



# Toolbox

## Learning for Transformative Climate Resilience

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## Toolbox

### *Learning for Transformative Climate Resilience*



## CLARITY

### **Transformative Climate Resilience Education for Children and Youth: From Climate Anxiety to Resilience, Creativity and Regeneration**

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#### **Acknowledgments:**

We would like to warmly thank all the teachers and educators for their input and contributions to the CLARITY toolbox. Their feedback was integrated during the co-creation processes and helped shape the toolbox as presented in this book.

Special thanks to:

Sierra DeLew, Justyna Doherty, Carolin Grzenia, Kateryna Kolosiuk, Emelie Jonsson, Enikő Johnston-Szűcs, Gareth Manning, Viktoriia Ostrovska, Maria del Palacio, Valentina Pescetti, Merete Svindland, and Olena Zarichna.

We would also like to warmly thank all the experts who contributed their input and feedback as we developed the toolbox, including Leslie Davenport, Frida Hylander, Jo McAndrews, Panu Pihkala, and Maria Vamvalis.

#### **Referencing this toolbox:**

Simon, L., Diamantas, N., Ducros, G., Karlsson, C., Kiss, B., Maurabakken, M., Melhmann, M., Strøm Flugsrud, S., Zamora Parrado, C., & Wamsler, C. (2026). *Toolbox: Learning for Transformative Climate Resilience*. CLARITY – Transformative Climate Resilience Education for Children and Youth: From Climate Anxiety to Resilience, Creativity and Regeneration. Lund University, Sweden. ISBN 978-91-8104-587-X. Accessible under <https://transforming-climate.education/>

*Toolbox: Learning for Transformative Climate Resilience. CLARITY – Transformative Climate Resilience Education for Children and Youth: From Climate Anxiety to Resilience, Creativity and Regeneration* by Laureline Simon, Nicole Diamantas, Gwendoline Ducros, Charlotte Karlsson, Bernadett Kiss, Marte Maurabakken, Marilyn Mehlmann, Signe Strøm Flugsrud, Carmelo Zamora Parrado, and Christine Wamsler

ISBN: 978-91-8104-593-2

Graphic identity by NordicWorking and Climate Creativity

Cover design by Colleta Kihumba (One Resilient Earth)

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# Introduction to the CLARITY Toolbox

Climate education for children and youth is at a turning point. Learners often see charts of rising CO<sub>2</sub> and hear stories of loss and damage long before they master the skills to regulate their emotions or picture a regenerative future. This leads to rising climate anxiety, and feelings of helplessness.

The CLARITY project - Transformative Climate Resilience Education for Children and Youth: From Climate Anxiety to Resilience, Creativity, Connection & Regeneration - was created to close this gap by placing emotional wellbeing, imagination, and collective agency at the heart of learning.

This toolbox is CLARITY's practical response. Grounded in the CLARITY Competence Framework for Transformative Climate Resilience Education, it offers ready-to-use activities that integrate different disciplines like psychology, arts, and science, helping educators nurture emotional resilience alongside transformative knowledge and skills.

Every tool and activity card is a seed: a compact, adaptable idea ready to germinate in diverse soils - urban schools, youth clubs, universities, forest classrooms, after-school programmes. Educators are invited to plant and tend these seeds, adapting them to their local context to produce flowers which can in-turn cross-pollinate.

## Why use this toolbox?

- **Your climate compass:** Keeps any subject - science, language, art or outdoor learning-pointed toward four concrete objectives: Connection, Creativity, Resilience and Regeneration.
- **Head-heart-hands approach:** Combines ecological knowledge, creative expression and emotional skills so learners' thoughts, feelings and actions reinforce one another.
- **Trauma-informed & regeneration-driven:** Helps learners navigate climate emotions and trauma while nurturing resilience and regenerative thinking through collective action.

- **Ready when you are:** Cards range from 10-minute sparks to multi-lesson or longer projects; some need zero prep, others significant prep work thanks to background resources for deeper dives.

## How to Use the Toolbox: Building Competence Over Time

This toolbox is designed to support transformative climate resilience education - but it's not about ticking off activities. To truly build competences like empathy, systems thinking, or emotional regulation, we need to go deeper.

### One activity ≠ one competence

Single activities are great entry points. A gratitude journal might spark self-awareness. A future game might ignite imagination. But these one-time moments don't build competence on their own. Competences - like the ability to collaborate, care for ecosystems, or regulate climate emotions - develop through repeated, layered experiences over time.

### Competence builds across time and tools

Competences are not built in a single moment. Instead, they **develop across multiple activities, tools, and reflections**, sometimes over weeks, months, and years. Think of each activity as a building block.

Some tools can (and should!) be used more than once. For example, "Inner Climate Journalling" or "Sit Spot" practices can be revisited weekly or seasonally. The repetition helps learners notice change, deepen reflection, and track their personal growth. Each time they return, they bring new insight. The key is to keep returning to core practices, expanding them, and linking them to learners' real lives, values, and emotions.

### Sequence tools intentionally

The toolbox works best when tools are connected into meaningful sequences. For example, you might start with nature connection (Tool [2.4](#)), move into value exploration (Tool [3.5](#)), open up to future visioning (Tool [4.1](#)), then take action (Tool [5.2](#)), all of it while creating space for emotional literacy and regulation (Tool [1.2](#) and

[1.3](#)) at regular intervals. Sequencing creates coherence and supports deeper learning.

Some examples of learning journeys through the CLARITY Toolbox:

### **Example A:**

Step 1 – Climate Emotions Wheel ([1.1.1](#)) surfaces feelings before starting.  
Step 2 – Slow Walk in Nature ([2.4.1](#)) ignites sensory wonder.  
Step 3 – Gratitude Journal ([2.1.2](#)) anchors positive attention after each outing.  
Step 4 – Giving a Voice to Plants ([3.1.2](#)) deepens empathy by personifying local flora.  
Step 5 – Art Made of Trash ([5.4.1](#)) turns found litter into a collective artwork that celebrates nature.

### **Example B:**

Step 1 – Climate Circle/Café ([1.4.1](#)) builds trust and recognises shared concerns.  
Step 2 – Active Listening ([3.3.1](#)) practises respectful dialogue.  
Step 3 – Envisioning the Most Beautiful Future ([4.2.1](#)) opens collective imagination.  
Step 4 – Local Cartographies ([5.2.2](#)) maps community assets and risks.  
Step 5 – Supporting Local Climate-Resilience Actions ([5.2.3](#)) designs and implements one small intervention.  
Step 6 – Reflection Circle with Inner Climate Journalling ([2.1](#)) links feelings with outcomes.

### **Example C:**

Step 1 - Active listening ([3.3.1](#)) to introduce learners to listening practices.  
Step 2 - Deep listening to others ([3.3.2](#)) to dive deeper into transformative listening practices.  
Step 3 - Listening to recorded stories narrated by Indigenous Peoples ([3.2.1](#)) to further practice listening skills while exploring different value systems.

Step 4 - Exploring arts or cultural heritage of Indigenous Peoples ([3.2.3](#)) to dive deeper into the cosmologies and/or the systemic harm that Indigenous Peoples experience while protecting and regenerating nature.

*Important note:* Throughout the learning journeys, either during activities or in-between steps, it is critical to introduce tools and activities that support the learners' emotional regulation ([1.2](#), [1.3](#), [1.4](#)). Beforehand, teachers also need to learn how to foster a trauma-informed learning space ([1.1](#)), including by establishing a culture of care and safety ([1.1.1](#)) among their learners.

### Reflect and revisit

To support competence development, encourage learners to reflect regularly, for example, through journalling, group circles, or creative expression. Use reflection to connect past experiences to new ones. Competences like emotional literacy, active hope, or regenerative thinking become visible when learners can name, apply, and adapt them in new contexts.

### An open invitation

Education can either deepen despair or seed regeneration. By using and sharing these tools, you join a growing community of educators helping young people shift from experiencing climate anxiety to growing climate-resilient, creative, and regenerative futures. Let's co-create the learning spaces that a thriving planet urgently deserves.

# **Competence area 1: Taking care of climate emotions and trauma**





### Tool 1.1

# Fostering a trauma-informed learning environment

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#### **CLARITY Competence Area:**

Taking care of climate emotions and trauma

#### **GreenComp Competence Area:**

Acting for sustainability

#### **Why use this tool?**

This tool is essential for all teachers or educators who are committed to supporting their learners in dealing with climate anxiety and other climate emotions, as well as in navigating the impacts of trauma that may occur because of climate change.

Some activities offer concrete methods to deal with the nervous system dysregulation of one learner or of a group of learners. Other activities focus on you, the teacher or informal educator, and introduce some critical skills you need to build, and preparatory work that you need to undertake before creating spaces to talk about climate emotions with your group of learners.

**Activity 1.1.1**

# Creating a culture of safety and care

## Overview

This activity is for teachers and educators. It is a prerequisite and a foundational activity for all other activities related to climate emotions to be effective, impactful and not lead to more traumas or re-traumatization. It involves the acquisition of knowledge regarding one's own emotional and mental wellbeing, and that of one's learners. It also entails the creation of a different culture in relation to emotions in the classroom. Last, it requires the mapping and establishment of an emotional support system for teachers and educators, as well as for their learners, to further build safety, as part of trauma-informed practices.

**INFO**

This activity is transversal and should be practiced early on by all teachers and educators.



## Curriculum linkage

This activity is transversal and should be practiced early on.

## Competences built

Emotional regulation, self-reflection, inner compass, trauma-informed leadership

## Prep Work

This activity constitutes the preparatory work for all other tools and activities under competence area 1. Taking care of climate emotions and trauma.

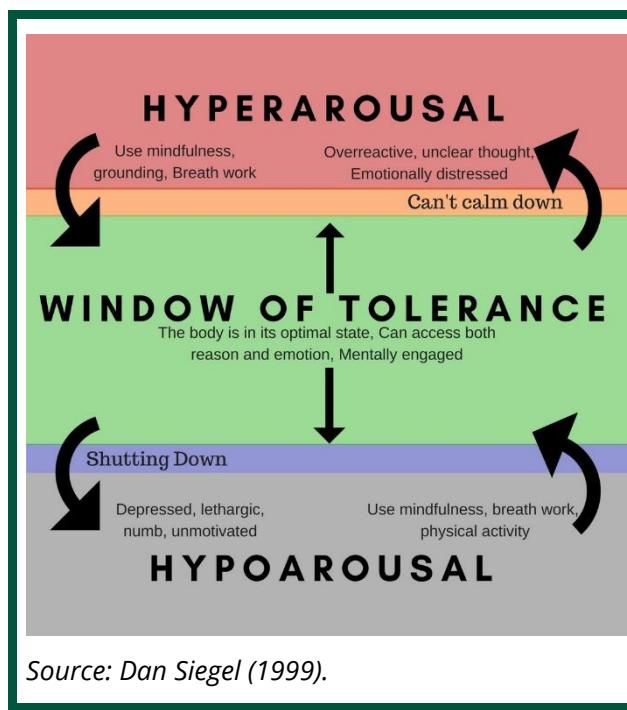
## Competences/activities to practice first by the teacher

- Read the teacher's guide thoroughly in relation to climate emotions and climate trauma.
- Climate Emotions wheel ([1.2.1](#))



## Step 1: Understanding how emotions affect us

1. Acknowledge that we live in societies in which very few of us are equipped to understand and respond to our emotions and that of others without guilt, shame, detachment and often involuntary violence. As a result, when a person experiences emotional overwhelm in ways or in spaces where this is not socially accepted (e.g. school) this person is likely to feel particularly isolated or could even be punished. It is critical to recognize that learners do not always choose to behave the way they do, and that there are other ways to respond to a learner's behaviour than controlling it through punishment and reward. This may however be a drastic shift from your approach and practices so far.



2. Start by practicing emotional awareness with yourself by referring to the window of tolerance, each time an opportunity arises. Ask yourself the questions: where am I right now? Am I approaching the edges of the green zone? Do I know what to do to self-regulate when I enter states of hyperarousal or hypoarousal? Please note that the window of tolerance is likely to be reduced from the start in people who have already suffered hardships like poverty, discrimination, marginalization, lack of neuroinclusion, as well as adverse childhood experiences. You can also refer to [activity 1.1.2 – Quick self-regulation for teachers](#) to work on your window of tolerance.



3. Learn to notice the states your learners are in. Crying can be a visible sign of distress, but there are other ways of expressing emotions.
  - a. Note that learners that are extremely calm and compliant could in fact be experiencing dysregulation in the form of hypoarousal, and, as a result, be shutting down.
  - b. Note that learners that are over-reactive, swearing, being late, may also be experiencing dysregulation, in the form of hyperarousal. The latter behaviour can be a sign of distress, not of disobedience or oppositional defiance.
4. Learn to recognize the signs of trauma. Trauma is a one off or ongoing experience of being unsafe, without support, and feeling helpless in that situation. It is as if a part of the nervous system freezes in that experience, and this can create a stuck memory in the body. If a trigger situation happens, the person who has experienced trauma is kicked back in time to the state of survival that was experienced at the time of the initial trauma. In that altered state, the learner has no choice about the way they behave. They should not be punished for what they are doing, nor told they are doing something wrong, nor dismissed.
5. Note that neurodivergent meltdown or shutdown can look like a trauma response, but it has a different cause. Usually, sensory overload, overwhelming situations, or difficulties with emotional regulation. Treating it like a trauma response could lead to a neurodivergent child feeling misunderstood. After the episode of dysregulation, you may want to ask the learner if they feel safe sharing something about what caused their response. This could help create more safety for neurodivergent children and youth in the learning environment.
6. Realise that if you don't talk about (climate) emotions, it does not mean that they are not there. It just means that they are going underground, and then you are creating the right conditions for trauma, which is a lack of support. You might also be creating conditions for bullying where if a child cries, other people are going to laugh at them because you have not laid foundations defining that it is okay to have an emotional reaction in response to distressing information. In order to limit the risk of trauma, it is critical to make the learners feel that they are safe, that they can express themselves, and that they matter.



## Step 2: Creating safety for learners daily

1. Engage in small actions on a consistent basis in order to create a culture of safety in the classroom. In order to best be prepared to handle climate emotions and trauma, you need as a teacher to pay attention and acknowledge everyday non-traumatic stresses experienced by the learners. This will help build safety, belonging and dignity, as well as develop the competences and skills that are essential to addressing the impacts of climate change.
2. On a daily basis, give some acknowledgement to learners individually, including by the following actions. That will ensure that if learners are in distress, they will know that you care and that you can help them co-regulate their nervous system:
  - a. Giving them a warm greeting, no matter what they did the day before
  - b. Looking up and thanking the learners, using their first name when reading the roster
  - c. Remembering every child's name and using it to acknowledge them when you walk past them in the corridor.
3. Make it safe for learners to express their emotions in the classroom by anticipating the fact that some emotions may arise when some distressing information is being shared, and that different learners may have different emotional reactions to this information. Crying can be a very valid response to some information. When a child expresses emotions, know that the most effective thing you can do to meet any learner with any level of stress, distress or trauma is to meet them in authentic kindness. You can check the scripts ([1.1.3](#)) to help you anticipate or respond to learners' emotions. Please note however that the warmth of your presence and the tone of your voice are more important than the words you use.
4. Note that children will express emotions differently depending on their neurodiversity, as well as the previous and current levels of trauma and support they have been experiencing. And of course, the same goes for teachers. Our diversity of needs does not simply vanish in adulthood, and you may wish to consider it for you and your colleagues to adapt practices.
  - a. Some neurodivergent children are subject to extreme sensitivity around emotions and sensory experience. That often includes a very strong justice



sensitivity. They can become more reactive, if they get overwhelmed by sensory or emotional input without enough support.

- b. Children with parents who have less resources, including children from oppressed communities, are likely to struggle more with emotions.
- c. Children of colour, queer children, disabled children,... may have social and collective trauma of living in a society where you are treated with less dignity than others.
- d. Children that live in a culture in which whole groups of people are denied access to equal resources and dignity can experience the trauma of exclusion.

5. Follow up with a child that has expressed distress to you so as to further build their feeling of safety and connection. Remember that warm, friendly care is the most important environment for trauma prevention and recovery.

## **Step 3: Mapping and establishing an emotional support system**

1. Start with yourself as a teacher by a self-assessment:
  - a. Do you know how to regulate your emotions and deal with your own distress, if any?
  - b. Do you have the support system you need in case self-regulation does not work and/or to lower the pressure on yourself to self-regulate?
    - i) Do you participate in climate cafes, climate circles or grief circles?
    - ii) Do you have friends or family members who can help you navigate your emotions?
    - iii) Do you see a climate-aware therapist, in case you feel the need?
    - iv) Do you have other collective care practices for your emotional and mental wellbeing?
  - c. Do you have a self-care plan in place to take care of your emotional wellbeing in the long run?
  - d. Do you know whom to reach out to in case of an emotional or mental health crisis, whether this happens in the workplace or outside?



- e. Do you know if the school/organisation you work with has any policy, initiative or support in place to take care of your emotional/mental wellbeing? Are you taking advantage of it?
  - f. How do you feel about the climate crisis?
- 2. Map the support system you have by answering the questions above, and identify the gaps for which you need to collect information or create new resources for yourself, and probably for the other teachers in school.
- 3. Keep your mapping up to date and invest in your emotional support system, including by implementing your own self-care plan.
- 4. Map the support system currently available to your learners by answering the following questions:
  - a. What are the resources currently available for them through the school or organisation, including in terms of safe people or safe spaces for the learners to go to?
  - b. Are children and youth, particularly neurodivergent ones allowed to go to playgrounds, outside of the classroom to "run off" an emotional moment instead of being told to sit still till recess? The possibility to practice this activity is critical to support mapping for neurodivergent children.
  - c. Are the learners aware of those resources? Are they making use of them? If not, what is preventing them from using those resources?
  - d. Are there outside, free and/or easily accessible resources that learners should know of in case they are in a crisis situation? Are those resources known to the learners or easy to find in the school?
- 5. Let the learners know of the support system and resources currently available to them in case they need support by having the information easily available.



## Dos and Don'ts



### Do

- Engage in small practices daily as a means to build a new culture of safety and connection with your group of learners. It does not take a lot of time nor grand gestures but it will make a huge difference. It may also feel very strange at first if it goes against the usual culture of your school.

### Don't

- Don't underestimate the resistance you will feel from yourself, and from your colleagues when you start working with emotions.
- Don't assume that you can stop taking care of yourself when taking care of others

### Adaptations

We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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.

### References

This activity card was developed under the guidance of Jo Mc Andrews from the Climate Psychology Alliance, in dialogue with One Resilient Earth.

- <https://www.richardbamfordtherapy.co.uk/blog/window-of-tolerance/>
- <https://www.psychologytools.com/resource/window-of-tolerance>



**Activity 1.1.2**

# Quick self-regulation techniques for teachers

## Overview

This activity helps you, the teacher or informal educator, regulate your own nervous system, so that you can best support your learners when they feel anxious or are experiencing dysregulation as a result of trauma. These self-regulation techniques will support teachers and educators who are themselves suffering from strong anxiety and/or traumas related to extreme events associated with climate change. Some techniques can be performed in the classroom right before supporting a learner suffering from dysregulation. Other techniques can be performed before or in between classes.

**INFO**

This activity is transversal and should be practiced early on by all teachers and educators.



## Curriculum linkage

This is a transversal skill not associated with a specific class or discipline, and to be acquired before opening up spaces to talk about climate emotions with your learners.

## Competences built

Emotional regulation, self-reflection, inner compass, trauma-informed leadership

## Prep Work

You should test all these self-regulation techniques outside of the classroom first, including to deal with everyday stresses. Please try as many of the techniques as possible in different contexts so as to see which ones work best for you. The more you practice, the more likely you are to use the techniques in stressful situations when you most need them.

## Competences/activities to practice first by the teacher

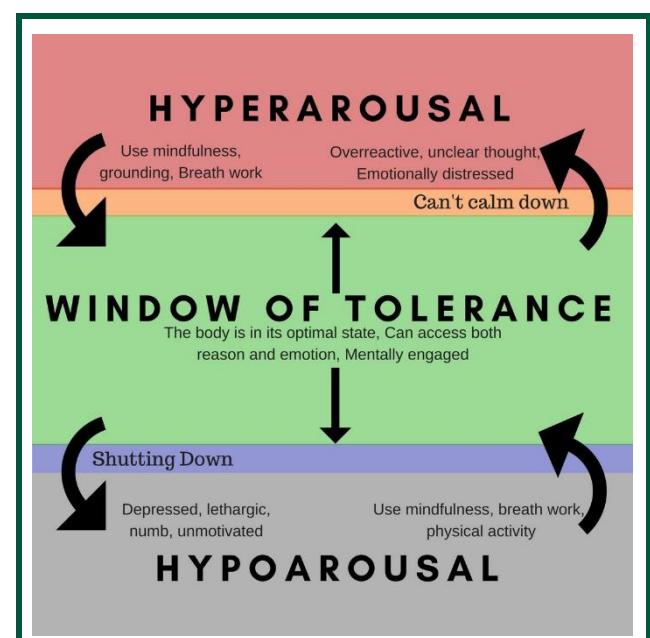
Climate emotions wheel ([1.2.1](#))

## Preamble

In this activity card, you will find some examples of quick emotional regulation tools you can use on yourself. It is important to note they take practice so that your nervous system evolves. They are quick but the process to access them is repetition. The more you practice the easier they will be to use. It is critical that you build awareness of your own stress system. You can use the window of tolerance system below to familiarize yourself with your own window of tolerance. The more you are aware of your own stress responses and window of tolerance, the easier it will be for you to mobilize emotional regulation techniques at the right time.

## Step 1: Assess your level of emotional dysregulation

1. Feel into your body to assess how you position yourself in the window of tolerance graph. This will be easier to do if you practice tracking your nervous system, when you are not in an emergency situation.
2. If you are getting closer to the red or the grey zones, take a mental note of it, take a pause and consider self-regulation techniques you can mobilize quickly. By acknowledging "I am very stressed right now" you are in a better position to manage your stress than if you do not acknowledge it.



Source: Dan Siegel (1999).



## Step 2: Practice an emotional regulation technique in the classroom

If you feel you are out of your window of tolerance while in the classroom, there are a few techniques you can use. If you practice them enough in non-emergency situations, they will be easier to mobilize on the spot, and you will know which technique(s) works best for you.

1. **Breathe.** Breathing is an important self-regulation tool because our breath is directly related to our parasympathetic nervous system, which is in charge of relaxing, resting and finding safety. Breathing techniques can include:
  - a. Taking deep breaths 3 times
  - b. Exhaling for twice as long as you inhale
2. **Find some sensory help** so as to help you connect to the place you are in in the present moment. This could mean:
  - a. **Look at the room you are in**, and what represents safety in the room, such as the door or the clock, or what you see through the window. Mentally noting the time can help you be more in the present.
  - b. **Touch** a familiar object. It can be an object on your desk or an object you keep in your pocket like a pebble.
  - c. **Smell** the usual smells in the air
  - d. **Drink** water. Take three sips of water consciously.
3. **Change your posture** by deliberately straightening your back and putting your shoulders down and inviting in your own dignity. When our back is supporting us and we stand on both feet with all our weight evenly distributed, it is easier to regulate our emotions.
4. **Ground yourself.** Notice that you are in a body, and that you are supported by the ground underneath you. Feel your feet on the floor and press them into the floor. This can help us feel safe in our body.
5. **Use a mental declaration or self-talk** that reminds you of your values. It could be:
  - a. I'm committed to treating myself and everyone else with dignity.
  - b. I'm committed to making this classroom a safe place.
  - c. I'm committed to safety in this room. And that starts with me.



## Step 3: Practice an emotional regulation technique outside of the classroom

If you have the opportunity to practice slightly longer self-regulation techniques before class or in between classes, you can:

1. **Breathe.** Breathing is an important self-regulation tool because our breath is directly related to our parasympathetic nervous system, which is in charge of relaxing, resting and finding safety. Breathing techniques that require more time can include:
  - a. Box breathing: this entails slowly inhaling (slow count of 4, for instance), holding your breath (slow count of 4), slowly exhaling (slow count of 4), holding your breath (slow count of 4) and repeat.
  - b. Alternate nostrils deep breathing.
2. **Find some sensory help** so as to help you connect to the place you are in in the present moment. This could mean:
  - a. **Look** at the courtyard or park you are in, and notice how nature can be experienced through all of your senses.
  - b. **Smell** any calming essential oils such as lime.
3. **Shake, stretch, soothe** in a place that feels safe for you to do those movements:
  - a. Shaking allows the stress to move through your body, and your body to relax.
  - b. Stretching gives a direct message to your nervous system that you are safe, while stress make us constrict ourselves.
  - c. Soothing movements by stroking one's upper arms rhythmically with our arms crossed, or oscillating from the left to the right leg for a few minutes.
4. **Humming** creates a vagus nerve state of vibration with the breath. It has a calming effect that helps to regulate the nervous system.



## Dos and Don'ts

### Do

- Know that if you have experienced trauma, deep breathing exercises and other exercises through which you connect to your body can be intense or distressing, and hence may not help you to self-regulate. Take it gently and follow your body's felt sense of safety and care.
- Acknowledge that we have been taught to dismiss these ways of self-regulation, so there is a tendency to resist them at first.
- Practice self-regulation techniques as much as possible.

### Don't

- Don't expect to be able to self-regulate during a crisis if you have not practiced before.
- Don't blame yourself for not managing to self-regulate properly in some crisis situations. In that case, acknowledge the situation when supporting a learner or group of learners, while highlighting that you are doing your best. Just keep practicing self-regulation techniques as much as you can.

### Adaptations

We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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.

### References

This activity card was developed under the guidance of Jo McAndrews from the Climate Psychology Alliance, in dialogue with One Resilient Earth.

- <https://www.richardbamfordtherapy.co.uk/blog/window-of-tolerance/>
- <https://www.psychologytools.com/resource/window-of-tolerance>
- <https://margaretwheatley.com/bio/>



- *Working definition of trauma-informed practice.* (2022, November 2). GOV.UK  
<https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice>
- <https://www.emdr.com/what-is-emdr/>



### Activity 1.1.3

# Helpful scripts to support learners

## Overview

The scripts presented below are meant to help teachers and educators support their learners as they experience emotional dysregulation individually, or as they collectively experience climate change impacts that could potentially be traumatic. They do not replace efforts to self-regulate your own nervous system before addressing a crisis. They should be used when your own nervous system is as regulated as possible so that they have maximum positive impact on the learner or group of learners.

## Curriculum linkage

The scripts can be mobilized in any class where emotions are involved.

## Competences built

Emotional regulation, self-reflection, inner compass, trauma-informed leadership

## Prep Work

You should read the teacher's guide sections related to climate emotions and climate trauma, as well as take the time to establish the culture of safety and care, including the support system that is required for you to take care of the emotional wellbeing of the learners you teach.

## Competences/activities to practice first by the teacher

- Creating a culture of safety ([1.1.1](#))
- Quick self-regulation techniques for teachers ([1.1.2](#))
- Climate Emotions wheel ([1.2.1](#))

BASIC INFO	
<b>Age range:</b>	6+
<b>Duration:</b>	2-5 minutes
<b>Group size:</b>	1–full group
<b>Level of difficulty:</b>	Basic
<b>Materials/space required:</b>	None
<b>Location:</b>	Flexible
<b>Engagement of external stakeholders:</b>	None

## Situation 1: Supporting one learner with their dysregulation

These scripts and actions are meant to support one learner who experiences nervous system dysregulation, which can be due to overwhelming stress or trauma.

1. **Before starting an activity that can involve strong emotional responses**, acknowledge that learning about climate change may bring up a lot of emotions and feelings, and that these feelings are a normal response. Crying is a normal response, and some learners may express their emotions more than others, and in different ways.
2. **Remember** that trauma is a one off or ongoing experience of being unsafe without support and feeling helpless in that situation. It is as if a part of the nervous system freezes in that experience, and this can create a stuck memory in the body. If a trigger situation happens, the person who has experienced trauma is kicked back in time to the state of survival that was experienced at the time of the initial trauma. In that altered state, the learner has no choice about the way they behave. They should not be punished for what they are doing, nor told they are doing something wrong, nor dismissed.
3. **Slow down** everything and take a moment to be with the learner.
4. **Encourage the person to come back to the present moment** by saying: *'It's OK. I'm here. I'm here with you. You're in a state of distress. It's OK. We know that and I can help you'*. Remember that your tone of voice and your presence is going to be what co-regulates the nervous system of the learner. A sharp tone of voice or anything that sounds like telling off will only increase the stress. Hence it is important that you are regulated or practice self-regulation yourself (see [activity 1.1.2](#)) before speaking.
5. Facilitate sensory awareness while restoring their autonomy. This could include:
  - a. Inviting the learner to breathe slowly with you if they wish to. It is not about deep breathing. Your breathing becomes a safety reference for them without you making any demands. You can say: *'I'm here with you. I'm breathing. If you want, you can breathe with me. I'm just breathing slowly'*.
  - b. Offering them to drink some water if they feel like it. It can help feel more grounded and can give a sense of care.



6. **Asking them** where they are most comfortable staying or sitting as they recover. You can ask: 'Is it OK with you to stay here for a moment?' 'Would you like your friend X to come and sit with you' or 'Is it OK with you if we just get up and move outside so you can get some air?' Asking 'What do you need right now?' might be too difficult to answer. It is important to keep the questions simple, favouring yes/no questions.
7. **Following up** with them in the following days or the next time you see them.

## Situation 2: Supporting a whole group of learners who have experienced climate change impacts and potentially traumatic events

1. These scripts and actions are meant to support a group of learners who have experienced some extreme events associated with climate change (e.g. flooding, forest fires), which can have affected them in varied ways.
2. **Take part in or help organize an emergency staff meeting** to understand how the staff of the school and the school premises have been affected by the events, as well as the capacity and willingness that the school has to support recovery efforts for the community at large. Make sure that there is a plan in place to take care of the teachers and other staff, including emotionally, if they are to take part in the recovery effort, acknowledging the losses they may have suffered because of the extreme event themselves.
3. **Take the first opportunity you have** to talk about the extreme event with your learners. In case the event has not hit all learners equally, a possible script could be: *"Wow, this flood was a big deal! And it has affected everyone in our community in different ways. This classroom represents that community. Some of you here will have lost loads, will be anxious and scared, and will have been very badly affected. Some of you will be just having fun kicking through the big puddles. Since here we care about each other, we're going to take a moment to acknowledge that we're in different places. So if you are one of the people that is fine, please bear in mind that others aren't. What can we do? Let's start off by thinking, you know, how can we as a class support each other in the face of what's going on?"*
4. **Relax rules about attendance and homework**, so as to help learners be where they need to be at that moment to take care of the recovery of their



loved ones. The school can also help set up a place to gather clothes, food and water for those who need support with the help of learners.

5. **When resources are available, set up a safe** space within the school or organization for learners that have been hit the hardest so that they can get adequate emotional support. Such support can be provided by the safe person in the school, the school counsellor, the pastoral staff or even the special educational needs person if they are sufficiently equipped to do so. If no support is available within the school, you may want to contact local authorities in charge of disaster response and enquire about a psychological support unit that could be dispatched to the school or organization. This safe space should be staffed and available all day for the next few days. This will help learners get the support they need so that they can get back to learning fully after that.
6. **Remember** that allowing a day or a week to attend to the practical and emotional needs caused by an extreme weather event actually means that learners are going to get back to functioning much more quickly. Doubling down on exam pressure in the face of a local disaster does not work. When children and learners feel they are safe and they matter, when their mental health needs are looked after, their academic capacity is way bigger.

### Dos and Don'ts



#### Do

- Please remember that somebody whose trauma has been triggered needs to have their own autonomy respected.

#### Don't

- Don't pretend that an extreme event did not happen, or that dealing with its impacts is not the responsibility of the school as it will negatively affect the learners' emotional and mental wellbeing, as well as their academic performances.



### Adaptations

We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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.

### References

This activity card was developed under the guidance of Jo McAndrews from the Climate Psychology Alliance, in dialogue with One Resilient Earth.

- <https://www.richardbamfordtherapy.co.uk/blog/window-of-tolerance/>
- <https://www.psychologytools.com/resource/window-of-tolerance>
- <https://www.psychiatry.org/patients-families/ptsd/what-is-ptsd>
- Hayes, K., Blashki, G., Wiseman, J. et al. Climate change and mental health: risks, impacts and priority actions. *Int J Ment Health Syst* 12, 28 (2018).  
<https://doi.org/10.1186/s13033-018-0210-6>





### Tool 1.2

## Offering climate emotions checks

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#### **CLARITY Competence Area:**

Taking care of climate emotions and trauma

#### **GreenComp Competence Area:**

Acting for sustainability

#### **Why use this tool?**

This tool enables each learner to start growing their emotional literacy as well as emotional regulation skills, so as to limit and better cope with climate emotions, including climate anxiety. It is critical for learners and educators to check the level of anxiety, stress and overwhelm in the group, while providing simple practices to address some of the anxiety, stress and overwhelm on the spot. It helps to express emotions and release the tension surrounding them.

## Activity 1.2.1

# Climate emotions wheel

### Overview

Getting to know the variety of emotions presented on the wheel can help learners and teachers put words on the emotions that are being expressed individually and in groups. The simple process of naming emotions can help learners and teachers navigate emotions better.

### Curriculum linkage

Language/literature. Any discipline or class during which climate change is discussed.

### Competences built

Emotional literacy, emotional regulation, empathy, compassion, self-compassion

### Prep Work

Familiarize yourself with the [climate emotions wheel](#) and the [meaning](#) associated with each emotion in relation to climate change before introducing this activity.

### Competences/activities to practice first by the teacher

Creating a culture of safety and care ([1.1.1](#))

### Steps in the activity

1. Understanding the wheel
2. Using the wheel
3. Reflecting on the activity

BASIC INFO	
<b>Age range:</b>	7+
<b>Duration:</b>	5-20 minutes
<b>Group size:</b>	Open
<b>Level of difficulty:</b>	Basic
<b>Materials/space required:</b>	None
<b>Location:</b>	Open
<b>Engagement of external stakeholders:</b>	None



## Step 1: Understanding the wheel

1. Acknowledge that it may be difficult to put words onto the emotions we feel in relation to climate change, and that simply putting work on emotions can trigger strong feelings and emotions. The latter are normal and should be welcome.
2. Introduce a grounding exercise (i.e. feeling the ground under our feet and experiencing its presence and support) as you introduce this activity, for learners to be able to support themselves, if need be, while exploring climate emotions.
3. Introduce the [climate emotions wheel](#) to learners, as a tool that covers a number of emotions they are likely to feel in relation to climate change, although it is a non-exhaustive list of emotions.
4. Highlight that learners may experience several emotions at the same time, and that they can shift from one emotion to another while exploring them and or/listening to others expressing their own climate emotions.

## Step 2: Using the wheel

1. Give learners the opportunity to identify the emotions they are feeling at that moment.
2. Give learners the opportunity to express those emotions in writing, and/or with the rest of the group if they feel called to do so.

## Step 3: Reflecting on the activity

1. Reflect collectively on how it feels to have more words to express different emotions with subtlety.
2. (Optional) Further explore emotions through literature and/other artforms to introduce how the arts can help live with and navigate various emotions individually and collectively.



## Dos and Don'ts



### Do

- Do answer questions that can help learners better understand what the different emotions are about.
- Validate the variety of the learners' experiences, including the fact that some learners may not be feeling any emotion at all.
- Validate that it is normal to feel a variety of emotions while learning about climate change or taking action to address climate change and its impacts. Emotions are part of our life journey.
- Listen to learners who feel overwhelmed by the exercise, and/or express the need for additional support, and provide them with support to deal with dysregulation (see [tool 1.1](#) – *Fostering a trauma-informed learning environment*) and the information they need to access this additional support if needed (check [activity 1.1.1](#) – *Creating a culture of safety and care* for more details).

### Don't

- Don't invalidate the emotions that are being expressed.
- Don't suggest that learners should strive to transform their emotions encompassed by the categories of 'sadness, fear and anger' to 'positivity', and/or that they can achieve this result by merely taking action.

### Adaptations

- If your learners struggle with feeling emotions, you can start by sharing a personal story that highlights the emotions you feel when thinking about climate change. You can also invite learners who feel safe enough to share their emotions to do it with the class, for inspirational purposes. You can highlight that not feeling emotions is totally normal. Engaging with [activity 1.2.3](#) - *Climate emotion symbols* could also help the older learners connect with how they feel.
- If your learners struggle with choosing emotions on the climate emotions wheel, consider showing them the [emoji version of the wheel](#).

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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.

## Resources

- [Climate emotions wheel](#) by the Climate Mental Health Network in various languages.

### Climate Emotions Wheel



Climate Emotions Wheel © 2024



ClimateMentalHealth.Net

## References

This activity is adapted from the Climate Emotions wheel resources of the Climate Mental Health Network by One Resilient Earth.

- [Climate Mental Health Book List](#) curated by the Climate Mental Health Network.



- Pihkala, P. (n.d.). *A Guide To Climate Emotions*. Climate Mental Health Network. [https://www.climatelementalhealth.net/\\_files/ugd/be8092\\_ef3abbb96dd04130835b06eae6550b0e.pdf](https://www.climatelementalhealth.net/_files/ugd/be8092_ef3abbb96dd04130835b06eae6550b0e.pdf)
- Pihkala, P. (2022). *Toward a taxonomy of climate emotions*. *Frontiers in Climate*, 3. <https://doi.org/10.3389/fclim.2021.738154>



## Activity 1.2.2

# Emotions checks

### Overview

Daily emotional check-ins provide consistency, helping teachers establish a routine and integrate emotional literacy, fluency and care into everyday practice. This practice can be challenging at first, if you are not used to acknowledging emotions during class or to offering care when emotions emerge. It requires you to become emotionally aware and committed to establishing a culture of safety and care (see [activity 1.1.1 – Creating a culture of safety and care](#)) including by seeking the support you need in the process. Regular emotions check foster emotional regulation, mindfulness, and improved self-awareness in learners. It normalizes conversations about emotions and feelings, expands emotional vocabulary, and promotes problem-solving skills. For teachers, these check-ins offer insights into learners' emotional states, enabling you to offer them support if needed. Ultimately, regular check-ins help learners articulate emotions and build essential competences.

