities negotiating climate change.

THE ANTHROPOLOGIST interweaves the stories of these two observers of change from the frontlines. How are human beings programmed to deal with change? And if it's too late to change our climate, is it possible to change our program?

After spending decades living with a tribe in Siberia, Susie grew aware of sudden changes to the environment threatening the community's existence. With her teenage daughter Katie, Susie embarked on a round-the-world journey from Siberia to Peru to the South Pacific.

In many ways a typical American girl, Katie's half-Siberian ancestry and travels with her mother give her a unique perspective. Filmed over the course of five years, *THE ANTHROPOLOGIST* unfolds as a coming-of-age drama. As Katie accompanies her mother to different communities around the world, she begins to see first-hand the emotional, painstaking decisions people living in these vulnerable regions must make as they try to adapt.

The documentary you are about to watch follows Katie and Susie's visits to the Sakha community in Siberia, the Kiribati Islands, and Huaraz, Peru.

Appendix B: Formative Focus Group Protocol

The Anthropologist Focus Group Protocol 2015-16

Research questions:

Does viewing *The Anthropologist* film:

1. Increase viewers' knowledge of how climate change affects communities and cultures?
2. Help viewers understand how social scientists conduct research?
3. Help viewers understand how and why anthropologists and others are interested in studying the effects of climate change?
4. Inform viewers' attitudes about climate change and how it will affect communities around the world?
5. Give a voice to the indigenous people who will be forced to adapt or relocate as a result of climate change?

Interview text and questions:

Thank you all for taking time out of your busy schedules to participate in the evaluation of this film. The purpose of this viewing and focus group is to explore your thoughts on this documentary, funded by a grant from the National Science Foundation. Your responses will be used to give feedback to the producers to help improve the quality of the film, and increase its impact on viewers. We would like to know what you thought about the narrative, stories, and the scientific clarity in the film; as well as how relevant it is to your personal interests.

You'll be watching a rough cut of the film, *The Anthropologist*, which is currently 80 minutes long. After viewing the film, we will have a discussion on your thoughts. Your participation in this evaluation is voluntary. You may choose not to participate in any portion of this evaluation, to not answer a question, or to excuse yourself at any time. I will be recording our discussion so I can compile and organize your responses later. Your names will not be used during this discussion. Do you have any questions before I tell you a little bit about the film?

As you may know, anthropology is the scientific study of human cultures. Anthropologists observe and document societies to preserve a record of their cultural traditions, beliefs, and practices. Their work is particularly important when cultures are in periods of change, or a community's continued existence is endangered. *The Anthropologist* is a documentary about the effects of environmental change on indigenous people.

The best-known anthropologist of all time, Margaret Mead, was fascinated by how remote cultures, locked for centuries in a certain way of life, negotiated change to keep pace with the modern world. Today, anthropologist Susie Crate studies communities negotiating the effects of climate change. Directors Seth Kramer, Daniel A. Miller, and Jeremy Newberger followed Susie and her daughter, Katie, on their travels, filmed over the course of several years.

Feel free to make notes as you view the film.

[Show film]

We will now ask you some questions to facilitate our discussion. With your permission, I will record our conversation and transcribe your responses.

1. Tell me your first impressions of this film.
 - a. Did you like it? Why or why not?
 - b. Did it hold your attention? Why, or why not?
2. Did it maintain your interest?
 - a. What were the most interesting elements to you?
 - b. What locations were the most interesting? What made them stand out? Why?
3. Tell me what stood out to you about the film's characters, what they talked about, and the stories they told.
 - a. Were the characters interesting?
 - b. Whose story(-ies) did you find most compelling? What made them stand out?
 - c. Who or what did you want to know more about? Why?
 - d. How would you describe the characters, what they talked about, and the stories they told if you were telling someone else about this film?
4. What was your response to the interweaving of archival footage from Margaret Mead, and interviews with her daughter?
 - a. *(Probe for whether it made film more interesting, confusing, educational...)*
5. How has the film affected your knowledge of how and why anthropologists are studying the effects of changes in different environments around the world?
 - a. If it increased your knowledge, what do you know now that you did not before?
 - b. If it did not increase your knowledge, why do you think that was?
6. One of the goals of this film is to allow viewers to hear directly from people who will have to adapt or relocate as a result of climate change. How well do you think this film has accomplished that goal?
 - a. In what way do you feel this film was successful/unsuccessful in giving a voice to the indigenous people in these communities?
 - b. How did the film affect your knowledge of how environmental changes affect communities and cultures? (e.g., what do you know now that you did not before?)
 - c. If it did not increase your knowledge, why do you think that was?
7. Has the film affected your attitude regarding how environmental changes will affect communities around the world?
 - a. If so, how? (examples)
 - b. If not, why?
8. Has the film affected your attitude toward climate changes in general?
 - a. If so, how?
 - b. If not, why?
9. Questions may have popped into your mind as you were viewing the film clip.
 - a. Were your questions answered as the film progressed?
 - b. If not, what unanswered questions do you still have?
10. The film is developing a website and educational materials for use in schools.
 - a. What grade-level(s) do you think this would be suitable for?
 - b. What do you think teachers/students would find interesting or useful to help learn more?
 - c. Have you ever been inspired to learn more about a topic due to viewing a film?

11. What specific suggestions for improvement would you make that we haven't already discussed?
12. Is there anything else you would like to add?

For educators:

13. Would you show this film to your classroom?
 - a. If so, why? In what context would you show the film?
 - b. If not, why?
14. What would be most useful for you in a website or educational materials?
 - a. Have you used films in class to start discussion or increase knowledge of a topic?
 - b. Have any of these come with related websites, or other curriculum materials you found particularly useful?
15. To what extent do you think this film will influence the knowledge or attitudes of your students?
16. To what extent do you think this film can inform students about the various science fields, such as anthropology, responding to climate change?

I enjoyed talking with you today and thank you for your time.

Appendix C: Data Forms for Focus Group Participants

Data Form for General Audience Focus Groups



Thank you for participating today. Please answer the following questions. Please be assured that your name will not be associated with any of your answers in our reports. Data is reported as an aggregate.

How much do you agree with the following? This video made climate change more real to me.
(please check 1 box)

- Strongly Disagree
- Somewhat Disagree
- Neutral
- Somewhat Agree
- Strongly Agree

Briefly describe why you chose the answer above:

We ask the following questions so we will be able to describe the gender, age, and ethnic background of the groups of people we talk to.

1. With which gender do you identify? (please check 1 box)

- Male
- Female

2. With which ethnicity do you most closely identify? (please check 1 box)

- African American (Black)
- Asian (Chinese, Filipino, Japanese, Vietnamese, etc.)
- Caucasian (White)
- East Indian (from India, Sri Lanka, etc.)
- Hispanic (Latino/a, Mexican, Chicano/a, Brazilian)
- Middle Eastern
- Native American (American Indian/Alaskan Native)
- Pacific Islander / Hawaiian
- Other, please specify _____

3. What is your age? _____(years)

4. Is there anything you'd like us to share with the filmmakers?

Data form for Middle School Focus Groups



Thank you for participating today. Please answer the following questions. Please be assured that your answers are kept confidential.

How much do you agree with the following:

This video made climate change more real to me. (Please check 1 box)

- Strongly Disagree
- Somewhat Disagree
- Neutral
- Somewhat Agree
- Strongly Agree

Briefly describe why you chose the answer above:

We ask the following questions so we will be able to describe the gender, age, and ethnic background of the groups of people we talk to.

1. With which gender do you identify? (please check 1 box)

- Male
- Female

2. With which ethnicity do you most closely identify? (please check 1 box)

- African American (Black)
- Asian (Chinese, Filipino, Japanese, Vietnamese, etc.)
- Caucasian (White)
- East Indian (from India, Sri Lanka, etc.)
- Hispanic (Latino/a, Mexican, Chicano/a, Brazilian)
- Middle Eastern
- Native American (American Indian/Alaskan Native)
- Pacific Islander / Hawaiian
- Other, please specify _____

3. What is your age? _____(years)

4. What is your favorite subject in school? _____

5. Is there anything else you would like to tell the filmmakers?

Data form for College Student Focus Groups



Thank you for participating today. Please answer the following questions. Please be assured that your answers are kept confidential.

How much do you agree with the following?

This video made climate change more real to me. (please check 1 box)

- Strongly Disagree
- Somewhat Disagree
- Neutral
- Somewhat Agree
- Strongly Agree

We ask the following questions so we will be able to describe the gender, age and ethnic background of the groups of people we talk to.

