



Tool 1.4

Acknowledging climate emotions

CLARITY Competence Area:

Taking care of climate emotions and trauma

GreenComp Competence Area:

Acting for sustainability

Why use this tool?

This tool enables learners to become familiar with different methods that they can mobilize, either individually or with others, including in small groups, to engage with their climate emotions at a deeper level. This can be particularly valuable for older students who study climate change on a prolonged basis, or for students who are very sensitive to climate change impacts, and are looking for sustainable ways to feel and navigate such emotions, including climate grief. This tool also helps experience the benefits of community care for our emotional and mental wellbeing.

Activity 1.4.2

Creative practices

Overview

Creative practices can help express, explore and dive deeper into climate emotions. Such creative practices include writing short poems like Haikus or Cinquains, drawing, painting or using clay. They can be of help to students in between classes, in case they feel the overwhelm at home, or during school breaks. They also contribute to growing the students' creativity.

Curriculum linkage

Arts, Literature, Reading & Writing Skills, First Language, Additional Languages.

Competences built

Emotional regulation, self-compassion, empathy, imagination, originality

Prep Work

Choose an artistic medium, gather material and select a prompt for the creative exercise.

Competences/activities to practice first by the teacher:

Climate emotions wheel (1.2.1)

Steps in the activity

1. Creating
2. Sharing/Discussing

BASIC INFO

**Age range:**

7+

Duration:

15 - 120 minutes

Group size:

Open

Level of difficulty:

Basic

Materials/space required:

Material to draw, paint or create collages. Clay is also an option.

Location:

Classroom

Engagement of external stakeholders:

Not necessarily. An artist from the community, or an artist working on climate change/ climate emotions would be welcome.



Step 1: Creating

1. Select a medium for this creative practice. It could be poetry or creative writing. It could be drawing, painting, collages, or clay. Provide the learners with the material they need to engage in the activity.
2. If you choose writing, introduce the method for Haikus or Cinquains.
 - a. A haiku is an unrhymed poetic form from Japan consisting of 17 syllables arranged in three lines of 5, 7, and 5 syllables respectively.
 - b. The method for working with Cinquains on eco-anxiety was developed by Leslie Davenport. A cinquain is a non-rhyming 5-line poem that is arranged in a special way. It can help you express your ideas and feelings.
3. The Cinquains method follows the steps below:
 - a. You will be writing 2 poems. Give the first poem the title 'Eco-Anxiety' and write about the fears that come up for you about climate change. The second poem will be titled 'Web' and describe your personal experience of how all life is connected and how this awareness can help us work together to create a healthier world.
 - b. Write your poem using the steps below. First line: title (i.e. Eco-anxiety or Web). Second line: two-words that describe the title. Third line: three interesting action words that fit the topic. Fourth line: a four-word phrase that captures your feelings about the topic. Fifth line: one word related to the title. Example:

Exo-Anxiety
Scared, questions
Trying, hoping, wondering
I hold my breath
Worried
And
Web
Relationships, threads
Touching, connecting, holding
Bringing us all together
Whole
4. If you chose drawing, painting, collages, clay, introduce the prompt for the practice. Possible suggestions for prompts include:



- a. Represent all the emotions you feel about climate change as a monster/creature
- b. Represent one specific emotion you feel about climate change (e.g. climate grief)
- c. Represent (elements of) the future you fear next to the future you dream of. Representing the futures we fear and the futures we dream of is also part of the Futures Literacy Lab activity (4.2.2).
- d. Represent your connections to nature and the more-than-human world.

Prompts c and d can guide a group exercise following some individual reflection and some discussions.

Step 2: Sharing/discussing

1. Allow some of the learners to present their creations to the group, describe what they represented, and the emotions they felt, on a voluntary basis.
2. Provide space for the new questions that emerged for them (if any).



Dos and don'ts

Do

- Leave enough time to learners to dive into the topic/prompt before representing it
- Have learners experience creative practices both individually and in a group, when possible or over time.
- Acknowledge emotions when they are shared by the learners

Don't

- Don't grade these exercises

Adaptations

- To maximize the learners' creativity, feel free to offer various media so that they can choose the one that inspires them the most.
- We invite you to adapt this activity to the specific needs of your learners, including by considering their neurodiversity. When adapting tools and activities for neurodivergent learners, please note it is not about treating others how *you* want to be treated, but how *they* want to be treated. Ask, listen, and stay open to different ways of learning and engaging.



References

This activity was designed by One Resilient Earth.

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