### Curriculum linkage

Any discipline or class where climate change is discussed.

### Competences built

Emotional literacy, presence, self-reflection, self-compassion, compassion



### BASIC INFO

#### Age range:

7+

#### Duration:

Max. 5 minutes - to be performed on a regular basis

#### Group size:

Individual task, can be kept on an individual level or shared in group

#### Level of difficulty:

Basic to advanced

#### Materials/space required:

Flexible, for the basic version\* no materials are required

#### Location:

Flexible (same setting as where the main activity takes place)

#### Engagement of external stakeholders:

None

## Prep Work

Brainstorm and jot down prompts for check-ins, check-outs, checks before and after activities. These shall be related to bodily sensations, feelings, emotional states, or intentions.

Practice emotions checks with yourself. Try out different types of prompts and questions. Observe your response to them.

## Competences/activities to practice first by the teacher:

- Creating a culture of safety and care ([1.1.1](#))
- Climate Emotions Wheel ([1.2.1](#))

## Levels in the activity

1. Try out in class
2. Nurture emotional literacy
3. Follow up

---

## Level 1: Try out in class

**Background:** This activity should be performed as a regular practice, so as to grow emotional fluency in the group. It can also be performed after some supposedly negatively charged climate-related content has been shared.

1. Recap the event, activity, or content that has happened or been discussed or presented in class. Normalize the fact that this is most likely triggering different reactions in different people. You can use the climate emotions wheel ([activity 1.1.1 – Climate emotions wheel](#)) to share examples of climate emotions, or give examples from your own experience.
2. Invite the learners to feel into the shared experience, shrug their shoulders and take a big breath through the nose counting for instance for four while breathing in and a matching count while breathing out. Alternatively, for bigger release, you can ask them to breathe in through the nose, and out through the mouth.
3. Use your prompt, ask a simple question related to their emotional state right now. Depending on the age, you might want to phrase it differently. Keep it simple. Some examples: How do you feel right now? What emotions has this [discussed topic] triggered for you? Where do you feel it in your body?



4. Invite the learners to make a mental note of the triggered emotion (and/or have them jot it down on a post it). Make sure that the learners know they do not have to share their emotions with the group.
5. The follow-up step is to acknowledge and again normalize what has come up, among the learners who wish to share. It could be individual or group reflection, depending on the time allocated for this activity and the interest of the learners in taking part in this activity.

## Level 2: Nurture emotional literacy

Based on the individual emotions checks, different types of short-term (immediate) or long-term activities could be created.

1. Immediate activities: different types of group sharing could follow the naming of feelings, emotions, etc. with the prompt of pattern seeking, finding similarities in our emotional experiences.
2. To further help regulating emotions, this could be followed by e.g. a climate emotion symbol activity (see [activity 1.1.3 – Helpful scripts to support learners](#)).
3. Long-term (individual level): creating an emotional map of each of our learners, by using emotional checks in connection to most of our climate-related learning activities. Ask learners to collect these post its on a poster, in a workbook, in their journal (see [activity 2.1.1 – Journalling on how we are](#)) with a date.

## Level 3: Follow-up

Emotional maps are to be followed up with the learners individually on a regular basis.

### Dos and Don'ts



#### Do

- Regarding this tool card, it needs to be mentioned that these are vulnerable activities, especially for a group where bullying is (or might be) an issue. It is good to have conversations about consent and allow learners to choose whether they want to participate. And if they chose to opt out, they can do so without judgment (Show no disappointment!).



- Regarding Level 1 Step 4, sometimes learners might not be able to connect to their inner experiences, feelings, emotions, and they will come up with NOTHING! If so you might want to normalize that too, and help them with simpler prompts, or just invite them to listen to their peers' sharing's and get back to them later - if that helped them to understand or feel their own feelings, emotions, etc.
- Remind participants that all emotions are normal and valid, and that they provide information to consider.

### **Adaptations**

We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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.

### **References**

This activity is adapted from UC Berkeley's Greater Good Science Centre by Lund University.

Find out more at the Greater Good in Education, a free resource hub for educators from UC Berkeley's Greater Good Science Centre:

- <https://ggee.berkeley.edu/practice/check-in-circle-for-community-building/>
- <https://ggee.berkeley.edu/practice/what-kind-of-happy-are-you/>

More information on check-ins (and other tools) can be found on the Transformation Hosts International (THI) homepage, which is a community of practice for Transformative Learning and for hosting the socio-ecological transition:

- <https://hostingtransformation.eu/method/check-ins/>

Find out more about integrating social and emotional learning into everyday teaching in middle- and high- school classrooms here:

- Srinivasan, M. (2019). SEL Every Day: Integrating Social and Emotional Learning with Instruction in Secondary Classrooms (SEL Solutions Series). Publisher: W. W. Norton & Company.



### Activity 1.2.3

## Climate emotions symbols

### Overview

This artistic practice helps explore climate emotions by drawing symbols of our emotions related to climate change on a piece of paper or on the back of a fellow learner, and then discussing them with the group.

### Curriculum linkage

Any discipline or class where climate change is discussed.

### Competences built

Emotional literacy, emotional regulation, empathy, compassion, self-compassion

### Prep Work

Practice guiding breathing and grounding exercises.

Have information ready for learners who are particularly distressed and/or request additional support.

### Competences/activities to practice first by the teacher:

- Fostering a trauma-informed learning environment ([tool 1.1](#))
- Activities from [tool 1.3](#) – *Moving to reduce anxiety* that help you regulate your emotions and feel prepared to welcome the emotions of a large group.
- Deep listening to others ([3.3.2](#))

BASIC INFO	
<b>Age range:</b>	7+
<b>Duration:</b>	20-30 minutes
<b>Group size:</b>	Open
<b>Level of difficulty:</b>	Intermediate
<b>Materials/space required:</b>	A5 or A6 paper for each learner, felt pens, pencils or markers. Does not require a specific space.
<b>Location:</b>	Indoors
<b>Engagement of external stakeholders:</b>	None

## Steps in the activity

1. Introduction and breathing exercise
2. Drawing of symbols
3. Open sharing
4. Reflections and integration

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## Step 1: Introduction and breathing exercise

1. Inform learners that this activity is an invitation to express their emotions in a group and that they can choose to opt out. For adaptations for those who choose to opt out, please see below.
2. Make sure each learner has a piece of A5 or A6 paper and a felt pen or a marker, and explain to them that they will be drawing symbols.
3. Explain to the learners that they will have to draw symbols after the guided breathing exercise. Symbols are stylized representations of concepts, objects or relationships. No drawing skills are required to draw a symbol. You can show the group images of different symbols in general or in different cultures, and introduce their meanings, as this can help with inspiration.
4. Invite learners to take part in a breathing exercise to encourage them to connect to their body. You can invite them to close their eyes to do the breathing exercise. If you or some learners do not feel that closing their eyes and doing the breathing exercise will be helpful, there is an alternative: invite learners to keep their eyes open, lean back against their chair, feel their feet firmly supported by the ground, and just observe their breathing. If you or your learners are new to breathwork, or unsure, you may want to do this exercise with open eyes and feet on the ground, as deep breathing can amplify emotions while closing the eyes can feel like a disconnection and be potentially re-traumatizing for some learners.
5. You can accompany the breathing or grounding exercise by encouraging learners to rub their hands together during the entire duration of the exercise, if they wish to.
6. While learners are breathing and rubbing their hands together, invite them to focus on the part of their body where they are feeling the strongest emotion(s) associated with climate change.
7. Invite learners to continue breathing deeply or grounding as they experience the emotions in different parts of their bodies.



## Step 2 - Drawing of symbols

After 3-5 minutes of guidance, invite learners to open their eyes, if they are closed, and start drawing a symbol representing their emotions immediately and spontaneously.

## Step 3 - Open-sharing

1. Create subgroups of 3-5 people, depending on the time you have available (count 3-5 minutes per person):
  - a. For 18+ learners:  
Ask learners to show their symbols to other members of the groups. For each symbol, the members of the group who did not draw the symbol are invited to comment on the symbol, by sharing how it makes them feel and what they interpret the represented emotions to be.

After all members of the group have shared their interpretations on the symbols drawn by other members of the group, each member of the group is invited to share what their symbols meant for them.

Remind learners that the purpose of the exercise was not to get the interpretation of each other's symbols right, but to explore the variety of climate emotions that can be felt, sometimes simultaneously.

### b. For learners below 18:

Invite them to share what their own symbol means to them with the group. Invite learners to reflect on the similarity or variety of climate emotions that may have come up.



## Step 4 - Reflections and integration

1. Provide learners with an opportunity to discuss the impact of the experience on them, and their relationship to their own climate emotions and to the climate emotions of others. This can be done openly in the classroom or through journalling exercises.
2. Provide learners the opportunity to go outside, so that they can move, breathe, and integrate what they have felt and learnt before going back to the next class or assignment.
3. If going outside is not possible, you can play some music and invite learners to move, get a drink of water, chat with their friends informally, before moving on to the next activity of your day.



### Dos and Don'ts

#### Do

- Acknowledge and accommodate the possible discomfort of learners when practicing breathing exercises.
- When offering the alternative of keeping the eyes open and feet on the ground, introduce it by saying 'If it helps you to close your eyes then do that, if not then keep them open, whatever you are most comfortable with'. It is important not to stigmatize the learners who choose that option.
- Offer learners the opportunity not to disclose the meaning of their own symbols to the other learners.
- Listen to learners who feel overwhelmed by the exercise, and/or express the need for additional support, and provide them with the information they need to access this support (check [activity 1.1.1 – Creating a culture of safety and care](#) for more details).

#### Don't

- Don't assess or judge the aesthetic quality of the symbols drawn.
- Don't foster a dialogue between learners around the emotions expressed, especially if this dialogue could lead to hierarchies between emotions or to



questioning the validity of some emotions. The exchange space is about open sharing and deep listening (check the Listening [tool 3.3](#)).

## Adaptations

- If your learners do not want to take part in the exercise, encourage them to journal to just journal about the emotions they feel or do not feel in relation to climate change, or to listen to the guidance and both draw a symbol and journal, without any need to share with the group. For tips about journalling, check [activity 2.1.1 – Journalling on how we are](#).

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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.

## References

This activity stems from a collaboration between One Resilient Earth and theatre and visual artist Alois Reinhardt. It was improved thanks to guidance from Jo McAndrews, of the Climate Psychology Alliance.

- Davenport, L. (2021). *All the Feelings Under the Sun: How to Deal with Climate Change*. Magination Press. <https://lesliedavenport.com/books-articles/>
- Grose, A. (2020). *A Guide to Eco-Anxiety: How to Protect the Planet and Your Mental Health*. Watkins. <https://www.anouchkagrose.com/books/a-guide-to-eco-anxiety>



## Activity 1.2.4

# Climate emotions embodiments

### Overview

This group practice consists in embodying emotions associated with climate change through a posture and/or a movement. This practice can help express the emotions for which we have no words, or just the overwhelm associated with the multiplicity of emotions we sometimes feel all at once. It is an intense activity, to be practiced by teachers/ educators who are open to doing in-depth emotional work, have emotional literacy and know emotional regulation techniques. As a teacher/educator, you may want to practice it first and a few times with friends or colleagues who are open to the experience before suggesting it to your 18+ learners. You should not suggest it to a group of learners that does not feel safe for all learners. It could also be an activity to which the most committed learners sign up for.

### Curriculum linkage

Any discipline or class where climate change is discussed.

### Competences built

Emotional literacy, emotional regulation, empathy, compassion, self-compassion

### Prep Work

- For the teacher/educator, make sure your own nervous system is regulated through what works best for you (e.g. breathing, time in nature, mindfulness) as the embodiment of emotions can help express intense emotions among learners.

BASIC INFO	
<b>Age range:</b>	18+
<b>Duration:</b>	10- 30 minutes depending on the size of the group
<b>Group size:</b>	Open
<b>Level of difficulty:</b>	Advanced
<b>Materials/space required:</b>	None
<b>Location:</b>	Flexible
<b>Engagement of external stakeholders:</b>	None

- Have information ready for learners who are particularly distressed and/or request additional support.

### **Competences/activities to practice first by the teacher**

- Creating a culture of safety and care ([1.1.1](#))
- Activities from tools [1.2](#) and [1.3](#) that help you regulate your emotions and feel prepared to welcome the emotions of a large group.
- Other activities from [competence area 1](#) could also be of help.

### **Steps in the activity**

1. Connecting to the emotions
2. Expressing emotion(s)
3. Releasing emotion(s)

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## **Step 1: Connecting to the emotion(s)**

1. Inform learners that this activity is an invitation to express their emotions in a group and that they can choose to opt out. It is critical to stress that point. Let them know that if they feel uncomfortable at any point in the activity, they should stop. An alternative to this activity is suggested at the end of the activity card.
2. Introduce that this activity offers learners the opportunity to connect to their emotions without having to make sense of them immediately, and that it will require them to use their body.
3. Invite learners to form a large circle and then turn around and face the wall or the outside of the circle at the start of the exercise.
4. Remind participants that the exercise may feel unusual or uncomfortable at first, but that it should feel painful to them in anyway. They are invited to stop at any point if the exercise itself feels overwhelming.
5. Invite learners to represent how they feel in one posture. Adopting the new posture means that they can move their hands, legs, and head. They can stay standing or move to other positions. However, when they have found their postures after 30 seconds to one minute, they should stay still.
6. Invite learners to turn around, show their posture to the group and discover the posture of others.



7. Group the learners who have similar postures together and invite them to create smaller groups, standing in circles and facing each other. Once they have formed a new circle, invite them to recreate the posture.

## Step 2: Expressing the emotion(s)

1. Invite learners in each group to add a movement to their posture. It can be either how the posture came to be or how the posture could unfold in a movement. The movement is meant to further express the emotion(s) they feel.
2. Once learners have practiced their own movements for 1-2 minutes, move from one group to the other and give each group the opportunity to practice their own movements together, while the other groups are observing.
3. After this, offer learners the opportunity to add a sound, a few words, or a sentence to their own movement. The sound is meant to further express the emotions they are experiencing, not to make sense of it.
4. Once learners have practiced their own movements with the sound added for 1-2 minutes, move from one group to the other and give each participant in each group the opportunity to practice their own sound and movement, while the other groups are observing.

## Step 3: Releasing emotion(s)

1. Offer learners the opportunity to spend a minimum of 5 minutes moving, going outside, breathing, journaling, so as to come back to a more regulated space before continuing with the class or other assignments.
2. (Optional) invite learners to journal later about the experience. They can use the climate emotions wheel [\(1.1.1\)](#) in the process of journaling [\(2.1.1\)](#).





## Dos and Don'ts

### Do

- Accommodate the needs of learners who are not able to stand nor engage in this physical exercise. Accommodations include invitations to draw the posture, the movement and write down the sound before presenting to the group.
- Make it clear that learners do not have to engage or keep on engaging with the exercise if it feels overwhelming for them.
- Acknowledge that this exercise can steer up a lot of emotions as we witness our own or others' emotions being expressed.
- Offer different options at the end of the exercise to come back to a more regulated emotional space. Feel free to choose some of the activities involving movement from [tool 1.3 – Moving to reduce climate anxiety](#).
- Listen to learners who feel overwhelmed by the exercise, and/or express the need for additional support, and provide them with the information they need to access this support (see [activity 1.4.1 – Climate circles/cafes](#) for more details).

### Don't

- Don't do the exercise if it feels overwhelming to you.
- Don't try to make sense of the emotions being expressed by the learners for them

### Adaptations

- If your learners are not comfortable with each other, nor trusting one another, a tool that focuses on expressing emotions individually (e.g. journalling) followed by an activity involving movement to calm climate anxiety (e.g. activities in [tool 1.3 – Moving to reduce climate anxiety](#)) is probably a better choice.
- If your learners struggle with expressive arts and improvisation, you can first introduce the practices in arts classes, without connection to climate change.



It will then be easier for them to mobilize the techniques they have learned to express their climate emotions.

- If your learners feel uncomfortable or stretched already after doing the posture, you can stop the exercise then and move directly to step 3. You can repeat the exercise several times, by adding new elements each time, from movement to sound. This can make it easier for the learners to fully enjoy and benefit from the exercise.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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.

## References

The activity was designed by One Resilient Earth, and inspired by Image theater, which has been theorized by Augusto Boal and is described fully in his book [The Rainbow of Desire](#).





### Tool 1.3

## Moving to reduce climate anxiety

#### **CLARITY Competence Area:**

Taking care of climate emotions and trauma

#### **GreenComp Competence Area:**

Acting for sustainability

#### **Why use this tool?**

This tool can provide practical ways to address overwhelm, stress and anxiety for an individual or a group, either pre-emptively or when they arise. Most of the suggested activities will be most effective if practiced on a regular basis, as they help expand our own window of tolerance to multiple emotions over time. All activities can be done in groups or individually. As a teacher, you may want to practice them regularly so as to help you regulate your emotions. Once you know the activities well, it will also be easier for you to judge which activities to suggest to your learners when a need arises.

**Activity 1.3.1**

# Breathing

## Overview

Practices such as mindful breathing, eating, or walking, are most helpful as part of a daily or weekly routine for self-care to nurture emotional and mental health and wellbeing. All practices can be performed together as a group, or individually when the need arises.

## Curriculum linkage

Civics & Social Studies, Physical Education & Health

## Competences built

Emotional regulation, self-compassion, compassion

## Prep Work

Prepare by practicing for yourself regularly.

## Competences/activities to practice first by the teacher

- Fostering a trauma-informed learning environment ([tool 1.1](#))
- General understanding of our inner lives and how they relate to outer action.

## Steps in the activity

1. Try it out
2. New habits

<b>BASIC INFO</b>	
<b>Age range:</b>	6+
<b>Duration:</b>	From 10 minutes to 1-2 hours. Regularity matters.
<b>Group size:</b>	Open
<b>Level of difficulty:</b>	Basic to advanced
<b>Materials/space required:</b>	None
<b>Location:</b>	Flexible
<b>Engagement of external stakeholders:</b>	Not necessarily.  Mindfulness practitioners could be invited to lead some practices.



## Step 1: Try it out

**Breathing:** When you breathe mindfully, you focus your attention on only one thing: your in-breath and out-breath. This is concentration on your breath. It helps you to focus and at the same time become aware of our interconnectedness. Like all practices, it must be voluntary, and you can offer some flexibility (e.g., not engaging, sitting, standing, moving) to accommodate for different needs and capacities. Please note that deep breathing, particularly in a group, may not be a good exercise for learners who have suffered different trauma or may be neurodiverse.

Possible instructions:

1. Let's take a moment to settle into our seats. Find a comfortable posture—upright yet relaxed.
2. Feel the strength of your back supporting you, while allowing your front to soften.
3. Plant your feet firmly on the ground. Sense the connection to the earth.
4. Rest your hands on your thighs with ease.
5. Close your eyes if that feels comfortable or keep them slightly open, softly gazing downward.
6. Notice how your body feels in this position.
7. Take a deep breath, and as you exhale, release as much as you can, all unnecessary tension in your body. Let yourself settle in. Take 2-3 more deep breaths.
8. Now, bring your attention to the sensation of your breath. Notice the air entering through your nose or mouth, filling your lungs. Feel where the sensations of your breath are most clearly felt — at or in your nose, chest, or belly. As you breathe, imagine the natural process that makes your breath possible. The oxygen you inhale comes from trees and plants, connecting you to the natural world. With every breath out, you give carbon dioxide back to the trees. This quiet exchange reminds you of your deep connection with the environment. Reminds us of the interdependence we have with nature. Giving and taking.
9. If your mind starts to wander, that's okay. Gently guide your attention back to your breath each time. No need to judge—just return to the simple act of breathing.



11. As you inhale, imagine calmness filling your body. As you exhale, let go of any stress. Feel how you and nature are part of a cycle of giving and receiving, sharing the air we breathe. Sharing this planet as a whole family.
12. Now, as we breathe together, notice other sensations in your body. Can you feel your clothes against your skin, or the gentle rhythm of your heartbeat? Simply observe these feelings, moment by moment.
13. Let's continue for a few more moments, allowing the breath to connect us to the natural world. Also notice how your thoughts, your feelings and your bodily sensations are interconnected.
14. Now, slowly begin to bring your awareness back to the room. Wiggle your fingers and toes, stretch if you'd like, and open your eyes when ready.
15. Take a brief moment to remember that the same air that sustains you also sustains everything around you. We are all connected through this breath.
16. You can return to this simple breathing practice anytime you need to feel calm, grounded, or connected to the world around you.

#### **For small children:**

For younger children, the practice can be adjusted to be shorter, and using imagination can be helpful. For example, imagine the belly as a balloon that expands when inhaling and contracts when exhaling. You could also invite them to place a small object or a book on their belly and watch it rise and fall with their breath. Using a singing bowl can also help; ask the children to focus on their breath as long as the bowl sings, and whoever notices the sound fading can raise their arm. These visual or sound elements make the experience more concrete and enjoyable for children. Or be a “nose-scientist” exploring where exactly the inbreath touches the nose.

## **Step 2: New habits**

We recommend combining this Breathing activity with the contemplative practices you will find under [activity 1.3.3](#), to practice mindful walking and eating.



**Dos and Don'ts****Adaptations**

We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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.

**References**

The above meditation was created in cooperation between the [Inner Green Deal](#) gGmbH, Lund University Centre for Sustainability Studies ([LUCSUS](#)) and its [Contemplative Sustainable Futures Program](#). They are based on practices from the Mindfulness-Based Sustainable Transformation program, several Climate Leadership programs (e.g., developed for the European Commission, The UNDP Conscious Food Systems Alliance and the Inner Development Goals Initiative) as well as work of the Awaris GmbH and their resilience program.

For related practices, check also : <https://www.thelongtimeacademy.com/practices>

- Bristow, J., Bell, R., Wamsler, C. (2022) Reconnection – Meeting the climate crisis inside-out, policy report, The Mindfulness Initiative & LUCSUS. You can find the report and two online presentations of the report here:  
<https://www.themindfulnessinitiative.org/reconnection>
- Wamsler, C., Osberg, G., Janss, J. et al. (2024) Revolutionising sustainability leadership and education: addressing the human dimension to support flourishing, culture and system transformation. *Climatic Change* 177, 4 (2024).  
<https://doi.org/10.1007/s10584-023-03636-8>
- Wamsler, C. (2022) What the mind has to do with the climate crisis: Mindfulness and compassion as pathways to a more sustainable future. Essay written for the Mind&Life 35th anniversary, Mind&Life. See  
[www.mindandlife.org/insight/what-the-mind-has-to-do/](http://www.mindandlife.org/insight/what-the-mind-has-to-do/)
- Wamsler C., Bristow J., Cooper K., Steidle G., Taggart S., Søvold L., Bockler J., Oliver T.H., Legrand T. (2022). Theoretical foundations report: Research and



evidence for the potential of consciousness approaches and practices to unlock sustainability and systems transformation. Report of the UNDP Conscious Food Systems Alliance (CoFSA), United Nations Development Programme UNDP.

[https://www.contemplative-sustainable-futures.com/\\_files/ugd/4cc31e\\_143f3bc24f2c43ad94316cd50fbb8e4a.pdf](https://www.contemplative-sustainable-futures.com/_files/ugd/4cc31e_143f3bc24f2c43ad94316cd50fbb8e4a.pdf)

- Recording of an online event with Jon Kabat-Zinn that explains the role of mindfulness for climate action and sustainability, related science and education, see: [https://www.youtube.com/watch?v=CTUc\\_0GroGM](https://www.youtube.com/watch?v=CTUc_0GroGM)
- An overview of scientific research, policy reports, pod-casts and presentations on contemplative practices, mindfulness and sustainability can be found here: <https://www.contemplative-sustainable-futures.com/general-3-1>



**Activity 1.3.2**

# Soothing body movements

## Overview

A series of simple movements that can be made by learners when they feel anxiety, distress or overwhelm because of climate change.

## Curriculum linkage

Arts, Physical Education & Health, and as an exercise that can be practiced in any class where climate change is discussed.

## Competences built

Emotional regulation

## Prep Work

Practicing the exercise beforehand, to anticipate any of the difficulties that could arise for a specific group.

## Competences/activities to practice first by the teacher

Breathing exercises ([1.3.1](#))

## Steps in the activity

1. Try out in class
  - a. Butterfly Hug Technique
  - b. Shake, Stretch, Soothe
2. New Habits

<b>BASIC INFO</b>	
<b>Age range:</b>	7+
<b>Duration:</b>	5-10 minutes
<b>Group size:</b>	Open
<b>Level of difficulty:</b>	Basic
<b>Materials/space required:</b>	None
<b>Location:</b>	Classroom
<b>Engagement of external stakeholders:</b>	None

## Step 1: Try out in class

### a) Butterfly Hug Technique

Guide learners through the following Butterfly Hug technique, by using the script below:

1. Let's begin by finding a comfortable seated position. Allow your body to relax, and when you're ready, close your eyes or keep them softly focused on a spot on the ground in front of you.
2. Now, cross your arms over your chest, with the tips of your fingers pointing toward the sky. Let your hands rest comfortably where they naturally fall, feeling the rise of your collarbones beneath them.
3. Next, hook your thumbs together, creating the body of a butterfly with your hands and fingers forming its wings. Your two hands together are the butterfly.
4. As you keep your butterfly resting on your chest, begin to lift each wing one at a time. Let the hand that represents the right wing rise and fall, followed by the hand representing the left wing rising and falling. Right, left, right, left. Feel the tips of your wings tapping lightly against your collarbones, with each movement a reminder of the delicate balance between effort and ease.
5. Continue this gentle tapping, allowing your wings to move freely and effortlessly. As you do, bring your attention to your breath. Inhale deeply, filling your belly with a calm, nourishing breath. Exhale slowly, allowing your belly to soften and empty completely.
6. Repeat this breath for five or six cycles, keeping your movements soft and rhythmic. With each breath, allow yourself to sink deeper into relaxation, feeling the peaceful rhythm of your wings and breath working together.
7. Now, as your butterfly wings continue to tap softly, let your mind drift to a place where you feel completely relaxed and safe. It could be a real place you've visited or a place from your imagination. Picture this special place vividly in your mind.
8. What does it look like? What sounds do you hear? What can you smell or feel around you? Allow yourself to fully immerse in this place, exploring it with all your senses. You are free to do whatever you feel like in this safe space—rest, play, or simply be.
9. For the next few minutes, let yourself enjoy this time in your special place, feeling the comfort and safety it offers. Keep your butterfly wings gently tapping, anchoring you to this serene and peaceful state.



10. As your time in this place comes to a close, allow your butterfly wings to rest. Let your arms slowly come down by your sides. When you feel ready, softly open your eyes, bringing yourself back to the room.
11. Take a moment to notice how you feel, carrying the peace of your safe place with you.

## b) **Shake, stretch, soothe**

This simple series of movements can be practiced by teachers and learners alike to self-regulate. The series includes the following steps:

1. Invite your learners to stand up and shake their bodies in whatever way they feel comfortable. It is good if you do the exercise with them. You can shake your hands, arms, upper body, lower body and legs, separately or together. Feel free to add any sound that feels good while shaking in the moment. Shaking allows the stress to move through your body, and your body to relax. Do these movements for one to two minutes and pause.
2. Following the shaking exercise, invite your learners to stretch with you. Stretch as you would do when waking up in the morning. Feel free to yawn as you stretch. Stretching gives a direct message to your nervous system that you are safe, while stress makes us constrict ourselves. Do these movements for one to two minutes and pause.
3. After stretching, invite your learners to undertake some soothing movements with you. Soothing movements can include stroking one's upper arms rhythmically with our arms crossed, or oscillating from the left foot to the right foot for a few minutes. Do these movements for one to two minutes and pause.
4. Invite learners to take a minute to feel the calmness and relaxation they have invited to their body thanks to the exercise.

## **Level 2: New habits**

Invite learners to keep practicing the Butterfly Hug technique when they feel stressed, distressed or overwhelmed.





## Dos and Don'ts

### Adaptations

- If your learners are unable to do or uncomfortable doing the Butterfly Hug technique, they can practice another breathing technique ([1.3.1](#)) or be invited to move freely, including outside.
- For instance using a swing and feeling gravity and the woosh of air against the body can be highly regulating for some children and youth, including neurodivergent individuals. Allowing guilt-free / shame-free access to playgrounds, outside of the classroom to "run off" an emotional moment instead of being told to sit still till recess are a huge part of the support needed by neurodivergent children.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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 introduces the Butterfly Hug adapted from Leslie Davenport's *All the Feelings Under the Sun*, as well as the shake, stretch and soothe movement series designed by Jo Mc Andrews of the Climate Psychology Alliance, which were adapted by One Resilient Earth.

- Davenport, L. (2021.). All the Feelings Under the Sun: How to Deal with Climate Change. Magination Press. <https://lesliedavenport.com/books-articles/>



**Activity 1.3.3**

# Contemplative practices

## Overview

This tool can provide practical ways to address overwhelm, stress and anxiety for an individual or a group, either pre-emptively or when they arise. Most of the suggested activities will be most effective if practiced on a regular basis, as they help expand our own window of tolerance to multiple emotions over time. All activities can be done in groups or individually. As a teacher, you may want to practice them regularly so as to help you regulate your emotions. Once you know the activities well, it will also be easier for you to judge which activities to suggest to your learners when a need arises.

## Curriculum linkage

Civics & Social Studies, Physical Education & Health.

## Competences built

Emotional regulation, self-compassion, compassion, presence

## Prep Work

Prepare by practicing for yourself regularly.

## Competences/activities to practice first by the teacher

General understanding of our inner lives and how they relate to outer action.

## Options in the activity

1. Walking on the earth
2. Eating with care

## BASIC INFO

**Age range:**

6+

**Duration:**

From 10 minutes to 1-2 hours.  
Regularity matters.

**Group size:**

Open

**Level of difficulty:**

Basic to advanced

**Materials/space required:**

Something to eat for the “eating with care” option.

**Location:**

The walking can be done outdoors

**Engagement of external stakeholders:**

Not necessarily. Mindfulness practitioners could be invited to lead some mindfulness practices.

## Option 1: Walking on the earth

**Walking:** Usually in our daily life we walk because we want to go somewhere. Walking is only a means to an end, and that is why we do not enjoy every step we take. In this exercise we do it differently. Walking is only for walking and for enjoying the wonders of life. You enjoy every step you take.

Possible instructions:

1. Please stand and find a bit of space around you. You may stand in nature or in a city or just simply in a room.
2. Stand with your feet flat on the ground, allowing your body to be relaxed but upright.
3. Notice the feeling of your feet connecting to the ground. Can you feel the ground supporting you?
4. Feel the connection to the earth beneath you, the soil that sustains all life. Which parts of each foot are in contact with the ground? Take a moment to explore this, whether you are indoors or outdoors.
5. Now, you are going to walk slowly—much slower than usual. You're not trying to get anywhere. There's nowhere to go, nothing to do. You are just walking to feel and sense each step. Instead of rushing through life, become aware of each movement, of the earth meeting you with every step.
6. Start by lifting one foot. Notice how your weight shifts to the other leg as your foot lifts off the ground. As you move your foot forward, feel how it travels through the air. Then, let it touch down gently. Which part of your foot touches the ground first in your experience, and how does the movement travel through your foot? Which part touches the ground last? Notice how, with each step, you connect to the soil that gives life to trees, plants, and all living things.
7. Continue walking this way, step by step, paying attention to all the small movements in your legs and feet. Notice the muscles working, the way your balance shifts, and even the sensation of your clothes moving with your body. If your thoughts wander, that's perfectly fine. Just gently bring your attention back to your feet and the simple act of walking. It doesn't matter how often your mind wanders; what matters is coming back each time, feeling the grounding presence of the earth beneath you.
8. Be aware of how, with each step, you touch the earth. Feel the connection between your body and the ground. Be aware how your feet make with each step a very gentle contact with the earth. Appreciate how gravity keeps you in



contact with the earth, anchoring you in the present moment. The earth gives us a stable foundation, reminding us of the natural cycles we are a part of.

9. Take a few moments to notice other sensations. Can you feel a breeze on your skin or hear the sound of your footsteps? Maybe you're in nature and can smell the fresh air or hear the songs of birds. Open up all your senses, while keeping part of your attention on your feet touching the ground. Notice how nature engages all your senses, inviting you to slow down and truly experience each moment. Let's walk this way for a few more moments, enjoying the feeling of each step and the presence of the natural world around you.
10. Now, slow down even further and come to a complete stop. Close your eyes once more and take a moment to fully sense your body and your emotional state. Feel the steady, grounding connection to the earth beneath you. Imagine for a moment that your feet have roots reaching deep into the soil, providing you with stability and strength.
11. When you're ready, return to where you started and bring your attention back to the outer world. Slowly open your eyes and take a moment to look around. Can you still feel that connection to the ground beneath you? Has your perception changed, if at all? Notice the interdependence between you, the earth, and all living things around you.

**Remember**, you can walk like this whenever you need to feel more present, grounded, or connected to the natural world. You can also choose 2 or 3 occasions each day when you pay attention to your walking, using each step as an opportunity to reconnect with the earth beneath you.

#### **For small children:**

For younger children, you could turn this into a "slow-motion" practice. Ask them to move in slow motion, like astronauts on the moon or divers underwater. Alternatively, add a fun element by inviting them to imagine they're leaving footprints in the sand or snow with each step and describing what kind of footprints they're leaving behind. You could also use coloured paint and large white paper, letting the children walk slowly on the paper to see their colour footsteps and the path they've made. Or let them walk side by side and no one is allowed to be faster than the other.



## Option 2: Eating with care

**Eating:** Multitasking while eating is a recipe for not being able to listen deeply to our body's needs and wants and seeing our interconnectedness. We have all had the experience of going to the movies with our bag full of popcorn, and before it is over, we ask who ate all our popcorn. However, eating can be a form of meditation—peaceful, nourishing, and grounding. It can become a meaningful habit in your daily life, helping you cultivate a deeper connection to the food you eat. Too often, we eat on autopilot, barely noticing the flavours or the act of eating itself. Mindful eating invites us to bring full awareness to this simple yet profound act and to increase understanding of the interlinkages between our diets, climate change and associated challenges, such as inequality and poverty.

Possible instructions:

1. Take a moment to simply become aware of your body. How are you sitting? Settle in, and take 2 to 3 deep breaths, letting go of any unnecessary tension in your body.
2. Now, take a small piece of food, something like a raisin, a piece of chocolate, a small piece of fruit, or a single forkful or spoonful of your meal. Start by holding it in your hand and looking closely. What do you see? Notice the colour, shape, and texture.
3. Pause for a moment to consider where this food came from. It didn't just appear in your hand; there is a whole journey behind it. Think of the natural elements that contributed—the soil that nourished the plant, the sunlight that helped it grow, and the rain that gave it water. Reflect on the many hands involved in bringing this food to you—farmers, workers, transporters, and shopkeepers. Each step along the way was necessary for this food to reach you, from the fields to your plate.
4. Now, bring the piece of food up to your nose and take a slow, deep breath in. What does it smell like? Do any memories or thoughts come to mind related to that smell? It's okay to be curious. Notice if this scent evokes a sense of gratitude for the effort and natural processes that brought this food to you. Consider the web of life that made it possible, from the living soil to the human hands that harvested and prepared it.
5. Next, slowly place the food in your mouth, but don't chew it just yet. Notice how it feels on your tongue. Is it cool, warm, soft, or hard? Now, begin to chew very slowly. Notice the flavours that start to emerge. Do they change as you continue



chewing? Try to detect every small detail about the taste and texture. Think of the layers of nature's work and human care that went into creating these flavours.

As you keep chewing, see if you can notice the moment when you feel ready to swallow. When you're ready, swallow the food slowly, and pay attention to the sensation as it moves down your throat. Observe your breath as you swallow. Take a moment to notice how your body feels afterward. Does your mouth feel different? How about your tongue? Do you notice any aftertaste? Were you able to follow the path of the food as it travelled downward in your body, nourishing you?

6. Take a moment to once again feel gratitude for this food. Appreciate the earth, the sun, the rain, and the countless people who helped bring this nourishment to your hand. Often, we eat without being aware of all the effort and natural forces that went into providing us with sustenance. Let this moment be a chance to honour that effort and to acknowledge your connection to the cycle of nature that sustains us all. Also reflect on how this food relates to your environment and the resources that might have been needed to produce and bring it to you.
7. Take the next piece of food and repeat the entire process. Relax. There is nowhere to go, nothing to do—just be fully aware of how and what you are eating. Slow down and let this be an opportunity to reconnect with the earth, to feel the presence of the natural world in each bite, and to appreciate the living web that nourishes you.

You can practice this kind of mindful eating anytime, even if it's just for a few bites of your meal. It helps you stay connected to your body, the food, and the world around you, making the experience of eating more intentional, enjoyable, and meaningful. By being fully present, you not only nourish your body but also deepen your connection to life itself.

### **For smaller children:**

For children, you can invite them to be a "food scientist," trying to uncover all the "mysteries" of food. You can also use sound, allowing them to chew for as long as they hear the sound. Encourage them to place the fork or spoon on the table while chewing, and only pick it up again once they have swallowed the food. Ask them to share their experiences after the exercise, fostering a sense of curiosity and



playfulness. Alternatively, after swallowing, you can ask them to count to ten aloud before taking the next bite.