1. With which gender do you identify? (please check 1 box)

- Male
- Female

2. With which ethnicity do you most closely identify? (please check 1 box)

- African American (Black)
- Asian (Chinese, Filipino, Japanese, Vietnamese, etc.)
- Caucasian (White)
- East Indian (from India, Sri Lanka, etc.)
- Hispanic (Latino/a, Mexican, Chicano/a, Brazilian)
- Middle Eastern
- Native American (American Indian/Alaskan Native)
- Pacific Islander / Hawaiian
- Other, please specify _____

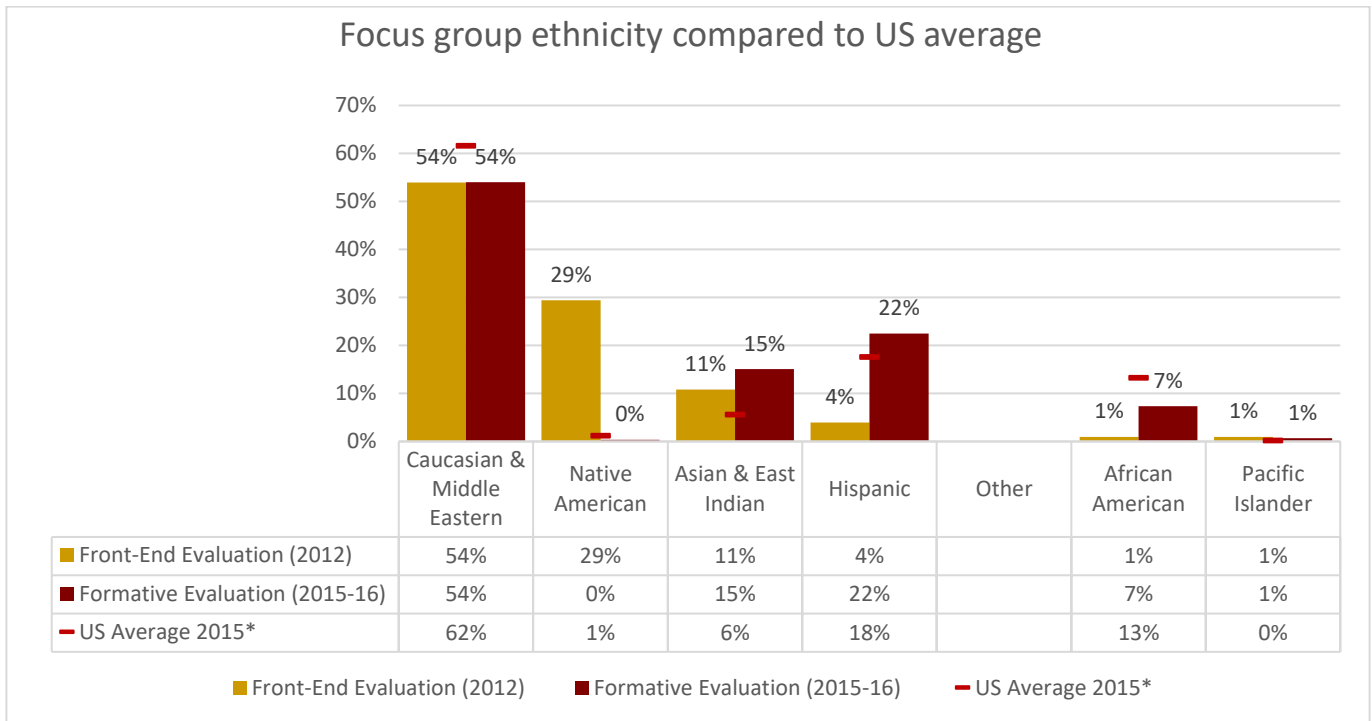
3. What is your age? _____(years)

4. Where are you from (i.e., where did you grow up)? _____ (City, State)

5. How long have you lived in California? _____(years)

6. What is your major? _____

Appendix D: Cumulative participant demographics across front end and formative evaluations, compared to US average



The table reflects a diverse group of participants: Average participant age was 33 years, (similar to 32 years in the front end evaluation); the minimum age was 12 years old, (similar to 11 in the front end); and the maximum was 92 years, (up from 78 in the front end). The majority were female (62%). Underrepresented minorities represented an average of 30%, (down from 38% in the front end); and African Americans were 7%, (up from 1% in the front end). Groups that are not included in the qualitative analysis are grey.

Focus Group Demographics

	Overall (n=304)		G-H n=56		K n=24		N n=20		O n=11		B-D n=66		E n=28		F n=22		A n=6		I-J n=27		L-M n=44		Unweighted Average ²
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Age n=296																							
Average	29 Yrs		13		13		17		18		21		21		29		30		74		61		30 Yrs
Min	12 Yrs		12		12		16		17		17		17		16		17		63		15		20 Yrs
Max	92 Yrs		14		13		18		19		60		41		43		51		92		82		43 Yrs
Gender n=294																							
Male	112	38%	13	25%	2	9%	6	30%	9	82%	32	35%	17	61%	4	20%	2	33%	10	37%	17	40%	35%
Female	182	62%	39	75%	20	91%	14	70%	2	18%	33	56%	11	39%	16	80%	4	67%	17	63%	26	60%	56%
Ethnicity n=298																							
Caucasian	148	50%	28	51%	6	27%	10	50%			25	38%	3	11%	11	55%	4	67%	19	70%	42	98%	43%
Hispanic ³	64	21%	11	20%	5	23%	3	15%	0	0%	20	30%	20	71%	0	0%	1	17%	4	15%	0	0%	18%
Asian	35	12%	13	24%	5	23%	2	10%			12	18%	1	4%	1	5%			1	4%			8%
African American	21	7%	2	4%	1	5%	0	0%	10	91%	0	0%	1	4%	7	35%	0	0%	0	0%	0	0%	12%
Other	13	4%			4	18%			1	9%	4	6%	1	4%	1	5%			2	7%			4%
East Indian	8	3%	0	0%	0	0%	4	20%	0	0%	0	0%	2	7%	0	0%	1	17%	0	0%	1	2%	4%
Middle Eastern	6	2%	1	2%	0	0%	1	5%	0	0%	4	6%											1%
Pacific Islander	2	1%	0	0%	1	5%	0	0%	0	0%	1	2%	0	0%	0	0%	0	0%	0	0%	0	0%	0.6%
Native American	1	0%																	1	4%			0.3%

² Unweighted averages do not add up to 100% due to differences in *n* between groups.

³ Underrepresented minorities in STEM are defined as African American, Hispanic, Native American, and Pacific Islander for this report.

Appendix E: Response analysis by focus group

Themes

In the initial coding, participant responses were organized in three top-level categories, with the following sub-categories:

Content Feedback

1. **Context Development:** Feedback on the contextual portions of the film.
2. **Character Development:** Feedback on or mentions of different characters.
3. **Organization of Content:** Feedback on how the information in the film was organized and presented.

Film editing themes

1. **Target Audience:** Feedback, ideas, and questions regarding the target audience for the film.
2. **Editing Suggestions:** Suggestions offered for editing the film for improved quality.
3. **Content Suggestions:** Feedback on additional content to include in the film.

Project goal themes

Participant responses were examined for relevance to the project goals. Each goal is a sub-theme:

1. **Increased Knowledge:** Feedback that indicates the viewers' knowledge of how climate change affects communities and cultures and/or understanding of how scientists are responding.
2. **Informed Attitudes:** Feedback that indicates the viewers' attitudes towards climate change and how it will affect communities around the world has been changed/informed.
3. **Increased Motivation:** Feedback that indicates motivation to become actively involved in the assistance of people who are adversely affected by climate change.
4. **Recognition of the Authentic Voice of the Native People:** Feedback that indicates viewers recognize the voice of those who will be forced to adapt or relocate due to climate change

As shown in the table below, all focus groups addressed the main feedback categories except for *Increased Motivation*, which was not present in two of the groups: one middle school, and one senior.

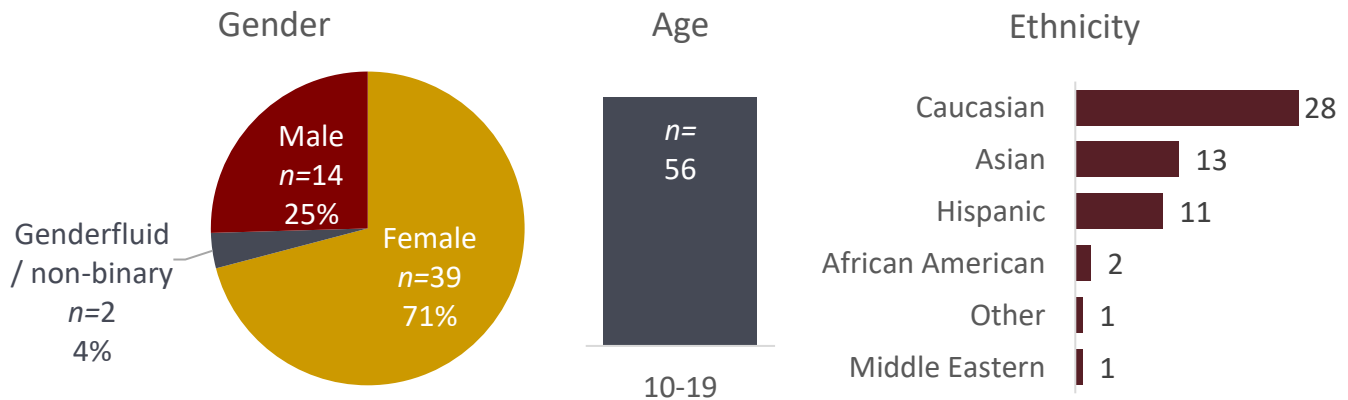
Cumulative focus group response chart

Themes and Sub-themes		Middle School	High School	Community College	General Adult	Seniors
Formative: Film Content	Content Feedback	✓	✓	✓	✓	✓
	Character Development	✓	✓	✓	✓	✓
	Organization of Content	✓	✓	✓	✓	✓
Formative: Film Editing	Target Audience	✓	✓	✓	✓	✓
	Editing Suggestions	✓	✓	✓	✓	✓
	Content Suggestions	✓	✓	✓	✓	✓
Summative: Project goals	Increased Knowledge	✓	✓	✓	✓	✓
	Informed Attitude	✓	✓	✓	✓	✓
	Increased Motivation	1/2	✓	✓	✓	3/4
	Authentic Voice of the Native People	✓	✓	✓	✓	✓

Each grouping of focus groups is presented below, with four components:

- Demographics of the focus group.
- The participants’ responses as to whether the film made climate change more real to them.
- An overview of the themes identified in the group(s).
- Representative responses from each coding category.

Middle School Students, Santa Ana, CA (Groups G-H)



"This Video Made Climate Change More Real to Me"



Overview

Members of these two focus groups had a positive response to the video and liked the interviews from different cultures. However, they did not like the opening credits visuals of Katie and Suzie and accompanying music, and one of the groups disliked the section cooking guinea pigs.

Both groups recommended cutting or shortening the walk to the glacier and chiseling-ice section and cutting shopping at target at the end.

For the website, they recommended a section like a travel blog, of Suzie’s travels throughout the world.

Selected Responses

Selected Responses for Middle School Students Santa Ana, CA (Groups G-H)

Content Themes – Middle-School Students, Santa Ana, CA (Groups G & H)

<p>Positive Content Feedback</p>	<ul style="list-style-type: none"> • <i>Reading it in the book is different than seeing people who are being very affected; when you see them being affected by it and them losing their homes and stuff because of it.</i> • <i>I really liked how they talked to different people who were basically losing their home because of climate change.</i> • <i>I liked how they showed the life of Isabella and Claire, the two girls that Katy became friends with, and I liked hearing about the local's lives.</i>
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Content Themes – Middle-School Students, Santa Ana, CA (Groups G & H)

<p>Negative Content Feedback</p>	<ul style="list-style-type: none"> • <i>The opening credits theme song type thing where it showed Katy and Suzie standing there felt a little awkward. ... The music was a little off because it was kind of slow music, and then all the sudden it was like hop techno type thing, and it felt a little out of place</i> • <i>I didn't like the part where they were cooking guinea pigs.</i>
----------------------------------	--

Editing Themes – Middle-School Students, Santa Ana, CA (Groups G & H)

<p>Target Audience</p>	<ul style="list-style-type: none"> • <i>Middle school and up because even though you're in middle school and you can't help, it's good to at least know what's going on so you can be present so if someone says, "Oh, did you hear about this?" You can say, "Oh yeah, we watched that, and maybe when I get older I can do something about it."</i> • <i>5th grade and up because I have a 5th grade sister, and she's really into this kind of stuff, and I know that a lot of other kids in her class that like this stuff too.</i> • <i>5th graders are trying to understand more about what they can do to help change something</i> or what they're trying to do, what they want to do with their life or something like that. They're growing up.
<p>Editing Suggestions</p>	<ul style="list-style-type: none"> • <i>Where she was reading why she's unique and stuff, shorten that.</i> • <i>The part where they are chiseling ice can be shortened. (x2)</i> • <i>Cut out a little bit of the part kind of at the end when she's going to college and shopping at Target. Just film them driving away.</i> • <i>All the pictures and videos of Margaret Mead on the news, on the TV show wasn't necessary.</i> • <i>There was an excess of footage of them hiking around the canyon right before they got the ice from the glaciers.</i> • <i>Whenever she was with her friends, when they were having pizza, I lost interest because the friends were saying the same things as what we've already heard.</i>
<p>Content Suggestions</p>	<ul style="list-style-type: none"> • <i>I think if there was a website, there should be a section on the website like if Suzy's still going out there and traveling the world, I think we should have a blog, almost, that she puts out there.</i>

Goals – Middle-School Students, Santa Ana, CA (Groups G & H)

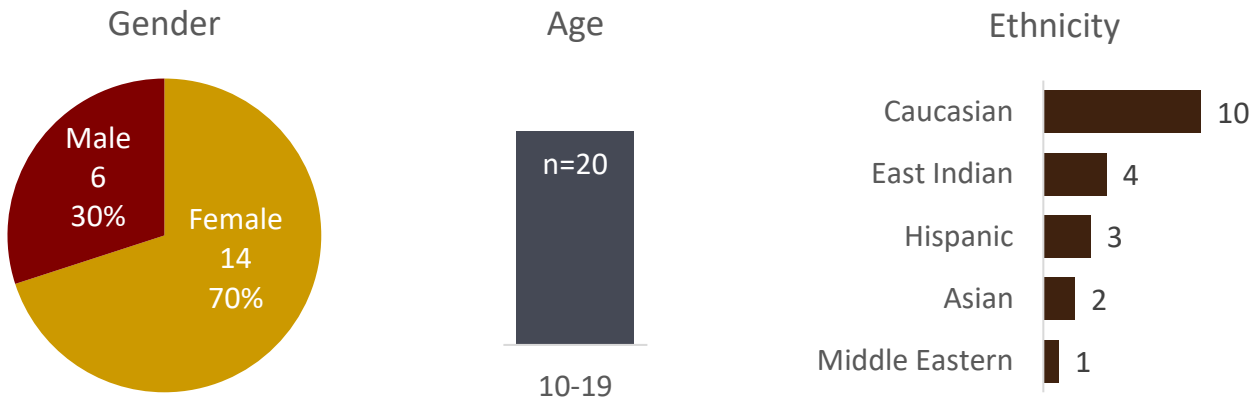
<p>Increased Knowledge</p>	<ul style="list-style-type: none"> • <i>I didn't know as much [before]. I feel like this was a good way to work in educational purposes while still intriguing the audience. ... I think everyone said they enjoyed it, and now I think about that people know more about it.</i> • <i>I didn't know anything about anthropology before, and now I feel more educated. ... I also really liked it, and that's really hard to do because sometimes educational stuff is boring, or sometimes you just get all fun and games and you don't learn anything. I think this was a really good mix.</i>
<p>Informed Attitudes</p>	<ul style="list-style-type: none"> • <i>The part where the lady walked in the water where a bunch of homes used to be, I was really sad because if we lived there and if our homes were flooded, then that would be really sad.</i> • <i>After viewing the film, it's sort of like, "Why don't people believe that this is happening?" Because there's obvious effects that this is definitely going on.</i>
<p>Increased Motivation</p>	<ul style="list-style-type: none"> • <i>The question I had after I saw the film is what are people doing to fix it instead of just watching it happen? I wanted to know what I could do to help with it.</i> • <i>Maybe they could have ways to help so that after you watch this you could go home and if you have extra time you can say, "Maybe I can go help someone or maybe I can follow along like a blog,"</i>

Goals – Middle-School Students, Santa Ana, CA (Groups G & H)

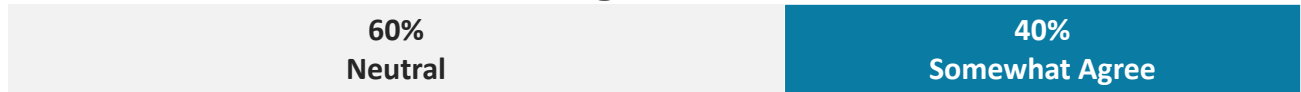
Recognize Authentic Voice of Native People

- A lot of people when they were interviewing them, they said, "There's not much for us here, but it's my homeland, so I'm going to stay as long as I can." I didn't know that their land could influence so much of your culture, so I thought that was really cool.
- I liked how they showed talking to the older people, what they called the villagers apparently because they've gone through the climate change. Like, for the glacier, the old man was like, "There used to be glacier all along this mountain. Now it's gone." I'm just like, "Oh my gosh!"
- Siberia. I really learned about how other people lived. I didn't know it was so different than how we lived. That was interesting

High School, Hopewell Junction, NY (Group N)



"This Video Made Climate Change More Real to Me"



Overview

This group enjoyed seeing the diversity of places climate change affected, the interviews, and the clips of Margaret Mead.

Their editing suggestions include cutting the Target montage at the end, and they mentioned that the animation in that section seemed "condescending", and that they didn't think it fit with the importance of the issue of climate change. They suggested a wrap-up more focused on the issue of climate change; how each different community was affected, in order to make the film more cohesive.

For the website, they suggested additional pictures of places the filmmakers visited and video clips of their interviews.