Please note that practices such as mindful breathing, eating, or walking, should be included as part of a daily/weekly routine/ self-care plan by learners to ensure that their emotional and mental health is enhanced and/or cared for on a continuous basis.



## Dos and Don'ts

### Adaptations

We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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

The above meditations were created in cooperation between the [Inner Green Deal](#) gGmbH, Lund University Centre for Sustainability Studies ([LUCSUS](#)) and its [Contemplative Sustainable Futures Program](#). They are based on practices from the Mindfulness-Based Sustainable Transformation program, diverse Climate Leadership programs (e.g., developed for the European Commission, The UNDP Conscious Food Systems Alliance and the Inner Development Goals Initiative) as well as work with the Awaris GmbH and their resilience program.

- **Recording** of an online event with Jon Kabat-Zinn that explains the role of mindfulness for climate action and sustainability, related science and education, see: [https://www.youtube.com/watch?v=CTUc\\_0GroGM](https://www.youtube.com/watch?v=CTUc_0GroGM)
- An overview of scientific research, policy reports, pod-casts and presentations on contemplative practices, mindfulness and sustainability can be found here: <https://www.contemplative-sustainable-futures.com/general-3-1>



For related **practices**, also check: <https://www.thelongtimeacademy.com/practice>

- Bristow, J., Bell, R., Wamsler, C. (2022) Reconnection – Meeting the climate crisis inside-out, policy report, The Mindfulness Initiative & LUCSUS. You can find the report and two online presentations of the report here: <https://www.themindfulnessinitiative.org/reconnection>
- Wamsler, C., Osberg, G., Janss, J. et al. (2024) Revolutionising sustainability leadership and education: addressing the human dimension to support flourishing, culture and system transformation. *Climatic Change* 177, 4 (2024). <https://doi.org/10.1007/s10584-023-03636-8>
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- Wamsler C., Bristow J., Cooper K., Steidle G., Taggart S., Søvold L., Bockler J., Oliver T.H., Legrand T. (2022). Theoretical foundations report: Research and evidence for the potential of consciousness approaches and practices to unlock sustainability and systems transformation. Report of the UNDP Conscious Food Systems Alliance (CoFSA), United Nations Development Programme UNDP. [https://www.contemplative-sustainable-futures.com/\\_files/ugd/4cc31e\\_143f3bc24f2c43ad94316cd50fbb8e4a.pdf](https://www.contemplative-sustainable-futures.com/_files/ugd/4cc31e_143f3bc24f2c43ad94316cd50fbb8e4a.pdf)





#### 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 learners who study climate change on a prolonged basis, or for learners 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 1.4.1**

# Climate circles/cafes

## Overview

A climate circle or climate cafe is an opportunity for people to come together and share about the emotions they feel in relation to climate change, in a supportive setting that is meant to be as safe as possible because of shared agreements between members. The method we share here is only meant for participants to feel, practice open-sharing and deep-listening in relation to climate emotions. This is not a space to talk about solutions to the climate crisis and its impacts. Learners will get more benefits by taking part in climate circles regularly. They can also access training to run youth-led climate circles themselves.

This activity works best when being offered on a regular basis for learners who feel the need to talk about their climate emotions, and/or wish to start building or restoring their emotional and mental health and wellbeing. It can then support learning and action associated with climate change across a variety of disciplines and projects.

## Curriculum linkage

Any discipline or class during which climate change is discussed.

## Competences built

Self-compassion, emotional literacy, emotional regulation



## BASIC INFO

**Age range:**

18+

**Duration:**

5 minutes per participant; maximum 60 minutes.

**Group size:**

Group size can vary according to the time available, but should not exceed 10-12 people. Subgroups can be created for allowing all members of the group to participate.

**Level of difficulty:**

Intermediate

**Materials/space required:**

Material can include drawing material, or other materials to assemble and represent emotions. Spaces where participants can sit in a circle.

**Location:**

If done in a public space, the activity should be undertaken in areas that feel confidential enough, and not open to the walking through of strangers.

**Engagement of external stakeholders:**

None.



## Prep Work

- Participate in a climate circle/cafe yourself first, preferably several times, to understand the role of the host/facilitator.
- Join a climate circle host training (see reference section).

## Competences/activities to practice first by the teacher

- Fostering a trauma-informed learning environment ([tool 1.1](#))
- Listening ([tool 3.3](#)), especially Deep Listening to others ([3.3.2](#))

## Steps in the activity

1. Try out in class
  - a. Introducing the principles of the climate circles
  - b. Hosting the climate circle
  - c. Welcoming reflections on the climate circle experience
2. New habits

---

## Step 1: Try out in class

### Introducing the principles of the climate circles

1. Explain that some might know this activity as a 'climate cafe' and that we will introduce the principles that we will follow in this space to make it as safe as possible.
2. Inform learners that this activity is an invitation to express their climate emotions in a group and that they can choose to opt out.
3. Have the drawing or other material ready in case participants would rather draw or represent their emotions physically instead of talking about it.
4. Explain the three main principles of the climate circle: (1) open-sharing, (2) deep-listening, and (3) confidentiality.
5. Explain that open-sharing consists in learners having the opportunity to share all the emotions they feel in relation to climate change. It may be worth adding that there is no right or wrong, or good or bad emotions. Learners are welcome to speak without interruption (keeping in mind the other participants in the



room) or not to speak at all. Learners are also welcome to share their emotions through drawings, sculptures, assemblages or other art forms. Learners are welcome not to speak and just to listen in. When a learner is done sharing, they should give the name of another learner for them to have an opportunity to speak.

6. Explain that deep listening for this exercise consists in giving one's undivided attention to what the other learner is saying, to notice when the mind starts to wander and to come back to practicing deep listening when noticing that we were not listening anymore. Deep listening also means being mindful of what is happening in our own bodies while listening, and practicing breathing exercises or other movements to enable us to remain present without feeling overwhelmed. For more information about Deep listening, see [activity 3.3.2 – Deep listening to others](#).
7. Explain that climate circles are confidential spaces, and that participants in climate circles commit to keeping all the information they hear confidential.
8. Explain to learners that they will speak one after the other, and will not engage in a (moderated) conversation. The climate circle is not about solving each other's issues, giving unsolicited advice or recommendations, or discussing how to act on climate change. Those latter discussions are needed but should take place in other contexts.

## Hosting the climate circle

1. Open the climate circle by giving one learner the opportunity to speak first, or by speaking first as the climate circle host if no learner wishes to speak first.
2. Invite participants to stick to the principles of open sharing and deep listening if they start engaging in a dialogue.
3. Close the climate circle once each learner has expressed what they wished to express, after checking that there is nothing else to add.
4. Once the climate circle is closed, invite learners to take one minute to breathe and reflect on the experience.



# Welcoming reflections on the climate circle experience

1. Recall the purpose of the climate circle at the end of the session and invite any reflection from learners about their experience in taking part in a climate circle.
2. Offer to share more resources about emotional and mental wellbeing in relation to climate change to learners who feel the need to learn more or get extra support. Point to other climate circles/climate cafes they can access if they wish to continue joining such spaces.
3. Allow a few more minutes for learners to breathe and integrate what they have discussed before returning to their class or assignment.

## Step 2: New habits

1. Organize a climate circle on a weekly, bi-weekly or monthly basis to ensure that learners have regular access to a safe space to process their climate emotions.
2. You can also encourage your learners to learn more about climate circles and to get trained in climate circle hosting so as to be able to offer such climate circles to their fellow learners, and/or to different members of their community.



### Dos and Don'ts

#### Do

- Model open-sharing and deep listening as a climate circle host.
- Listen to learners who feel overwhelmed by the exercise, and/or express the need for additional support during or at the end of the exercise, and provide them with the information they need to access this support.
- Follow up with the learners who appear to be in a crisis or to be meeting mental health challenges.



## Don't

- Don't give unsolicited advice or recommendations.
- Don't turn the climate circle space into a dialogue or a moderated discussion about climate action or solutions to the climate crisis .
- Don't dismiss or invalidate the emotions shared by any of the learners.
- Don't try and end the climate circle on a positive note.

## Adaptations

- If your learners are not comfortable with each other, nor trusting one another, a tool that focuses on expressing emotions individually (e.g. journalling) followed by an activity involving movement to calm climate anxiety (e.g. activities under [tool 1.3 – Moving to reduce climate anxiety](#)) is probably a better choice.
- If your learners struggle with expressing emotions through words, modelling multiple examples of expressing emotions through drawings, collages, assemblages, sculptures could support them.
- If your learners come from different cultures and speak different mother languages, you could offer them the opportunity to create groups by languages and share emotions in their own languages as it could bring more ease and spontaneity to the exchange.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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.

- Broad, G. (2024). "Ways of Being' When Facing Difficult Truths: Exploring the Contribution of Climate Cafés to Climate Crisis Awareness" in Anderson, J., Staunton, T., O'Gorman, J., & Hickman, C., *Being a therapist in a time of climate breakdown*. In Routledge eBooks. <https://doi.org/10.4324/9781003436096>



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<https://www.climatepsychologyalliance.org/images/files/handbookofclimatepsychology.pdf>



**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 learners in between classes, in case they feel the overwhelm at home, or during school breaks. They also contribute to growing the learners' 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

<b>BASIC INFO</b>	
<b>Age range:</b>	7+
<b>Duration:</b>	15 - 120 minutes
<b>Group size:</b>	Open
<b>Level of difficulty:</b>	Basic
<b>Materials/space required:</b>	Material to draw, paint or create collages. Clay is also an option.
<b>Location:</b>	Classroom
<b>Engagement of external stakeholders:</b>	Not necessarily. An artist from the community, or an artist working on climate change/ climate



## 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 adapted 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.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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. The Cinquains method was adapted by Leslie Davenport.

- Davies, C., Knuiman, M., & Rosenberg, M. (2015). The art of being mentally healthy: a study to quantify the relationship between recreational arts engagement and mental well-being in the general population. *BMC Public Health*, 16(1). <https://doi.org/10.1186/s12889-015-2672-7>
- Davenport, L. (2021). *All the Feelings Under the Sun: How to Deal With Climate Change*. Magination Press. <https://lesliedavenport.com/books-articles/>
- Fancourt, D., & Finn, S. (n.d.). *What is the evidence on the role of the arts in improving health and well-being? A scoping review*. World Health Organization. <https://iris.who.int/bitstream/handle/10665/329834/9789289054553-eng.pdf>
- Keyes, H., Gradidge, S., Forwood, S. E., Gibson, N., Harvey, A., Kis, E., Mutsatsa, K., Ownsworth, R., Roeloffs, S., & Zawisza, M. (2024). *Creating arts and crafting positively predicts subjective wellbeing*. *Frontiers in Public Health*, 12. <https://doi.org/10.3389/fpubh.2024.1417997>



**Activity 1.4.3**

# Grief practices

## Overview

This activity consists in researching, exploring and possibly engaging in local (ancient) grief practices to deal with the grief associated with the impacts of climate change and environmental degradation. This activity intends to explore grief practices that can be used to grieve the losses and damages to the more-than-human world that are occurring as a result of climate change. They can also encompass grieving for the lives that the learners would have liked to have but cannot because of climate change and its impacts.

## Curriculum linkage

Literature, Social Issues, Geography, Arts.

## Competences built

(Self-)compassion, empathy, community-building, presence, interconnectedness

## Prep Work

- Researching local traditional grief practices
- Researching traditional grief practices from different parts of the world
- Identifying locations where grief has been traditionally expressed in the community
- Reflecting on the cultural sensitivity of engaging with grief through the arts
- Reading about climate grief in advance

## BASIC INFO

**Age range:**

11+

**Duration:**

From two work sessions of 45-60 minutes with homework for the younger learners, up to individual or group assignments spanning several weeks or months for older learners.

**Group size:**

Open

**Level of difficulty:**

Advanced

**Materials/space required:**

Depends on the scale of the activity

**Location:**

Flexible

**Engagement of external stakeholders:**

Yes

## Competences/activities to practice first by the teacher

Creative practices ([1.4.2](#))



### Levels in the activity

1. Short exploration with younger learners (11-18)
2. Group project (18+)

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## Level 1: Short exploration with younger learners (11-18)

1. In the first session, introduce practices that were traditionally used for grieving the dead in the village/city/region over the past century/centuries. This can include grieving deaths in the human and more-than-human realms. This can include introducing places where grieving used to take place.
2. For homework, ask the learners to ask Elders in their family or community (e.g. grandparents and senior neighbours that they admire) about the grieving practices they took part in or witnessed as children, and to write down the stories.
3. In the second session, invite some learners to share the stories they collected, and have the group reflect on both convergences and divergences between the stories.
4. Invite learners to imagine what grief rituals for the more-than-human beings impacted by the ecological crisis could look like.

## Level 2: Group project (18+)

1. Invite the groups of learners to research practices that were traditionally used for grieving the dead in the village/city/region over the past century/ies. This can include grieving deaths in the human and more-than-human realms. This can include researching places where grieving used to take place.
2. This research can include interviews with various Elders, as well as research into literature or old imagery (e.g. photos, paintings) associated with grieving. In some cases, ancient grieving songs or singing practices could also be included.
3. Optional: Invite learners to research grieving practices from other regions or parts of the world. This research could include a visit to a local ethnology museum.



4. Invite learners to write about the different grieving practices, including their history, geographical locations and legacies. Invite learners to observe the convergences and divergences between the different grieving practices.
5. Encourage learners to explore literature on eco-grief and practices that are designed and offered to young people suffering from eco-grief to grieve the loss and damage associated with climate change, with a focus on the more than human world.
6. Invite learners to imagine what grief rituals for the more-than-human beings impacted by the ecological crisis could look like. This can include mobilizing the arts through the writing of stories, drawing, painting, collages, performances or theatre plays...
7. Invite learners to imagine what grief rituals for the lives they wished they would have but feel they may not be able to have because of climate change, and its impacts could look like. This can include mobilizing the arts through the writing of stories, drawing, painting, collages, performances or theatre plays...
8. Give space for a collective reflection on this artistic experience and on the space given to grief in today's society.



## Dos and Don'ts

### Do

- Bring up this activity if some climate grief has been expressed in the group.
- Invite a diversity of grieving stories. If this implies calling Elders who are relatives living in other countries, this should be encouraged.
- Make space for artistic illustration or representation of grieving practices.

### Don't

- Don't engage with the grieving practice suggested at the end of level 2 (i.e. steps 6 and 7) without making sure that the topic of climate grief resonates with the learners. If no interest came up in the previous steps, it may not be the right activity for the learners.
- Don't make learners engage in grieving practices, even through the arts, when they do not wish to.



## Adaptations

We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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

The activity was designed by One Resilient Earth.

- Atkinson, J. (2022). *Eco-Grief and climate anxiety in the classroom*. In Routledge eBooks (pp. 35–51). <https://doi.org/10.4324/9781003201854-5>
- Cunsolo, A., & Landman, K. (Eds.). (2017). *Mourning Nature: Hope at the Heart of Ecological Loss and Grief*. McGill-Queen's University Press. <https://doi.org/10.2307/j.ctt1w6t9hg>
- Cunsolo, A., & Ellis, N. R. (2018). *Ecological grief as a mental health response to climate change-related loss*. *Nature Climate Change*, 8(4), 275–281. <https://doi.org/10.1038/s41558-018-0092-2>
- Ojala, M., Cunsolo, A., Ogunbode, C. A., & Middleton, J. (2021). Anxiety, worry, and grief in a time of environmental and climate crisis: A Narrative review. *Annual Review of Environment and Resources*, 46(1), 35–58. <https://doi.org/10.1146/annurev-environ-012220-022716>
- Pihkala, P. (2024). *Ecological sorrow: Types of grief and loss in ecological grief*. *Sustainability*, 16(2), 849. <https://doi.org/10.3390/su16020849>
- Quaglia, S. (2022, October 11). *Glacier grief: how funerals and rituals can help us mourn the loss of nature*. The Guardian. <https://www.theguardian.com/environment/2022/oct/10/glacier-grief-how-funerals-and-rituals-can-help-us-mourn-the-loss-of-nature-aoe>
- Varutti, M. (2023). *Claiming ecological grief: Why are we not mourning (more and more publicly) for ecological destruction?* *AMBIO*, 53(4), 552–564. <https://doi.org/10.1007/s13280-023-01962-w>



## **Competence area 2: Nurturing connection to oneself, others and nature**



**Tool 2.1**

# Inner Climate Journalling

## **CLARITY Competence Area:**

Nurturing connection to oneself, others and nature

## **GreenComp Competence Area:**

Embracing Complexity in Sustainability

### **Why use this tool?**

Journalling on our inner climates or on the gratitude we experience helps open up to the emotions we feel, keep track of our health and wellbeing, reflect on relationships to ourselves, others and nature, and enhances our tolerance to experiencing multiple emotions, sometimes simultaneously. Even trying these exercises once can be a valuable experience for learners to connect with their inner worlds. The pupils who go on to establish a habit of journalling focusing on their feelings and emotions can experience emotional release and are gathering material to identify patterns or triggers that cause stress or are activated in times of stress. Gratitude journalling has been proven to reduce stress in times of uncertainty. Learners who practice journalling will have an invaluable resource to draw on in times of crisis.



## Activity 2.1.1

# Journalling on how we are

### Overview

Accepting our feelings is linked to better psychological health, improved moods and reduced anxiety. Actively inhibiting negative emotions takes a considerable effort, stressing the body and mind. Confronting emotions can support cognitive integration and further understanding. Identifying and familiarizing ourselves with our feelings and emotions is an important first step towards acceptance. Journalling can help process challenges and build emotional strength and resilience. In the long term it can serve as a resource to draw upon in times of stress. Journalling also contributes to opening an inner conversation and welcoming new perspectives, and as such helps in understanding others' perspectives and emotions deeply.

### Curriculum linkage

Language & Literature, Physical Education & Health, and Biology

### Competences built

Empathy, presence, self-reflection, and authenticity

### Prep work

Prepare by having a short brainstorm by yourself and writing down some examples, including prompts and responses about feelings and emotions. You can share some of these examples in the introduction to support learners during the exercise. Also make sure all learners have access to a journal – it could be a digital journal on a computer, or a regular journal or book. If in class, create a quiet and calm environment without distractions.



### BASIC INFO

#### Age range:

7+

#### Duration:

Maximum 15 minutes a day

#### Group size:

Individual activity

#### Levels of difficulty:

Basic to intermediate

#### Materials/space required:

Personal journals and pens for each learner; or digital space for private journals

#### Location:

Flexible

#### Engagement of external stakeholders:

None



## Competences/activities to practice first by the teacher

Get familiar with the vocabulary of feelings and emotions. It can be valuable to explore the many different emotions we can feel, e.g. pick a letter and look up all the emotions starting with the letter "c". Or check out resources, including the "feeling wheel" at the end of this activity card.

### Levels in the activity

1. Try out in class
2. New habits
3. Follow-up

## Level 1: Try out in class

1. Invite the learners to take two deep breaths and gently shake their shoulders.
2. Introduce the prompt. It could be something very simple and general, e.g. *how/what do you feel today?* Or it could be a prompt related to a climatic event, e.g. *when you heard/saw/experienced the event, how did you feel?* It could be a prompt after a discussion or event with climate-related content. It could also be on a subject of their choice, perhaps the day's events or encouraging them to pick something that has been troubling them.
3. Depending on the prompt, you might provide an example first, e.g. about your feelings related to a particular event. Or reading up on a prepared example. Encourage learners to express their feelings, giving them time to name each one. You can provide examples of feelings by showing learners the "feelings wheel" that is in the resource section below. Start small. Give them only a few minutes to write (5-10 min). Emphasize that there are no rules, and there is no wrong way of doing this. They should not worry about spelling and punctuation, no one is here to judge them. They can be encouraged to write continuously until time is up. Also, clarify that what they write is private.



Student writing in their journal while spending time in nature.

Photo by Carmelo Zamora, REAL School Budapest.



- a. After introducing the prompt, invite the learners to write. Some might need some time to quiet their mind, and spend some minutes gathering their thoughts, others might start writing immediately.
- b. You might want to close the exercise by asking if anyone wants to share some reflections, read up their prompt or just pick an emotion that they have mentioned in response to the prompt. You might want to write down these emotions on post its or on a board to engage in a group discussion.

## Level 2: New habits

1. Let the learners repeat this exercise several days a week, for a month. If you teach a class where you do this exercise only once a week, we suggest continuing for 2-3 months. During that time, each learner's readiness to write about their emotions will grow, and looking back on major challenging feelings of the past might seem minor at present. This can help build confidence and emotional resilience when facing difficulties.
2. Encourage learners to take up journalling as a take-home exercise. In that case, encourage learners to pick the time of day that suits them best to write in the journal. Setting a regular time is helpful to foster regularity.

## Level 3: Follow-up

1. Discuss with learners how they experience the exercise, whether they consider continuing their new habit of journalling.
2. Encourage the creation of emotional learning pairs within the class, for the learners who are interested. Members of those pairs could start sharing their journal prompts from time to time and discuss their prompts and/or feelings in a private setting.



### Dos and Don'ts

#### Do

- Regarding Step 4 in level 1, sometimes learners might be stuck with writing, or at times, they may feel upset as they write, and that's ok. In those cases, you might find it appropriate to invite them to write about writing. It will help them learn more about themselves.



## Adaptations

We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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.

## Resources

- On this page you will find vocabulary to talk about emotions:  
<https://www.centervention.com/list-of-emotions-135-words-that-express-feelings/>
- Here is also a “**feelings wheel**” adapted to different age groups that can be helpful: <https://media.centervention.com/pdf/Feelings-Wheel.pdf>

## References

Find out more at the Greater Good in Education, a free resource hub for educators from UC Berkeley's Greater Good Science Center:

<https://ggee.berkeley.edu/practice/student-self-check-in-journal/>

More information on journalling (and other tools) can be found on the Transformation Hosts International (THI) homepage, which is a community of practice for Transformative Learning and for hosting the socio-ecological transition:  
<https://hostingtransformation.eu/method/guided-journaling/>

More on the science behind journalling:

- Blake, T. (2005). Journaling; An active learning technique. International Journal of Nursing Education Scholarship, 2(1). <https://doi.org/10.2202/1548-923X.1116>

More on the science behind resilience journalling:

- Lohner, M. S. & Aprea, C. (2021). The Resilience Journal: Exploring the Potential of Journal Interventions to Promote Resilience in University Students. Frontiers in Psychology, 12. <https://doi.org/10.3389/fpsyg.2021.702683>



More about the connection between journaling and wellbeing:

- <https://positivepsychology.com/benefits-of-journaling/>



## Activity 2.1.2

# Gratitude journal

### Overview

Gratitude journalling both regulates the sympathetic nervous system that activates our anxiety responses at the neurobiological level, and conditions the brain towards more positive thoughts at the psychological level. Therefore, exploring positive emotions such as gratitude can contribute to your personal resilience as it serves as a resource in times of stress. Journalling also contributes to opening up an inner conversation regarding new ways of living that would feel more fulfilling. Lastly, expressing feelings of gratitude supports human cooperation.

### Curriculum linkage

Language & Literature and Physical Education & Health.

### Competences built

Empathy, presence, self-reflection, compassion and authenticity.

### Prep Work

Prepare by having a short brainstorm by yourself and writing down some examples of what you are grateful for. You can share some of these examples in the introduction so as to support learners during the exercise. Also make sure all learners have access to a journal – it could be a digital journal on a computer, or a regular journal or book.

### BASIC INFO



#### Age range:

Any

#### Duration:

Max 10 minutes a day

#### Group size:

Individual task

#### Level of difficulty:

Basic to intermediate

#### Materials/space required:

Personal journals and pens for each learner; or digital space for private journals

#### Location:

Flexible

#### Engagement of external stakeholders:

None



## Competences/activities to practice first by the teacher

None

### Levels in the activity

1. Try out in class
2. New habits
3. Follow-up



*Learner writing in their journal while spending time in nature.*

*Photo by Carmelo Zamora, REAL School Budapest.*

## Level 1: Try out in class

1. Invite the learners to take two deep breaths and gently shake their shoulders.
2. Invite the learners to have a small brainstorm by themselves to consider the big or small things they are grateful for. A possibility is to list some of their responses on a black/white board for other learners to see.
3. Then, in their journal, have them list some little moments, meaningful gestures, small wins, and beautiful objects in their life that they are genuinely grateful for. Nothing is too small or too big to be included. For example: the warmth of a cup in their hand, the person who greeted them when getting to school today, the tree outside their window...You may need to remind learners to show gratitude for themselves as well.

## Level 2: New habits

1. Let the learners repeat this exercise several days a week, for a month. If you teach a class where you do this exercise only once a week, we suggest continuing for 2-3 months.
2. As they build this new habit, each learner's list will grow. Looking back at how much one has been grateful for is an important experience in itself.

## Level 3: Follow-up

1. Have a discussion on how learners experienced the exercise and whether they would consider continuing this journalling exercise moving forward.



2. You can also encourage them to write a note to someone to express their gratitude.

## Dos and Don'ts



### Do

- Regarding Step 2 of the first level, sometimes learners might come up with NOTHING! If so, you might find it appropriate to invite them to brainstorm in groups or to start the exercise with the whole group openly brainstorming together. This is also a way to adapt the exercise for younger learners: having an open brainstorm and writing down their ideas on the board or on a large sheet of paper can help younger learners choose their own topics and start journalling.

### Don't

- Don't pressure participants to share what they've written down about what they're grateful for.
- Don't judge their responses.

### Adaptations

- Feel free to adapt the activity by inviting your learners to draw instead of write, if that suits them better. To support neurodivergent learners or those who may not be used to expressing their feelings – or find it difficult to recognize them – you can also use pictures, symbols, or emojis to help them engage more comfortably. 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.
- This activity can also be undertaken at home together with parents to create a space for sharing, common understanding and gratitude for everyday life.



## References

Gratitude journalling exists in many forms and has been widely practiced in different settings. This version of the activity was designed by Legacy17 for the CLARITY project, drawing on a rich tradition of approaches already in use. We acknowledge and appreciate the many variations available and do not claim to have invented the practice.

For additional references and resources, please explore these links:

Find out more about the gratitude journal at the Greater Good in Education, a free resource hub for educators from UC Berkeley's Greater Good Science Center:

- <https://ggee.berkeley.edu/student-well-being/gratitude-for-students/>

More on using gratitude journalling with parents:

- Toprak, B., & Sari, T. (2023). The effects of a 2-week gratitude journalling intervention to reduce parental stress and enhance well-being: a pilot study among preschool parents. *Discover Psychology*, 3(1).  
<https://doi.org/10.1007/s44202-023-00099-x>

The cognitive benefits and support from that journalling activity contributes to a more positive cognitive style that can be a way to reduce stress:

- Fekete, E. M., & Deichert, N. T. (2022). A brief gratitude writing intervention decreased stress and negative affect during the COVID-19 pandemic. *Journal of Happiness Studies*, 23(6), 2427–2448. <https://doi.org/10.1007/s10902-022-00505-6>

## For print if needed

An example of a Gratitude Journal list.

I am grateful for...	I am grateful to...



**Tool 2.2**

# Sharing Connection Stories

**CLARITY Competence Area:**

Nurturing connection to oneself, others and nature

**GreenComp Competence Area:**

Embracing Complexity in Sustainability

**Why use this tool?**

Storytelling allows us to understand ourselves and the world by using both emotions or bodily sensations, and rationality or logic. As such, storytelling helps us see the bigger picture and share our experience. This process is especially important for learners when they are experiencing strong emotions.

Humans who have not experienced an extreme event clearly associated with climate change mostly experience climate change and nature loss as slowly unfolding events. They get used to quieter forests and snowless winters as the number of birds dwindle and rain replaces snow. To become aware of these changes, the younger generation needs to connect with older generations and their memories. For example, in Norway they might then hear stories of ice-covered fjords and of the abundance of migratory birds arriving in spring.

Sharing connection stories helps diversify our understanding of connection to ourselves, others, and nature, by introducing various life experiences, different timeframes, and varied geographies. It also fosters a tangible connection between storyteller and listener, which can have a transformative impact on both.



**Activity 2.2.1**

# Listening to stories from older generations

## Overview

Learners ask parents, grandparents and/or other community members how they first connected to nature as children and how they connect with nature today. This activity can strengthen the social bonds between the learner and their community, and can give the learner new perspectives on how a person might experience connection with nature. The learner will practice their listening skills - skills that are essential for constructive communication and for future problem-solving.

## Curriculum linkage

Language & Literature, History, Geography, Arts, Civics & Social Studies, Natural Science and Citizenship & Democracy.

## Competences built

Empathy, presence, self-reflection, interconnectedness thinking, community building.

## Prep Work

Familiarity with the concept of deep listening: The underlying idea is that when we listen deeply, we enter the conversation with a compassionate heart and curious mind. We observe, listen, and patiently let the other person share without interrupting or judging them.

## **BASIC INFO**

**Age range:**

6+

**Duration:**

Two sessions of 45 minutes + homework

**Group size:**

Individual task

**Level of difficulty:**

Basic

**Materials/space required:**

Paper and pen, large sheets (if making collective mind maps), old newspapers/magazines (if making collage)

**Location:**

Indoors

**Engagement of external stakeholders:**

Yes



## Competences/activities to practice first by the teacher

Practice Listening ([tool 3.3](#)), particularly Deep Listening to others ([3.3.2](#)). If you are in a hurry, don't worry – on the next page, you'll find a short description of how to do a short exercise helping learners to listen more deeply.

### Steps in the activity

1. Introduction
2. Selecting an Elder
3. Recording the story
4. Sharing the stories

## Step 1: Introduction (20 min. in class)

1. Introduce the concept of deep listening to the learners, as in activity 3.3.2.
2. Invite the learners to work together in 'telling & listening' pairs for an exercise where each learner talks for 4 minutes without interruptions. Announce when 4 minutes have passed and tell them to switch roles. Suggestions for topics to talk about:
  - a. their favourite hobby
  - b. their favourite season
  - c. their favourite place in nature
  - d. their favourite outdoor activity
  - e. what fascinates and inspires them most in nature
3. Close the exercise by asking the learners how it felt to both tell and listen.

## Step 2: Selecting an Elder (25 min. in class)

1. Invite learners to identify an elder in their community. To assist them in identifying an elder, you can recommend them to think about people in their community (e.g., family members, neighbours, local celebrities...) who belong to an older generation and who they find inspiring.
2. Optional: Invite learners to prepare a mind map individually by answering the following questions:
  - a. What inspires you about those individuals?
  - b. What can we learn from older generations?
3. Invite learners to choose one elder.



## Step 3: Recording a story (at home)

1. Invite learners to ask their chosen elder to share a story. The role of the learner is to listen deeply.
2. Suggest to learners that they can use the following prompts to encourage their chosen storyteller to share their story:
  - a. Do you have any childhood memories of being in nature?
  - b. Can you describe your connection to nature as a child and as a grown-up?
  - c. How has this connection changed over time?
3. Invite learners to take notes or record the story, in case they may want to write it down later.

## Step 4: Sharing the stories (45 min. in class)

1. Do a round of sharing in the classroom where you encourage learners to retell the part of the story that resonated the most with them. You can ask learners how this part resonated with them. They can respond to this question either individually by writing, drawing or talking, or collectively by making a word map or collage together.
2. Optional: Invite one or more elders to come to your school or university and share their story with all.



### Dos and Don'ts

#### Do

- Tell the learners to remember to ask for consent for sharing the story with the group, and particularly if they will be recording anything.

#### Adaptations

- Offer alternative communication methods. If a learner is non-verbal, prefers writing, drawing, or using AAC (augmentative and alternative communication), they can prepare written questions or visual prompts to share with their elder.



- For learners who experience anxiety or social difficulties, having a familiar support person (adult or peer) during the interview or sharing phase can reduce stress.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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 Climate Creativity.

- Thomas, M., Sorvala, L., Williams, A., Singleton, A., Maddock, C., Morgan, D., Murray, T., & Musselwhite, C. (2024). Co-creating a climate comic book: reflections on using comics in intergenerational research and engagement. *Journal of Global Ageing*, 1–19.  
<https://doi.org/10.1332/29767202y2024d000000011>
- Walker, C., Van Holstein, E., & Klocker, N. (2024). Young people at a crossroads: Climate solidarity through intergenerational storytelling. *Geographical Research*.  
<https://doi.org/10.1111/1745-5871.12668>
- Weststrate, N. M., McLean, K. C., & Fivush, R. (2024). Intergenerational Storytelling and Positive Psychosocial Development: Stories as Developmental Resources for Marginalized Groups. *Personality and Social Psychology Review*, 0(0). <https://doi.org/10.1177/10888683241259902>



## Activity 2.2.2

# Tell your climate connection story

### Overview

This activity will help learners write a personal story of connection to nature and to climate change. In their personal story, learners can include elements such as their memories, sensations, emotions, values, reflections, knowledge, visions, hopes and dreams. Reflecting on climate change and their own perspective through creative writing can help learners become more aware of their own personal connection to nature, and can help them explore and cope with their own feelings. The activity also includes collaborative steps, which open up a space for the learners to talk to their peers about the complex effects of climate change and to practice expressing their own perspectives in relation to those effects.

### Curriculum linkage

Language and literature, Geography, Art, Natural Science.

### Competences built

Empathy, presence, self-reflection, interconnectedness thinking, authenticity.

### Prep Work

Try out the exercise on your own before engaging with the learners.

It can be challenging for learners to come up with a story of their own, and from experience the learners need to connect with their own emotions and values, as well as the stories of others before writing their own story. Before writing a



### BASIC INFO

#### Age range:

7+

#### Duration:

90 minutes

#### Group size:

Flexible

#### Level of difficulty:

Basic

#### Materials/space required:

Paper and pen. Large sheets of paper or board if making collective mind maps

#### Location:

Flexible

#### Engagement of external stakeholders:

Not necessarily. A local storyteller could be invited for inspiration.



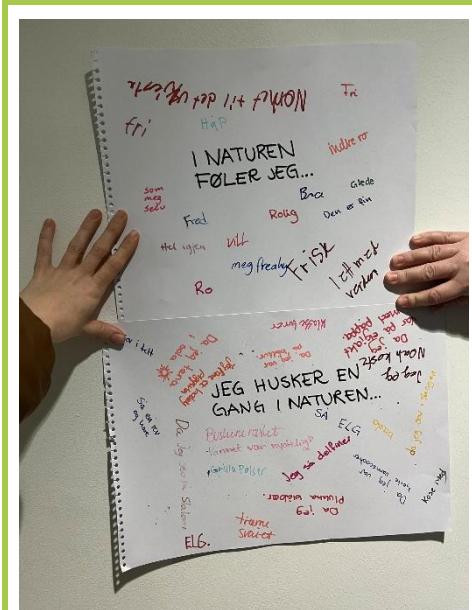
connection story, it would be useful to explore some other CLARITY tools with the learners, especially activities on listening, emotions and values, for example:

- Climate emotions symbols ([1.2.3](#))
- Listening to stories from older generations ([2.2.1](#))
- Deep listening to others ([3.3.2](#))
- Practicing your signature strength ([3.5.1](#))

**Optional:** Bring objects in the classroom that illustrate the theme of connection to nature and climate change. For example: a plant whose habitat is shrinking, art pieces, a plank from a house broken by a hurricane/a flood, a plant whose habitat will grow, or a stick with leaves that sprout earlier this year than just a few decades before.

### Steps in the activity

1. Practice free writing
2. Establish climate connections
3. Write and share your climate/nature connection story



Learners' hands holding their mind maps about the prompts from step 1.1.

Photo by Marte Maurabakken/Climate Creativity.

## Step 1: Practice free writing (25 min. in class)

1. Introduce the concept of free writing to learners. The learners can write whatever they want, there are no restrictions or 'wrong' responses, only exciting ideas. (This first step is here to let the learners write freely, and to think about nature. The connection to climate change does not have to appear in the stories yet, it will emerge in steps two and three.) You can suggest the following prompts:
  - a. I remember one time in nature...
  - b. In nature, I feel...
  - c. When it comes to nature, I value/care for...
  - d. I hope...



2. Optional: for learners who are not inspired, invite them to write about one of the objects illustrating connection to nature or climate change, which you brought into the classroom.
3. Invite learners to work with the prompts in one or a mix of the following ways:
  - a. **Individually** by writing for a set amount of time (3 min) in response to each prompt. In that case, do close the exercise by asking each learner to
  - b. highlight a word or sentence they wrote and inviting them to share their highlighted word or sentence with the group.
  - c. **Collectively** by making mind maps together. Put posters with the prompts on tables/walls/the floor in the classroom or in a suitable outdoor space. Provide colourful markers, and encourage the learners to walk around and write/draw on the posters. In that case, do close the exercise by summing up the key points from each poster in a non-judgmental way. Working collectively is recommended for children and youth from 6 to 18 years old.
4. After giving learners the prompt, and before they start writing, ask them to do a simple movement with their hands for a few seconds, such as:
  - a. Twisting their wrists
  - b. Rubbing their hands together
  - c. Clapping and shooting one hand forward.

## Step 2: Establish climate connections (20 min. in class)

1. Introduce learners to the definition of climate resilience, as explained in the teacher's guide.
2. Invite learners to go back to their favourite prompt and reflect on the connection between their response and climate resilience.
3. Invite learners to brainstorm in pairs or small groups, while you can support any pairs/groups struggling to see connections.
  - a. Take care to ask about and expand on **what emerges from the learners themselves**, rather than steering their thoughts and texts in any particular direction. When you help them, use your knowledge of climate change in combination with what the individual learner writes or talks about.