Selected Responses

Selected Responses for High school, Hopewell Junction, NY (Group N)

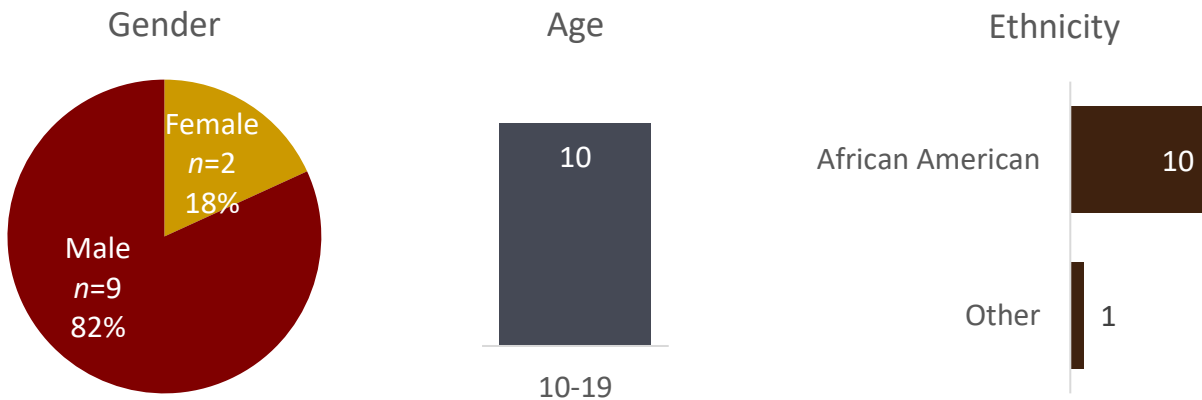
Content Themes – High-School, Hopewell Junction, NY (Group N)	
Positive Content Feedback	<ul style="list-style-type: none"> • <i>The diversity of the places, how global climate change would affect up north and Siberia along with the island around the equator.</i> • <i>I like the section about the glacial ice and how it all changes. How the glacier was crying.</i> • <i>The interviews were interesting to listen to, getting the priest's point of view thoughts on the whole ordeal, [as well as] the locals'.</i> • <i>Seeing the clips of Margaret Mead was really cool:</i> <ul style="list-style-type: none"> ○ <i>interesting because it was a different perspective.</i> ○ <i>a good narration for a lot of the stuff that was going on.</i> • <i>The woman that was standing chest-deep in water, she was like "this is where my house was." It was good to see that, just to make it more real. Especially because we're told climate change is happening all the time and we believe it, like we see the facts. But not in the ways that it showed through that segment.</i> • <i>There was a good soundtrack. We liked all the songs.</i>

Editing Themes	
Target Audience	<ul style="list-style-type: none"> • <i>Yeah but I feel like their understanding of different cultures and things like that and how it's a more issue at that young of an age, they might not understand it as much as we do as high school students.</i> • <i>definitely at the younger levels it would probably give them a better insight into what they want to do and show it in a different light and see if they want to be part of that change.</i>
Editing Suggestions	<ul style="list-style-type: none"> • <i>Frankly just [cut] the Target montage at the end.</i> • <i>The sendoff: but in terms of wrapping up the point of the importance of climate change it wasn't really relevant. It was like "oh, she's going off to college, good?" Then the animation almost seemed condescending.</i>
Content Suggestions	<ul style="list-style-type: none"> • <i>The main thing that would really benefit this documentary would be a wrap-up more focused around climate change than the relationship between the mom and daughter. ... That could be a good side note to make it a little more relatable, but focusing more on how each different community was effected as a wrap-up, like giving each place a little clip could be a good way to tie everything together and make it a little more cohesive.</i> • <i>. [If the mother-daughter motif was intentional] then maybe make it a little more obvious and less disjointed, because the way it came across was that it was a little random and it detracted from the climate change. ... it felt like you were trying to weave two things together that didn't really go.</i> • <i>More music</i> <p>Website content suggestions</p> <ul style="list-style-type: none"> • <i>Pictures of all the different places you visited and the people, and maybe little video clips of interviews that you did.</i>

Goal Themes – High-School, Hopewell Junction, NY (Group N)

<p>Increased Knowledge</p>	<ul style="list-style-type: none"> • <i>It showed that it was like a war, like it affected so many parts of the world and that it is a really big issue that needs to be talked about.</i> • <i>The diversity of the places, how global climate change would affect up north and Siberia along with the island around the equator. It wasn't like everything was focused around the equator, it was a good range of how each ecosystem would be effected.</i>
<p>Informed Attitudes Towards Climate Change</p>	<ul style="list-style-type: none"> • <i>It just made it seem a little bit more real and more present just to see how it affects the different parts of the world.</i> • <i>The woman that was standing chest-deep in water, she was like "this is where my house was." It was good to see that, just to make it more real. Especially because we're told climate change is happening all the time and we believe it, like we see the facts. But not in the ways that it showed through [in] that segment.</i>
<p>Recognize Voice of Native People</p>	<ul style="list-style-type: none"> • <i>I thought it was really successful in providing a voice for the indigenous people, I thought it was very successful with the interviews for everybody.</i>

High School, Philadelphia, PA (Group O)



"This Video Made Climate Change More Real to Me"



Overview

This group commented on being able to see the effects of climate change, and liked the sections with Margaret Mead’s daughter. Some participants felt that the mother-daughter subplot “almost overshadowed” the climate change plot. One participant also mentioned cutting out the scene of people cooking guinea pigs.

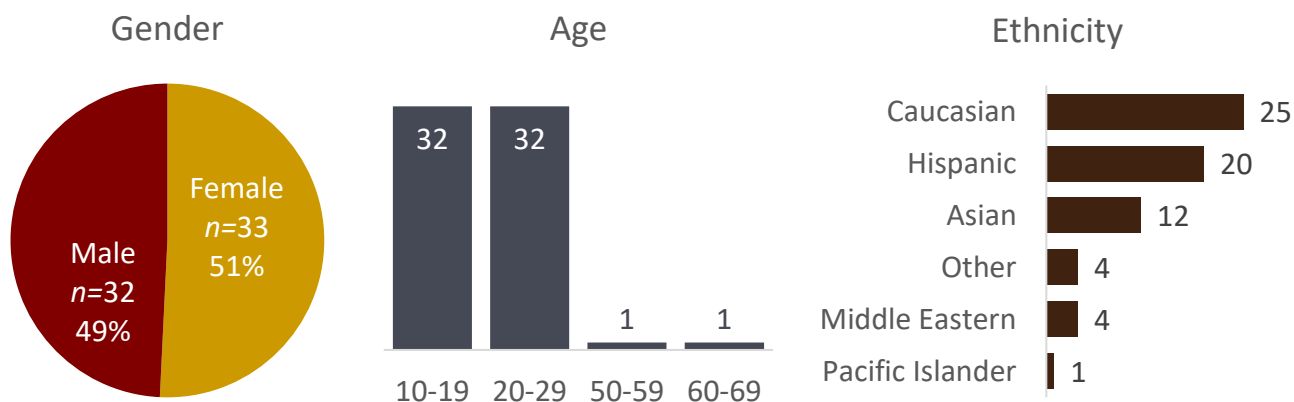
They suggested that the website could include who funded the film and more details on the process, how it was funded, more about climate change, and more pictures about the foods and medicines used in other places.

Selected Responses

Selected Responses for High-School, Philadelphia, PA (Group O)

Content Themes – High-School, Philadelphia, PA (Group O)	
Positive Content Feedback	<ul style="list-style-type: none"> • <i>We thought some people don't see the effects so directly, they don't necessarily "believe" in global warming and I thought that part was interesting to show a better perspective.</i> • <i>Margaret Mead's daughter especially to me, just giving the background of where she grew up with her mother and sort of outlining as she did the thought process within anthropologist work: I liked how she did that.</i>
Negative	<ul style="list-style-type: none"> • <i>The mother-daughter portion, that kind of subplot almost overshadowed the importance of the point of climate change.</i>
Editing Themes – High-School, Philadelphia, PA (Group O)	
Target Audience	<ul style="list-style-type: none"> • <i>High school</i> • <i>All high school.</i>
Editing Suggestions	<ul style="list-style-type: none"> • <i>[Cut] a couple of the food parts.</i> • <i>[Cut] the fried guinea pigs.</i>
Content Suggestions	<p>Website content suggestions:</p> <ul style="list-style-type: none"> • <i>How they use the foods and the medicines in the other places. Pictures.</i> • <i>Who funded it [and] more detail on that [the process and how it was funded and how they used the money].</i> • <i>I would also like to know [more about] climate change.</i>
Goals – High-School, Philadelphia, PA (Group O)	
Increased Knowledge	<ul style="list-style-type: none"> • <i>They're adapted to their environment and a lot of things that they're able to grow that they depend on for food and medicine. Some of them are becoming not able to grow anymore?</i>
Informed Attitudes	<ul style="list-style-type: none"> • <i>I just thought that part was interesting because it gave a perspective of some people in our country. We thought some people don't see the effects so directly, they don't necessarily "believe" in global warming and I thought that part was interesting to show a better perspective.</i>
Voice of Native People	<ul style="list-style-type: none"> • <i>I felt bad because ... I think they're going to have to leave the island and go somewhere, or stay there, or get some boats ... You keep moving there's not going to be any more space to move. Plus, they're already adapted to the community that they live in.</i>

Community College Students, Orange, CA (Groups B-D)



Overview

These extracts are drawn from three focus groups with students in a community college anthropology class. They liked the varying perspectives on culture and environment from the different characters, and specifically mentioned Margaret Mead, Susie, and Katie. However, they noted that the film did not bring the topic close to home (California in this case), and suggested that doing so might help increase students' motivation to do something about climate change.