*Learners reflect on connections to climate change, writing mind maps on a screen.*

*Photos by Marte Maurabakken/Climate Creativity.*



- b. If they still struggle to connect their initial text to climate change and resilience, you can help them further through questions such as these:
  - i) The parts of nature you wrote about in your text - how will it be affected by climate change?
  - ii) The parts of nature you wrote about in your text - what might reduce their climate resilience? What might strengthen their climate resilience?
  - iii) Who and/or what can strengthen climate resilience?
  - iv) What examples of climate resilience can you find that are related to the text you wrote?
  - v) What examples of climate resilience in nature can you think of?

4. When each group has established some connections to climate change, invite learners to re-use their favourite prompt, in relation to climate change, by writing about this connection for 10 minutes.

### Step 3: Write and share your climate connection story (45 min. in class)

1. Introduce the framework of a connection story, by highlighting that it is a personal story (about them!) and could include elements such as the learner's memories, experiences, sensations, emotions, values, knowledge, ideas, reflections, hopes and dreams.



*Learners in the outdoors, brainstorming their personal stories together in pairs on step 3. One learner is holding a small rock in their hand. A teacher is talking with one of the learners. One learner holds up a pen together with a cone they found while brainstorming.*

*Photos by Marte Maurabakken/Climate Creativity.*

2. Continue to focus and expand on what emerges from the learners themselves.



- a. If they still struggle to connect their initial text to climate change and resilience, you can help them further through questions such as these:
  - i) In relation to climate change - what do you hope? Fear? Dream of? Do? Feel? Work towards? Cooperate with? Fight? Experience? Avoid?
  - ii) Climate change might affect the parts of nature that you wrote about earlier. What does this make you think or feel?
  - iii) Do you know about anyone fighting for or supporting the parts of nature that you wrote about? What do you think and feel about that?
  - iv) Which aspects of climate change, or which change-affected geographical areas, makes you feel anything? What does it make you think about?
3. Let the learners discuss in pairs how to develop their last response to their favourite prompt into a climate connection story.
4. Support learners as they work on their stories individually.
5. Close this exercise by inviting learners to share their stories with the group.



### Dos and Don'ts

#### Do

- Focus on letting the learners express themselves in text. Focus on encouraging and expanding on the learners' thoughts, rather than judging the text.

#### Adaptations

- **Young learners:**

To make the activity engaging for young learners you can dress in a way that illustrates the theme of connection to nature, or use objects instead of prompts for the free writing practice. You could bring objects to class or let the learners go out into nature and bring back some nature elements (stones, sticks, leaves etc.) themselves.

- **University level:**



This activity can be used as a simple pass/fail assignment at university level. If you choose to use this as a graded exercise, remember to make it clear to the learners from the beginning that this will be a graded assignment and that the stories will be read by the teacher

This activity can be used in a literature course, and include examples in literature on the topic of “departing from anthropocentrism”. It could open a discussion on traditions and norms of seeing nature as good or evil, and on how we distort our image of nature based on aspects of our own culture.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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 Climate Creativity.

- Climate Generation. (2024, January 23). *Storytelling - climate generation* <https://climategen.org/take-action/storytelling/>
- Bentz, J. (2023). Creative Approaches to Climate and Peace Education: An educator's guide to using storytelling and art. Braunschweig: Leibniz Institute for Educational Media | Georg Eckert Institute. [https://repository.gei.de/bitstream/handle/11428/337/Creative%20Approaches%20to%20Climate%20and%20Peace%20Education\\_20230306\\_WEB\\_Sp.pdf?sequence=1&isAllowed=y](https://repository.gei.de/bitstream/handle/11428/337/Creative%20Approaches%20to%20Climate%20and%20Peace%20Education_20230306_WEB_Sp.pdf?sequence=1&isAllowed=y)



**Tool 2.3**

# Connecting with the animal

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**CLARITY Competence Area:**

Nurturing connection to oneself, others and nature

**GreenComp Competence Area:**

Embracing Complexity in Sustainability

**Why use this tool?**

This tool can help explore animal behaviours, needs and habitats, while reflecting on coexistence. By connecting with the animal, we can better observe, reflect upon and empathize with other species, as well as reconnect with our own nature as animals. Friendly laughter, harmless exploration and fun is encouraged, as we learn and retain knowledge more effectively when we are enjoying ourselves.



**Activity 2.3.1**

# Observe and research animals

## Overview

How do animals relate to one another and to their environment? What do we have in common with other animals, and how are we different? What examples can we find of our common ancestry with animals, and of our different adaptations? Explore these questions through observation, reflections and movement exercises. Suggested 'Questions for reflection' and various examples are included to encourage learners to consider ways of living that sustains all forms of life. Friendly laughter, harmless exploration and fun is encouraged! We learn and remember more easily when we are having fun. Access to animals for this tool can be as simple as visiting a town square to observe pigeons. The exercises provided do not require the observer to be close to any animal.

## Curriculum linkage

Natural Science, Civics & Social Studies and Cross-Curricular & Global Competencies.

## Competences built

Critical thinking, systems thinking, interconnectedness thinking, empathy, presence and nature connectedness.

## Prep Work

Familiarize yourself with suggested questions for reflections.

## BASIC INFO

**Age range:**

6+ (adapt reflection questions to group level)

**Duration:**

45 minutes + 45 minutes, or more for the optional activity

**Group size:**

Flexible

**Level of difficulty:**

Intermediate

**Materials required:**

Animals to observe, for example birds, sheep, beetles or lizards

**Space required:**

Quiet enough for conversations, large enough for movement exercises

**Location:**

Wherever you find animals, for example near a lake, park, town square, farm or zoo. Some of the activity also takes place indoors

**Engagement of external stakeholders:**

Optional for step 4



## Steps in the activity

1. Find, choose and observe
2. Describe and try out movements
3. Questions and reflections

## Step 1: Find, choose and observe a species/group of animals

1. Take your learners to an area where you know animals can be found.
2. Choose a species together with your learners. Based on what you think is best for your class, you can either have the whole group choose a species, or divide them into smaller groups, with each group selecting a species to observe.
3. Allow everyone to observe the chosen animals for a few minutes.

## Step 2: Describing the animals' movements and trying them out

1. Ask the learners to describe the movements of the chosen animals.
2. Then, learners mimic these movements with their own bodies.
3. Optional: Reflect together on the experience, either during or after the activity. You can ask the following questions: What movements feel easy for you? Which ones feel difficult or even impossible?
4. Invite learners to consider which aspects of the animal's environment may have influenced the evolution of their movements? (For example, running quickly to escape predators, or reaching high into trees for food.)

## Step 3: Questions and reflections based on the observations

1. Encourage learners to discuss and reflect on the **similarities** and **differences** between humans and the chosen animal. Use the questions below as inspiration, or use your own and your learners'. Feel free to divide the class into smaller groups to facilitate more meaningful conversations. In order to reflect on similarities and differences between humans and the chosen animal, you can ask learners to reflect on the following questions:



- a. How many legs does the animal have?
- b. Where are their eyes?
- c. Can they live or go underwater?
- d. Do they have bones? What does their skeleton look like?
- e. Do they live in groups or on their own? Do they have friends?
- f. Do they slow down when the weather is cold?
- g. What does their shelter look like?
- h. What are they scared of?
- i. Do they experience or think about climate change?

2. Invite learners to imagine how animals see the world and/or communicate with each other?

## Step 4: Connecting reflections and imagination with research and facts

1. Invite learners to research their chosen animal, looking into the assumptions and imaginings expressed during Step 2. Research can be done online or in books, and can be complemented by a short lecture or a conversation with an expert.
2. Invite learners to compare findings from their research with the assumptions and imaginings expressed during Step 2. Encourage learners to share what they learnt and what surprised them.
3. Invite learners to represent with a drawing or a collage how their chosen animal communicates and/or sees the world. Some inspiration can be drawn from the work of [Marshmallow Laser Feast](#), and their immersive experience titled “[In the eyes of the animal](#)”.

## (Optional) Step 5: Expand this research to other animals

1. Invite learners to gather information about the species they chose, focusing on:
  - a. How does this species experience the world through their senses?
  - b. How does this species communicate, and maybe even collaborate?
2. Encourage learners to carry out research through direct observation (where applicable), watching videos, researching online or in books, or asking an expert.



3. Invite learners to present their research in any creative way they want, acknowledging practical limitations. Ideas for such creative presentations include:
  - a. A short play or improv theatre to be presented in class
  - b. Photographs, paintings, drawings, comics or multi-media artwork
  - c. Texts, for example poems, short stories or essays
  - d. A short presentation with a slideshow
  - e. Physical models
  - f. A collection of descriptive AI-generated images, based on text prompts the learners provided, provided that all are aware of the ethical implications of this practice.
4. Invite learners to reflect on each other's presentation.



### Dos and Don'ts

#### Do

- Focus on making the setting and space feel as safe, encouraging and interesting as possible for the learners.

#### Don't

- Don't force any learner to do movements they don't want to do, or to speak out loud to the whole group. Focus instead on making the setting and space feel as safe, encouraging and interesting as possible for the learners.

#### Adaptations

- You can combine the activity with a visit to for example a zoo, and coordinate your choice of species with the zookeepers. You can then do steps 1-3, and for step 4 you can ask the zookeeper to give the group a short presentation about the species you chose.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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 Climate Creativity.

Numerous meta-analytic reviews show that mind-body practices are effective in promoting motor, cognitive and affective functioning of both healthy and clinical populations. See for example:

- Han, Y. M. Y., Chan, M. M. Y., Choi, C. X. T., Law, M. C. H., Ahorsu, D. K., & Tsang, H. W. H. (2023). The neurobiological effects of mind-body exercise: a systematic review and meta-analysis of neuroimaging studies. *Scientific Reports*, 13(1). <https://doi.org/10.1038/s41598-023-37309-4>
- Mualem, R., Leisman, G., Zbedat, Y., Ganem, S., Mualem, O., Amaria, M., Kozle, A., Khayat-Moughrabi, S., & Ornai, A. (2018). The effect of movement on cognitive performance. *Frontiers in Public Health*, 6. <https://doi.org/10.3389/fpubh.2018.00100>
- Schönfelder, M. L., & Bogner, F. X. (2017). Two ways of acquiring environmental knowledge: by encountering living animals at a beehive and by observing bees via digital tools. *International Journal of Science Education*, 39(6), 723–741. <https://www.tandfonline.com/doi/abs/10.1080/09500693.2017.1304670>
- Marshmallow Laser Feast. (2024, August 1). In the Eyes of the Animal — Marshmallow Laser Feast. <https://marshmallowlaserfeast.com/project/in-the-eyes-of-the-animal/>



### Activity 2.3.2

## Move and feel like an animal

### Overview

Explore emotions and perspectives through moving like different animals. Humans have been imitating animals for thousands of years for many different reasons. This includes to understand the animal they are hunting and its behaviours, to honour another animal, to appease their gods and for entertainment. In this activity we will use imitation to spark empathy and curiosity regarding animals. How do animals move? How do they express their emotions through movement? More particularly, how do they express stress, fear, joy, contentment or affection? Movements will also help learners connect to themselves.

### Curriculum linkage

Physical Education & Health and Civics & Social Studies.

### Competences built

Emotional literacy and regulation, interconnectedness thinking, empathy, presence, compassion, nature connectedness.

### Prep Work

Bring blankets, familiarize yourself with the steps listed below.

### Steps in the activity

1. Musical chairs
2. Inventing nature movements
3. Telling a story together with the movements
4. Breathing like the more than human
5. Embodying an animal and an emotion

### BASIC INFO



#### Age range:

6+

#### Duration:

45-90 minutes

#### Group size:

Up to ca 20

#### Level of difficulty:

Intermediate

#### Materials/space required:

A mat or a blanket for each person for sitting/laying on the ground. Notepad and a pen for the teacher.

#### Location:

Preferably outdoors in nature

#### Engagement of external stakeholders:

None



**Tip:** Feel free to choose the order of the steps of this activity based on the level of energy in your class. For instance, you can start with Step 1 (Musical chairs) to bring the level of energy up, or with Step 4 (Breathing like nature) to help learners relax.

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## Step 1: Musical chairs - with blankets/mats

This step is included in the activity to energize the group and get them excited about movement. You can use the learner's experiences to reflect on how climate change shrinks habitats for many different species.

1. Lay out blankets on the ground, around half as many blankets as there are learners.
2. Ask the learners to move around the blankets, they can choose big or almost invisible movements, fast runs or slow crawls, or anything in between. Tell them that as soon as you stop the music, the learners must find a blanket to stand on.
3. Stop the music, let everyone find a blanket to stand on. Multiple learners can stand on one blanket.
4. Now, to increase the difficulty, remove one or more blanket(s). Then start the music again and have the learners leave the blankets to move around them again. The difficulty will increase as the process is repeated, and more and more blankets are removed.
5. End the game when the learners can barely fit on the few blankets that are left. There are no individual "losers" in this game, and everyone experiences the shrinking availability of blanket space.
6. Optional, for older learners: Reflect on the game. Ask the learners if they can think of any animals who are losing habitat/cover because of climate change. See some examples below:
  - a. The polar bear is struggling because of decreasing sea ice cover
  - b. The hare is struggling due to decreasing snow cover (making it more visible in winter)
  - c. Animals living in the mountains are struggling as they experience increased competition as other species move upwards with warming temperatures (ex. the arctic fox)



## Step 2: Inventing nature movements

1. Give the learners (single or in groups of 2-3) 5 minutes to invent a short movement inspired by an animal. For example: flapping their arms like a butterfly or stomping the ground like an elephant. Tell the learners that the movement should be short (e.g. 3 moves), something they can remember and show to the whole class.
2. Invite each smaller group to show the whole class the movement they invented, followed by the whole class repeating that movement. This can be done with learners forming a large circle.

## Step 3: Telling a story together with the movements

1. Introduce the next step of the activity, during which learners will use the movements inspired by animals to build a short story. Highlight that fun and movement exploration are more important for this story than the coherence of the story.
2. Start the story by saying '*Once upon a time ....'*
3. Going around the room, ask the learners to repeat their movements and add words to those movements. For example, a learner/group whose movement was waving their arms like a butterfly, might say '*... there was a butterfly ...*'. The next group who was moving like an elephant may say '*... who met an angry elephant ...*' etc.
4. Note down the story as it is told, and help learners craft the story with friendly follow-up questions if anyone is struggling.
5. When the story has been told and written, read the story out loud while each learner/group does the corresponding movements.

## Step 4: Breathing like the more-than-human

1. Invite learners to sit in a circle, including on the floor if possible.
2. Take a few minutes to guide the learners in trying to breathe in the rhythm of various elements of nature, for example: waves, wind, hummingbird wings, blue whales.
3. Optional: Use the natural sounds in your surroundings as inspiration. Sitting near a lake or the ocean can for example inspire the learners to breathe like the



waves. You can also use recordings of nature sounds (waves, wind etc.) to support the learners.

- Allow time for the exercise and welcome any reflections on the experience.

## Step 5: Embodying an animal and an emotion

- Ask learners to reflect upon and then tell which animal they each want to be.
- Announce the animal you wish to be as well.
- Ask everyone to strike a pose as that animal would. For example, a t-rex would be standing with its short front legs dangling, a squirrel would squat, or a crocodile would lie flat on the ground.
- Ask the learners to name an emotion, and to move around as if their chosen animal was feeling that emotion.
- Ask learners to now express a few different emotions.
- End the activity by welcoming any reactions or reflections and sharing some of your own.



### Dos and Don'ts

#### Do

- Observe your learners closely during the exercises. If any learner suddenly seems uncomfortable with any of the steps, for example from having to stand too close to other learners as their “habitat” shrinks, you can choose that as a good time to end the exercise and go to the next step or a break or round of reflections.

#### Adaptations

- For learners who can't easily move around on blankets or grass: Skip blankets entirely, and instead draw circles on the ground/floor of your environment that the learners have to stand inside. When it's time to “reduce the habitat” for the learners, instead of removing blankets, you can cross out more and more circles.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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 Climate Creativity.

- Numerous meta-analytic reviews show that mind–body practices are effective in promoting motor, cognitive and affective functioning of both healthy and clinical populations. See for example:
  -
- Han, Y. M. Y., Chan, M. M. Y., Choi, C. X. T., Law, M. C. H., Ahorsu, D. K., & Tsang, H. W. H. (2023). The neurobiological effects of mind–body exercise: a systematic review and meta-analysis of neuroimaging studies. *Scientific Reports*, 13(1).  
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### Activity 2.3.3

# Walk and talk with animals

## Overview

How can we be authentic while communicating and establishing trust together with another animal? This activity is designed for 1-2 learners per animal, and requires friendly, safe and ethically trained animals (for example dogs, horses or sheep). Meet the animal with compassion and invite them to follow you around an obstacle course of relevant tasks and puzzles. The learners engage with the animal while growing skills associated with collaboration and connectedness. Solving the tasks requires the learners to find a common language with the animal.

## Curriculum linkage

Physical Education & Health, Civics & Social Studies, Ethics and Religion & Philosophy.

Your choice of tasks along the path can also introduce any other desired subject or discipline.

## Competences built

Empathy, interconnectedness thinking, presence, authenticity, compassion and emotional literacy and regulation.

## Prep Work

Coordinate with the animals' owners beforehand about which animals will be involved and what handling routines need to be followed by the learners (concerning giving treats, petting, etc.).

Prepare the tasks along the obstacle course.



## BASIC INFO

### Age range:

6+

### Duration:

45 minutes

### Group size:

1-2 learners per animal. Ideally max 10-15 learners active at a time, to best maintain safety around the animals

### Level of difficulty:

Intermediate

### Materials/space required:

Friendly, safe and ethically trained animals (for example dogs, horses or sheep). Treats for the animals as positive reinforcement (check with the animal owner what sort of treats are suitable).

### Location:

Outdoors

### Engagement of external stakeholders:

The owners of the animals involved. The animals.



### Steps in the activity

1. Conversation and ground rules
2. Grounding exercise - to find calm before greeting the animals
3. Meet and greet the animal
4. The obstacle course
5. Reflections

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## Step 1: Conversation and ground rules

Learners are often excited and sometimes scared when they are about to meet an animal. We recommend starting off with a conversation and a grounding exercise to find calm and focus before introducing the animals.

1. Before introducing the animals, have a conversation with the learners about how they think the animals will want to be treated, about what motivates the animals, and about friendly ways to interact with them.
2. Teach the learners if and when to give the animals treats as part of communication.

## Step 2: Grounding exercise - to find calm before greeting the animals

Guide the learners in a grounding exercise by inviting the learners to follow the steps below:

1. Put your feet steadily on the ground and keep your eyes open.
2. Sway forward and backward as much as you can.
3. Slowly sway less and less, until the swaying is so small it is no longer visible to anyone.
4. While swaying, observe your breathing. You don't have to change anything or breathe in any particular way, just observe.
5. If you feel calmer now, try to recall that feeling with you when you meet the animal, to make the animal feel safe with you.



## Step 3: Meet and greet the animal

1. Encourage the learners to now invite an animal to where they are standing. You and the animal owners can help assign the animals and, if needed, guide the animals to the learners.
2. Invite the learners to meet the animal with compassion. Based on information from the owners about what the animals like, the learners may for example scratch behind ears or stroke their fur, or simply give the animal calm and space.
3. Ask the learners to invite the animal to follow them a few steps, without tugging or pulling. You and the animal owners can help with tips where needed to avoid frustration with the animals.



*Learner greeting a horse, inviting the horse to voluntarily come over to them.*



*Learner greeting a horse, before inviting the horse to follow them.*

*Photos by Marte Maurabakken/Climate Creativity.*



## Step 4: The obstacle course

1. Encourage the learners to now invite the animal to follow them around an "obstacle course" of relevant tasks and puzzles. Each stop/station along the course will have a task. As the teacher you should choose tasks that are suitable for your particular group.
  - a. How long the tasks will take will depend on the individual learners and animals. We recommend you present for example 2-5 tasks per course, but that you bring with you another 5 tasks (or think of variations on the existing tasks) to present to the learners in case they finish quicker than expected.
  - b. The goal is for the learners to experience good communication with a different species, so there is no hurry in completing tasks and no problem with not completing all tasks. Depending on your learners' skills you can for example leave written instructions at each station, or explain the tasks verbally before the start.
2. Support the learners as they work on the tasks and puzzles with their animals. Suggestions for station tasks and puzzles include:
  - a. Leaving a small mat on the ground. The learners' goal is to get their animal to step on the mat with a front leg.
  - b. Placing 5-10 items in a line, which the learners will go slalom between with their animal.
  - c. Placing a long stick on the ground, where the learners' goal is to get their animal to stand with two legs on one side of the stick and two legs on the other side.
  - d. Placing two long sticks on the ground to create a "corridor", where the learners will walk on the outside along the corridor, with the animal walking in the middle of them inside the corridor between the sticks.
  - e. Preparing curriculum-specific tasks for learners, such as "5 history questions", "write a poem about today", or "read a kind message to the animal". The animal can get food and/or rest while the learners undertake the task.

It is important to note that there is no need to include all (or any!) of these obstacles. Sometimes one or two obstacles are plenty, and other times, especially if the learners are unfamiliar with the animal, walking with the animal on a course without obstacles is challenging enough. Challenges can be fun, but don't make it too hard for them!



## Step 5: Reflections

1. Open up a dialogue with your learners about the experience, either in smaller groups or all together. Possible questions to keep the dialogue lively include:
  - a. What do you think the animal liked about moving together with you?
  - b. Think of a person you enjoy working with. What are some traits that make cooperation work well?
  - c. Can you name some other situations where cooperation is important?
  - d. What can be scary when you are cooperating?
  - e. What do you need to feel safe when cooperating with someone?
  - f. What is a good leader, and how do they make you feel?



### Dos and Don'ts

#### Do

- Do obstacles and complexity according to your learner group's needs.
- Collaborate closely with the animal's owner.

#### Don't

- Don't the animals or learners when they're interacting.

#### Adaptations

- Choose location and animal depending on your learners' needs, for example a wheelchair-suitable environment or an animal who's comfortable with learners doing sudden movements.

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## References

This activity was designed by Climate Creativity.

- Bachi, K., Terkel, J., & Teichman, M. (2011). Equine-facilitated psychotherapy for at-risk adolescents: The influence on self-image, self-control and trust. *Clinical Child Psychology and Psychiatry*, 17(2), 298–312.  
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**Tool 2.4**

## **Giving nature time**

**CLARITY Competence Area:**

Nurturing connection to oneself, others and nature

**GreenComp Competence Area:**

Embracing Complexity in Sustainability

**Why use this tool?**

The "Give Nature Time" tool is designed to encourage individuals and groups to deepen their connection with the natural world through immersive and mindful experiences. This tool is an invitation to slow down, reconnect, and appreciate the profound impact that nature can have on our lives. By integrating activities like "Nature Adventures," participants engage in unstructured outdoor play, reflection, and exploration, allowing them to experience the myriad benefits of nature firsthand.

**Activity 2.4.1**

# Slow walk in nature

## Overview

This activity invites learners to walk slowly and mindfully through a natural space, focusing on their breath and sensory awareness. By moving at a gentle pace and tuning into their surroundings, participants can cultivate presence and self-awareness while deepening their connection to nature. The simplicity of the exercise makes it adaptable to a variety of settings and group sizes, offering a grounding experience that supports emotional wellbeing and complements practices aimed at building inner resilience.

## Curriculum linkage

Physical Education & Health

When taking breaks between classes or activities

## Competences built

Self-reflection, presence, self-awareness

## Prep Work

Practice mindful walking, including following the guidance given in Contemplative practices ([1.3.3](#))

## Steps in the activity

1. Experience
2. Reflect

## BASIC INFO

**Age range:**

6+

**Duration:**

5-20 minutes

**Group size:**

Flexible

**Level of difficulty:**

Basic

**Materials/space required:**

None

**Location:**

Outdoors

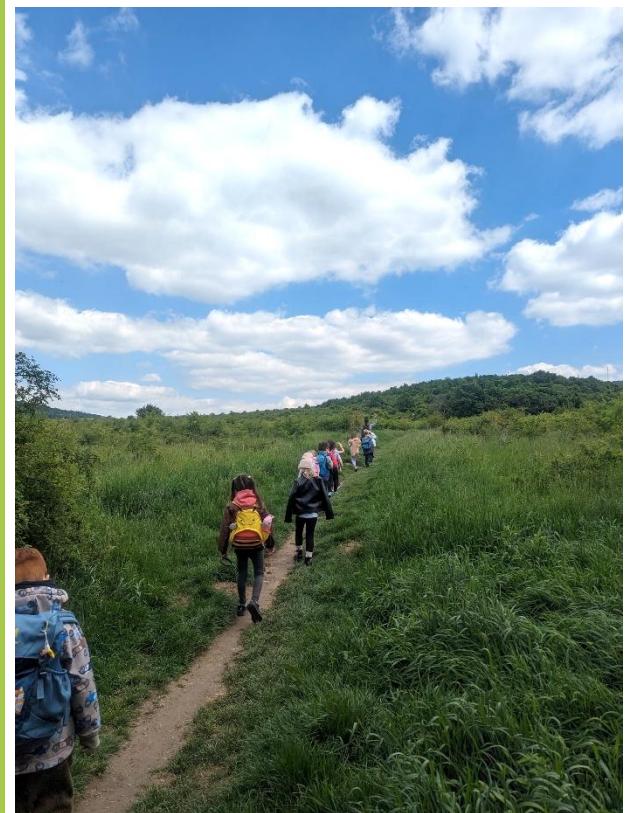
**Engagement of external stakeholders:**

None



## Step 1: Experience

1. Bring the group to a quiet place in nature, where there is a path, or a clearing where it is possible to walk.
2. Invite the learners to take a few deep breaths together, and encourage them to keep breathing deeply through the exercise.
3. Invite the learners to walk as slowly as possible in nature while continuing to take deep breaths. Allow them to find the rhythm between breathing and walking that works best for them while modelling a very slow walk.
4. Invite the learners to go in the direction or on the path that they feel called to take. The focus should be on the walk and the breathing, while leaving learners sufficient time to explore the natural location in which they are. Depending on the ages of your learners, you may want to suggest that the learners should remain in areas where they can see and be seen by the teacher.



*While exploring the Jane Goodall Trail in Budapest, we conducted the "Slow Walk in nature" activity.*

*Photo by Carmelo Zamora, REAL School Budapest.*

## Step 2: Reflect

1. At the end of the exercise, invite the learners who are open to it to share how it was to do this exercise in nature. You can invite the learners to share whether they noticed any noise, smell, colour or texture in nature around them. You can invite them to reflect on elements that they had not become aware of before.
2. Invite the learners to practice the slow walk in nature regularly as a way to enhance their connection to themselves and nature.





## Dos and Don'ts

### Do

- Encourage learners to walk very slowly.
- Model slow walking as the learners are engaging in the activity.

### Don't

- Don't expect the activity to be carried out perfectly from the start. Allow learners time to engage with the activity regularly.

## Adaptations

- If learners cannot walk, they should be encouraged to breathe deeply in nature.
- This activity can be carried out regularly to help foster wellbeing in children and youth, and can complement all activities undertaken under competence area 1: Taking care of climate emotions and trauma.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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

Inspired by Thich Nhat Hanh's mindful walking practice:

- ICPPD. (2014, May 29). 5 Thich Nhat Hanh - Simple Mindfulness - Mindful walking [Video]. YouTube. <https://www.youtube.com/watch?v=YSOKte6TeMI>
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## Activity 2.4.2

# Sit spot practice

### Overview

The Sit Spot practice is a powerful tool for fostering connection to nature in learners. It involves spending quiet, intentional time in nature, observing the environment, and reflecting on the experience both individually in a journal and together in a group.

### Curriculum linkage

Science, Arts and Language & Literature.

### Competences built

Systems thinking, empathy, interconnectedness thinking, presence, and self-awareness.

### Prep Work

- Try out the practice first
- Bring journals for learners

### Competences/activities to practice first by the teacher:

None

### Steps in the activity

1. Introduction
2. Selecting the Sit-Spot
3. Sit-spot practice
4. Sharing and closing

BASIC INFO	
<b>Age range:</b>	6+
<b>Duration:</b>	10-20 minutes
<b>Group size:</b>	Flexible
<b>Level of difficulty:</b>	Basic
<b>Materials/space required:</b>	Journal, pencil, colours
<b>Location:</b>	Outdoors
<b>Engagement of external stakeholders:</b>	None



## Step 1: Introduction

1. Decide on the duration for the Sit Spot practice. Typically, 10-20 minutes is a good starting point. Adjust based on the age and attention span of the learners
2. Begin by explaining the purpose of the Sit Spot practice to learners. Emphasize that it's about building a deeper connection with nature, enhancing observation skills, and fostering a sense of calm and mindfulness.
3. Engage learners in a conversation about why spending time in nature can be beneficial, especially in the context of climate resilience. Discuss how being in nature can help us understand and appreciate the environment better.
4. Establish rules for the Sit Spot time, such as:
  - a. Remain quiet and avoid distractions (no talking, phones, or other devices).
  - b. Stay in one place: movement should be minimal.
  - c. Observe with 4 senses—sight, sound, smell, and touch.

## Step 2: Selecting the Sit-Spot

1. Guide learners in choosing a Sit Spot. It should be a safe, comfortable place in nature where they can sit quietly and undisturbed. It could be a spot in a school garden, a park, forest, or even a quiet corner with some plants or trees.
2. Encourage learners to choose a spot they can return to regularly. The goal is to visit the same spot repeatedly to observe changes and build a connection with the space.
3. Before learners head out to their Sit Spot, guide them to centre their attention through a brief mindfulness exercise. This could include deep breathing or focusing on the sounds around them. Remind them to move slowly and quietly, respecting the natural environment.

## Step 3: Sit-spot practice

1. Once at their Sit Spot, invite learners to begin by simply observing their surroundings. Encourage them to notice small details: the colours of leaves, the sound of wind, the feel of the ground beneath them.
2. After a few minutes, provide prompts to help guide the learners' thoughts. Examples include:
  - a. What is the most interesting thing you notice?
  - b. How does the environment around you change over time?



- c. What feelings or thoughts arise as you sit here?
- d. What natural elements can you touch in your spot?

3. Encourage learners to record their observations in a notebook or journal. They can write, sketch, or even create poems or stories based on their experiences. Allow space for creativity, as learners might want to draw, write stories, or compose a short nature-inspired piece based on their Sit Spot observations.

## Step 4: Sharing and closing

After the Sit Spot time, gather the group to share their experiences. This can be a brief sharing circle where learners describe what they observed, how they felt, and any insights gained.



### Dos and Don'ts

#### Do

- Encourage all learners to find a spot. Some may need assistance in choosing or focusing on their spot. Offer extra support to these learners. Others might naturally be drawn to a particular place and enjoy the experience from the beginning.
- Promote positive engagement. Acknowledge and validate the different ways learners connect with their Sit Spot—whether through sketching, journaling, or simply sitting quietly

#### Don't

- Don't force participation. If a learner is not interested or cannot follow the activity, avoid insisting. Instead, gently guide them out of the group to minimize distractions for others.
- But also, don't ignore disengagement! If a learner seems disconnected, initiate a one-on-one conversation to explore ways to make the activity more meaningful or accessible for them.



## Adaptations

- For younger learners or those who might struggle with sitting still, consider a play-based approach. Start with a simple game like hide and seek in nature, then allow some solo time at their chosen hiding spot. This can serve as an introduction to the Sit Spot practice in a more playful and engaging manner.

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## References

- Louv, R. (2008). *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*. <https://richardlouv.com/books/last-child/>
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### Activity 2.4.3

# Nature adventures

## Overview

"Nature Adventures" is a flexible outdoor activity that invites learners to explore, observe, and connect with nature through various guided or self-directed experiences. Whether it is a hike through the woods, canoeing on a calm lake, camping under the stars, or engaging in free play in a natural setting, "Nature Adventures" encourages a deeper connection to oneself, others, and the natural world. The activity is designed to enhance a sense of wonder and awe by immersing learners in diverse natural environments while building resilience by overcoming challenges that they face in nature. By emphasizing flexibility, exploration, and reflection, educators can provide meaningful experiences that cater to the diverse needs and interests of learners. Each adventure becomes a unique opportunity for growth, learning, and connection.

## Curriculum linkage

Physical Education & Health, Fieldtrips and excursions, Science and Geography.

## Competences built

Self-reflection, interconnectedness thinking, nature connectedness, adaptability and emotional literacy and regulation.

## Prep Work

Make sure you know the location in advance. It is critical to pre-visit the place and have a risk-assessment for the activity.

## BASIC INFO



### Age range:

6+

### Duration:

60 minutes or more (can be extended or shortened as needed)

### Group size:

Flexible, depending on the location and number of facilitators

### Level of difficulty:

Basic

### Materials/space required:

Comfortable clothing and shoes for outdoor exploration.

Notebooks, pens, and optionally, nature guides or field books.

First aid kit

### Location:

Outdoors

### Engagement of external stakeholders:

Depends on the adventure



## Competences/activities to practice first by the teacher

You may need to have previous experience in the different activities or a local guide or expert with you.

### Steps in the activity

1. Before you go
2. In nature

Whether it's a hike through the woods, canoeing on a calm lake, camping under the stars, or engaging in free play in a natural setting, there is a series of steps that can help you to get started:

### Step 1: Before you go

1. Set the intention. Define the purpose and intention of the nature adventure. Are you promoting mindfulness, fostering teamwork and problem solving or nature connection? Clarifying the goal helps tailor the experience to the needs and interests of the group, whether they are children, adults, or a mixed group.
2. Choose the right environment. Select an environment that suits your intention and the group's needs. This could be a forest, beach, park, river, or even an urban green space. The setting will shape the type of activities possible, like hiking in a forest, canoeing on a lake, or free play in a meadow.
3. Create a safe and inclusive atmosphere. This involves preparing for challenges like weather, terrain, and group dynamics.
4. Consider offering varied engagement opportunities. Not every learner will engage with nature in the same way. Some may prefer active movement like hiking or canoeing, while others may find joy in stillness, like meditating under a tree or sketching a landscape. Offer different types of activities to cater to



*Learners setting up their tents to spend a night camping under the stars*

*Photo by Carmelo Zamora, REAL School Budapest*



diverse interests and comfort levels, and let learners choose what feels right for them.

5. Prepare to adapt the activity based on the group's energy, weather conditions, or unexpected discoveries. Flexibility allows for spontaneous learning moments—such as encountering wildlife or observing a unique natural phenomenon—that can lead to deeper engagement and learning.



*Pictures of a nature adventure in which the group embarked on a canoe expedition along the Danube*

*Photo by Carmelo Zamora, REAL School Budapest*

## Step 2: In nature

1. Communicate safety guidelines and establish boundaries, such as designated areas for exploration and behaviour expectations to protect learners and the environment.
2. Encourage learners to explore and discover at their own pace. Encourage curiosity and let learners choose their path—whether it's following a trail, wading into a stream, climbing a hill, or simply sitting quietly and observing. The emphasis is on direct experience with nature, fostering a sense of wonder and personal connection.
3. Encourage learners to experience nature with a sense of playfulness, whether it is through building a shelter, playing nature-based games, or creating art with found objects. Joy and play are powerful tools for connection and learning.
4. Lead with Curiosity. Ask open-ended questions and encourage learners to ask their own. "What do you notice here? What surprises you? How does this place make you feel?"
5. After exploration, bring the group together for reflection and sharing. This could be through group discussions, storytelling, journalling, or creative expression like drawing or poetry. Encourage learners to reflect on what they noticed, how they felt, and what they learned about themselves, others, and the natural world.





## Dos and Don'ts

### Adaptations

- For younger learners or those who might struggle with sitting still, consider a play-based approach. Start with a simple game like hide and seek in nature, then allow some solo time at their chosen hiding spot. This can serve as an introduction to the Sit Spot practice in a more playful and engaging manner.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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 created by REAL School Budapest.

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**Activity 2.4.4**

# Flying kites

## Overview

Make a sustainable kite as a way to explore sustainable materials, incorporate movement and fun, reflect on how wind patterns are impacted by climate change, and learn practical skills involving mathematics.

## Curriculum linkage

Science, Civic and social studies, Mathematics, Arts and Practice & Vocational.

## Competences built

Systems thinking, interconnectedness thinking and empathy.

## Prep Work

Decide on what materials will be used for the kite and how to collect the materials.

## Competences/activities to practice first by the teacher

It would be helpful to make a kite for yourself before doing it with the learners.

## Steps in the activity

1. Move with the wind
2. Make kites
3. Fly kites

<b>BASIC INFO</b>	
<b>Age range:</b>	9+
<b>Duration:</b>	2-3 hours
<b>Group size:</b>	Max 30
<b>Level of difficulty:</b>	Basic to advanced, depending on the materials chosen for the kite
<b>Materials/space required:</b>	See below
<b>Location:</b>	Indoors (step 1 and 2), Outdoors (step 2 and 3)
<b>Engagement of external stakeholders:</b>	None



## Materials/space required:

Up-cycled paper kite	Up-cycled plastic kite	Leaf kite
<ul style="list-style-type: none"> <li>• paper from magazine or newspaper</li> <li>• light, straight wooden stick</li> <li>• light, bendable metal stick</li> <li>• glue</li> <li>• tape</li> <li>• scissors</li> <li>• rope</li> </ul>	<ul style="list-style-type: none"> <li>• plastic bag</li> <li>• light, straight wooden sticks or straws</li> <li>• decorations for the tail (feathers, glitter paper/fabric etc.)</li> <li>• tape</li> <li>• scissors</li> <li>• rope</li> <li>• knife</li> </ul>	<ul style="list-style-type: none"> <li>• dried leaves</li> <li>• rope</li> <li>• natural sticks (straight and light)</li> <li>• needle and thread</li> </ul>

## Step 1: Move like the wind

1. Introduce the movement game “Move like the wind” where the learners pretend to be wind and grass/straw moved by the wind.
2. Ask learners to form pairs with one learner being the wind and one being grass/straw. The Grass will start standing upright, with their arms relaxed at their sides. The Wind will then, using only one hand, gently move the Grass’s body. The Grass will follow along with the gentle pressure, and as soon as the Wind releases, the Grass will softly return to its upright, relaxed position.
3. Show how the game works with a volunteer. For example: the Wind might gently lift the Grass’ arm; push the side of one shoulder, making the body bend sideways; push in the hollow of the knee; push on a hip from the front or from the back; or push at different points along the spine. Experiment (gently) with speed, level of pressure, how quickly you release the pressure, etc.
4. Establish the rules of the game and share them with learners. The rules are the following:
  - a. No talking
  - b. The Grass cannot move its feet (just like plants cannot move their roots). The Wind is free to move around.
  - c. The Wind doesn't push if they encounter resistance, and they don't touch the head, or any other body parts that are off-limits or where the Grass does not want to be touched.