In their editing suggestions they asked for more statistics, and more focus on Susie and Katie, and for more balance in presenting negatives and positives of climate change, more interviews with elderly people who could talk about the changes they have seen, more footage of Katie being involved in school to inspire fellow students, and a link to the website at the end of the film.

For the website, participants suggested providing information on how climate change affects students in their local environment, and a list of ways in which viewers can help by changing things in their daily lives.

Selected Responses

Selected Responses from College Students in Orange, CA (Groups B-D)

Content Themes – Community College Students, Orange, CA (Groups B-D)

Positive Content Feedback

- *I like how It's interdependent and they're connected with each other, things that are happening in our ecosystems and with our animals and with the people [is] all interwoven ... I like how it reverts into like different perspectives of culture and with the environment, from Margaret Mead, Susie, Katie.*
- *I like that the advocacy, from past footage of Margaret Mead and the advocacy methods by Susie, were shown too.*
- *I liked that Catherine, Margaret Mead's daughter, talked about how women are different kind of observers. [That] they're less threatening.*
- *I like the reality of how the social structure changes as the environment changes and how the environment changes the quantity or availability of resources for communities.*

Negative Feedback	<ul style="list-style-type: none"> • <i>The movie didn't really contain anything that brought it close to California, something like that might provide a lot of benefits for students like us that still have the resources and the time to go out and do things.</i>
Characters	<ul style="list-style-type: none"> • <i>I like the parallelism with Margaret Mead and her daughter. I really enjoyed her daughter Catherine, kind of talking about her mother's experience. Then going into Katie and Susie's relationship and how Katie was influenced by her mom.</i>
Editing Themes – Community College Students, Orange, CA (Groups B-D)	
Editing Suggestions	<ul style="list-style-type: none"> • <i>Focus more on the mom and her daughter [On Susie and Katie]</i> • <i>More statistics involved and more numbers.</i>
Content Suggestions	<ul style="list-style-type: none"> • <i>It would be interesting to see how westernized populations, not necessarily just the US, but western Europe and Australia, whatever, are impacting the climate.</i> • <i>I just feel like there does need to be more solutions. Everyone's saying how it's such a big problem but no one's really saying like what they're going to do to fix it. Like you just say, "Oh it's a problem. It's a problem. It's a problem." Okay, it's a problem. What are we going to do?</i> <p data-bbox="373 793 1489 835" style="background-color: #e0e0e0;">Suggestions for balance:</p> <ul style="list-style-type: none"> • <i>It would be interesting to see arguments against and for [climate change] from a conservative republican point of view, because it is very stereotypical to see the hippiesque anthropologist.</i> • <i>If it's just trying to bring awareness [of climate change] as a whole, like here's a negative and here's a positive, then there should be how it's affecting other cultures in a good way. Like what is it doing to their land, their culture, their area, in a good way I think that would bring a balance into it so it wouldn't be so slanted.</i> <p data-bbox="373 1066 1489 1108" style="background-color: #e0e0e0;">Other Suggestion:</p> <ul style="list-style-type: none"> • <i>It would have been cool if they interviewed more elderly people, in each of the places they visited because they serve as physical repositories of the cultural dynamics that were happening when they were much younger. ... that they can talk about what they've seen that has changed.</i> • <i>[It] would have been cool to see like Katie being more involved in school. Because you're showing it to students and it's like we're moved by the film but I want to know what I can do, on a micro level, to get the conversation going.</i> • <i>Have a link to the website. [at the end]</i> <p data-bbox="373 1381 1489 1423" style="background-color: #e0e0e0;">Website Content Suggestions: Bring it Closer to Home</p> <ul style="list-style-type: none"> • <i>Give me information about how climate change is affecting me in California and ways that I can help maybe with supporting bills and things like that.</i> • <i>[Provide] a list of ways in which we can help by changing certain things in our daily lives that would make a difference, to avoid the climate change that's occurring.</i> • <i>Basic information of what climate change can effect or the bad things that can happen.</i>

Goals – Community College Students, Orange, CA (Groups B-D)

Increased Knowledge

- *I like how they talked about[how] the more that the earth warms, the more the glacier loses its mass... It trickles down into their irrigation systems and their food propagation... changing the diversity of corn that they were basically living off of.*
- ***Before watching this movie, for me personally, I thought, "Oh, this doesn't affect me. It's just ice bergs," I think now seeing in Siberia, how the permafrost is all melting or how these islands are being destroyed by the rising tides. All of that really puts it in perspective.***

Informed Attitudes Towards Climate Change

- *It makes it more real.... Making it more aware, like, "No, it's not just this one thing happening that doesn't affect you. It's something that's affecting all these different cultures and it's devastating." It's so sad.*
- *In a perfect world, yeah. Of course when you see in Siberia, the permafrost is melting, "Damn that sucks for Siberia." It's like, "I really hope those Siberians can pull through. They need that permafrost for their culture."*
- *It's not just ice bergs melting and polar bears dying. It's these countries who can't produce crops or their land is being taken away.*

Increased Motivation to Help Those Affected

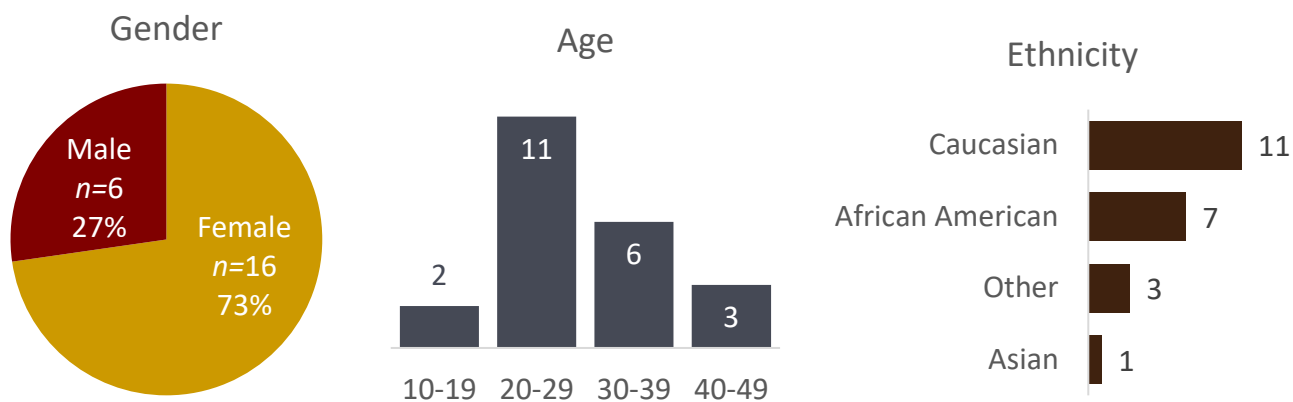
- *I feel like the documentary, like this ... that somebody's going to look and say, "We need to help these people because eventually ... Their island is a ticking time bomb. It's eventually going to be submerged in water, so we need to find a way to help them."*
- *I was so affected by this film that I went straight to the associated student government office to talk about developing an Environmental Science Climate Change Awareness Club next semester.*
- *I know this sounds really cheesy but after this documentary, I went to my biology professor and I asked to be an advisor for developing a new club based around climate change awareness.*

Both of these statements are from the same student.

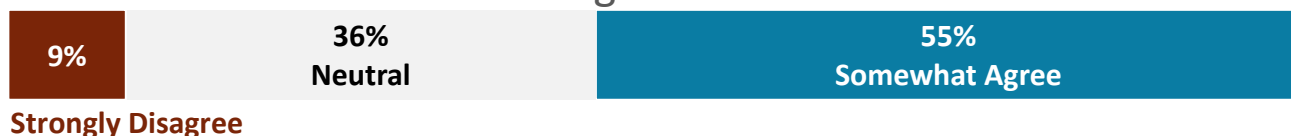
Recognize Authentic Voice of Native People

- *I really like the holistic perspective of tipping into the glacier ice shavings, that they use for medicinal purposes but around a celebration. It was really interesting how that can shift the modality of the community. ... "What's going to happen to us? What's going to happen to the next generations, to our kids?" What are they going to do once we leave?*
- *It was interesting in the Kiribas Islands, how the older lady started crying because she started remembering how different it was when she was younger and how much ... It seemed like she was almost fearful that these islands would not be existent in the near future.*
- *When she was in Siberia she asked the guy what it was like when he was a kid and ... it was way different and you can see that they're getting sad that it's changing. **Their children aren't going to have what they had. It's going to be worse for them, so I guess that just like spoke to me.***

General Adult, Baltimore, Maryland (Group F)



"This Video Made Climate Change More Real to Me"



Overview

Note: This group indicated that they did not watch the complete film.

They commented on their ability to connect with the characters on-screen, and liked that it showed climate change effects on humans. However, they found the beginning to be confusing, following who was who (even with the subtitles). Some members commented that it felt like the film was trying to achieve too many different things and fell short on all of them.

They suggested adding more maps, interviewing people from America to see how knowledgeable they are about global warming, and including more cultures as a way of affecting more people.

For the website, they suggested that you show reasons why climate change is happening, updates on how the Kiribati islands are doing, and a call to action with things that people can do to help out at different levels (i.e. things that younger students who rely on their parents for logistics can do; things that college-age students can do, etc.

They provided several outreach tips for high-school students, mentioning that there might be resistance to the topic if high school students are forced to watch the film and do a project on it. The anthropology professor in the group also mentioned that the film could be cut into a version that looks at field-work experience as well as one with an applied anthropology focus.

Selected Responses

Selected Responses for Adults in Baltimore, Maryland (Group F)

Content Themes – Group F, General Adult, Baltimore, Maryland

<p>Positive Content Feedback</p>	<ul style="list-style-type: none"> • <i>I just like how it followed real-life people. ... They were laughing, they were joking, she was messing up when she was trying to communicate with them. It was just very real. So it was very believable.</i> • <i>We don't really hear how [climate change] is affecting humans, we more hear about how it's affecting animals. The polar bears are losing their thing, well it's like, "They're just animals," but we're hearing how it's</i>
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Content Themes – Group F, General Adult, Baltimore, Maryland

	<p><i>affecting people and how you should help them. I think that this is a great tool to open up the eyes of people like that.</i></p> <ul style="list-style-type: none"> • <i>I also like the part where they were talking about trying to make a difference, so they were really talking about the youth. They were trying to figure out different ways so that they can try to solve or find a solution to - adapting to the environment. That was really cool.</i>
Negative Organizational Feedback	<ul style="list-style-type: none"> • Be more specific in what they'd like to achieve in this film, because it feels like the film is trying to achieve too many different things, trying to portray too many different things, and it just falls short on all of them. • <i>I thought the setup at the beginning was a little bit confusing, like Margaret's daughter. I know they have subtitles, but still I thought it was kind of hard to follow in the beginning, like who was who.</i> • <i>I feel like it could have been organized a little bit differently, because it did feel like maybe it was a reality show at one point. Then it was back to "here's the facts..."</i>

Editing Themes – Group F, General Adult, Baltimore, Maryland

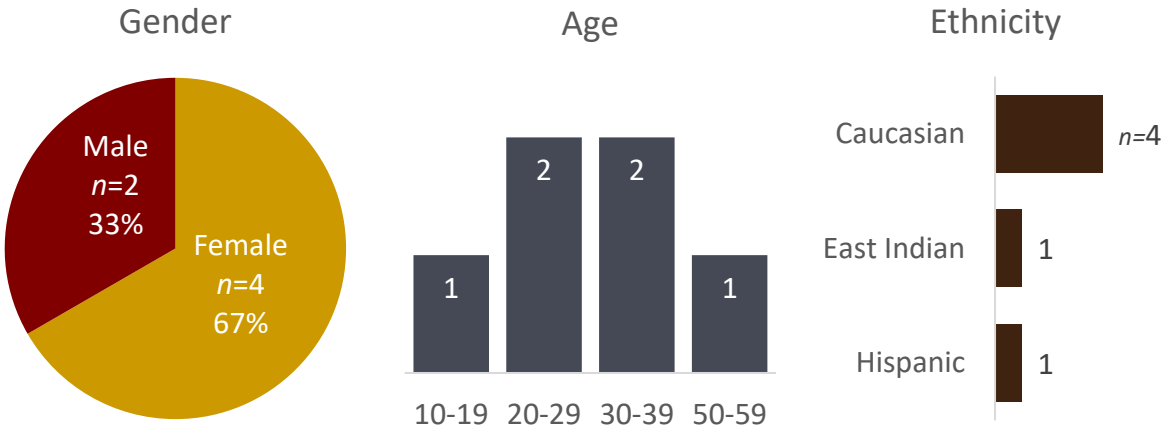
Target Audience	<ul style="list-style-type: none"> • <i>For high school students, if you force them to watch it, like, "You're going to watch this video and then do a project on it", they're going to be like, "I don't want to do that".</i> • <i>Just bring it in slowly to the general public and then get the public interested in it because you could get parents, and then teachers, and then it can be more motivated to it than forcing it down their throats.</i> • <i>Maybe for the educational classroom experience, there might be a version that maybe looks at the field work experience, and one that is sort of the applied anthropology focus.</i>
Outreach tips	
Feedback from an Anthropology Professor:	
Editing Suggestions	<ul style="list-style-type: none"> • <i>[Cut] when they have to go look for the guy to make a snow cone, and they kind of go knock on the door and he comes out.</i>
Content Suggestions	<ul style="list-style-type: none"> • <i>I think it might be a good idea to add a map, and say how many islands are this small: it's not just this one island.</i> • <i>[Interview] people from America, just to see how many people are like, "I know about global warming" or "I don't know about global warming" so that people can see how much we are knowledgeable about this.</i> • <i>I think they should include more cultures. If you have more examples I think it would affect more people.</i>
Website Content Ideas	<ul style="list-style-type: none"> • <i>Show different reasons why global warming is happening.</i> • <i>Maybe updates on how the islands are doing oftentimes.</i> • <i>A call to action: things that younger people can do that rely on their parents to do things and things that college-aged students can do to help out.</i>

Goals – Group F, General Adult, Baltimore, Maryland

Increased Knowledge	<ul style="list-style-type: none"> • <i>I think it's a great tool because even in the beginning when Katie is talking to her friend, one of her friends is like, "My dad doesn't believe in global warming," and that's kind of how America feels about it because we don't see it in our day-to-day life but it is affecting other people and they're losing their homes, they're losing their way of life, and they have to adjust.</i>
Informed Attitudes	<ul style="list-style-type: none"> • <i>It's eye opening because here you just hear about it, and you don't really listen to how it affects not only us but other people.</i>

Goals – Group F, General Adult, Baltimore, Maryland	
	<ul style="list-style-type: none"> • <i>It barely affects us really, but over there you can see that they have to completely move to higher ground in order to survive.</i>
Increased Motivation to Help	<ul style="list-style-type: none"> • <i>It makes you think, “What more can you do here to prevent them from suffering?” – now that you know they exist.</i> • <i>Having a news outlet or something from these islands would be good so they can get exposure to the outside world, like us, so we can know about them.</i>
Recognize Native People	<ul style="list-style-type: none"> • <i>It showed cultures that I've never even heard of before in good detail, let us know their plight.</i>

General Adult, Irvine, CA (Group A)



"This Video Made Climate Change More Real to Me"



Overview

Participants expressed that they liked the film. They enjoyed seeing all the places Katie and Suzy traveled to, the ways they interacted with people in the different cultures, and exposition of the norms of anthropological research. However, they mentioned that they were confused in the beginning, and that it was unclear what the movie was about (Travel? Mom & daughter? Climate change?).

They suggested cutting the time spent showing travel (especially the walk to the glaciers), while also providing more indication of the time-span, that it felt like a few months instead of a 5-year period. They disliked the last song (called is “a bad cover of a really good song”) and suggested not playing the entirety of any song in the film.

For the website, they suggested putting a map up, and all the locations from the film on the map that people could click through to see how climate change has affected that location. They also mentioned a

user-contribution mechanism where people could submit their own stories of when things have changed. They also suggested putting unseen footage and more video clips of the time spent in each place.

Selected Responses

Selected Responses for Adults in Irvine, CA (Group A)

Content Themes – Group A (General Adult, Irvine, CA)	
Positive Content Feedback	<ul style="list-style-type: none"> <i>I like the overall message and I think it's really interesting tracking them over these cultures that are all over the world.</i> <i>I liked seeing all the places they traveled to, the way they interacted with the different cultures, how she explained what she was doing and why and the norms and how you do that type of research.</i>
Negative Content Feedback: Confusion	<ul style="list-style-type: none"> <i>I just felt like I didn't know what they were trying to do with it and it took a while for me to understand what they were trying to do. Was it about travel? Was it about the mom and daughter? Was it about climate change? Maybe it's about all of those things but I felt like I wanted to know earlier on what it was about and where they were trying to take it</i> <i>I do agree that it took a little while for the movie to really get into things, and I was a little bit confused at the beginning.</i>
Neutral Content Feedback	<ul style="list-style-type: none"> <i>if I go with what the title of the movie is it's "The Anthropologist," so it's about this woman who is an anthropologist and she's traveling the world and trying to understand one issue in different settings...but I don't know if that's the point because there were so many different components to it.</i>
Characters	<p>Liked Margaret Mead's daughter as a kind of narrator.</p> <ul style="list-style-type: none"> <i>I liked Margaret Mead's daughter as the kind of Morgan Freeman role, like that all-knowing, "I'm the head honcho, Margaret Mead's offspring." ... I thought it was a good anchor for the story.</i> <i>I wouldn't have been nearly engaged if it was just [Morgan Freeman's] voice going and talking about these different culture and footage, as I was as with this where it follows an actual relationship between a mother and daughter.</i> <p>Did not like the Navy guy:</p> <ul style="list-style-type: none"> <i>I just didn't get anything out of the Navy guy because I couldn't see what his point was. He didn't change anything as a result of climate change, whereas everybody else in the movie changed something in their lives because of climate change.⁴</i>
Editing Themes – Group A (General Adult, Irvine, CA)	
Target Audience	<ul style="list-style-type: none"> <i>I think I wouldn't go any younger than high school. I think it's pretty sophisticated...</i>
Editing Suggestions	<p>What would make it more interesting?</p> <ul style="list-style-type: none"> <i>Maybe if they'd stayed in each place a little longer and cut out some of the detail-y stuff, like ... the climbing on the rocks.</i>

⁴ Formative Evaluator's note: The point of the Navy interview appears to be that the Navy is actively planning for the changes being brought about by climate change.