- d. Both Wind and Grass are free to walk away/stop the exercise at any point if they feel uncomfortable or unsafe. Remind the learners to take responsibility for their own body and boundaries.
- 5. After around 30-60 seconds you ask the learners to switch roles, and they get another 30-60 seconds to play with the movement.

## Step 2: Make kites

1. Start by asking the learners how they think they can make a kite out of sustainable materials. Use this opportunity to highlight that there are many ways to be sustainable and to make a kite. Examples of different ways to make a kite out of sustainable materials:
  - a. Basic: [Up-cycled paper Kite](#)
  - b. Intermediate: [Up-cycled plastic kite](#)
  - c. Advanced: [Leaf kite](#)
2. Decide on what kind of materials to use. The easy option is for the teacher to decide on the materials and have everyone make their kites the same way. The advanced and more creative option is to let the learners work in groups and have the groups choose what materials they want to use. This requires more sessions, time and preparation.
3. Ask the learners what skills are needed to make a kite. You could mention patience, commitment and precision, if those are not mentioned.



*In the making! Learners using recycled plastic and wooden sticks to create their kites.*

*Photos by Sierra de Lew, REAL School Budapest*

4. Hand out or ask the learners to collect their materials, depending on what type of kite you decided upon. If they are collecting their own material at home (up-



cycling) or in nature (leaves, sticks), you need to make time for this and plan to make the kite later on.

5. Making the kite will look different depending on the way of making kites that you chose. See tutorial videos above to learn more. One way to incorporate math is to talk about the shape of the kite (diamond, square) and give learners precise measurements to use when making the kite.
6. Ask the learners what type of weather they think their kite needs to fly well. A small leaf or paper kite will probably do well in less wind than a larger plastic bag kite made with sticks, for example.

## Step 3: Fly kites

1. Go to a suitable place and fly the kites when the weather is optimal.
2. Ask the learners to reflect on the experience of flying kites. Prompts:
  - a. How did it feel to fly the kite?
  - b. What does the kite mean/resemble to you?
  - c. What does it mean historically/to others? (ex: peace)
  - d. How is it possible for the kite to fly?
  - e. How will the winds change with climate change? (ex: more extreme weather and storms)



*With their kites ready, learners enjoyed flying them on a perfect windy day. Photos by Sierra de Lew, REAL School Budapest*





## Dos and Don'ts

### Do

- If your learners are easily stressed or frustrated at the moment, you can choose more solid materials to avoid frustration over repeatedly broken/teared materials.

### Adaptations

- If touch/pushing is not suitable for your group of learners, you can instead use this movement activity:
- Instead of the learners using their bodies/hands to be the wind and touching others, they will stand a little more separated and just act out the wind blowing in specific directions and how the grass will respond to the wind.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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 Climate Creativity.

- Risnansanti, R., Ristontowi, R., & Ramadianti, W. (2024, January 31). Mathematics concepts in making kites as a tool in Ethno-STEM based learning. *International Journal of STEM Education for Sustainability*. <https://journal.gmpionline.com/index.php/ijses/article/view/301/234>



## Activity 2.4.5

# Nature-based art

### Overview

This activity focuses on using natural material and landscapes as mediums for artistic expression, connecting people with the environment through creative endeavours. Examples of nature-based art include creating a nature-based mandala, or a clay face on a tree. Creating a mandala made of collected twigs, stones, flowers and leaves helps develop a contemplative relationship with nature, while helping foster collaboration. It is also meant to be transient/temporary and helps reflect on our relationship to time, including the cyclical nature of life. Creating clay faces on trees can help introduce the topic of communication between plants, as well as reflections on animism.

### Curriculum linkage

Arts and Natural Science

### Competences built

Systems thinking, interconnectedness thinking, empathy

### Prep Work

Learn more about land art, and/or mandalas.

### Steps in the activity

1. Harvest
2. Creation
3. Reflection

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### BASIC INFO

#### Age range:

6+

#### Duration:

45-60 minutes

#### Group size:

Flexible

#### Level of difficulty:

Basic

#### Materials/space required:

It depends on the artform you choose

#### Location:

Outdoors

#### Engagement of external stakeholders:

Not necessarily. A local land artist would be an asset.



## Step 1: Harvest

1. Bring the learners to a place in nature where they are allowed to gather natural material and have space to create sculptures, assemblages and installations.
2. Allow the learners to explore the space and take note of possible material for their art, as well as of locations where they could create together. The material for their artworks should primarily be fallen leaves, twigs, or flowers that are no longer growing, as well as small stones and other minerals that can easily be displaced and brought back to where they were. Harvesting material should not damage the local ecosystem.
3. Create small groups of 5-6 learners and give them some time to gather material for their nature-based art either individually or as a group.



*Learners creating and giving shape to a tree face with natural clay.*

*Photo by Carmelo Zamora, REAL School Budapest.*

## Step 2: Creation

Invite the learners to create an ephemeral artwork out of the material they have gathered. The learners could be invited to create a mandala out of the natural material gathered. They could also be given a prompt or an assignment focusing on their representation of the ecological crisis and/or of a regenerative future.

## Step 3: Reflection

1. Once the artworks are finalized, invite learners to have a look at the artworks of the other learners. This can be a good opportunity to reflect on the materials gathered and used by the learners (e.g. which species were used, which role does that species play in the ecosystem), and to introduce learners to the different plant species present in their environment.



2. Invite learners to share what they wished to represent and how engaging in this activity collectively felt for them. You can also invite learners to reflect on the new perspectives they may have gained in relation to the ecological crisis and/or to regeneration. You may also reflect on the mandala-making practice, if this was the practice you chose, to highlight what actual mandala-making entails in the Buddhist tradition. This will help foster a sense of humility with regard to their creations.
3. Once the activity has been carried out, invite learners to dismantle their artworks and bring the material back to where they grabbed it. This can be an opportunity to highlight the role of healthy soil, fed by organic material, in the health of the local ecosystem.



*Learners sharing their nature-based mandala with their peers.*

*Photo by Carmelo Zamora, REAL School Budapest.*



## Dos and Don'ts

### Do

- Look for the location carefully.
- Consider this activity at the end of the summer or in the fall, so as to take advantage of the variety of leaves and fallen fruits available.

### Don't

- Don't damage plants while doing the exercise.
- Don't choose a very small location where the presence of a large number of learners could damage the plants growing in the soil.

### Adaptations

- If some learners are not comfortable being outdoors and picking up leaves or other plants, encourage them to gather material together, rather than individually.



- If a learner cannot easily move in the space or pick up material, assign a small group to work with them and get them the material they would like to have access to.
- This activity can be carried out regularly to help foster wellbeing in children and youth, and can complement all activities undertaken under competence area 1 Taking care of climate emotions and trauma.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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.

## Resources

Some pictures of nature-based mandalas:

- <https://www.discoveringanew.com/blog-4/nature-mandalas-nature-activity-for-kids>

Artists using natural material for art:

- Shona Wilson, <https://www.shonawilson.com/artwork/2011/>
- Andy Goldsworthy, <https://andygoldsworthystudio.com/archive/>

## References

- The Mandala Project: <https://www.mandalaproject.org/index.html>
- Henderson, P., Rosen, D., & Mascaro, N. (2007). Empirical study on the healing nature of mandalas. *Psychology of Aesthetics, Creativity, and the Arts*, 1(3), 148–154. <https://doi.org/10.1037/1931-3896.1.3.148>
- Maciel, K. F. K., Fuentes-Guevara, M. D., Da Silva Gonçalves, C., Mendes, P. M., De Souza, E. G., & Corrêa, L. B. (2021). Mobile mandala garden as a tool of environmental education in an early childhood school in Southern Brazil. *Journal of Cleaner Production*, 331, 129913. <https://doi.org/10.1016/j.jclepro.2021.129913>



- Wong, W., Zhang, D., Hu, J., & U, C. (2024). Improving emotional and social development in preschool children: Exploring the effects of Mindfulness-Based Mandala intervention in social Work practice in Macao. *Child & Family Social Work*. <https://doi.org/10.1111/cfs.13223>



## **Competence area 3: Embracing values that sustain all living beings**



**Tool 3.1**

# Belonging to nature

**CLARITY Competence Area:**

Embracing values that sustain the lives of all living beings

**GreenComp Competence Area:**

Embodying sustainability values

**Why use this tool?**

This tool can help learners feel one with nature and take responsibility towards individual, collective and planetary health and wellbeing. Healthy ecosystems are critical to limit the effects of climate change and build long-term resilience. They are also critical to biodiversity, which is the foundation of life on Earth as we know it. Our lack of connection to animals, plants and fungi plays a part in our acceptance of the damage and destruction that ecosystems suffer from in the name of growth, progress or development. This tool helps re-connect learners to animals, plants and fungi, even in contexts where taking them to natural areas may be difficult.

### Activity 3.1.1

# Council of all beings

## Overview

The Council of All Beings serves as a powerful tool for environmental education, personal transformation, and community building. It helps people recognize their interconnectedness with nature and fosters a sense of responsibility towards the wellbeing of the Earth and all its inhabitants. By embracing the perspectives of non-human beings, individuals can gain a deeper appreciation for the diverse life forms that share the planet with us and work towards a more sustainable and harmonious coexistence.

The purpose of this activity is to help individuals and groups develop a sense of empathy and ecological awareness by stepping into the perspectives of other living beings. It aims to challenge anthropocentric thinking, where humans see themselves as separate from and superior to the rest of the natural world. Instead, it encourages a more interconnected view of life and promotes a sense of responsibility and care for all beings and ecosystems.

This activity is an adaptation of Joanna Macy's 'Council of All Beings'. For further information, see the reference section.

## Curriculum linkage

Science, Language & Literature, Physical Education & Health (Wellbeing & Mindfulness) and Sustainability & Climate Education



## BASIC INFO

### Age range:

12+

### Duration:

45 minutes to 3 hours

### Group size:

5-30

### Level of difficulty:

Intermediate

### Materials/space required:

Arts and crafts materials and supplies. Natural resources can be used, like leaves, sticks, pine cones, etc.

### Location:

Flexible

### Engagement of external stakeholders:

None



## Competences built

Self-reflection, perspective taking, humility, deep listening

## Competences/activities to practice first by the teacher

Listening ([tool 3.3](#))

### Steps in the activity

1. Individual reflection
2. Experimentation
3. Collective reflection

## Step 1: Individual reflection

1. Invite learners to join the meeting of all beings. Explain to them that the goal of the meeting is to give a voice to different more-than-human life forms.
2. Give learners some time to think about what life form they believe should be represented in the council. Life forms could be an animal, a swamp, a river, a plant or any natural entity that resonates with them. They can go with the first lifeform that shows up in their mind.

## Step 2: Experimentation

1. Once learners have chosen a life form, give them some time to embody it, by walking, moving or speaking like this life form. Learners should also reflect on the being's experience of life and its relationship with the environment. Learners can address the following question: how is that being affected by human activity and climate change impacts?
2. Optional: Invite learners to create a mask or a costume to help them embody the being they represent at the Council.
3. Invite learners to come together and form the "Council of All Beings." Open the meeting by welcoming all the life forms represented. Following recommendations by Joanna Macy, it is possible to open the council by calling upon [the beings of the three times](#), and/or acknowledging the four directions. Alternatively, a poem could be read to open the council with younger learners.
4. Each learner is invited to embody the being they have chosen and speak on their behalf and from their perspective. You can invite learners to talk about



their beings' joys, concerns, perspectives on the current state of the world and ecological challenges.

5. Invite the learners who are not speaking to listen attentively and respectfully to each being's message. Learners are also welcome to express understanding and empathy with the experiences of the other beings.

## Step 3: Collective reflection

1. Once all beings have expressed themselves, invite learners to put their masks aside (metaphorically or concretely), and express their feelings and concerns from a human perspective. This allows learners to share their insights and feelings about the experience and explore how it impacted their understanding of their place in the ecological web.
2. Encourage learners to share their thoughts as humans more than once and to engage in a dialogue on topics of interest to the group.



### Dos and Don'ts

#### Do

- Use a “talking piece”: consider using a meaningful object, like a stone or stick, as a talking piece to signify who has the floor. This helps to create a focused and respectful space for sharing.
- Welcome all forms of expression: encourage learners to express themselves freely through masks, costumes, or other creative representations of their chosen being. The key is respect for the being and the space, not perfection.
- Create a special atmosphere: set a calm and unique tone for the meeting. Consider using natural elements like candles, a mandala, or symbolic representations of the four directions to enhance focus and mindfulness during the gathering.

#### Don't

- Don't judge learners' expressions: avoid critiquing how someone embodies or represents their chosen being. All creative efforts are valid and should be honoured.



- Don't force participation: allow learners to choose their level of sharing. If someone feels uncomfortable speaking or contributing, respect their boundaries and don't push them to share.

## Adaptations

- This tool can be linked to [2.3 - Connecting with the animal](#), and [activity 2.4.5 - Nature-based Art](#).

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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.

## Resources

Some inspiration for costumes or masks can be found [here](#).

## References

- [Joanna Macy](#)'s "Council of all beings" in Coming Back to Life: Practices to Reconnect Our Lives, Our World (1998).  
<https://workthatreconnects.org/resources/council-of-all-beings/>



### Activity 3.1.2

# Giving a voice to plants

## Overview

Each learner brings a plant or a mushroom with them when discussing certain topics with the group. The learner can speak in the name of the plant or mushroom, as custodian of nature, or as a defender of the principle of reciprocity with nature. This activity gives an opportunity to reflect on the needs and rights of the more-than-humans in relation to day-to-day issues or concerns expressed in the classroom or among the group.

## Curriculum linkage

Civics & Social Studies, Citizenship & Democracy and Natural Science (Biology), or student parliaments or other students' dialogue spaces where all the learners come together to discuss specific issues related to the group.

## Competences built

Perspective-taking, interconnectedness thinking, empathy, exploratory thinking

## Competences/activities to practice first by the teacher:

Listening ([tool 3.3](#))

## Steps in the activity

1. Research
2. Experience
3. Reflect

## BASIC INFO



### Age range:

6+

### Duration:

45-60 minutes, with some homework done beforehand

### Group size:

Flexible

### Level of difficulty:

Basic

### Materials/space required:

Some living plants or images of plants

### Location:

Flexible

### Engagement of external stakeholders:

None

## Step 1: Research

Before engaging in the activity in class, give your learners some homework. Ask your learners to find a plant or a mushroom they like and would like to speak for at the gathering. The plant or mushroom should preferably be a living plant in a pot that they can move easily. An alternative would be a photo of an image of a living plant they would like to speak for. Ask learners to do research about the conditions that their specific plant or mushroom needs to thrive. For younger learners, this may require that they ask their parents. For older learners, research could include identifying which needs of the plant cannot be met in nature because of the current rate of pollution, biodiversity loss or because of climate change.

## Step 2: Experience

1. When in school, have learners sit in a circle with their plant/mushroom or the image of their plant/mushroom next to them, so that the plants/mushrooms are part of the circle as well. Have a first round of introduction with learners introducing the name of the species of the plant/mushroom, where it comes from and what it needs to thrive in a few sentences.
2. If you are doing this activity as part of a regular 'Student Parliament' activity, engage in discussing current issues with learners and invite them to bring in the perspective of the plant or mushroom they speak for when relevant. If the learners struggle to bring in the plants' or mushrooms' voices, you could ask 'What would your plant/mushroom say to this?'.
3. If you are doing this activity as standalone, you can invite the plants/mushrooms and the learners to discuss the school's policy in relation to climate change and/or the environment (e.g. the school policy on food/food waste, how to get to school, what to do in the playground...), and suggest that they share the views of the plants/mushrooms on it, as well as suggestions for the health and wellbeing of the plants/mushrooms.



## Step 3: Reflect

1. At the end of the conversation, invite learners to reflect on the experience of speaking for a plant/mushroom, as well as on the new ideas that emerged through the discussion. Was something unexpected? Are they inspired to further understand the needs of plants/mushrooms and better take them into account? Do they feel less separateness and more belonging to their ecosystems after the activity?
2. Optional: Repeat this activity throughout the year and/or at the change of seasons, to dive deeper into the needs and lives of plants/mushrooms, as well as into the functioning of the local ecosystem.



### Dos and Don'ts

#### Do

- Encourage learners to speak up for their plant by modelling the assignment and bringing a plant yourself when sitting in the circle.
- Encourage learners to ask you questions about their own plant/mushroom anytime, so that they can clarify the needs of the plant/mushroom before they speak, while they intervene, or following the intervention of another learner.
- Answer questions that learners may have about their plants/mushrooms on the spot, if you can, so that they can also learn more about the needs of the plant and the functioning of the ecosystem.

#### Don't

- Don't interrupt the discussion to correct an incorrect statement about the needs of the plant during the discussion. Correct any mistakes or approximations at the end of the discussion.

### Adaptations

We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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.

- Han, Ke-Tsung. "[Influence of passive versus active interaction with indoor plants on the restoration, behaviour and knowledge of students at a junior high school in Taiwan](#)." *Indoor and Built Environment* 27.6 (2018): 818-830.
- Jones, V., MacLeod, C. Why Children Need to Read About Plants at a Time of Climate Change. *Children's Literature in Education* 55, 416–431 (2024).  
<https://doi.org/10.1007/s10583-022-09511-x>
- Morón, Carlos, et al. "[THE IMPLEMENTATION OF THE ETHICS OF CARE IN PRIMARY EDUCATION: A PROPOSAL THROUGH PLANTS](#)." *ICERI2020 Proceedings*. IATED, 2020.
- Radliff, Charlotte. "[Teacher Perspectives on the Effect Caring for Classroom Plants has on Adolescents](#)." (2020)
- [Joanna Macy](#)'s "Council of all beings" in Coming Back to Life: Practices to Reconnect Our Lives, Our World (1998).  
<https://workthatreconnects.org/resources/council-of-all-beings/>



## Tool 3.2



## Learning from Indigenous Peoples

### **CLARITY Competence Area:**

Embracing values that sustain the lives of all living beings

### **GreenComp Competence Area:**

Embodying sustainability values

### **Why use this tool?**

This tool is meant to support reflection on the historical and ongoing injustices that Indigenous Peoples face, and to encourage respectful engagement with Indigenous Peoples' knowledge systems and practices when it comes to growing climate resilience and fostering ecosystem regeneration.

It is essential to note that Indigenous Peoples are communities who have been experiencing colonization, in most parts of the world. Yet, they still carry a deep sense of responsibility for the lands they have inherited from their ancestors, which includes ecosystems that have been exploited and those that have remained intact. While colonization is often associated with empires exploiting territories and people overseas, it has occurred within Europe as well. The Sámi in Sápmi, present across parts of four countries (Sweden, Norway, Finland and Russia) and the Inuit of Kalaallit Nunaat (Greenland – a self-governed territory within the Kingdom of Denmark) are examples of Indigenous Peoples who still suffer from the burden of European colonization.

Today, one of the biggest challenges faced by many Indigenous Peoples is "Green" or "Climate colonialism" as a result, many Indigenous Peoples see their territories once again plundered for rare minerals or to install wind power, now with the excuse of saving the planet. It is important not to exoticize Indigenous Peoples' cultures, while recognizing their knowledge as vital to our shared journey towards a more climate-resilient world.

**Activity 3.2.1**

# Listening to recorded stories narrated by Indigenous Peoples

## Overview

This activity consists in listening to life stories narrated by Indigenous Peoples. Those could be stories of daily practices of taking care of the Earth, accounts of their history and/or stories introducing spiritual beliefs or nature rituals. Listening to recorded stories told by Indigenous Peoples directly is critical. Some resources for such stories are in the reference section below.

## Curriculum linkage

History, Geography, Science (biology), Civics & Social Studies and Sustainability & Climate Education.

## Competences built

Self-reflection, perspective taking and humility

## Prep Work

- Read about local Indigenous Peoples, if any, environmental racism, authors working on decolonial studies (see references), so as to explore your own representation, assumptions and biases about Indigenous Peoples.
- Select a story (or film) narrated by an Indigenous person or community, which is relevant to your context and/or the questions you would like to address.

## BASIC INFO

**Age range:**

7+

**Duration:**

From 20 minutes to 2-3 hours

**Group size:**

Flexible

**Level of difficulty:**

Advanced - many questions and challenges need to be considered when engaging with Indigenous Peoples and/or when sharing their stories or studying their arts and other cultural expressions. Numerous biases, and assumptions also need to be addressed.

**Materials/space required:**

Tools to play the video/recording

**Location:**

Indoors

**Engagement of external stakeholders:**

None



## Competences/activities to practice first by the teacher

- The Listening tool (3.3), particularly Deep Listening (3.3.2)
- Moving to reduce climate anxiety (1.3)

## Steps in the activity

1. Introduction
2. Listening
3. Dialogue

## Step 1: Introduction

1. Introduce the exercise to your learners by highlighting three basic facts: (1) over 80% of the world's biodiversity is located on territories cared for by Indigenous Peoples, hence many of them have a precious understanding of how to care for the Earth, and (2) Indigenous Peoples are very diverse and live different lives both in urban and rural areas today, and (3) most Indigenous Peoples have been oppressed and continue to be oppressed by governments in various ways over the past centuries, and exploring this history is essential to better understand their own stories.
2. Introduce the story or the film that you have selected for the learners by giving some details about the ecosystem in which the Indigenous Peoples are located. Dive into the characteristics of the local fauna and flora; of the topography including the presence of mountains, rivers or the sea; and show images of the settlements or buildings in which Indigenous Peoples live in this area, especially if they are not shown during the story. This will give a glimpse into the local ecosystem from which the knowledge is derived, as well as into the reality of today's life for many Indigenous Peoples. Depending on the age of the learners, you can also dive into the history of oppression of this specific Indigenous People, and any political struggle they may still be part of today.
3. Highlight that this activity is about listening to a story that may not feel familiar to the learners and could introduce concepts or ideas they have never heard before. It is important to listen with curiosity and an open mind, knowing that there will be a time for questions afterwards. In case a concept or an approach makes them feel critical or uncomfortable, let them know that there will also be space to discuss those emotions afterwards. If they feel sad, angry or any other overwhelming emotions during the recording, let them know that they can breathe deeply or practice any other movement-based practices (5.2.), and that those emotions can be addressed after listening to the story.



## Step 2: Listening

1. Play the recording or the movie. It is critical to share recordings or movies made by Indigenous Peoples and or in close collaboration with Indigenous Peoples. Please check the resource section for ideas or references.
2. Invite learners to take note during the recording if a question comes up, so that they can write it down and free their mind to continue listening deeply.



*Learners in a Norwegian classroom, watching a recording from the Sámi people.*

*Photo: Marte Maurabakken/Climate Creativity.*

## Step 3: Dialogue

1. Start with inviting learners to express the emotions they have felt while listening to the recording or watching the film, if any. If needed, suggest some movement-based activities for the whole group ([1.2](#)).
2. Encourage learners to share some questions they may have on any aspects of the story. When they have comments, invite them to turn them into a question so as to dive deeper with the group.
3. Give learners the opportunity to reflect on themes, topics or questions that emerged in the story:
  - a. What were they surprised about?
  - b. Did they notice a different relationship to nature?
  - c. Did they notice a different relationship between members of the Indigenous community than the ones they are used to in their community?
  - d. Did they notice a different relationship to climate change?
  - e. What would they like to further explore or research individually or as a group?





## Dos and Don'ts

### Do

- Prepare well about Indigenous Peoples in general and the Indigenous People from which the storyteller is before the class.
- Question and address your own assumptions and biases before the class.

### Don't

- Don't assume you know a lot about Indigenous Peoples because you have done some research. Acknowledge that there is a lot you may not know nor know in an embodied way, including when answering questions by learners.

## Adaptations

We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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.

## Resources

### For children:

- You can check the following selection of Indigenous-made animation films. For each film, you can find a short synopsis and a suggested age-range for the viewers: <https://www.nfb.ca/channels/indigenous-made-animation-films/>
- This playlist is for children 9-11: <https://www.nfb.ca/playlist/indigenous-cinema-classroom-ages-611/#6>
- This playlist is for children 12-14: <https://www.nfb.ca/playlist/unikkausivut-sharing-our-stories/>
- This website also offers multiple animation and documentary videos: <https://firstnationspedagogy.ca/storytelling.html>
- For 6 - 10 years old: [The flight of the hummingbird](#)
- For 12-18 years old: [Three thousand](#)



## For older learners:

- This website offers multiple animation and documentary videos:  
<https://firstnationspedagogy.ca/storytelling.html>
- Here is an Indigenous Stories playlist:  
[https://www.youtube.com/playlist?list=PLyBdAUI4LX9jeCbaIOPkxNuoYGPBLo\\_Sj](https://www.youtube.com/playlist?list=PLyBdAUI4LX9jeCbaIOPkxNuoYGPBLo_Sj)
- Suggestions: [Four faces of the moon](#)

## 2 videos about the Sámi people – for ages 10 and older

Two videos that complement each other well. The first video shows reindeer herding traditions, told by an 83 years old Sámi woman. In the second video, a young Sámi woman talks about Sámi people's current challenges. (Use YouTube's automatic caption function to get subtitles in a language your learners understand.) These two videos work well for learners from 10 years old and older:

- <https://www.youtube.com/watch?app=desktop&v= rBU25yAyeI>
- <https://www.youtube.com/watch?app=desktop&v=Mm4eY0Tk7-k>

## References

This tool was developed by One Resilient Earth, under the supervision of a contributor from the Sámi community, with the intention of being as mindful and respectful as possible regarding cultural appropriation and the broader legacies of colonialism. While every effort has been made to honour Sámi and Inuit perspectives, we acknowledge that a single activity cannot fully encompass the richness or complexity of Indigenous Peoples' cultures. We encourage you to adapt or adjust the activity with care, and please feel welcome to contact us with any questions or concerns.

Important references when preparing for this activity:

- [United Nations Declaration on the Rights of Indigenous Peoples](#)
- [Gesturing Towards Decolonial Futures \(GTDF\)](#) is an arts/research collective that uses this website as a workspace for collaborations around different kinds of artistic, pedagogical, cartographic, and relational experiments that aim to identify and de-activate colonial habits of being, and to gesture towards the possibility of decolonial futures.



- [Protocol for non-Indigenous people working with Indigenous people](#)

Podcasts and writings by Indigenous Knowledge holders:

- A podcast by Cherokee reporter Rebecca Nagle: [There is no Climate Justice without Indigenous Sovereignty](#)
- A podcast by Sherri Mitchell, (her name in her language is Weh'na Ha'mu Kwasset), an indigenous rights attorney from the Penobscot Nation and the author of a wonderful book, [Sacred Instructions](#). The podcast brings together indigenous lessons, teachings and guidance she has been moved to share with the wider world, on behalf of the elders in her community: [No Place Like Home Writings and Interviews](#) of Robin Wall Kimmerer, a mother, scientist, decorated professor, and enrolled member of the Citizen Potawatomi Nation. She is the author of [Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teaching of Plants](#), which we also highly recommend.
- [Sand Talk](#), a book by Tyson Yunkaporta, who looks at global systems from an Indigenous perspective



**Activity 3.2.2**

# Taking part in a conversation with an Indigenous person

## Overview

If the conversation is facilitated in ethical ways based on free, prior and informed consent, a direct dialogue can help better understand Indigenous knowledge systems and practices, and build some new connections with the learners.

## Curriculum linkage

History, geography, Science (biology), Civics & Social Studies and Sustainability & Climate Education.

## Competences built

Self-reflection, perspective taking and humility

## Prep Work

- Learn about principles and practices related to Free, Prior and Informed Consent (see references below)
- Contact an Indigenous Elder or Indigenous knowledge holder and discuss the condition of their interventions in line with the principle of free, prior and informed consent.
- Agree on the story to be told or questions to be discussed with learners.
- Agree on any movement or practice to be mobilized by the learners if need be, after the story is told.



## BASIC INFO

**Age range:**

7+

**Duration:**

30-60 minutes

**Group size:**

Flexible

**Level of difficulty:**

Advanced - many questions and challenges need to be considered when engaging with Indigenous Peoples and/or when sharing their stories or studying their arts and other cultural expressions. Numerous biases, and assumptions also need to be addressed.

**Materials/space required:**

Tools to play the video/recording

**Location:**

Indoors

**Engagement of external stakeholders:**

Indigenous person

## Competences/activities to practice first by the teacher

- The Listening tool (3.3), particularly Deep Listening (3.3.2)
- Moving to reduce climate anxiety (1.3)

## Steps in the activity

1. Introduction
2. Listening
3. Dialogue

## Step 1: Introduction

1. Introduce the exercise to your learners by highlighting three basic facts: (1) over 80% of the world's biodiversity is located on territories cared for by Indigenous Peoples, hence many of them have a precious understanding of how to care for the Earth, and (2) Indigenous Peoples are very diverse and live different lives both in urban and rural areas today, and (3) most Indigenous Peoples have been oppressed by governments in various ways over the past centuries, and are likely to still be oppressed today. Exploring this history is essential to better understand their own stories.
2. Introduce the Indigenous Elder or Indigenous knowledge holder by reading a short biography shared by the invited Elder or knowledge holder.
3. Allow time for the Indigenous Elder or Indigenous knowledge holder to do a land acknowledgement and/or greet the learners in the way they see fit.
4. Introduce the topic or the questions that the Elder or Indigenous knowledge holder will discuss.
5. Let learners know that it is important not to interrupt the Elder or Indigenous knowledge holder and to keep questions for the end, unless previously agreed upon with the Elder or Indigenous knowledge holder.
6. Highlight that this activity is about listening to a story that may not feel familiar to the learners and could introduce concepts or ideas they have never heard. It is important to listen with curiosity and an open mind, knowing that there will be a time for questions afterwards. In case a concept or an approach makes them feel critical or uncomfortable, let them know that there will also be space to discuss those emotions afterwards. If they feel sad, angry or any other overwhelming emotions during the intervention, let them know that they can breathe deeply (1.3.1), and that those emotions can be addressed after the recording.



## Step 2: Listening

1. Listen to the Elder or Indigenous knowledge holder.
2. Invite learners to take note during the intervention if a question comes up, so that they can write it down and free their mind to continue listening deeply.



The following images show learners engaging in an online discussion with a representative of the Māori Indigenous community and participating in an in-person meeting with a young individual from the Maasai community.

Photo by Enerel Bat-Ochir, REAL School Budapest.

## Step 3: Dialogue

1. Start with inviting learners to express the emotions they have felt while listening to the intervention, if any. If needed, suggest some movement-based activities for the whole group (1.3), and/or other movement or activity agreed with the Elder or Indigenous knowledge holder.
2. Encourage learners to share some questions they may have on any aspects of the story. When they have comments, and when possible, invite them to turn them into a question so as to dive deeper with the group.
3. Give learners the opportunity to reflect on themes, topics or questions that emerged in the story:
  - a. What were they surprised about?
  - b. Did they notice a different relationship to nature?
  - c. Did they notice a different relationship between members of the Indigenous community than the ones they are used to in their community?
  - d. Did they notice a different relationship to climate change?



- e. What would they like to further explore or research individually or as a group?
4. Allow some time for the Elder or Indigenous knowledge holder to ask questions to the learners.



## Dos and Don'ts

### Do

- Prepare well about Indigenous Peoples in general and the Indigenous People from which the storyteller is before the class.
- Question and address your own assumptions and biases before the class.
- Let the Elder or Indigenous knowledge holder answer the questions, unless they are not related to their interventions.

### Don't

- Don't assume you know a lot about Indigenous Peoples because you have done some research. Acknowledge that there is a lot you may not know nor know in an embodied way, including when answering questions by learners.

## Adaptations

We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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 tool was developed by One Resilient Earth, under the supervision of a contributor from the Sámi community, with the intention of being as mindful and respectful as possible regarding cultural appropriation and the broader legacies of colonialism. While every effort has been made to honour Sámi and Inuit perspectives, we acknowledge that a single activity cannot fully encompass the



richness or complexity of Indigenous Peoples' cultures. We encourage you to adapt or adjust the activity with care, and please feel welcome to contact us with any questions or concerns.

Important references when preparing for this activity:

- [United Nations Declaration on the Rights of Indigenous Peoples](#)
- [Gesturing Towards Decolonial Futures \(GTDF\)](#) is an arts/research collective that uses this website as a workspace for collaborations around different kinds of artistic, pedagogical, cartographic, and relational experiments that aim to identify and de-activate colonial habits of being, and to gesture towards the possibility of decolonial futures.
- A report of the [Human Rights Council on Free, Prior and Informed Consent](#).
- [Protocol for non-Indigenous people working with Indigenous people](#)

Podcasts and writings by Indigenous Knowledge holders:

- A podcast by Cherokee reporter Rebecca Nagle: [There is no Climate Justice without Indigenous Sovereignty](#)
- A podcast by Sherri Mitchell, (her name in her language is Weh'na Ha'mu Kwasset), an indigenous rights attorney from the Penobscot Nation and the author of a wonderful book, [Sacred Instructions](#). The podcast brings together indigenous lessons, teachings and guidance she has been moved to share with the wider world, on behalf of the elders in her community: [No Place Like Home](#)
- [Writings and Interviews](#) of Robin Wall Kimmerer, a mother, scientist, decorated professor, and enrolled member of the Citizen Potawatomi Nation. She is the author of [Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teaching of Plants](#), which we also highly recommend.
- [Sand Talk](#), a book by Tyson Yunkaporta, who looks at global systems from an Indigenous perspective



**Activity 3.2.3**

# Learning through arts or cultural heritage

## Overview

Exploring the arts or cultural heritage of Indigenous Peoples can help better understand the variety of relationships to oneself, others and nature among different Indigenous Peoples, and tie them to issues of oppression and marginalization related to colonization and colonial continuities.

## Curriculum linkage

History, Geography, Natural Science and Cross-Curricular & Global Competences.

## Competences built

Self-reflection, self-awareness, perspective taking and humility

## Engagement of external stakeholders

Possibly, for example:

- An Indigenous artist (when possible)
- An expert working on the repatriation of Indigenous Peoples' art – they could bring in valuable perspectives

## Prep Work

- Choose an artwork that tells a story about the relationship between Indigenous and non-Indigenous people. Feel free to explore contemporary Indigenous art, particularly for the short version of the exercise.

## BASIC INFO

**Age range:**

15+ for level 1, 18+ for other levels

**Duration:**

From 45 minutes to several hours

**Group size:**

Flexible

**Level of difficulty:**

Advanced - many questions and challenges need to be considered when engaging with Indigenous Peoples and/or when sharing their stories or studying their arts and other cultural expressions. Numerous biases, and assumptions also need to be addressed.

**Materials/space required:**

Tools to play the video/recording

**Location:**

A visit to a dedicated museum could also be of value, provided that it is seen as an opportunity to introduce critical thinking and perspective taking

**Engagement of external stakeholders:**

Indigenous person

- Learn about the cosmology behind the art, if relevant.
- Learn about principles and practices related to Free, Prior and Informed Consent (see the reference section below)
- If visiting a museum, learn about the story of the Indigenous objects and art forms, as well as the measures that the museum might have taken to return the art to the community to which it belongs.

### Competences/activities to practice first by the teacher

- The Listening tool (3.3), particularly Deep Listening (3.3.2)

### Levels in the activity

1. Art as a mirror
2. Exploring the history
3. Researching the history

## Level 1: Art as a mirror

1. Introduce an artwork from a contemporary Indigenous artist that explores the relationship between Indigenous communities and non-Indigenous society through their art.
2. Encourage learners to express the ideas and/or emotions that came up while looking at the artwork. What did the artwork evoke in them? Which questions do they have? What would they like to know when looking at the artwork? This part of the exercise can be done in small groups, which would then be invited to share their thoughts and ideas with the larger group.
3. Introduce the artist, the intention and the process behind the artwork. Feel free to provide more details on the dimensions that could help answer questions raised by the learners.
4. Invite a second round of reflections and questions by the learners, either individually or in groups. If they worked in groups for the first round, they may wish to work individually for this second round, and vice versa. Feel free to take some notes throughout the discussion to identify key themes and patterns.
5. Offer the learners the opportunity to reflect on how their reflections and questions illuminate different ways of relating to oneself, others and nature in both Indigenous and non-Indigenous contexts.
6. Open up a reflection on the conditions that foster those different ways of relating to oneself, others and nature. This can be tied to an exploration of



cultural diversity in relation to biodiversity as the most biodiverse regions of the world are also the ones that are the most culturally diverse.

## Level 2: Exploring the history

1. Building on the first artwork, explore the body of work of the artist and the history of their community in context.
2. Alternatively, visit a museum dedicated to Indigenous arts, artifacts and ways of life, and focus on a specific artwork/artifact or community to explore the history of this Indigenous People in context. The art or artifact can be chosen on the basis of the relationship to oneself, others and nature that it symbolizes, and that appears to be different from relationship to oneself, others and nature practiced by most people in society.  
In the museum, explore how the art or artifact was acquired and possible measures that are implemented to return the art or artifact.
3. Some questions you can discuss with learners, for example in the museum, include:
  - a. What kind of relationship does the art/artifact symbolize?
  - b. How does this feel different?
  - c. What can we learn from this type of relationship in relation to the climate crisis and/or building climate resilience?
  - d. What does the process of returning the art/artifact symbolize?
  - e. Which additional measures or new practices could be in place to repair what has been done, and ensure that better relationships are sustained between Indigenous and non-Indigenous people?
  - f. What could be the role of the museum if most of the art/artifacts are returned?
4. Provide learners with the space and time to discuss or process the emotions that emerge out of this discussion through words, movements or creative practices (see tools under category 5 for inspiration).

## Level 3: Researching the history

1. Invite groups of learners to dive deeper into the history of a specific Indigenous People so as to research:
  - a. Their cosmology and relationship to oneself, others and nature before or despite colonization



- b. The process and impact of colonization on that People
- c. The current situation for that People
- d. Actions and measures to protect their rights as Indigenous People

2. Encourage groups of learners to pay particular attention to their sources and to reflect on the different perspectives introduced by different scholars over time.
3. Invite learners to reflect on what they have learnt through this research project in relation to building climate resilience in the context of a broader ecological crisis.



*Students took part in an excursion to the Ethnographic Museum of Budapest to explore Yanomami. Spirits. Survivors., a powerful photo exhibition by Claudia Andujar.*

*Photo by Carmelo Zamora, REAL School Budapest.*

## Dos and Don'ts



### Do

- Prepare well about Indigenous Peoples in general and the Indigenous People from which the storyteller is before the class.
- Question and address your own assumptions and biases before the class.
- Acknowledge when you do not know and highlight that specific questions may require additional research.



## Don't

- Don't assume you know a lot about Indigenous Peoples because you have done some research. Acknowledge that there is a lot you may not know nor know in an embodied way, including when answering questions by learners.
- Limit their sources to peer-reviewed papers when researching a specific Indigenous People, and open a discussion with learners on how to deal with situations where the novelty of a topic or the likelihood of bias compels learners to broaden the sources of information they consider.

## Adaptations

- When possible, invite an Indigenous artist or Indigenous expert to be part of the discussion.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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.

## Resources

- [Arctic Arts Summit website](#)
- [Emerging Indigenous Artists](#)
- [Famous Indigenous Artists](#)

## References

This tool was developed by One Resilient Earth, under the supervision of a contributor from the Sámi community, with the intention of being as mindful and respectful as possible regarding cultural appropriation and the broader legacies of colonialism. While every effort has been made to honour Sámi and Inuit perspectives, we acknowledge that a single activity cannot fully encompass the richness or complexity of Indigenous Peoples' cultures. We encourage you to adapt or adjust the activity with care, and please feel welcome to contact us with any questions or concerns.



Important references when preparing for this activity:

- [United Nations Declaration on the Rights of Indigenous Peoples](#)
- A report of the Human Rights Council on [Free, Prior and Informed Consent](#).
- [Gesturing Towards Decolonial Futures \(GTDF\)](#) is an arts/research collective that uses this website as a workspace for collaborations around different kinds of artistic, pedagogical, cartographic, and relational experiments that aim to identify and de-activate colonial habits of being, and to gesture towards the possibility of decolonial futures.
- [Protocol for non-Indigenous people working with Indigenous people](#)

**To go deeper into the role of the arts and the exploration of artworks**, as well as into experiences with decolonizing futures, please head out to the [One Resilient Earth website](#), and check:

- [When will we return what we took from Indigenous Peoples?](#), a dialogue with Nicholas Galanin – Yéil Ya-Tseen, Tlingit/Unangax̂ multi-disciplinary artist
- [Why we should value food](#), a dialogue with Konkankoh, Indigenous Elder from Cameroon
- Laureline Simon's [TEDx talk](#)

Podcasts and writings by Indigenous Knowledge holders

- A podcast by Cherokee reporter Rebecca Nagle: [There is no Climate Justice without Indigenous Sovereignty](#)
- A podcast by Sherri Mitchell (her name in her language is Weh'na Ha'mu Kwasset), an indigenous rights attorney from the Penobscot Nation and the author of a wonderful book, [Sacred Instructions](#). The podcast brings together indigenous lessons, teachings and guidance she has been moved to share with the wider world, on behalf of the elders in her community: [No Place Like Home](#)
- [Writings and Interviews](#) of Robin Wall Kimmerer, a mother, scientist, decorated professor, and enrolled member of the Citizen Potawatomi Nation. She is the author of [Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teaching of Plants](#), which we also highly recommend.
- [Sand Talk](#), a book by Tyson Yunkaporta, who looks at global systems from an Indigenous perspective.



**Activity 3.2.4**

# Listening to the Land: Exploring your own roots

## Overview

This activity invites learners of all ages to engage with and learn from Sámi perspectives on land, time, and identity through storytelling expressed in art and music.

Through this experience, learners are encouraged to listen with curiosity, honour diverse worldviews, and consider how traditional ecological knowledge can inform climate resilience and sustainability today. They are also invited to explore their own relationship to land and place, reflecting on the values, memories, and responsibilities that shape their roots.

## Curriculum linkage

History, Geography, Biology, Sustainability & Climate Education, Arts and music.

## Competences built

Self-reflection, perspective taking and humility



## BASIC INFO

**Age range:**

6+

**Duration:**

2.5-4 hours

**Group size:**

Flexible

**Level of difficulty:**

Advanced. When engaging with Indigenous Peoples, representing their stories, artistic expressions, and cultural heritage, requires careful consideration of many complex questions. It is essential to reflect on and address underlying assumptions, biases, and power dynamics that may influence this engagement.

**Materials/space required:**

Tools to play/view the art. Text (when pdf is available) might be better to offer printed.

**Location:**

Indoors

**Engagement of external stakeholders:**

## Prep Work

- Watch this video before deciding whether to introduce it to your learners: [Who Are The Sami?](#) (25 minutes). Also familiarise yourself with the materials you want to share with the learners. Suggestions below.
- If you would like to add other materials, we encourage you to explore resources on local Indigenous Peoples (if any), environmental racism, and authors engaged in decolonial studies (see references). Also reflect on your own representations, assumptions, and biases related to Indigenous Peoples.

## Competences/activities to practice first by the teacher

To be better prepared to support learners who may experience emotional distress, you can practise using Moving to reduce climate anxiety ([1.3](#)).

### Steps in the activity

1. Set the scene
2. Experience & listen
3. Reflection
4. Your relation to a place and space

## Step 1: Set the scene

Begin by sharing these three essential facts:

1. Biodiversity & Stewardship: Over 80% of the world's remaining biodiversity exists on lands cared for by Indigenous Peoples. These communities often hold deep, place-based knowledge about sustaining life.
2. Diversity of Lived Experience: Indigenous Peoples, including the Sámi, live in both rural and urban areas today, and their practices, languages, and art forms continue to evolve.
3. History & Injustice: Most Indigenous Peoples have faced historical and ongoing oppression. For the Sámi, this includes land dispossession, assimilation policies, and efforts to erase language and culture.

You may also want to share the recommended video as part of your own preparation. While it is produced outside of Indigenous communities, it offers valuable insights and can serve as a starting point for learning.



## Step 2: Experience & Listen (25–30 minutes)

1. Watch or listen to the selected materials.
2. Introduce the works: those suggested below related to the Sami culture, or others that you have chosen (for example in 'resources' you can find similar items highlighting Inuit art and culture from Greenland). After the introduction it is possible to let the learners choose one or two that they would like to engage with:
  - a. **Sofia Jannok – Yoik of the Wind:** A musical performance blending traditional Sámi yoik with modern influences. Explain the concept of yoik as more than a song – it's a way of remembering and honouring people, places, and moments. Discuss how visual and musical storytelling can carry knowledge, resistance, and care for the Earth. Joik - video: [Yoik of the Wind](#)
  - b. **Britta Marakatt-Labba – Gádjunbáttit/Lifelines:** Embroidery art depicting Sámi mythology, everyday life, and historical events. One example here:  
<https://arcticartssummit.com/articles/11-sweden-based-sami-artists-addressing-indigenous-pasts-presents-and-futures/>
  - c. **Victoria Andersson – Årsringar (Growth Rings):** Textile art reflecting personal narrative on time, identity, and connection to place.  
<https://arcticartssummit.com/articles/11-sweden-based-sami-artists-addressing-indigenous-pasts-presents-and-futures/>
  - d. **Ylva Gustafsson** a text about **Gaaltije dutnjien sümmedeminie / The Freshwater spring is calling, it whispers**  
[https://drive.google.com/file/d/1oCmLC6GUFOFYlQFbRtBgstIAFYp3c\\_c9/view?usp=drive\\_link](https://drive.google.com/file/d/1oCmLC6GUFOFYlQFbRtBgstIAFYp3c_c9/view?usp=drive_link)
3. Invite learners to write down any questions or emotions that arise. For instance:
  - a. When you see or listen to (these works):
  - b. What are your feelings?
  - c. What are your thoughts?
  - d. What would you like to know more about?
4. Let them know there's no need to understand everything immediately – it's about taking part and listening with openness.



## Step 3: Reflection (20–30 minutes)

1. Facilitate a circle or small group dialogue using the following prompts:
  - a. Did this artwork stir any feelings or thoughts about land – like how people live with it, care for it, or belong to it?
  - b. What surprised or intrigued you?
  - c. How is the relationship to nature expressed in these works?
  - d. How does this challenge your understanding of land and ownership?
  - e. What would you like to learn more about?
2. If necessary, the activity can close here, but we strongly recommend Step 4 if you have the time and resources.

## Step 4: Your relation to a place and space (45-90 minutes)

Invite learners to create their own drawing, textile artwork, (digital) collage, or music reflecting their relationship with land, ancestry, or time. You can follow these steps:

1. Invite the learners to recall meaningful moments, places, or relationships that connect them to land, ancestry, or time.
2. Encourage them to connect their ideas or feelings to those sparked by the artworks they've explored.
3. If they choose artwork rather than music, invite them to sketch a rough layout and choose images, materials, or symbols that tell their story in relation to land, ancestry or time.
4. Create: Use fabric, papers, mixed media, or digital tools to bring their pieces to life; or invite experiments with song or instrumental contributions.
5. Optional to add a title and description explaining the meaning of their work.
6. Share and reflect: Let each who feels ready present their contribution to others and reflect on the stories and connections shared in the group.





## Dos and Don'ts

### Do

- Learn about Sámi and other Indigenous Peoples' history and ongoing issues (e.g., mining, reindeer herding rights).
- Present Sámi and other Indigenous Peoples' perspectives as contemporary and diverse.
- Acknowledge the ongoing impacts of colonization while celebrating Indigenous Peoples' resilience and knowledge.
- Respect the complexity of Indigenous Peoples' relationships with land - each has their own perspective, including adaptations to the demands of the countries in which they are embedded.
- Acknowledge that some learners may have complex or painful relationships to land and roots. Migrant learners and others who have experienced displacement or trauma are often present in classrooms. Phrase questions and design activities with sensitivity – for example, avoid assuming a shared sense of home or belonging to a particular place, and offer space for multiple interpretations and stories.

### Don't

- Generalize Sámi and Indigenous Peoples' knowledge or practices as timeless or static.
- Reduce the art to "symbols" without acknowledging their historical and political dimensions.
- Romanticize traditional lifestyles without understanding their sophistication and ongoing relevance.
- Assume all Indigenous communities are the same – each has a unique culture, language, and history.
- Assume all learners have a positive or stable connection to a specific place, land, or heritage. Avoid asking questions like "Where are you really from?" or assigning tasks that require learners to describe a childhood home or ancestral land without offering alternatives.



## Adaptations

- Adapt the questions to suit your age group. Questions and prompts are often easier to remember and answer for the learners if they are written down and/or illustrated by pictograms. An alternative for younger children when introducing the artworks is to do it in smaller groups and have pictograms of feelings and emotions at hand for the learners to choose from, when posing the question: *Tell me how you feel or how your body feels when looking or listening to this*. If your learners are young, they can be invited to show the emotion with their body.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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 tool was developed by Legacy17 in close cooperation with a contributor from the Sámi community, with the intention of being as mindful and respectful as possible regarding cultural appropriation and the broader legacies of colonialism. While every effort has been made to honour Sámi and Inuit perspectives, we acknowledge that a single activity cannot fully encompass the richness or complexity of these cultures. We encourage you to adapt or adjust the activity with care, and please feel welcome to contact us with any questions or concerns.

If you would like to focus on Inuit culture:

- The Arctic Summit is a valuable resource. In this selection, we have focused on links that highlight Inuit art and culture from Greenland:  
<https://arcticartssummit.com/an-introduction-to-the-art-and-culture-of-kalaallit-nunaat/>
- This link leads to the work of Ivínguak' Stork Høegh, who is a contemporary Greenlandic Inuk artist based in Nuuk. Here the works shown are digital photo collages and the art often addresses political themes and futurity related to



Greenlandic society: <https://arcticartssummit.com/articles/how-ivinguak-stork-hoegh-layers-indigenous-futurity-within-her-work/>

More resources related to Sámi culture and art:

- About traditional clothes - Sáme Jåhkåmåhke márnánin. Samer på Jokkmokks marknad. The Sami at Jokkmokk Market. 2021: <https://www.youtube.com/watch?v=v8l48mo9rN0>
- About the sami culture: <https://www.samer.se/2987>
- A TEDx talk: [Our Rights To Earth And Freedom: Sofia Jannok at TEDxGateway](#)



**Tool 3.3**

# Listening

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**CLARITY Competence Area:**

Embracing values that sustain the lives of all living beings

**GreenComp Competence Area:**

Embodying sustainability values

**Why use this tool?**

In order to embrace and embody new values that sustain the lives of all living beings, a key skill is that of listening without judging, in a spirit of empathy and compassion. This tool enables us to better understand how values vary among people and over time, to respect the perspectives of other people, to connect with the more-than-human world, as well as to become aware of the values we hold ourselves, which can either block us or move us towards more resilience, connection, creativity and regeneration. Because we are not used to listening without judging, this tool takes practice, and when mastered can positively affect all our relationships.

### Activity 3.3.1

# Active listening

## Overview

Active Listening is a basic skill that can be used in any kind of situation and especially to help learners appreciate different perspectives, and to talk fearlessly about facts, beliefs, or emotions that they may otherwise tend to hide. The description of this activity is an introduction to working with Active Listening for learners and teachers who are not already familiar with it.

## Curriculum linkage

Language & Literature, Civics & Social Studies, Ethics and Religion & Philosophy

## Competences built

Empathy, presence, critical thinking, integrity and active listening

## Prep Work

- Start by watching [this interview](#). In addition to listening, in Active Listening you work with your body in giving response by nodding as well as feedback by humming attentively. This is very well illustrated in this [Tedx Talk](#).
- Prepare prompts in the form of questions for the class. Some examples are given below.

## Steps in the activity

- Set the scene and sharpen your senses
- Introduce Active Listening
- Active Listening sessions 1 & 2
- Reflection

## BASIC INFO



### Age range:

6+, often a tool for teachers

### Duration:

50 minutes in class + prep work

### Group size:

Flexible. The group will be divided into pairs.

### Level of difficulty:

Basic.

### Materials/space required:

Places for quiet conversation - quiet corners, group rooms or outside space that give room for private reflections.

### Location:

Flexible

### Engagement of external stakeholders:

None



Please note that the steps below can also be practiced as standalone activities once the learners have understood the principles of active listening.

## Step 1: Set the scene and sharpen your senses (15 min., optional)

This step is optional and you can start with step 2 directly if you prefer.

1. Start by playing a game :
  - a. First stand or sit in a circle.
  - b. Invite everybody to come up with a simple movement to express how they feel right now – without using words.
  - c. Go around the circle and let everybody express their feeling and if possible timewise, also let the group mimic each learner's movement.
  - d. Invite reflections among the group, focusing on the two questions below:
    - i) Did you understand what the others meant when expressing a feeling/emotion?
    - ii) Was it easy or difficult to understand?



*Learners in pairs and trios during active listening in a nature area.*

*Photos: Marte Maurabakken/Climate Creativity.*



## Step 2: Introduce Active Listening (10 min.)

1. Make sure this activity is practiced on a voluntary basis, by explaining what the activity is about. Let them know that all information exchanged through the exercise should remain confidential.
2. Organize the learners in pairs, in an environment where they feel secure and, in a way, so they can see each other's expressions.
3. If there are two teachers in the room, you could introduce active listening by performing a short demonstration showing the opposite of active listening (looking away, tapping your foot impatiently, looking at your phone). Follow up by asking the other teacher how this made them feel, and ask the learners what you can do to be a better listener, and probably the learners will come up with many of the principles of active listening.
4. Introduce key principles to active listening:
  - a. Let the other person talk without interruption.
  - b. Give space to each other – a little silence gives the listener time to respond and the speaker to reflect.
  - c. When posing questions, after the speaker has spoken, first let there be a moment of silence and then use open questions, for example: what..., how....
  - d. Repeat or rephrase key words or sentences you heard
  - e. Give feedback by highlighting some of the topics, or summarizing
5. Close the introduction by opening up for questions for 3 minutes.



*Learners in pairs during active listening in a nature area.*

*Photo: Marte Maurabakken/Climate Creativity*



## Step 3: Active Listening Sessions 1 & 2 (12 min.)

1. Invite learners to take on the roles of the speaker and the listener for the first session, using the questions you prepared in advance. The speaker may rephrase the question if needed and is free to speak at their own pace. Regarding the listener, a suggestion is to choose and practice one or two of the listening key principles. The listener can invite the speaker to begin by asking: "what are your thoughts about ..."
2. Let the speaker talk for five minutes.
3. Now you ask them to switch roles and repeat the exercise.

## Step 4: Reflection (10 min.)

1. Invite the learners to reflect for themselves and write down their thoughts for 2 minutes. Guiding questions can be:
  - a. How did it feel to listen?
  - b. How did it feel to be heard?
2. Invite the learners to reflect together on the exercise for 2 minutes.
3. Reflect as a whole group for 5 minutes.
4. Write down some takeaways.

### Dos and Don'ts



### Adaptations

Examples of prompts:

- Describe a place you like, and where you feel calm or safe.
- Tell about a time when someone helped you – or when you helped someone else.
- Share something you care about when it comes to nature or the climate.
- describe a childhood home or ancestral land without offering alternatives.

If your learners are young, you may wish to start by introducing only one or two of the key principles of active listening. For example, these:

- Let the other person talk without interruption.



- When you don't understand, try to use open questions, for example: *what do you mean by..., how do you ...*

You can also introduce the video clip below to the young learners, and ask them the following questions: *What do you think is the difference in the ways they talk to each other? What do you think made BingBong start talking?*

<https://www.youtube.com/watch?v=t685WM5R6aM>

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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

Active Listening is a tool adapted by Legacy17 for CLARITY, yet it's important to recognise that many other versions of active listening exist – as it rightly should. Listening is one of the most vital elements of communication, and a diversity of approaches helps meet different needs and contexts.

For further reading and deeper instructions please follow the link:

<https://hostingtransformation.eu/method/30187/>

- Center, N. P., & Borhan, C. (2022). Those who Listen, Change the World: The Little Book on Dialogue.



## Resources

**Let the other person talk**  
Just listen. No interruptions.

**Give a little space**  
A short silence helps both speaker and listener think.

**Wait before asking**  
Pause. Then ask open questions like:  
"What made you feel that way?" / "How did that happen?"

**Repeat or rephrase**  
Say back key words or phrases they used.  
It shows you're really listening.

**Highlight what matters**  
Gently summarise or point out something they said that stood out.

To support your learners with the instructions on how to listen: this instructional image can be put on screen or printed. Providing learners with instructions that are always visible or accessible supports their ability to concentrate, as it reduces the load on their working memory and frees up mental space for focusing on the task itself.



### Activity 3.3.2

# Deep listening to others

## Overview

**Listening deeply to others** is a skill that can help older learners, and teachers, to access empathy and deep levels of intuition, for instance in order to clarify questions, nourish relationships, and generate new ideas. It can be used for peer coaching. Fundamental to the method is the willingness to practice removing inner censorship and other obstacles to hearing what the other person means, and not just what they say. It is not something you learn overnight. Conversely, it is something that everyone can do, with practice.

## Curriculum linkage

Language & Literature, Physical Education & Health (wellbeing and mindfulness), Civics & Social Studies, Cross-Curricular & Global Competencies and Ethics, Religion & Philosophy.

## Competences built

Empathy, presence, self-reflection, deep listening, integrity and perspective taking.

## Prep Work

- Prepare a prompt for the learners to put into their own words. For example, in connection with an exercise focused on values, you might start by suggesting "What do I most value in nature?" or "My experience with a specific animal or place".
- During the introduction of the exercise the learners are invited to rephrase until the question resonates with them and their situation.



## BASIC INFO

### Age range:

15+

### Duration:

5 minutes/person

### Group size:

Flexible: Break-out groups of 2 or 3 people

### Level of difficulty:

Intermediate

### Materials/space required:

- If you use chairs, arrange them so the learners are not facing each other.
- Paper and pen for noting personal questions and reflections.
- Timer for timekeeping.

### Location:

Indoor or outdoor space that gives room for private reflection.

### Engagement of external stakeholders:

None

- Also prepare and rehearse any introduction that brings the listener towards the point of inner silence. This should be used in step 2 “prepare for listening”. As a suggestion for such an instruction please see the script for “Entering your inner silence” provided in Deep listening to oneself ([3.3.3](#))

### Steps in the activity

- Introducing the exercise
- Preparing for listening
- Listening
- Plenary reflections
- Noting down reflections

## Step 1: Introducing the exercise

- Make sure this activity is practiced on a voluntary basis**, by letting the learners know what it is about. Let them know that all information exchanged through the exercise should remain confidential.
- Introduce five modes of listening.** Deep Listening can be described as five modes of listening. As a beginner it can be good to practice them one at a time, and to start with the first mode of listening (“be silence”). When more experienced, you can weave them together. The different modes of listening are:
  - Be silence:** Do not respond in any way to the speaker, either with words or with body language. Look away. No eye contact.
  - Give attention:** Focus your entire self on what the speaker is saying, to the exclusion of all else.
  - Be empathic:** Enter the talker's story and – to the extent that feels comfortable for you – live it as your own. Feel it in your body, your mind, your spirit, as if you were living the story. Be aware, however, that it is still the speaker's story, not yours; if the speaker is distressed, maintain a 'safe' distance, for instance through a breathing exercise, movement, or other ways you find useful for regulating your own emotions.
  - Be non-judgmental:** This can be a difficult practice when the talker offers images (values, ideas, intentions) in conflict with yours!
  - Be “empty”:** Put aside (“park”) your present: your longings, knowledge and experience, hopes, dreams, problems, visions.



## Step 2:

### Preparing for listening

1. Explain the deep listening exercise. In a nutshell, tell the learners to not respond to the speaker, and not engage in a dialogue.
2. Invite learners to walk side by side during the exercise, or position chairs/seating so that they **do not easily see each other.**
3. Decide on how much time each learner will have to speak.
4. Describe the exercise by explaining to the learners they will have to listen deeply to each other in pairs or trios, taking turns to be the speaker, the listener, and (if you are a trio) an observer. Each person in turn has a time (the same for each) to speak; the other(s) practice Deep Listening.
5. Ask the learners to decide who will speak first within each pair.
6. Explain to learners that if it is their turn to speak and they “run out” of things to say before the end of their time, that’s fine. They can keep silent or speak again when they wish to say something else.
7. Explain to learners that they should **only say what they feel comfortable saying.** If something about the question feels too private or precious to put into words at this moment, they should follow their instincts.
8. For the listener, explain that they should start by practicing the first mode, “Be silence”.
9. When there is an observer, explain that the groups should allow 2-3 minutes after each listening session for the observer to express their observations. This is not a place for discussion, but another chance to practice non-judgmental listening.



*Learners sitting back-to-back in nature, during a deep listening exercise.*

*Photo: Marte Maurabakken/Climate Creativity.*



## Step 3: Listening

1. Keep track of time.
2. Remind the pairs/trios when it is time to change roles.

## Step 4: Plenary reflections

1. On a voluntary basis, invite a few learners to reflect on their experience as listeners, and comment on the experience of listening without showing a response to what was being said.
2. On a voluntary basis, invite a few learners to reflect on their experience as *speakers* and comment on their experience. Make it clear that you are not inviting them to speak about the content of their own Deep Listening, but about the quality of the experience when speaking about it.
3. Invite *observers*, if any, to say - without judgement - what they observed, and to comment on the 'observer' role.

## Step 5: Noting down reflections

Learners may be given time to note down personal insights at the end of the process. There is no intended harvest as in gathering content of each learner.



### Dos and Don'ts

#### Adaptations

- If your learners are younger than 15, then [activity 3.3.1 – Active Listening](#) is probably a better choice.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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

The activity is designed by Legacy17. It is based on **Deep Listening** – a key method of the *Enspirited Envisioning* program developed and taught by Professor Warren Ziegler, a former teacher of futures studies at Syracuse University, USA. For several decades he worked with workshop learners from the public sector, academia, business, NGOs and Indigenous groups.

For further reading and more detailed instructions:

<https://hostingtransformation.eu/method/30187/>

Center, N. P., & Borhan, C. (2022). Those who Listen, Change the World: The Little Book on Dialogue.



### Activity 3.3.3

# Deep listening to oneself

## Overview

The same basic method is used for this advanced-level skill, as in the Deep Listening to others activity (3.3.2). It is an effective practice for self-awareness, for improving relationships, for accessing intuition or tacit knowledge, and for making better-informed decisions. You can use this tool for yourself, simply by reading the instructions. Or, you can host a practice session for other educators or for senior learners, following the steps described below.

## Curriculum linkage

Language & Literature, Physical Education & Health (wellbeing and mindfulness), Civics & Social Studies, Cross-Curricular & Global Competencies and Ethics, Religion & Philosophy.

## Competences built

Deep listening, Empathy, Compassion, Inner compass and Self-reflection.

## Prep Work

For background and context, please read the corresponding section of the Teachers' Guide before starting this activity.

## Competences/activities to practise first by the teacher

Deep listening to others ([3.3.2](#))

## Steps in the activity

1. Try it yourself
2. Guide another person through the same process
3. Introduce this tool to a group



## BASIC INFO

### Age range:

15+

### Duration:

10-40 minutes

### Group size:

Flexible

### Level of difficulty:

Advanced

### Materials/space required:

Private space

### Location:

Flexible

### Engagement of external stakeholders:

## Step 1: Try it yourself

1. Decide how to enter your “inner silence”
  - a. Review your regular routines (e.g. yoga, meditation, physical activity...) to identify any activity that helps you reach your own “inner silence”.
  - b. Alternatively, consider using the suggested “Entering your inner silence” information, available with the teacher training material.
2. Formulate a question to yourself: something you’ve been meaning to “ask yourself”, or “sleep on”. Write down the question and revise it till it really resonates for you.
3. Use your chosen method in order to access your “inner silence”. Then drop your question into the silence.
4. Allow responses to surface with no censorship. You might “hear” words or other sounds, or see images, whether still or moving. Listen, without judging, but with discernment. Intuitive knowledge never sounds aggressive, and often sounds unexpected, according to Warren Zieler (see references below).
5. Feel free to interrupt the process to make notes or sketches. You can return to the process where you left it when the time is right.
6. You can also ask yourself new questions, for example to help clarify the responses you get.
7. Evaluate the experience. Did you learn anything of use/interest? Was it easy or difficult? This experience may not be immediately fruitful: it may depend on how the question is formulated. However, the usefulness of the experience may become more obvious with more practice.

## Step 2: Guide another person through the process

1. When you have practised enough to feel confident to guide another person through the process, use the same steps as you did for Level 1.
2. At Step 3: you may choose (or they may request you) to read aloud the text “Entering your inner silence”, as a form of guided visualisation.
3. At Step 7: invite the other person to describe their experience. Make it clear that you are not asking them to tell you their question or the responses (though they may choose to do so) but to reflect on the quality of their experience, and any suggestions they may have for improving the process.

## Step 3: Introduce this tool in a group

1. Explain the basic principles of Deep Listening, and that it is a way of accessing inner/tacit knowledge, or intuition. Introduce 5 modes of Deep Listening, which are:
  - a. **Be silence:** Do not respond in any way to the speaker, either with words or with body language. Look away. No eye contact.
  - b. **Give attention:** Focus your entire self on what the speaker is saying, to the exclusion of all else.
  - c. **Be empathic:** Enter the talker's story and – to the extent that feels comfortable for you – live it as your own. Feel it in your body, your mind, your spirit, as if you were living the story. Be aware, however, that it is still the speaker's story, not yours; if the speaker is distressed, maintain a "safe" distance, for instance through a breathing exercise, movement or other ways you find useful for regulating your own emotions.
  - d. **Be non-judgmental:** This can be a difficult practice when the talker offers images (values, ideas, intentions) in conflict with yours!
  - e. Be "**empty**": Put aside ("park") your present: your longings, knowledge and experience, hopes, dreams, problems, visions.
2. **Foster a group dialogue** in groups of 2-3. Asks the groups to first reflect on and then talk about two questions:
  - a. *Question 1.* How do you recognise transformative moments - those "Aha!" moments? For example, do you get a particular feeling in your body? Do you hear an inner voice? Do you suddenly see an unusual, unexpected image?
  - b. *Question 2.* Under what circumstances did these signals appear? Are there any particular settings (in the woods, by the sea, during a concert, in contact with small children...) where you experienced a sudden heightening of your senses? Are there moments in a relationship where you have experienced a sudden and completely different connection with the other person? Have there been moments of giddy happiness or imminent danger, when everything became clearer – and different?
3. Invite the other(s) to formulate a question for themselves based on the dialogue in Step 1. For instance, "When have I had contact with my inner source of knowledge? Was I paying attention or did I let the message slip by? How did it feel then? What did I hear or see?"



4. Invite learners to listen inwardly, in their inner silence, for responses to their questions. If they ask about time, suggest “around 10 minutes”. Encourage them to allow whatever happens to happen during that time. And tell them that when deep listening, they may perceive images or words or hear sounds... or nothing. That’s OK. No judgement. Encourage them to take notes at any time and then go back into their quiet self. Use your preferred method to help them to access their inner silence (unless they say they have no need). Invite them to drop their own question into the silence.
5. Ask learners to maintain silence for the duration of the exercise (8-15 minutes).
6. Watch for signs of completion.
7. In pairs or trios: each person in turn tells (in up to 3 minutes each) the main points from their experience. The listeners practice Deep Listening.



## Dos and Don'ts

### Do

- Ensure a congenial and comfortable physical environment free of distractions and interruptions.
- Have patience. Deep Listening, whether to oneself or others, is a competence that is acquired over time, with practice.
- Make sure that those you invite to Level 3 are fully committed to the exercise – as an experiment.

### Don't

- Don't expect to be able to rid yourself (or others) of all preconceived opinions and assumptions, without exception. They will no doubt continue to pop up and surprise you – a valuable learning experience.
- Don't allow your own hopes and expectations to create pressure on your invitees.



## Adaptations

- If your audience is new to Deep Listening, we suggest starting with Deep Listening to others ([3.3.2](#)) before trying Deep Listening to oneself.

We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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

The activity is designed by Legacy17 and based on **Deep Listening**, a key method of the *Enspirited Envisioning* program developed and taught by Professor Warren Ziegler, a former teacher of futures studies at Syracuse University, USA. For several decades he worked with workshop participants from the public sector, academia, business, NGOs and Indigenous groups.

For further reading and more detailed instructions:

<https://hostingtransformation.eu/method/30187/>

Enspirited Envisioning – a guidebook to the enspiriting approach to the future,  
Warren Ziegler, 1995





## Tool 3.4

## Exploring the Iceberg

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**CLARITY Competence Area:**

Embracing values that sustain the lives of all living beings

**GreenComp Competence Area:**

Embodying sustainability values

**Why use this tool?**

The Iceberg Model helps to understand the root causes of what we “see” in the world. For instance, it helps us move from the various sustainability issues and crises we see, and the values, assumptions and beliefs we and others hold, and which underlie these issues and crises. Our individual and collective values are important dimensions to explore in this context.

**Activity 3.4.1**

# Exploring the iceberg

## Overview

The Iceberg Model helps to understand i) our patterns of behaviour, ii) systems and structures, and iii) the inner and cultural dimensions that underlie a given situation, such as the climate crisis. The Iceberg Model can help to analyse the crisis and at the same time what inner and cultural change is needed to move to climate resilience and regeneration (e.g., as part of a Futures Literacy Laboratory).

## Curriculum linkage

Most topics, including Science (biology), Physical Education & Health and Civics & Social Studies.

## Competences built

Self-reflection, critical thinking, systems thinking, exploratory thinking and perspective-taking.

## Prep Work

Familiarise yourself with the Iceberg Model. Prepare an image or slide with an iceberg and identify good examples for explaining and illustrating the Iceberg Model, particularly examples that relate to learners' interests, experiences and needs. Some of these can be shared in the class to support learners during their brainstorming

## Steps in the activity

1. Above/below water
2. Diving underwater



## BASIC INFO

**Age range:**

6+

**Duration:**

10-90 minutes

**Group size:**

Flexible

**Level of difficulty:**

Intermediate and advanced

**Materials/space required:**

None, but a picture/illustration of an iceberg might be helpful

**Location:**

Indoors

**Engagement of external stakeholders:**

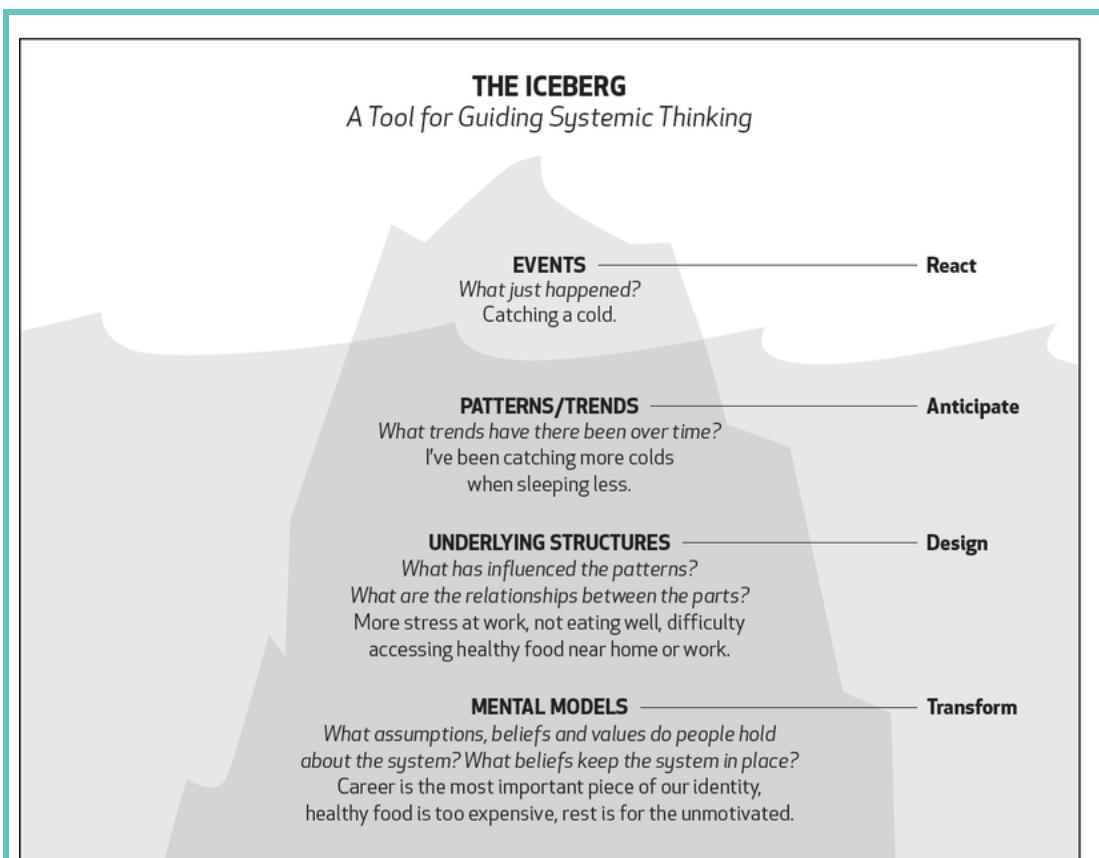
None



## Step 1: Above/below water

Introduce the Iceberg Model in simple words for young audiences through specific examples. The explanation has to be adapted based on the age group.

1. In simple terms, the Iceberg Model illustrates that what we can see—the part of the iceberg that is visible above the surface of the water—are the events or crises that define our world today.



There are many simple examples for understanding the Iceberg Model, such as using "catching a cold" as something we can see above the water and then analyse, which can help learners understand its essence. Source: [ecochallenge](#)

2. But much more – around 90% – of the iceberg is invisible to us. In human terms, what is hidden beneath the surface are the underlying aspects (**our patterns of behaviour, the systems and structures we live in, and our inner dimensions or mindsets and culture**) that are responsible for creating the events or crises that characterise our world today.
  - a. What we here call inner dimensions, mindsets and culture include our individual and collective beliefs, values, worldviews and associated inner capacities (cognitive, emotional, relational).



## Step 2: Diving underwater

After explaining the Iceberg Model and its essence, bring the discussion to sustainability challenges, such as climate change and ask the learners to apply the Iceberg Model to this collective challenge.

Possible instructions to the learners:

1. Select a recent event that strikes you as urgent, important or interesting.
2. Then write the event (what is observable about the event) at the top of the blank iceberg.
3. Work your way down through the underlying patterns, systems and inner dimensions or mindsets, adding as many as you can think of. It can also be useful to move up and down between levels as you think more about the event.