- *I think the part where it lost me is just an editing thing, which could easily be fixed. It's just sometimes when they were doing the traveling it went too long. Even the hike in the glaciers, that was a bit long.*

Context

I think they need more of a sense of time that, "Hey, this is actually taking over a span of 5 years, not just over a few months."

Negative

...that last song that was actually a really bad cover of a good song, they played the entire song. What movie ever plays an entire song? They just play the clip you know? And never use cover songs unless it's really well done.

Content Suggestions

For the Website:

- *If you were to bring it closer to home then I think a lot of the people would actually start to take a stand. Like, "Okay, we need to change something."*
- *Put a map up and put all these locations on the map. ... more and more locations that are also being impacted by climate change. Then, you click on it and see [how it's affected].*
- *They could even add a user contribution kind of thing so that people could submit their own stories when things have changed.*
- *They could put unseen footage and maybe more video clips of the time spent in each place. "*

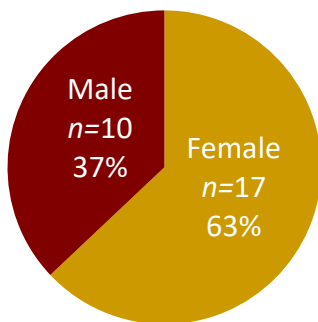
Goals – Group A (General Adult, Irvine, CA)

Informed Attitudes

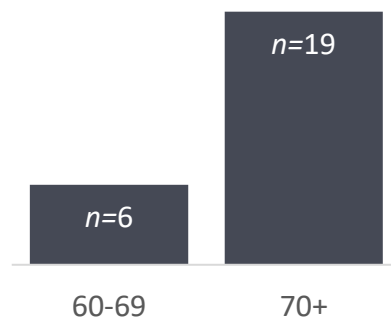
- *These people clearly didn't have agendas. We may have agendas, or you guys may have agendas coming into our focus groups. But it's obvious that these people in the Kiribati and Siberia don't have agendas. That's just the way it is.*

Seniors, Phoenix, AZ (Groups I-J)

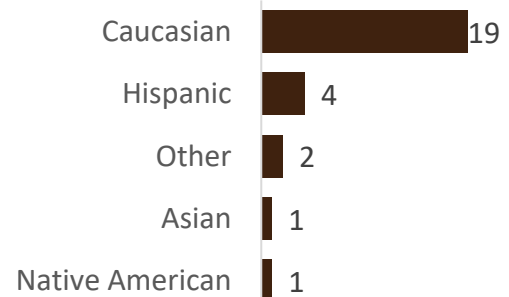
Gender



Age



Ethnicity



"This Video Made Climate Change More Real to Me"



Overview

This group of seniors liked hearing about Siberia, and that the filmmakers took the politics out of it. However, they did not think that the footage of chiseling ice on the glacier did a good job of showing how the glacier was melting. They suggested overlaying the year on-screen along with Katie’s age to help provide a timeline for where the film is at (this could help address the college group’s comment that the sense of scale felt more like a couple of months than 5-years)

Selected Responses

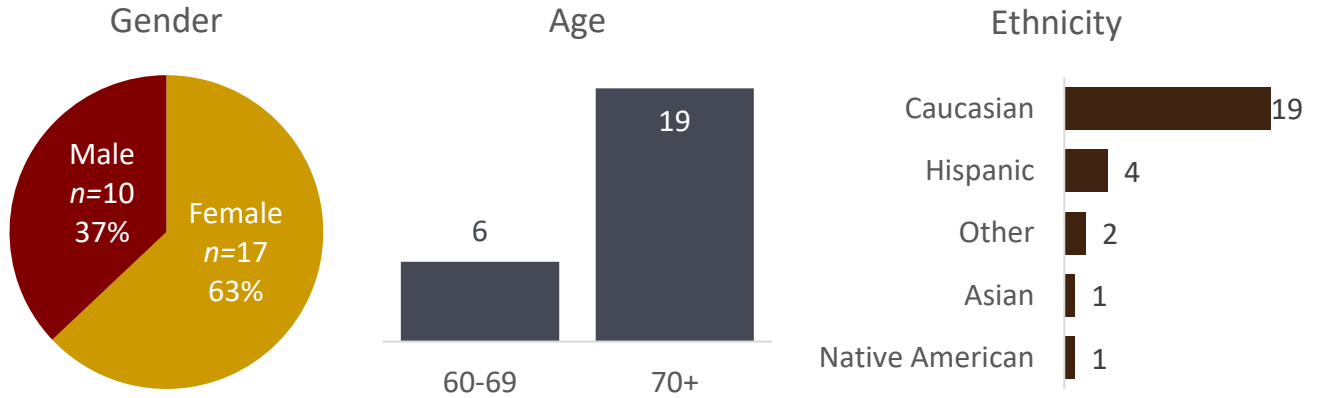
Selected Responses for Seniors in Phoenix, AZ (Groups I-J)

Content Themes – Group I, Banner-Olive Branch Senior Center, Phoenix, AZ	
Positive Content Feedback	<ul style="list-style-type: none"> • <i>We’ve never heard about the Siberian stuff. That was the most interesting.</i> • <i>The effects it had on animals got covered pretty well.</i> • <i>It’s good that they kind of took the politics out of it.</i> • <i>Made a lot of sense</i> • <i>The gentleman from the navy said, "Maybe we're going to make this the common enemy, and quit fighting amongst ourselves."</i>
Negative Feedback	<ul style="list-style-type: none"> • <i>I don’t understand why they didn’t show the melting of the glaciers in the Antarctica. That would have been interesting.</i>
Editing Themes – Group I, Banner-Olive Branch Senior Center, Phoenix, AZ	
Target Audience	<ul style="list-style-type: none"> • <i>Elementary wouldn’t understand it. That’s too young.</i> • <i>I think high school probably. They’d understand it. 13-18.</i>
Editing Suggestions	<ul style="list-style-type: none"> • <i>I need a timeline for when it’s jumping ahead to them, what they are doing.</i> • <i>The little part where they are chiseling ice, that can be shortened.</i> • <i>The focus should be [more] on the discussion with the people than on the mother and daughter.</i>
Content Suggestions	<ul style="list-style-type: none"> • <i>More about the glacier and the glacial melting. Going up and chiseling ice I don’t think did that very well.</i> • <i>Put the years in [i.e. overlay the year onscreen along with Katie’s age]</i>
Goals – Group I, Banner-Olive Branch Senior Center, Phoenix, AZ	
Increased Knowledge	<ul style="list-style-type: none"> • <i>Well, we’ve heard about Greenland. We’ve heard about places close to us. We’ve never heard about the Siberian stuff. That was very interesting.</i> • <i>Yeah, I did. I didn’t know a lot about the permafrost. I didn’t really have an idea. You hear that the water is rising, but you ...</i> • <i>I didn’t know that it was that bad in Siberia though. Yeah. I did not know it was that bad.</i>
Recognize Authentic Voice of	<ul style="list-style-type: none"> • <i>In Siberia, you were brought attention to what was happening with the water cutting out and what impact that had on things. The people were worried about it and talking about it. You didn’t hear that much from other peoples that they showed. You didn’t hear that much of an awareness of what was happening with them, but you certainly did from the Siberians.”</i>

Native People

- “It’s more interesting [to view] discussions with the native people than the daughter and mother?” “Yeah.”

Seniors, Denver, CO (Groups L-M)



"This Video Made Climate Change More Real to Me"



Overview

Participants in these two groups liked hearing the voices of people who had seen changes, liked the integration with the subject of anthropology, and liked Margaret Mead’s daughter giving background and outlining the process. However, they also mentioned confusion about the films purpose; that it seemed like two separate films, with one on climate change and one on anthropology. A portion also felt that the anthropological perspective glosses over the problem of climate change. Some participants also felt that the music was too loud, and that there was too much of it.

They suggested shortening the film to 45 minutes, in particular to shorten the introduction; transitions between different scenes; and the “very artistic air routes,” and cut out the Target shopping spree. For audience approach, they suggested that teachers could take multiple sessions to view portions of the film and still have time to discuss each segment.

For content, they suggested more emphasis on solutions to climate change, more emphasis on reasons for climate change, and more about people implementing solutions in each individual place the filmmakers visited. A final suggestion, unique to this group, was to communicate that the film will not “come up with a solution in the end.”