Good questions to ask include:

- What is happening?
- What are the patterns/trends?
- What has influenced the patterns?
- What underlying values, assumptions or beliefs do you or others have?

In addition, it is important to discuss on which level common measures to address the event or crisis often focus on. If we design measures that address the deepest levels of the iceberg, they address deep leverage points for change. Whilst it is key to address these deep leverage points of change, it is important to highlight that ALL levels of the iceberg need to be addressed if we want to support transformation towards climate-resilience and regeneration. In other words, it requires addressing immediate needs and, at the same time, nurturing shifts in behaviour, systems and structures, culture and individual mindsets that underlie the climate crisis and related sustainability challenges.

### Dos and Don'ts



#### Do

- This exercise can be used to explore beliefs, values and worldviews associated with the climate crisis and find ways to increase climate resilience and regeneration, for instance as part of a Futures Literacy Laboratory.



## Adaptations

We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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 Lund University with some additions by One Resilient Earth. Many theories that explain how inner development relates to climate change and other sustainability challenges are related to the Iceberg Model. During the past few years, the emergent field of inner transformation for sustainability has advanced related knowledge, education and practice.

Simple explanations and applications of the Iceberg Model:

- [Iceberg Model - Ecochallenge.org](https://ecochallenge.org/the-iceberg-model/)
- [Iceberg Model | Simply explained \(munich-business-school.de\)](https://munich-business-school.de/en/iceberg-model-simply-explained/)
- [How The Iceberg Model of Systems Thinking Can Help You Solve Problems? \(durmonskei.com\)](https://durmonskei.com/2018/02/12/how-the-iceberg-model-of-systems-thinking-can-help-you-solve-problems/)

Theoretical foundations of inner transformation for sustainability:

- [Theoretical-Foundations-Report\\_2022.pdf \(consciousfoodsystems.org\)](https://consciousfoodsystems.org/Theoretical-Foundations-Report_2022.pdf)
- Ives, C., Schäpke, N., Woiwode, C., Wamsler, C. (2023) IMAGINE sustainability: Integrated inner-outer transformation in research, education and practice, Sustainability Science <https://link.springer.com/article/10.1007/s11625-023-01368-3>.
- Wamsler, C., Hertog, I., Di Paola, L. (2022) Education for sustainability: Sourcing inner qualities and capacities for transformation. In: Revolutionizing sustainability education: Stories and tools of mindset transformation, Ivanova E., Rimanoczy (Eds.), pp. 49-62, Routledge. See [https://www.routledge.com/Revolutionizing-Sustainability-Education-Stories-and-Tools-of-Mindset-Transformation/Ivanova-Rimanoczy/p/book/9781032135380?fbclid=IwAR1noRmrl\\_RY8bJ4CZyEN0wT1RBEB7sRKBcWkrsOqFeoDqdDBukyfsJraOw](https://www.routledge.com/Revolutionizing-Sustainability-Education-Stories-and-Tools-of-Mindset-Transformation/Ivanova-Rimanoczy/p/book/9781032135380?fbclid=IwAR1noRmrl_RY8bJ4CZyEN0wT1RBEB7sRKBcWkrsOqFeoDqdDBukyfsJraOw).



- Wamsler, C., Osberg, G., Osika, W., Hendersson, H., Mundaca, L. (2021) Linking internal and external transformation for sustainability and climate action: Towards a new research and policy agenda, *Global Environmental Change*, 71:102373.  
<https://www.sciencedirect.com/science/article/pii/S0959378021001527>.
- See also other publications, presentations and podcast published by The Contemplative Sustainable Futures Program: [www.contemplative-sustainable-futures.com](http://www.contemplative-sustainable-futures.com)





### Tool 3.5

## Finding what sustains your life

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#### **CLARITY Competence Area:**

Embracing values that sustain the lives of all living beings

#### **GreenComp Competence Area:**

Embodying sustainability values

#### **Why use this tool?**

This tool fosters inner enquiries, with a view to helping find the drive to embrace and embody values that sustain the lives of all living beings. It helps learners identify the role(s) that inspires them personally to act towards climate resilience and regeneration. The tool was developed on the premise that we all have a role to play in fostering climate-resilience and regeneration, and that aligning with the values that move us, finding our signature strength, or discerning our ikigai can lead to a more fulfilling live, as well as to enhanced wellbeing for others and the more than humans.

## Activity 3.5.1

# Everyday superhero - practicing your signature strength

## Overview

In this uplifting activity, learners explore and celebrate their personal strengths by becoming everyday superheroes. Through creative reflection, peer encouragement, and simple daily actions, they identify and practice their signature strength to boost wellbeing and confidence. With playful movement, inspiring discussion, and imaginative drawing, this session nurtures kindness, resilience, and a strong inner compass—empowering learners to make a positive impact on themselves and the world around them.

## Curriculum linkage

Ethics, Religion & Philosophy and Physical Education & Health.

## Competences built

Self-reflection, inner compass, humility, authenticity and empathy.

## Prep Work

Reflect on what your own signature strength is.

## Competences/activities to practice first by the teacher

Exploring your values ([3.5.2](#))

## Steps in the activity

1. Who is your superhero?
2. Making each other superheroes
3. Feeling strong
4. Practicing your signature strength
5. Imagine a super world



## BASIC INFO

### Age range:

6+

### Duration:

45 min + homework

### Group size:

Max. 30

### Level of difficulty:

Basic

### Materials/space required:

Paper, tape, coloured pens

### Location:

Large classroom or other large indoor or outdoor space

### Engagement of external stakeholders:

None



## Step 1: Who is your superhero? (10 min.)

1. Ask the learners who their favourite superhero is and what their strengths are. If they focus on physical strength or supernatural skills such as flying or climbing walls, you can add examples of 'soft' strengths (values) such as loyal, courageous, patient, loving (ex: the mother of Harry Potter), caring, kind and curious.
2. Ask the learners if there is someone in their life who is like a superhero to them. Invite them to share how/why.
3. Write down all the strengths that all the learners share, so they show clearly on a screen/board.

## Step 2: Making each other superheroes (15 min.)

1. Give every learner a sheet of paper, and ask them to write "I think you are..." at the top of the page and tape it to their back. This is their superhero cape.
2. Give every learner a coloured pen. The learners move slowly around the room and write strengths on each other's backs (on the paper). The learners walk and write in silence, and you can put on music to make it more fun.



Learners are turning each other into superheroes by writing strengths on one another's capes.

Photos by Marte Maurabakken/Climate Creativity and Carmelo Zamora/REAL School Budapest.



3. Before starting to write, establish the rule that it is only allowed to write actual strengths (positive words). If the learners need ideas, they can look at the list of strengths on the screen/board.
4. When the learners are done walking and writing, ask them to sit, look at their paper/superhero cape, and circle the strengths they want to practice. If they find that one of their strengths is missing, they can add it to the paper themselves.

## Step 3: Feeling strong (10 min.)

1. Play a movement game with the objective of having fun and feeling strong in our bodies. Demonstrate the game with another teacher or a prepared learner before explaining the rules.
2. Divide the learners into groups of two (A&B)
3. Learner A stands still, while learner B puts their hand softly on top of A's head. A follows B's hand movements. When B puts the weight of their hand on A's head, A moves down towards a squat position. When B lifts their hand, which removes the weight of the hand, A comes back up. Do this for ca. 3 min before you ask the learners to switch roles.
4. Invite the learners to share how they felt doing the movement game.

## Step 4: Practicing your signature strength (10 min.)

1. Ask the learners how they want to practice their signature strength. These should be simple things they can do every day for a week. For example, they can practice courage by trying out something new, like eating a new type of food; kindness by helping a sibling; patience by watching the sunset with a parent (if it is before bedtime for the younger learners).
2. Encourage learners to practice every day for a week (and follow up every day by asking what they did and if they could feel any change before and after).
3. End the exercise by inviting everyone to get up on their feet and do a superhero pose.



## Step 5: Imagine a super world (10 min.)

1. Introduce the idea of a “super world” where everyone practices their strengths. This would be a utopian world that fully embodies our moral ideas.
2. Invite the learners to draw an image of their utopia where they show how the world would look if the strengths they have been practicing were actually practiced by everyone in the whole world all the time. For example: How would the world look if everyone was kind and responsible.



### Dos and Don'ts

#### Do

- Make sure you offer support to learners who are unsure what to write on each other's “capes”. For example, you can give ideas of what you think learners could write and/or explain that spelling is not important in this game. You could give the learners the option to draw instead of writing, if needed.
- Ensure that all learners get a minimum number of strengths written on their paper. One way to ensure this is by asking learners to draw a certain number of boxes/lines on their papers and make sure all boxes/lines are filled.

#### Don't

- Don't say that someone the learners mention is *not* a superhero, just move on if a learner is making jokes. Invite learners to explain why they think someone is a superhero, but don't force them to list strengths, it is OK not to find the right words.
- In the end, when learners are invited to do a superhero pose, don't comment on their pose being “too weak” or “too timid”, their ways of expressing themselves are all OK (as long as it is not causing harm to others).



## Adaptations

- Offer multiple ways to participate. Learners can describe strengths using drawings, stickers, photos, or emojis instead of written words. Some may prefer to share verbally or with assistive technology.
- Use pre-filled word banks or visuals. Provide a printed or digital sheet with illustrated strengths or emojis learners can choose from, especially helpful for those with dyslexia, autism, or limited writing skills.
- Structure the “cape” activity with smaller groups. For learners who are overwhelmed by large, noisy settings or struggle with unstructured peer interactions, conduct the cape-writing in groups of 3-4 with adult facilitation

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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 Climate Creativity.

- Galloway, R., Reynolds, B., Williamson, J. (2016). Strengths-Based Teaching and Learning Approaches for Children. In: Fan, S., Fielding-Wells, J. (eds) What is Next in Educational Research?. SensePublishers, Rotterdam.  
[https://doi.org/10.1007/978-94-6300-524-1\\_19](https://doi.org/10.1007/978-94-6300-524-1_19)
- Hiemstra, D., Van Yperen, N.W. The effects of strength-based versus deficit-based self-regulated learning strategies on students' effort intentions. *Motiv Emot* **39**, 656–668 (2015). <https://doi.org/10.1007/s11031-015-9488-8>
- Brownlee, Keith, Edward Peter Rawana, and Julia MacArthur. "Implementation of a strengths-based approach to teaching in an elementary school." *Journal of Teaching and Learning* 8.1 (2012).



## Activity 3.5.2

# Exploring your values

### Overview

Our individual and collective values are connected, and our values impact how we perceive and respond to climate change. This tool consists in looking into shared humanity, espoused values, culture and paradigms to reflect about our own values, and their links to collective values. The learners can be asked about what they value in others. This exercise can be combined with storytelling and follow-up discussions on how we reflect these values, why not, how they are reflected in our shared cultural values, and how they relate to resilience and regeneration.

### Curriculum linkage

Civics & Social Studies, Physical Education & Health and Ethics, Religion & Philosophy.

### Competences built

Self-reflection, presence, inner compass and humility.

### Prep Work

- Prepare by putting together a list of potential intrinsic (and extrinsic) values.
- Develop a general understanding of values.

### Steps in the activity

1. Clarifying one's own values
2. Exploring others' values and cultures



### BASIC INFO

#### Age range:

16+

#### Duration:

30-60 minutes

#### Group size:

Flexible

#### Level of difficulty:

Intermediate to advanced

#### Materials/space required:

None

#### Location:

Indoors

#### Engagement of external stakeholders:

None



## Step 1: Clarifying one's own values

1. Invite the learners to think of a person they respect and admire deeply, but have never met. What are the inner qualities or values that the learners admire most in that person? Note that it is not about what the person did (e.g. activities or professional skills). While learners are free to think of any person they want, you can encourage them to find a nonviolent person who has not inflicted harm on others, if needed.
2. Feel free to give an example that would be appealing to learners of the age group you are working with. An example could be Yoda (Star Wars), who displays presence, compassion, courage, self-awareness, openness, oneness, perseverance ("Do or do not. There is no try"; "Name must be your fear before banishing it you can"; "You must unlearn what you have learnt; The greatest teacher, failure is").
3. Ask the learners to write on a paper: "The qualities/ inner values I admire in (write name of the person you have selected) are ....".
4. After 10 min of individual time/ work, collect the qualities/ inner values they have written down on a board (without asking them about the person they had selected).

## Step 2: Exploring others' values and cultures

1. Based on step 1, discuss the mentioned values and the existing patterns. What do the listed values say about our shared humanity? And how do they relate to sustainability, climate resilience and regeneration?
2. After the identification of the existing patterns, bring the discussion to our current culture, organizations, systems and structures. How are those values reflected, or not, in our everyday life? Why? And what does this mean for sustainability, climate resilience and/or regeneration?

### Dos and Don'ts



### Adaptations

We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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

- Link to sustainability: [UNSDG | 2030 Agenda - Universal Values](#)
- Link to related research and more advanced exercises:  
[Integrity and Ethics Module 2 Ethics and Universal Values.pdf \(unodc.org\)](#)



### Activity 3.5.3

# Finding your ikigai

## Overview

*Ikigai* is a Japanese concept, generally interpreted as *what gives your life meaning* or *life purpose*, a methodology that has become very popular in the West over the last five years. Using the ikigai method can help give a sense of purpose and meaning for learners eager to identify how they can best foster climate resilience and regeneration. This activity is a short version of the Ikigai methodology developed by the Learning Planet Institute, who has tested it with over 3000 workshop participants. Their preliminary research showed a significant increase in participants' sense of "meaning/purpose" even after a single workshop.

## Curriculum linkage

Extracurricular activities in relation to choosing future studies or career paths.

Civics & Social Studies, Ethics, Religion & Philosophy, Practical & Vocational (Vocational skills) and Cross-Curricular & Global Competencies (Entrepreneurial Education).

## Competences built

Integrity, authenticity, originality and self-awareness.

## Levels in the activity

1. Try it out
2. Dive deeper



## BASIC INFO

### Age range:

12+

### Duration:

30-120 minutes

### Group size:

Flexible

### Level of difficulty:

Basic

### Materials/space required:

Writing material.

### Location:

Indoors

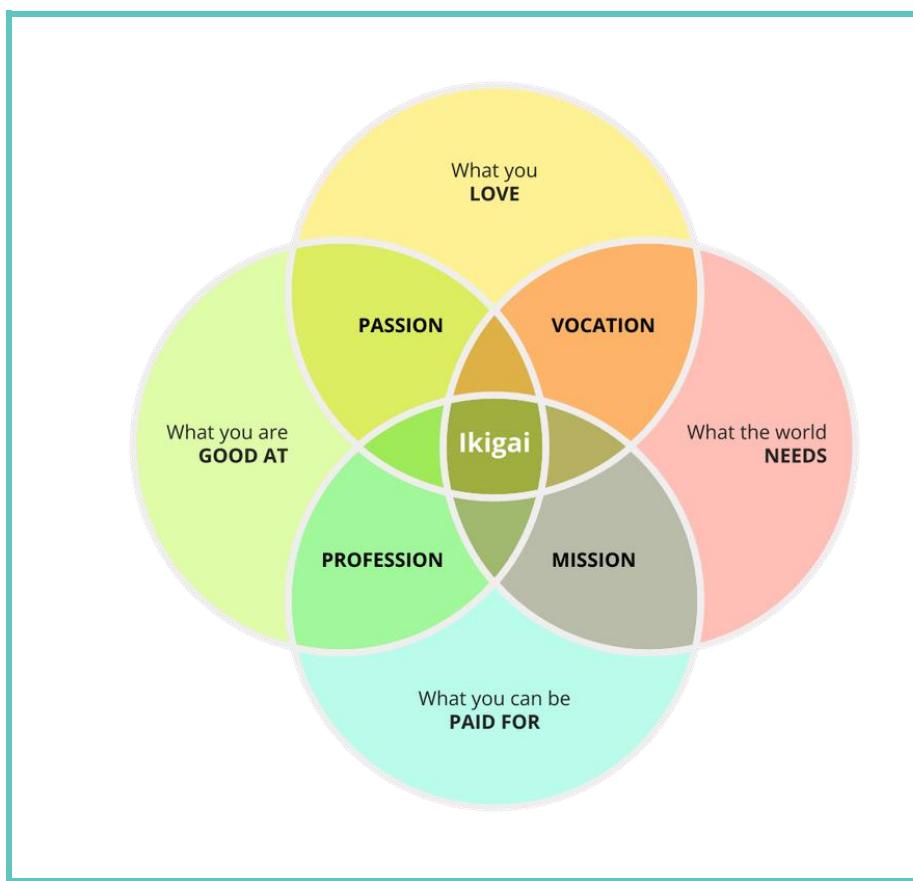
### Engagement of external stakeholders:

None



## Level 1: Try it out

1. IKIGAI is a Japanese concept that can be interpreted as 'life's goal' or 'what makes life worth living'. The process for individuals to find their Ikigai is based on answering 4 main questions:
  - a. What are you passionate about? What do you love?
  - b. What does the world need?
  - c. What are you good at?
  - d. What can you be paid for or find resources for?



2. To try it out with learners, you can use the diagram below, and have them fill out each circle, and then cross sections, of the diagram individually with their own ideas. The Ikigai at the centre will emerge at the end of the process.
3. Invite learners to share their ideas for their own Ikigais in small groups to hear about others' ideas and further reflect, develop or refine their own ideas.
4. Invite learners to reflect on how their Ikigai is connected to the global ecological crisis, including growing climate resilience and fostering regeneration.
5. Invite learners to regularly go back to their Ikigai and keep reflecting on the four main questions, allowing them to evolve and add new ideas to the diagram.



## Level 2: Dive deeper

1. In order to dive deeper into the exercise, you can invite learners to do the exercise by asking them some follow up questions in relation to the 4 main questions, or giving them the following directions:
  - a. What are you passionate about? What do you love? => Explore your past experiences to define what truly motivates you and drives you.
  - b. What does the world need? => Mobilize your experience to reflect on the (ecological) causes that matter to you the most. How can you integrate those causes into your personal and professional life?
  - c. What are you good at? => Assess your unique skills and how they can be applied to make a difference. Feel free to consider unconventional paths that leverage your strengths.
  - d. What can you be paid for or find resources for? => For older learners (15+), invite them to write their ideal job description: specify the work environment that best supports your well-being and productivity, define the roles and responsibilities that align with your skills and passions.
2. Those different steps can help learners clearly define their Ikigais. This can be done by inviting learners to craft a unique statement that captures their Ikigai, knowing that it will evolve with the changing professional and personal aspirations of learners.
3. Invite learners to discuss their Ikigai, and the final statement, in small groups in order to refine them.
4. Invite learners to find other learners whose unique statement resembles theirs to form a small group and meet regularly. In a small group, learners can support one another, including finding the resources they need to fully implement their respective Ikigais.

### Dos and Don'ts



### Adaptations

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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 is based on the method developed by the Learning Planet Institute and has been adapted for CLARITY by One Resilient Earth.

Research carried out by the Learning Planet Institute on the Ikigai pedagogy:

- <https://www.learningplanetinstitute.org/en/ikigai-2/>
- <https://lpi-projects.webflow.io/ikigai-exclusive-access>



## **Competence area 4: Opening up to diverse climate-resilient and regenerative futures**



**Tool 4.1**

# Exploring futures through art

**CLARITY Competence Area:**

Opening up to diverse climate-resilient and regenerative futures

**GreenComp Competence Area:**

Envisioning sustainable futures

**Why use this tool?**

The world we live in today first existed in the imagination. The cities we live in, the smartphones we hold in our hands, the eco-villages we created... were first a vision, science-fiction, or a dream in people's minds. Numerous artists and designers have explored and experimented with different visions of the future at all times. They venture into different possible futures, without being limited by what the world looks like today. Expanding imagination is essential to bring to life a more climate-resilient and regenerative world, while fostering joy and excitement when working on addressing climate change impacts.

**Activity 4.1.1**

# Solarpunk art explorations

## Overview

Solarpunk is an artistic and literary movement envisioning and working towards actualizing a sustainable future interconnected with nature and community. By exploring images or texts from the solarpunk movement, learners can reflect upon alternative visions of the future, which enhances imagination and inspiration or drive to take action.

## Curriculum linkage

Arts, Language & Literature and Civics & Social Studies

## Competences built

Originality, imagination, exploratory thinking and active hope

## Prep Work

Select solarpunk artworks that can resonate with your local context and/or resonate with some of the learners who are not originally from the place that the school, organization or university is based.

## Competences/activities to practice first by the teacher

For optional deeper explorations:

- Climate emotions wheel ([1.2.1](#))
- Section “Diving underwater” of The Iceberg Model ([3.4.1](#))

This activity can be integrated into the Futures Literacy Lab ([4.2.2](#)) when envisioning desirable futures collectively.



## BASIC INFO

**Age range:**

6+

**Duration:**

20 min. to several sessions of 45 to 60 min.

**Group size:**

Flexible

**Level of difficulty:**

Basic

**Materials/space required:**

Monitor, whiteboard, or TV to project images of artworks, or printouts. If you consider creation, material to draw, paint, collage or design solarpunk worlds otherwise.

**Location:**

Flexible

**Engagement of external stakeholders:**

Not necessarily. Solarpunk artists are welcome.



## Levels in the activity

1. Exploration
2. Creation
3. Open dialogues

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## Level 1: Exploration

1. Briefly introduce what the solarpunk movement is to the learners.
2. Show the group the solarpunk images or videos from the resource library and beyond that you selected. Feel free to add to the library if you find relevant solarpunk artworks. Feel free to also research “afrofuturism” when looking for solarpunk arts. The images are meant to highlight the multiplicity of possible net-zero, sustainable or regenerative futures. Allow learners some time to look at the different images or videos.
3. Invite learners to reflect upon the following questions:
  - a. What did they expect or did not expect in the images or films, including what surprised them in negative, positive or neutral ways?
  - b. What do they like about those visions?
  - c. What do they think is missing?
  - d. What would they like to see more of in the present?
4. Optional (deeper level of reflection 1):
  - a. How did it feel to explore the solarpunk worlds?
  - b. Does the emotion of joy and curiosity about net-zero, sustainable or regenerative worlds feel conducive to action?
  - c. Did looking at the images feel sad in any way? If so, why?
  - d. Are there ways to cultivate emotions of joy and curiosity other than looking at solarpunk artworks?
5. Optional (deeper level of reflection 2):
  - a. What are the values that appear to underlie the solarpunk worlds?
  - b. How do they differ from the values that underlie the world around us?
  - c. What would be needed at individual and collective levels to cultivate those life-affirming, regenerative values?



## Level 2: Creation

1. Following the exploration of various solarpunk visions, invite learners individually or collectively to create their own solarpunk visions.
2. Allow learners to form affinity groups (i.e. group of learners resonating with the same visions or values), and to come up with divergent solarpunk visions. There are no right or wrong visions, as different visions may have different values at their core.
3. The visions can be created as visual artworks or multimedia artworks. They can also be shared through texts written in the first person and narrating the stories of individuals exploring solarpunk worlds, or through short plays taking place in the solarpunk worlds.
4. Invite learners or groups of learners to present their visions to the rest of the group, including the questioning, interests, and/or values that underlie the vision.
5. Optional (deeper level of reflection):
  - a. How did it feel to create your solarpunk worlds?
  - b. Do you feel inspired or driven to take certain actions as a result of this creation?
  - c. Are any other emotions coming up for you?



*Learners sharing and explaining their solarpunk visions with the group.*

*Photo by Carmelo Zamora, REAL School Budapest.*

## Level 3: Open dialogues

1. Organize an exhibition and/or performances of the created solarpunk artworks in the school. This can also be open to a wider community.
2. Organize a school-wide, or community-wide dialogue about visions of the future, around questions such as:
  - a. What did you expect and what did you not expect in those visions?
  - b. What do you like or dislike about those visions?
  - c. What do you think is missing?
  - d. What would you like to see more of?
3. Optional: share those visions and key findings from the local dialogue with the municipality or local government for inspiration.



### Dos and Don'ts

#### Do

- Encourage the use of multiple art forms and media to represent solarpunk visions.
- Encourage the use of symbols of the future instead of going for an exact representation, as it could be overwhelming to some learners to try and perfectly represent the future they envision.
- Encourage going back to the vision and changing it over time, or following conversation: the vision should be seen not as a work of art (only), but as a work in progress.

#### Don't

- Don't promote the use of AI to generate solarpunk visions without weighing the multifaceted costs and limited benefits of this approach, and explaining those thoroughly to learners.
- Don't use AI to generate solarpunk visions without using it as an opportunity to question the assumptions and biases built into the AI tool.
- Don't grade the solarpunk visions.



## Adaptations

- If your learners are uncomfortable sharing their visions with the group, creating their solarpunk vision could be a prompt for a journalling exercise. For further information about journalling, check activity card 2.1.1.
- As an outdoor alternative to level 2, find an outdoor place near the school; this could be a town square, a landscape, a park, a natural area, or a busy street. Once in the identified space, ask the learner to reflect on the future vision they would have for this specific location. What would their solarpunk vision of that space be like? Invite the learners to create this vision onsite or when they are back in the classroom.

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## Resources

- SOLARPUNKS. <https://www.solarpunks.club/>
- XR SolarPunk Storytelling Showcase  
<https://www.solarpunkstorytelling.com/about/artwork/>
- Rjukan Solarpunk Academy <https://www.rjukansolarpunkacademy.com/>
- Art Competition winners: Solarpunk 2019 <https://atomhawk.com/resources/art-competition-2019-winners/>
- Solarpunk artworks by Dustin Jacobus <https://dustinjacobs.com/>
- A library of inspiring artists, compiled by One Resilient Earth  
<https://oneresilientearth.org/a-library-of-inspiring-art/>

## References

This activity was designed by One Resilient Earth.



- De Meyer, K., Coren, E., McCaffrey, M., & Slean, C. (2020). Transforming the stories we tell about climate change: from 'issue' to 'action.' *Environmental Research Letters*, 16(1), 015002. <https://doi.org/10.1088/1748-9326/abcd5a>
- Jensen, S. (2016). Empathy and Imagination in Education for Sustainability. *Canadian Journal of Environmental Education*, 21, 89–105.  
<https://eric.ed.gov/?id=EJ1151868>



**Activity 4.1.2**

# A photograph of the future

## Overview

In this activity learners are invited to reflect on the changes they hope to see in their community, using photography to symbolize these changes. This exercise can help learners have fewer negative emotions in relation to their future, and shift towards more positive emotions such as curiosity and hope. This activity is a shortened and adapted version of 'a photograph of the future' from the [Re-Imaginary resources](#).

## Curriculum linkage

Arts, Civics & Social Studies, Geography and History.

## Competences built

Imagination, regenerative thinking, exploratory thinking, perspective-taking and active hope.

## Prep Work

Have the necessary technology ready.

## Competences/activities to practice first by the teacher

Could be used in combination with Growing Futures Literacy ([tool 4.2](#))

## Steps in the activity

1. Introduction
2. Photograph
3. Discussion and reflection

## BASIC INFO

**Age range:**

12+

**Duration:**

15 minutes to 3 hours

**Group size:**

Flexible

**Level of difficulty:**

Basic

**Materials/space required:**

Pen and paper for notes, phone/camera for pictures (or alternatives, see below)

**Location:**

Outdoors

**Engagement of external stakeholders:**

Not necessary but an intervention from local visual artists/photographers could be beneficial



## Step 1: Introduction

1. Give an overview of the assignment by explaining to learners that they will be asked to reflect on the changes and transformations they hope to see in the world, in response to climate change and/or the ecological crisis, and then go outside and come back with one photo that symbolizes this change. Explain to the learners that the photograph can be as abstract or as literal as each person wants it to be. It can also be taken intuitively or following a clear logic.
2. Invite learners to reflect on the types of changes or transformations they are hoping for in relation to climate change. This could be prompted by a specific question, or questions, or be left more open-ended.

## Step 2: Photograph

1. Invite learners to take some time alone and in silence (approximately 5 minutes) to walk or sit and see what naturally grabs their attention in the outdoors. If it helps, people are welcome to take notes.
2. Invite learners to take a photograph of an image, composition, or object that represents the change. Reassure the learners who may not be certain of why they have taken the specific photograph. Let them know that through discussion, they can discover some meaning.

## Step 3: Discussion and reflection

1. Invite the learners to reconvene in small groups of 3-5 people and share their experiences and photographs with the group, one after the other. Ask the person to the right of the person who is speaking to take notes for the person who is sharing. At least 2 minutes should be allowed for each person to explain their photograph without interruption and another 2-3 minutes for others in the group to ask questions or share their interpretations.
2. Invite some volunteers to share key insights from each group with the plenary.
3. Optional: provide a way for photographs to be emailed or uploaded onto a central computer so that they can be shared. The photographs could also be printed and hung in the classroom.





## Dos and Don'ts

### Don't

- Don't comment on the quality of the photograph. This exercise is not a photography workshop, but an activity to reflect on the transformations the learners want to see.

### Adaptations

- If the use of technology is not preferred, an alternative could be to have the learners draw/sketch what naturally grabs their attention.
- With younger groups (12- 16 years), this activity could be coupled with a tour of the city or neighbourhood, during which the photographs could be taken.
- An example of an alternative photography workshop can be found [here](#), for inspiration. For example, if the class cannot go outdoors, the learners could use photographs of themselves and use collage to reflect on their future.
- Possible to use before and after [tool 4.2 - Growing Futures Literacy](#), to see if the learners relationship to the future changes after those activities. How have their visions changed?

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### References

This activity is adapted from the [Re-Imaginary resources](#) by One Resilient Earth.

- Finnegan, W. (2022). 'It's beautiful, living without fear that the world will end soon' – digital storytelling, climate futures, and young people in the UK and Ireland. *Children's Geographies*, 21(5), 898–913.  
<https://doi.org/10.1080/14733285.2022.2153329>



- Glaw, X., Inder, K., Kable, A., & Hazelton, M. (2017). Visual Methodologies in Qualitative Research: Autophotography and Photo Elicitation Applied to Mental Health Research. *International Journal of Qualitative Methods*, 16(1).  
<https://doi.org/10.1177/1609406917748215>



### Activity 4.1.3

# Exploring parallel worlds

## Overview

In this activity, learners are invited to explore how a parallel climate-resilient world might look and function. Learners will have the opportunity to experience, describe, and engage in storytelling about this parallel world, and consider what strengths and skills they possess and can use in this world. The fact that we are not asking learners to consider a 'future world' can free their imagination and creativity. This activity is inspired by a tool developed by former teacher Wolfgang Brunner.

## Curriculum linkage

Language & Literature, Civics & Social Studies and Natural Sciences.

## Competences built

Imagination, exploratory thinking, perspective-taking and active hope.

## Prep Work

See below.

This activity can be used in relation to tool 3.5 and especially Finding your ikigai ([3.5.3](#)) – as it can support learners in exploring their meaning and purpose in relation to the future worlds they may want to help shape on planet Earth.

## Steps in the activity

1. Preparation
2. Exploring parallel worlds

## BASIC INFO



### Age range:

12+

### Duration:

A set of 2-3 40-minute lessons

### Group size:

Flexible

### Level of difficulty:

Intermediate

### Materials/space required:

Invitation Card(s), whiteboard and/or large piece of paper, markers, art supplies (as needed)

### Location:

Indoors

### Engagement of external stakeholders:

None



## Step 1: Preparation

Print or make an adaptation of the following prompt. You may choose to turn this into invitation card(s), or to display it somewhere for the entire class:

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*"You have been cordially invited by the Planetary Council to participate in a brand-new learner exchange and storytelling program! Your task is to create a story that reflects your lived experience on planet \_\_\_\_\_, a climate-resilient planet that has achieved a sustainable balance between humans and nature."*

*"As you do so, we would like you to carefully imagine, explore and describe the planet, with particular consideration given to both the climate and the climate between beings. These stories will be collected and displayed in a showcase of stories about life on parallel worlds."*

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## Step 2: Exploring parallel worlds

1. Introduce learners to the concept of parallel worlds. Explain to them that parallel worlds are worlds and existences that we can imagine as having developed alongside – or parallel – to our own. Many novels and films take place in parallel worlds, and learners might have already ‘daydreamed’ about parallel worlds. Encourage questions, sharing, and curiosity on the topic.
2. Present the invitation/prompt from Step 1: Preparation, and explain the structure of the activity. More specifically, tell learners that during this activity, they will imagine a parallel world where, instead of living on the earth, they are now living on a climate-resilient planet that has achieved a sustainable balance between humans and nature, which they themselves will conceptualize.
  - a. In case the learners are not familiar with the concept of *climate resilience*, it is important to explain it to them before they engage in the storytelling exercise. Feel free to provide as much or as little information about climate resilience before the exercise as you wish, since this exercise can also serve to discuss climate resilience in more details throughout the session.
3. Let the learners know that their task is to convey their experience within this parallel world through storytelling. This storytelling can be done through



written word, song, art, or any other medium that is possible within the classroom. The focus for this activity should be more on learners conveying their experience within the parallel world through storytelling, and less on the specifics of how that world works.

4. Allow learners as much time as they need to envision their experience of this parallel world. Then, allow time for learners to craft their stories. They may craft their stories individually, or after group discussions. There is no 'right' or 'wrong' way to portray their experience. As they craft their stories, encourage learners to be as creative as they wish with their storytelling. Some things they can consider for inspiration:
  - a. What do you do in this parallel world?
  - b. How do you live in this parallel world?
  - c. What are your strengths in this parallel world? How do you use your strengths?
  - d. How does this world work? How do you feel about it?
  - e. What are your connections and relationships in this world?
  - f. What are the values that matter to you?
5. When learners have finished crafting their stories, invite them to share their stories with the class. Encourage curiosity and self-reflection at this stage. Some questions you can ask them to reflect on:
  - a. How did this activity make you feel?
  - b. What does it reveal about your perspective?
  - c. Were there any similarities or differences you noticed between your experience in this parallel world and your experience here on Earth?

### Dos and Don'ts



#### Do

- Use this as a stepping stone for a longer learning journey - exploring how amazing the Earth can seem if you look at it as a spaceship travelling through space.



## Don't

- Don't expect your learners to be experts in resilience from the start, the activity is about exploring and imagination. And sometimes what seems to be ridiculous suggestions for a long lasting resilient life might be expressed. In those cases keep asking questions and you will have started the process. Sometimes the most important thing is to ask the question.

## Adaptations

- Some learners might find it difficult to conceptualize a parallel world, as it relies heavily on imagination. A different and more hands-on option is to create a biosphere together with the learners, and encourage them to imagine they are tiny creatures and/or humans living within that biosphere. To get inspiration to create a biosphere take a look [here](#).

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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 is designed by Legacy17 drawing inspiration from a tool developed by former teacher Wolfgang Brunner and widely used internationally. For a full description please take a look [here](#).



A biosphere.

Picture by Andy Faeth, Pixabay

**Tool 4.2**

## Growing Futures Literacy

**CLARITY Competence Area:**

Opening up to diverse climate-resilient and regenerative futures

**GreenComp Competence Area:**

Envisioning sustainable futures

**Why use this tool?**

Futures Literacy and future thinking are rarely taught in schools and teacher training, although it is critical to discussing climate change, sustainability, resilience, regeneration, and transformation. Futures Literacy provides critical information and competences to reflect on our use of “the” future and make better-informed decisions in the present. It is not about creating a desirable vision of the future and defining steps to get there. Futures Literacy is about exploring how our different visions of the futures reveal what matters to us in the present and values we can embody today more courageously.

**Activity 4.2.1**

# Envisioning the most beautiful future

## Overview

A simple exercise can be to imagine the most beautiful climate-resilient and regenerative future individually, and represent it (e.g. text, collage, drawing) before sharing it and reflecting with a group. The teacher can ask questions to help learners identify their assumptions and biases about the future, building on convergences and divergences between future visions. This activity can also help learners reflect on what they can learn from this beautiful future and do differently in the present.

## Curriculum linkage

Arts, Language & Literature and Civics & Social Studies.

## Competences built

Imagination, exploratory thinking and active hope.

## Prep Work

- Select images or multimedia material that could be evocative of a beautiful future for inspiration.
- Have learners select images or material that is evocative of the most beautiful future for them.

## Levels in the activity

1. Exploration
2. Project

## BASIC INFO

### **Age range:**

6+

### **Duration:**

45-60 min. to a longer term project

### **Group size:**

Flexible

### **Level of difficulty:**

Basic

### **Materials/space required:**

Writing/drawing materials or material to do collages and sculptures

### **Location:**

Flexible

### **Engagement of external stakeholders:**

Not necessarily. A local artist could be engaged.



## Level 1: Exploration

1. The activity can be done individually or in small groups. Decide between one or the other.
2. If you would like your learners to only consider climate-resilient and regenerative futures, you may need to give a few pointers now. However, you can also let the learners represent any future they find beautiful.
3. Invite each learner to take a few minutes to reflect on the most beautiful future they would like to experience. Invite learners to reflect on how the future would look for them, for their community, for the local ecosystem and for the Earth ecosystem. Their visions can focus on the scale they feel most comfortable with. The future they imagine can be in a decade or as distant in time as they wish. You can share some images or multimedia material for inspiration if you wish.
4. Invite learners to materialize their vision of the most beautiful future either through a written description or through drawings, collages, or sculptures.
5. Invite learners who feel called to do so to show their visions of the future to the other learners, and describe what they are most excited about in their vision, and/or what would inspire them to turn this vision into reality.
6. Invite learners to reflect on the visions of other learners by focusing on what they did not expect, had not thought about and on what makes them excited.
7. Invite learners to reflect on how it makes them feel to explore a beautiful, dream-like future and whether it gives them energy to take action.
8. If you choose to let learners explore any beautiful future, without a specific connection to climate resilience and regeneration, you can take a moment to reflect on the values that underlie some of their futures and could be relevant to climate resilience and regeneration. You can also suggest revisiting their images of the future, or do the exercise again after they have learnt more about climate-resilience and regeneration.