Selected Responses

Selected Responses for Seniors in Denver, CO (Groups L-M)

Content Themes – Seniors Denver, CO (Groups L-M)	
Positive Content Feedback	<ul style="list-style-type: none"> • <i>I think it is good stuff. ... a powerful thing the kids can watch,</i> • <i>It was wonderful to hear the voices [of] people [who have] seen the change.</i> • <i>I found [it] most interesting to open up [the field of anthropology to a] younger audience, because I think [that in] high school and lower, you aren't exposed to that subject much.</i> • <i>I liked Margaret Mead's daughter [gave] the background and [outlined] the thought process within anthropologist work.</i> • <i>I think having a daughter in there helps the teenagers to like [it] because they're thrilled [with] all that stuff.</i>
Negative Content Feedback	<ul style="list-style-type: none"> • <i>They didn't talk about solutions or anything.</i> • <i>Having been a scientist myself I didn't really see science ... they're observing what people do but I didn't see what they did in the terms of science.</i> • <i>I thought that the film seemed to be two different films. I didn't know which part you wanted me to focus on. I'm not sure what their purpose was.</i> • <i>I felt that they thought they were producing a movie about climate change but what I saw was more about anthropology.</i> • <i>There is a serious problem here that somebody can seem like its glossing over, what we'll just adapt to it, no problem.</i>
Editing Themes– Seniors Denver, CO (Groups L-M)	
Target Audience	<ul style="list-style-type: none"> • <i>Maybe you could have it intentionally for a unit in anthropological studies and have half 1 day and half the next day because I really can't imagine what would be taken out. I mean, it was pretty powerful in the different areas.</i> • <i>There seems to be three stories; if you're doing this in a classroom situation you can squeeze it out and have time to reflect and have time to have a class on discussion on one segment and then another day or week show the next one; think about it and reflect on it and ask questions and process it.</i> • <i>It's a little long for little kids [but] if you shorten it down you're losing some of what would lead younger children along</i>
Editing Suggestions	<ul style="list-style-type: none"> • <i>For me the music was far too loud there and so it was congesting my brain.</i> • <i>45 minutes without the credits that's about the people are willing to take on.</i> • <i>The scenes were too long especially the first part.</i> • <i>Cut out things like an extended shopping spree in Target; I'm not sure what that brings to the film.</i>
Content Suggestions	<ul style="list-style-type: none"> • <i>More emphasis on the reason that the climate is changing.</i> • <i>More emphasis on the resolution of the climate change.</i> • <i>Be clearer that they're not going to come up with a solution in the end.</i> • <i>You might want to give a little clue about, what questions should be asked perhaps, or worthy of answering.</i>

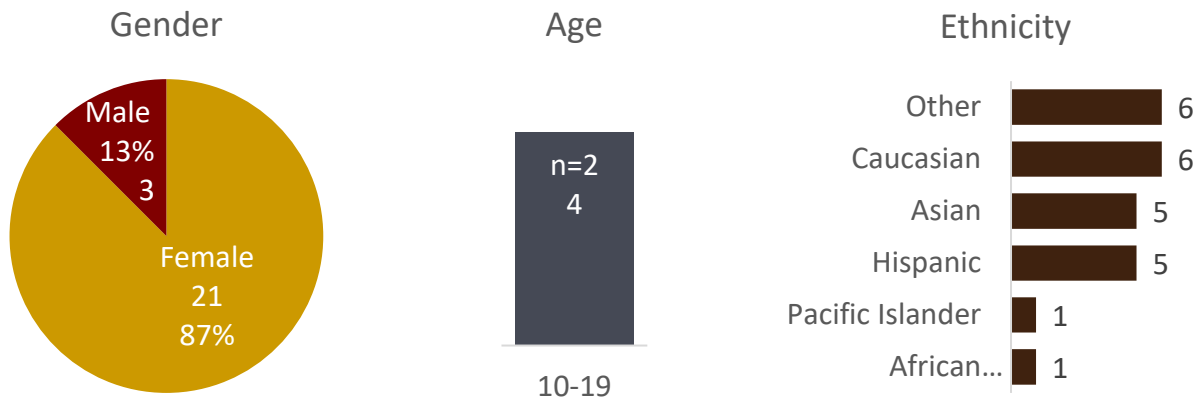
Goals – Seniors Denver, CO (Groups L-M)

Increased Knowledge	<ul style="list-style-type: none"> • <i>It is true that the film brought home more than I had before about the various far from parts of the earth that climate change is affecting. I was surprised by all of those things, all of them</i>
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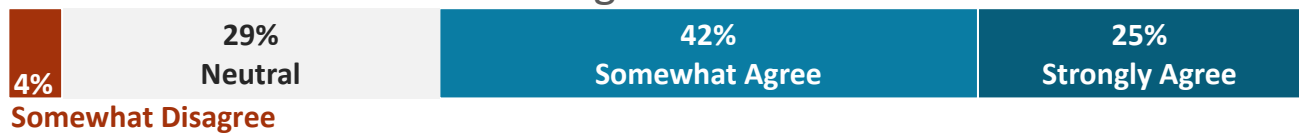
Goals – Seniors Denver, CO (Groups L-M)

<p>Informed Attitudes Towards Climate Change</p>	<ul style="list-style-type: none"> • <i>When they were taking the beautiful pictures of the children and they're on an island and you just, their homes being washed away, that's terrible. I have children and the thought of that is awful I don't know what my children's life will be like but I know that island those children won't have their island it's very clear and very sad. That was the emotion it worked for me,</i> • <i>That gives me more, still a little bit more around this and how we can see something and maybe become aware of something and how damn long it takes for anything to get changed or for anything to actually happen. In our push back world I think that's what we're coming to expect, vote another president he'll change it all. I'm sorry, it does not work in that way, it takes time, you saw five years.</i> • <i>The thing about the human face is that who would think, they talk about 95% of climate scientists say climate change is happening but that's hard science and a lot of people don't like that. Anthropology is a social science, a soft science you could say I think it's pretty hard but anyway, the issue is that who would think that anthropologist have anything to do with hard science of climate change have been described here. I don't think, I think it would turn a lot of the audience off if you brought in the hard science of facts and figures and stuff. Whereas this is human beings affected by climate change as anthropologist which is what anthropologists do and I think that's very interesting.</i> • <i>I think we still have a huge challenge in front of us to convince people to accept that we've got the problem, this will help.</i>
<p>Increased Motivation to Help</p>	<ul style="list-style-type: none"> • <i>I think I would very start by looking at the factor of these cultures that we visited in the film are all going to disappear and we can see that looking in another culture, it's a small culture, it's about to disappear the resources are all going to be gone soon. Then we need to reflect on our agriculture but we don't see that.</i>
<p>Recognition of Authentic Voice of Native People</p>	<ul style="list-style-type: none"> • <i>I thought it was wonderful to hear the voices that people had seen the change. I thought that there was a lot of places they were explaining how quickly that had occurred.</i> • <i>We're here maybe frustrated those that have the power here in the US, are not using it but I imagine it must be 100 times worse with someone in [those] low lying islands. We're saying while they're predicting that in so many years it's going to be bad and for them that's already there: and [that's a] huge frustration.</i>

Focus Groups without qualitative responses Middle School, Santa Ana, CA (Group K)

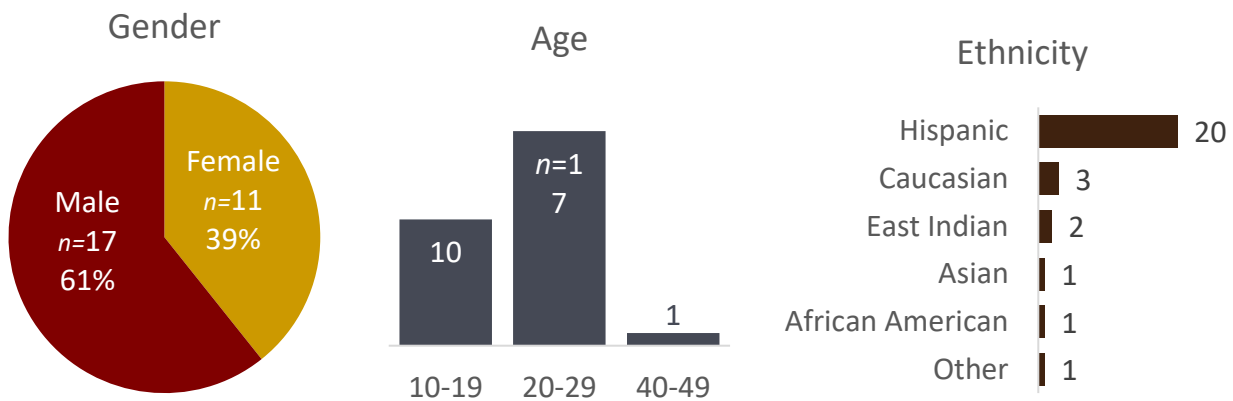


"This Video Made Climate Change More Real to Me"

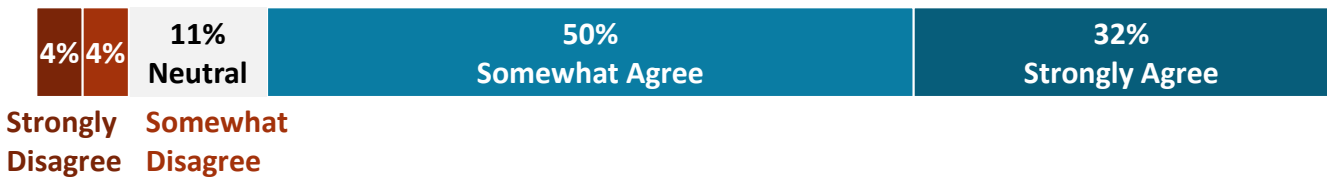


Note: No excerpts available for this group.

Community College Students, Cerritos, CA (Group E)



"This Video Made Climate Change More Real to Me"



Note: This group completed the survey only.