## Level 2: Project

1. Turn the exploratory activity into an individual or group project that can span a few weeks or months. In that case, learners need to focus on visions of the future that contribute to a more climate-resilient and regenerative world.
2. You can focus the project on a specific topic or area when learners have more time to prepare. This could mean focusing the project on the most beautiful future of their city or village, the most beautiful future of their school, the most



beautiful future of energy, the most beautiful future of relationships between animals, plants, fungi and humans...

3. Encourage learners to research existing arts, design, science, Indigenous Peoples' practices, existing grassroots projects... to gain inspiration for the design of their most beautiful worlds.
4. Offer learners to work on a joint vision that emerges from the most exciting elements of individual or group visions.
5. Invite older learners to explore the ecological, social and economic costs and benefits associated with their visions of the most beautiful worlds, as compared with the costs and benefits of today's structures and systems.
6. Encourage older learners to reflect on the levers of action they can activate now to materialize certain dimensions or components of their visions of the most beautiful world. What are the low-hanging fruits? What is likely to require deeper cultural change?



## Dos and Don'ts

### Do

- Encourage imagination and creativity, even if the visions are not plausible, probable or implementable.
- Encourage learners to ask questions and be curious about each other's visions, including by reflecting on some projects, buildings, and art they know and think could be of interest to the creators of a specific vision.

### Don't

- Don't compare or grade the visions.
- Don't encourage learners to criticize each other's visions.

### Adaptations

- Depending on the resources available, offer learners the opportunity to use a variety of means and art forms to materialize their visions.



- The exploratory level of this activity can be integrated into a Futures Literacy Lab (4.2.2) when exploring desirable futures, particularly if the Futures Literacy Lab is done over several days

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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

- Cork, S., Alexandra, C., Alvarez-Romero, J. G., Bennett, E. M., Berbés-Blázquez, M., Bohensky, E., Bok, B., Costanza, R., Hashimoto, S., Hill, R., Inayatullah, S., Kok, K., Kuiper, J. J., Moglia, M., Pereira, L., Peterson, G., Weeks, R., & Wyborn, C. (2023). Exploring alternative futures in the Anthropocene. *Annual Review of Environment and Resources*, 48(1), 25–54. <https://doi.org/10.1146/annurev-environ-112321-095011>
- Nalau, J., & Cobb, G. (2022). The strengths and weaknesses of future visioning approaches for climate change adaptation: A review. *Global Environmental Change*, 74, 102527. <https://doi.org/10.1016/j.gloenvcha.2022.102527>
- [Publications](#) by the [Seeds of Good Anthropocenes](#)



**Activity 4.2.2**

# Futures Literacy Labs (FLL)

## Overview

Futures Literacy Labs (FLLs) are based on a method developed by UNESCO following a 4-step process: making desirable and probable futures explicit, re-imagining/reframing the future, asking new questions about the present, developing an action plan based on new questions. FLLs help learners identify their assumptions and biases about the future, so that they have the tools to stop colonizing the future, embrace emergence, and make better-informed decisions in the present.

## Curriculum linkage

Ethics, Religion & Philosophy, Civics & Social Studies and Sustainability & Climate Education classes that use projections and future scenarios.

## Competences built

Futures literacy, critical thinking, imagination and exploratory thinking.

## Prep Work

- Familiarize yourself with what Futures Literacy is, what it can do and what it cannot do.
- Define a topic for your FLL: which future are you going to talk about? It could be “the future of schools”, ‘the future of our city”, “the future of nature”...
- Print out some iceberg models with the 4 layers indicated on the side (see below)



## BASIC INFO

**Age range:**

14+

**Duration:**

3 hours to 3 days

**Group size:**

Flexible. Smaller groups of 6-8 people will need to be formed during the exercise

**Level of difficulty:**

Advanced

**Materials/space required:**

Post-its, markers, material to draw, or random material (e.g. clean trash to be recycled) to create assemblages or sculptures

**Location:**

Indoors

**Engagement of external stakeholders:**

None



## Competences/activities to practice first by the teacher

- Exploring the iceberg ([3.4](#))
- Moving to reduce climate anxiety ([1.2](#))
- Optional:
  - Solarpunk art exploration ([4.1.1](#)), in case you would like to bring some art into your FLL
  - Envisioning the most beautiful future ([4.2.1](#))

## Steps in the activity

1. Reveal
2. Reframe
3. Rethink

## Step 1: Reveal

1. Make sure you have all materials ready including Post-its, markers, A3 paper sheets and spaces to create sculptures or assemblages or images and objects to represent different possible futures.
2. Introduce the FLL by explaining that Futures Literacy is a capability that enhances our imagination and diversifies futures. We use those Futures to see things differently in the present.
3. Explain that several dimensions of climate science rely on projections and future scenarios based on past data about the Earth system, as well as data about our economy, society and governance. Projections and scenarios are based on observed phenomena, trends and extrapolations. Such a structured and systematic method, which defines possible developments in order to prepare for the future, falls under the umbrella term of foresight. However, Futures Literacy is different. Futures Literacy can help us better understand the assumptions and biases that are part of foresight approaches, as well as relate differently to the future.
4. Introduce the topic of the FLL that learners are going to work with. Examples are 'The Future of Schools,' 'The Future of our City,' 'The Future of Nature'... Try and make sure you are exploring the future of a concept that your learners can relate to and have mental images of. Feel free to give some definitions to support your learners.
5. You can start with a polak game. For more details about the polak game, check the resources section below.



6. Create groups of 6-8 learners, have them sit around a table or group of tables in circles, and distribute writing and drawing material to them.
7. Let them know that you will invite them to take part in a few practical, hands-on exercises for which there are no right or wrong answers, and for which they are welcome to express their imagination fully.
8. For the first exercise, you can start by sharing some trends, data and scenarios related to greenhouse gas emissions and planetary boundaries until 2100.
9. Feel free to remind learners of breathing techniques and movements they can practice, if the information you shared makes them feel anxious or overwhelmed (see activities under competence area 1).
10. Invite learners to close their eyes and imagine they wake up in what they think the year 2075 will be. It should be what they predict the world 2075 will be like, based on what they know of various projections and scenarios today. They are not older versions of themselves; they are the same people waking up in the 2075 world. Ask them to spend some time in what 2075 will most probably be for them.
  - a. What does it look like?
  - b. How does it smell or feel?
  - c. What are the headlines in the press or its equivalent?
  - d. What do [schools] [the city] [XXX] look like in the most probable version of 2075 for them?
11. Invite your learners to take a few minutes to write down or draw the highlights of their vision or experience in their most probable vision of 2075.
12. Invite learners to share their highlights with the other members of their small group. They can start putting some words or images regarding the probable 2075 world on the different levels of the iceberg (see illustration below and [activity 3.4.1](#) for more details).
13. In case learners have not studied the iceberg already, you can introduce the different levels of the iceberg very briefly. It is ok if the words or images are not all put under the correct categories of “headlines”, “systems”, “worldviews” or “myths and metaphors” on the iceberg for the learners who are discovering the approach on the spot.
14. Invite each group to briefly share the highlights of their discussions with the other groups, showing their icebergs with Post-its or images on them.



**15.** As a second exercise, invite learners to shift from the probable future to a desirable future. You can start by sharing some images of a desirable future (e.g. solarpunk artworks) or any other image evocative of values or approaches to making the future desirable.

**16.** Invite learners to close their eyes and imagine they wake up in what they would like the year 2075 to look like in their wildest dreams.

They are not older versions of themselves; they are the same people waking up in the 2075 world. Ask them to spend some time in the most desirable version of the year 2075 for them.

- a.** What does it look like?
- b.** How does it smell or feel?
- c.** What are the headlines in the press or its equivalent?
- d.** What do [schools] [the city] [XXX] look like in the most desirable version of 2075 for them?

**17.** Ask your learners to take a few minutes to write down or draw the highlights of their vision or experience in the desirable world of 2075.

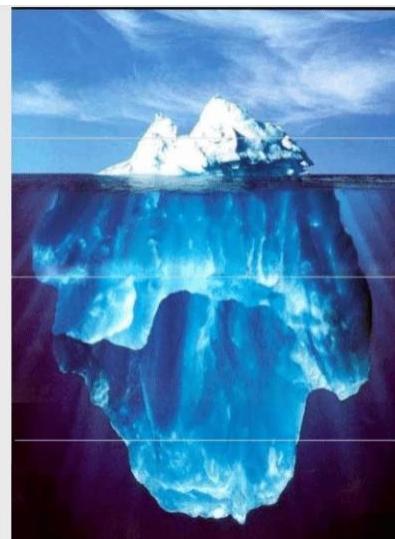
**18.** Encourage learners to share their highlights with the other members of their small group. They can start putting some words or images regarding the desirable 2075 world on the different levels of the iceberg (see activities under tool 2.4 for more details). It is ok if the words or images are not all put in the correct place in the iceberg, for the learners who are discovering the approach on the spot.

**19.** Invite each group to briefly share the highlights of their discussions with the other groups, showing their icebergs with Post-its or images on them.

**20.** Explain to learners that this first phase is about revealing the visions of both probable and desirable futures they are having now, and that were likely influenced by the numbers/trends they saw and the images that were presented.

**21.** You can explain more about the iceberg now (see [activity 3.4.1 – Exploring the iceberg](#) for more details), if you wish.

1. THE LITANY, UNQUESTIONED DATA, HEADLINES
2. SYSTEMIC APPROACHES AND SOLUTIONS
3. WORLDVIEWS, WAYS OF KNOWING AND ALTERNATIVE DISCOURSES
4. MYTHS, METAPHORS, AND NARRATIVES



*Iceberg Analogy for Causal Layered Analysis (CLA)  
(Inayatullah, 2020)*



## Step 2: Reframe

1. Invite learners back to their groups, and instead of inviting learners to envision either a probable or a desirable version of the future, invite them to listen to a different scenario of the future, which is called a reframe 'scenario'.
2. Share a scenario that helps learners question the assumptions and biases about the future that they have expressed during the first phase of the FLL. You will need to conceive this scenario while listening to both the probable and the desirable visions of the future that the learners come up with.
3. A possible 'reframe' scenario about the future of planetary health would be: 'Imagine you wake up in the year 2075, and the health of human beings is no longer a priority. The entire health system focuses on the health and wellbeing of plants, animals and fungi'. For more guidance and ideas about the reframe scenario, check the references and resources section below.
4. Once you share the scenario, ask learners to take a few minutes to reflect and respond to the following questions: how does the scenario make you feel? What makes you curious about this scenario? What did you take for granted about the future before hearing this scenario?
5. Invite learners to create or 'build' a 3D sculpture of the reframed world within their group, without too much discussion, by using all the material available. This work will help identify assumptions and biases about the future.
6. Offer each group the opportunity to present their sculpture/collage to the other groups.

## Step 3: Rethink

1. Let the learners know that step 3 is about coming back to the present and reflecting on the experience.
2. Offer learners the opportunity to explore and compare/contrast the first phase's probable and desirable futures, as well as the reframed future of the second step.
3. Invite learners to address the following questions, in relation to the topic of their FLL. For instance, are there any approaches to [schools] you had not thought about before? Are there different ways of [educating children] you had not considered before? Are there questions or ideas you thought were important before the exercise but seem less important now?



4. Invite learners to address those questions by asking new questions. Ask each group to select 3 of the most interesting emerging questions, and share them with the wider group.
5. Invite reflections from the learners about the questions that were selected.
6. Close the activity with a recap of the 3 steps and associated learning curve, as well as with more information about the purpose of the activity in building the learners' futures literacy skills.



## Dos and Don'ts

### Do

- Stress that there is no right or wrong vision of the future as there is no possibility to know what the future will look like in 2075. Sharing visions of the probable or desirable futures is not about being scientifically accurate, it is about offering an opportunity to expand one's imagination.
- Welcome all visions and questions with curiosity.

### Don't

- Don't grade the exercise.
- Don't select the 'best' vision of a desirable future as a means to guide action. The desirable futures being expressed are simple representations of what a group dreams about at a given time, and are not meant to be used literally to define a new "mission" for the group.

### Adaptations

- Feel free to encourage learners to draw instead of writing elements of their visions of the future.
- When exploring the reframe, you can offer a variety of options and artforms to create and explore the reframed world. Those options could include drawing, creating collages, creating sculptures out of available materials, performing short plays or *tableaux vivants*.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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.

## Resources

A facilitation guide for a [3-hour Futures Literacy Lab](#). In this guide, you will find a more precise description of a polak game. Running a Futures Literacy Lab is complex and you may want to access a dedicated training offered by One Resilient Earth, or another academic organization part of the UNESCO Futures Literacy Chairs network.

## References

This activity was adapted from resources of the Erasmus+ FUTURES project by One Resilient Earth.

- [Demystifying Futures Literacy](#)
- [Teaching Futures](#)
- [What is Futures Literacy](#) and why is it important?
- [Futures literacy laboratory playbook](#): an essentials guide for co-designing a lab to explore how and why we anticipate
- [Transforming the Future](#) is essential reading, and offers a theoretical approach as well as practical case studies of FLLabs
- [Embracing Complexity - R. Miller](#)
- [Making experimentalist Leadership practical - R. Miller](#)
- Bentz & Ristic Trajkovic (Eds.) (accepted) *Imagining, Designing and Teaching Regenerative Futures: Creative Approaches and Inspirations From Around the World, the Science for Sustainable Societies*, Springer Nature. Expected publication is August 2025.



**Tool 4.3**

## Experience emergence

**CLARITY Competence Area:**

Opening up to diverse climate-resilient and regenerative futures

**GreenComp Competence Area:**

Envisioning sustainable futures

**Why use this tool?**

Games and improvisations create spaces where learners experience not-knowing and a widening of possibilities of what may come next. They build competences to operate in situations of volatility, uncertainty, complexity and ambiguity. They also provide us with some training in collectively navigating the multiplicity of possible futures at each given moment. They also integrate playfulness and joy into learning, which is critical to retain knowledge and build skills.

**Activity 4.3.1**

# Futures Games

## Overview

Different card decks or creative prompts can be used with learners of various ages (see the Resources section for more details). They introduce various scenarios of the future to play with, or ask questions that help us reflect on how we see the future or expect it to be. They help expand imagination, build critical thinking and give an experience of collective intelligence in a playful way.

## Curriculum linkage

Ethics, Religion & Philosophy, Civics & Social Studies and Sustainability & Climate Education classes that use projections and future scenarios.

## Competences built

Futures literacy, critical thinking, imagination, adaptability and exploratory thinking.

## Prep Work

Think about some back-up questions or scenarios, in case you wish to create a future game with your learners.

## Competences/activities to practice first by the teacher

- Exploring the iceberg ([3.4](#))
- Futures Literacy Lab ([4.2.2](#)), to understand the various uses of the future

## Levels in the activity

1. Play an existing Futures Game
2. Design and play a Futures Game with the learners



## **BASIC INFO**

**Age range:**

6+

**Duration:**

15-50 minutes

**Group size:**

Flexible

**Level of difficulty:**

Basic

**Materials/space required:**

Either an existing future game deck or material to create a game

**Location:**

Indoors

**Engagement of external stakeholders:**

None

## Level 1: Play an existing game

1. There are multiple Future Games, and future card decks available on the market in multiple languages, which can support learners in exploring different scenarios of the future and asking new questions. Please check the resources section for ideas, knowing that our selection is not exhaustive and based on resources in the English language. Select a future card deck that encourages curiosity in relation to different possible futures.
2. In case you cannot access an existing Future Game, you, as a teacher, can design a very simple future game that consists in asking 'what if' questions in relation to various visions of a probable, desirable or a strange future, and inviting learners to reflect on new situations, challenges or questions that may arise in this world. Examples include:
  - a. What if schools were about taking care of rivers and of the ocean?
  - b. What if there were more trees than inhabitants in cities?
  - c. What if fungi ruled the world?
  - d. What if our value in the world was determined by the amount of natural life we protect?
  - e. What if our houses were made of organic and recycled materials only?
  - f. ...
3. This exercise can help learners develop critical thinking, exploratory thinking and adaptability by enhancing their imagination and ability to contribute to constructive dialogues.

## Level 2: Design and play a Futures Game

1. Encourage learners to research existing games at the intersection of futures and climate change as preparation.
2. Invite small groups of learners to invent a game that could encourage others to explore multiple futures in a changing climate. Those futures could include probable futures based on current data, trends and climate scenarios and desirable futures that are just, peaceful, climate-resilient, regenerative, and biodiverse.
3. Alternatively, invite small groups of learners to design a game that would encourage discussions about the different solutions and possibilities to build climate resilience and foster regeneration in response to the climate crisis.



4. Encourage learners to reflect on the process of winning the game. This can mean reflecting on the values that would be shared and actions that would be rewarded in this type of future world. Winning the game could then depend on standing for those values and taking specific actions in favor of climate resilience and regeneration.
5. Another alternative for older learners would be to invite small groups of learners to design a game that focuses on staying with the trouble and the not-knowing when it comes to transformative change. What are the tricky questions and challenges that are difficult to grapple with when it comes to a deep societal transformation towards a more just, climate-resilient and regenerative world. How can we foster a playful exploration of those questions? How can we enjoy the process of not-knowing and exploration as an opening to new ways of being, knowing and doing in the world?
6. Encourage learners to prototype their future games and test it with learners from other groups.
7. Reflect collectively on the experience of creating and playing with the Future Games.



## Dos and Don'ts

### Do

- Encourage creating games that imply spending some time in nature and/or in discussion with community members. Games do not have to be board games.

### Don't

- Don't make the design of future games about listing and promoting all existing solutions to the climate crisis at individual level, and being the most responsible citizen. Instead encourage learners to look at solutions that require collective action and can have a larger and more transformative impact.



## Adaptations

We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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.

## Resources

- [Digital Cards of Hope by Sitra](#)
- [Dreams and Disruptions](#)
- [Forks in the Timeline](#)
- [The Thing from the Future](#)
- [The Futures Bazaar](#)
- The [Climate Change Megagame](#) at Linköping University
- [Global Agents](#)

## References

This activity was designed by One Resilient Earth.

- Douglas, B. D., & Brauer, M. (2021). Gamification to prevent climate change: a review of games and apps for sustainability. *Current Opinion in Psychology*, 42, 89–94. <https://doi.org/10.1016/j.copsyc.2021.04.008>
- Ouariachi, T., Li, C., & Elving, W. J. L. (2020). Gamification Approaches for Education and Engagement on Pro-Environmental Behaviors: Searching for Best Practices. *Sustainability*, 12(11), 4565. <https://doi.org/10.3390/su12114565>



**Activity 4.3.2**

# Improvisational storytelling

## Overview

Learners collaboratively write a story about a multitude of futures, through a theatre-based approach based on the 826 model. The learners start the story collectively while the teacher and volunteers write it down and illustrate it. The story eventually splits into two alternatives and the learners split into two groups, where each group further develops their alternative storyline, and the learners independently write and/or draw their end to the story, with all versions of the story can be put together in a book.

## Curriculum linkage

Science, History, Mathematics, Language & Literature, Arts and Ethics, Religion & Philosophy

## Competences built

Imagination, adaptability, exploratory thinking, futures literacy and collaboration

## Prep Work

- Research examples of transformational change that has taken place historically in your local context.
- Look up news articles about children worried about climate change to find a local case.

## Steps in the activity

1. Warm up to storytelling
2. Introducing the main narrative
3. Time travel
4. Storytelling
5. Make a book (optional, if you have time)



## BASIC INFO

**Age range:**

6+

**Duration:**

45 min \* 2

**Group size:**

Up to 60

**Level of difficulty:**

Basic for learners, but it requires a teacher with some theatre/performance experience

**Materials/space required:**

Paper, pens, coloured pens, PC

**Location:**

Indoors

**Engagement of external stakeholders:**

If theatre/performance artists can be involved for the improv storytelling, it could make the experience more lively.

Having volunteers to help write down the stories would also be



## Step 1: Warm-up to storytelling (5-10 min)

**Option for young learners:** Ask the learners what their favourite food is and ask them to describe it as if they had super senses (taste, smell, ...).

**Option for older learners:** Introduce the improv game “One Word at a Time.” This is a fun and easy warm-up exercise that allows learners to get acquainted with improvisation as a method. Learners create a story one word at a time. Learners suggest the words out loud, without raising their hands first. If two or more learners speak at the same time, the group can vote on which word will remain in the story. The game is over when the story reaches a natural conclusion, and the learner who said the first word also gets to say the last word. This game works well for large groups: the more storytellers, the crazier the story will be.

## Step 2: Introducing the main narrative (5-10 min)

**Option for young learners:** Introduce the character of a young person the same age as the learners who is worried about the future (let's call him Ron). This can be a made up character or real person from a news article (not someone the learners know personally). Introduce Ron in an empathic way:

- You understand why he is worried
- You take his worries seriously

Establish that Ron really needs someone to help him imagine futures that he can get excited about. Get the learners excited about helping Ron and then ask them if they want to help. Encourage them to express their desire to help loudly!

**Option for older learners:** Explain to the learners that improvising stories about the future can help us imagine radically different futures in a fun way. Collective joy and creativity is important for co-creating the future we want.



## Step 3: Time travel (30 min)

1. Explain to the learners that you'll go on a time travel so you can explore the world 1000 years into the future, and then tell other people about it in the form of a book with stories about the future.
  - a. **Option for young learners:** To prepare for time travel, ask the learners how long 1000 years is. Examples:
    - i) Ask them how many days are in a year, how many days are in 10 years, 100 years, and 1000 years. The answer is 365000, approximately.
    - ii) Ask them how old their parents were when they were born? How many generations live in a 1000 years? ( $1000:25=40$ , meaning their great (great, great, great, great ... say great 38 times!!!!) grandchildren may grow up in a 1000 years).
2. Help learners see just how much can change in 1000 years. You can ask the learners to come up with examples of big changes happening the past 1000 years in their local context, and/or give examples of evolutionary and historical change, such as:
  - a. **Evolutionary change (slow):** The Brown bear and the Polar bear split approximately 500 000 years ago, and it took the Polar bear something like *20 500 generations* to adapt to the living conditions in the Arctic.
  - b. **Epigenetics (quick):** When the ocean warms, fish eggs hatch more rapidly. Codfish eggs in six degrees water take 16 days to hatch. If the temperature increases to 10 degrees, the larva will hatch after only 9 days (In comparison, it is the same as five months of pregnancy in humans). This change will affect how genes are expressed in just *one generation*.
  - c. **Historic change:** In the 1020s, Vikings roamed the seas in their Viking ships and lived with their farm animals in longhouses. In 1024, The Church was established in Norway and the former nature religion outlawed, ca. **200 years** after the first signs of Christianity in Norway.
  - d. **Social change:** In Norway, it took **30 years** of struggle to secure women the right to vote, which they could finally do in 1913.
  - e. **To sum it up:** In 1000 years we could have totally different religions, new actors could have been included in our democracy, humans could have super senses and other "crazy" mutations/epigenetic changes could have occurred.
3. Establish the rule that *for now*, we will assume that 1000 years into the future, **anything is possible**.



4. **Give learners the opportunity to go into the future:** To travel in time, the learners need to close their eyes and imagine how the world looks 1000 years from now. Ask them if they can see it. When they can see it, tell them they are there and to open their eyes. Ask them to describe the Earthlings (could be any species on Earth) and how they live. Ask the learners to imagine they have super senses and invite them to describe how the future looks, smells, sounds, and feels.

## Step 4: Storytelling (45 min)

1. **Establish the ground rules** before asking the learners (as a group) who their main characters are. Let them know that their main characters should:
  - be a team with one human and one non-human character
  - be original (not Harry Potter or some Tik-Tok personality)
  - still be alive by the end of the story
  - not be exposed or expose others to unnecessary violence
2. **Establish the main characters.** Ask the learners who the main characters are. Help the learners come up with rich characters by asking concrete follow-up questions (How do they look? How old are they? What are their names? How do they know each other?). Use the ideas from step 2 as a starting point if the learners struggle to come up with ideas. Based on the learners' input, help them compile their ideas into 'Frankenstein' characters. Also establish:
  - the characters' strengths and weaknesses
  - the characters' 'secret weapon'
  - the characters' values
  - the characters' goal
3. **Visualize the characters for the learners.** An illustrator (could be a teacher or learner) draws the characters on a big board/paper as it takes shape.
4. **Optional: Become the characters.** Invite the learners to stand up, close their eyes and try to see the characters in a setting. Invite them to pose as one of the characters. Ask the learners to open their eyes and look around.
5. **Start the story together.** The main characters go on a mission to achieve their goal. The storyteller (teacher or invited actor) asks what the characters do. Continue with questions like: "What did she say then?". A writer (teacher or volunteer) takes notes on a computer, and the text is displayed on a big screen so the learners can see the story being written in real time. Soon the characters are confronted with a choice, and have to make a decision. Establish two



alternative decisions based on what the characters value. Divide the learners in two groups (or more) and give them each their alternative to continue. The story now splits in two (or more if you make smaller groups).

6. **Continue the story in smaller groups:** Let the learners take the story and go wild. A storyteller (teacher or invited actor) helps the group narrate the story and continue to write the story on a computer.
7. **End the story individually:** Remind the learners about the characters' mission. Will the characters' complete the mission and how? Ask the learners to write and/or draw the end of the story individually on paper. Ask the learners to add their signature and collect the papers in the end.

## Step 5: Make a book (optional)

1. Put the stories together in a physical or digital book, if you have time after class.
2. Optional: a fun homework assignment could include the learners reading the book to someone at home.



### Dos and Don'ts

#### Do

- Remember, anything is possible in this future! This is the main rule. Such a rule comes easy for many learners, especially young children. However, it can be challenging for teachers who are used to teaching about realistic scenarios.
- Adopt a “yes, and” attitude. Show excitement for every idea the learners come up with to encourage their creativity and make them feel proud and confident.
- If a learner suggests an idea that violates the rules, ask the whole group in a curious and non-judgemental way: “Is that in line with the rules?” instead of saying “no”.



## Adaptations

- Some learners might find it challenging to imagine the world a thousand years into the future. You can adapt the time span to a hundred years, or any number of years that you think works best for your learners.
- The book could be turned into a manuscript for a play. The activity could be repeated as impro theatre, with the learners acting out the story instead of telling it

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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 tool is adapted by Climate Creativity from the theatre approach-based [826 model](#) practiced by the project [Saga skriveliga](#) at Sølvberget Library and Culture Centre in Stavanger, Norway.



**Tool 4.4**

## Designing for resilience and regeneration

**CLARITY Competence Area:**

Opening up to diverse climate-resilient and regenerative futures

**GreenComp Competence Area:**

Envisioning sustainable futures

**Why use this tool?**

This tool helps learners engage with the design of solutions to address climate change impacts on themselves, their communities and their ecosystems. It invites the group to go beyond the disaster risk reduction approach, which means working on reducing the risks related to extreme events associated with climate change. It fosters a more transformative approach to addressing the root causes of climate vulnerability. Hence, this tool can facilitate the design of solutions that cover social innovation, as much as technical and political solutions.

**Activity 4.4.1**

# Investigating projects contributing to resilience and regeneration

## Overview

This activity consists in researching and learning about various projects that take place locally and around the world to foster climate adaptation and resilience. Particular attention should be given to projects that go beyond “disaster risk reduction” (i.e. limiting risks associated with extreme events), and focus on “designing for resilience and regeneration” so as to limit and address multiple climate change impacts, in the long run. These projects could include community-based adaptation projects and lo-TEK projects (i.e. projects mobilising local and traditional ecological knowledge).

## Curriculum linkage

Natural Science (Biology, Physics), (Human) Geography and Sustainability & Climate Education

## Competences built

Adaptability, regenerative thinking, imagination and innovation

## Prep Work

Familiarizing oneself with the concepts of climate adaptation, climate resilience (including transformative/transformational adaptation/resilience) and regeneration.

<b>BASIC INFO</b>	
<b>Age range:</b>	6+
<b>Duration:</b>	From a few sessions of 45-60 minutes to a longer term project
<b>Group size:</b>	Flexible
<b>Level of difficulty:</b>	Intermediate
<b>Materials/space required:</b>	Access to libraries, internet and different stakeholders locally to carry out research
<b>Location:</b>	Flexible
<b>Engagement of external stakeholders:</b>	Yes, for the research taking



## Levels in the activity

1. Exploration
2. Project

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## Level 1: Exploration

1. Introduce the concepts of climate adaptation/climate resilience (including transformative/transformational adaptation/resilience) and regeneration to learners (see the teacher's guide for information and guidance). Make clear that climate adaptation and resilience is meant to complement climate mitigation measures. Pursuing adaptation does not mean that we have given up reducing carbon emissions. It merely means that as the climate crisis intensifies, we need to be equipped to anticipate, deal with and recover from the impacts of climate change so as to stay alive and well, and continue doing all we can to limit global warming and restore the health of ecosystems.
2. Explain the interconnection between climate resilience and the regeneration of both relationships between individuals in communities, and of local ecosystems. Healthy ecosystems are essential to sequester carbon, but they can also help with heat waves, storms and heavy rainfalls, including through water absorption, cooling, air filtration...
3. Highlight the potential of regeneration for both marine and terrestrial ecosystems with the right techniques and species, including through local initiatives, and initiatives building upon local and traditional ecological knowledge.
4. During the first session, invite learners to undertake research on the initiatives that are implemented locally to build the climate resilience of their city, or village. Such information can be gathered through public sources and interviews with local officials. Invite learners to look for what scientific foundations the initiatives are based on. The research can be carried out individually or in groups.
5. Invite learners to learn more about the adaptation plan for their region and country, as well as the different actions/activities it covers, including for cities/regions bearing similarity to theirs in terms of geography and demographics.
6. Invite learners to complement this research with research about climate adaptation/climate resilience initiatives, projects or programs from different parts of the world bearing similarity with theirs in terms of geography, or



demographics. Invite learners to pay particular attention to projects focusing on community-based adaptation, nature-based adaptation, and projects integrating local and traditional ecological knowledge. Projects focusing on transformative or transformational approaches to fostering climate adaptation, as well as projects at the intersection of resilience and regeneration should also be highlighted.

7. During a second session, after the learners carry out their research, invite learners to present their findings to the class and discuss the initiatives or projects that most inspired them and/or that they feel could be most relevant to inspire action in their locality.
8. Invite learners to reflect on what they feel may be missing in the initiatives, projects or programs they have surveyed, or what they would have liked to see more of. Invite them to suggest ideas or experiments to respond to those needs or fill out those gaps, and to present them to local authorities, if relevant.

## Level 2: Project

1. Following this first exploration, invite groups of learners to focus on a specific type of climate resilience project or initiatives, a specific sector, or a specific climate vulnerability issue so as to carry out more in-depth research, including comparative research.
2. Invite learners to develop an original approach to designing for resilience and regeneration in relation to this specific type of project, sector or climate vulnerability. Such projects would need to be tailored to the context and cannot be merely replicated. Examples of such projects include:
  - a. Planting a dense and diverse food forest, including the most climate-resilient mix of species, in the school courtyard
  - b. Creating a climate-resilience and regeneration experimentation lab or club for children and youth to discuss and experiment with new inventions
3. Invite learners to prototype their design in the school, university or in the locality. Learners should be encouraged to be bold and to fail when designing and testing out pioneering ideas and approaches.
4. Invite the local government, parents and other community members to see the prototypes and discuss local designs for climate resilience and regeneration.
5. Look for funding, including crowdfunding at local level, to better develop promising prototypes and test them more accurately.





## Dos and Don'ts

### Do

- Come prepared to respond to technical questions on climate change adaptation, resilience and regeneration.
- Provide learners with some recommendations on how to conduct interviews locally.
- This activity should be implemented before engaging with the following [activity 4.4.2 - Drafting a guide book or manifesto.](#)

### Don't

- Don't limit the geographical scope of the learners' exploration as many promising projects and initiatives focusing on climate change adaptation and resilience are happening in Asia, Africa and Latin America.

### Adaptations

- Offer learners different options for presenting the findings of their research from traditional presentations in front of the class, to multimedia projects and more creative formats.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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

Activity designed by One Resilient Earth based on activities implemented with various stakeholder groups and communities.

Regarding climate adaptation and resilience:

- The UNFCCC [introduction to climate adaptation and resilience](#)



- The difference between [climate adaptation and resilience \(LSE\)](#)

Some resources on regeneration:

- <https://regenerationinternational.org/resources/>
- [https://www\\_regeneration.io/resources](https://www_regeneration.io/resources)
- Chung Tiam Fook, T. (2015). Transformational processes for community-focused adaptation and social change: a synthesis. *Climate and Development*, 9(1), 5–21. <https://doi.org/10.1080/17565529.2015.1086294>
- Fedele G, Donatti CI, Harvey CA, Hannah L, Hole DG (2019) Transformative adaptation to climate change for sustainable social-ecological systems. *Environ Sci Pol* 101:116–125
- Schreuder, W., Horlings, L.G. Transforming places together: transformative community strategies responding to climate change and sustainability challenges. *Clim Action* 1, 24 (2022). <https://doi.org/10.1007/s44168-022-00024-3>



**Activity 4.4.2**

# Drafting a manifesto or a guidebook

## Overview

This activity builds upon new regenerative narratives (e.g. becoming a good ancestor, more-than-human politics) that are emerging in the climate change and environmental work field today. It consists in working with learners to draft their own manifestos about climate-resilient and regenerative futures. Another option is to write guidebooks to foster the conditions for diverse climate-resilient and regenerative futures to materialize in their locality. This activity builds upon the previous one, Investigating projects contributing to climate resilience and regeneration ([4.4.1](#)).

## Curriculum linkage

Ethics, Religion & Philosophy, Language & Literature, (Human) Geography, Civics & Social Studies and Sustainability & Climate Education

## Competences built

Adaptability, regenerative thinking, imagination and innovation

## Prep Work

Familiarize yourself with the purpose/format of manifestos and look for inspiring examples.



## BASIC INFO

**Age range:**

11+

**Duration:**

2-3 sessions of 45-60 minutes to a longer-term project

**Group size:**

Flexible

**Level of difficulty:**

Intermediate

**Materials/space required:**

Writing material, optional access to digital tools to edit/format text.

**Location:**

Indoors

**Engagement of external stakeholders:**

None



## Competences/activities to practice first by the teacher

Both the teacher and learners will need to first practice Investigating projects contributing to climate resilience and regeneration ([4.4.1](#)). They could also benefit from a Futures Literacy Lab ([4.2.2](#)) as an opportunity to reflect on assumptions, biases and values that drive their actions in the present.

### Levels in the activity

1. Manifesto
2. Guidebook

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## Level 1: Manifesto

1. During the first session, explain that a manifesto is a document publicly declaring the position or program of its issuer. It advances a set of ideas, opinions, or views, but it can also lay out a plan of action. While it can address any topic, it most often concerns art, literature, or politics. Manifestos are generally written in the name of a group sharing a common perspective or purpose.
2. Let the learners know that you are inviting them to write a manifesto about the climate resilient and regenerative world they want to contribute to, and thus offering them the opportunity to synthesize what they have learnt, which values/approaches moved them, and what actions inspired them in a format that conveys a commitment to action.
3. In addition to introducing the purpose of a manifesto, share inspiring examples, and offer learners to start reflecting on key elements they would like to share in the manifesto: this includes their understanding of the context, the vision they developed, and the next steps they intend to take as a group and/or in collaboration with other stakeholders locally.
4. During the following two sessions (or more if necessary), allow learners to work in small groups on different sections of the manifesto and to discuss among themselves the points that lead to disagreements. When possible, promote the possibility of coming up with a third way when some positions appear to be irreconcilable.
5. Let the learners know that the manifesto does not need to be perfect, nor long. The value of the exercise is for learners to reflect upon and integrate what they learnt in [activity 4.4.1](#) - *Investigating projects contributing to resilience and*



*regeneration*, as well as to practice collaborative decision-making, which is always challenging.

6. Once the manifesto is written, encourage learners to format and illustrate their manifesto, to have it as a poster in the classroom, and/or to share it with the local authority.
7. Optional activity: every 3 months, invite learners to reflect on their progress in the implementation of the next steps written down in the manifesto, and/or in the deeper change that it may create within them or for the group as a whole.

## Level 2: Guidebook

1. The purpose of the guidebook is to share learnings, suggestions, recommendations, and open questions that can help other learners or community groups create supportive conditions for climate resilience and regeneration locally.
2. It is a more complex and detailed document than the manifesto, and can help learners further integrate their learnings by taking a step back and reflecting on the information, approaches, methods and tools that they found most helpful to understand climate resilience, regeneration, transformative change... as well as to strive to work together within groups to design specific approaches, and/or take actions, if any.
3. The process of writing the guidebook is more important than the actual learnings, suggestions, recommendations, and open questions shared within it. Special attention should be paid not to make it “the only method” to be implemented by everyone worldwide. This exercise can offer a chance to reflect on positionality in relation to the target audience of this guidebook (e.g. other learners at the start of their transformative climate resilience and regeneration journey in the city, local community members...).
4. The guidebook can be a report, or a multimedia format hosted online, including multiple images, audio-visual materials and opportunities for exchanging with others.
5. The guidebook can include information that weaves together science, arts, emotions, connections, technology... It can be creative in its format and the way it looks.
6. Encourage learners to write the guidebook in groups, suggest the writing of several guidebooks, and/or assign different sections of the guidebook to different groups.



7. Allow sufficient time for this activity to enable learners to tap into their creativity, and coordinate with stakeholders of the target group in order to make the guidebook tailored to their needs. Convey that it is better to check with the target group what they would be interested in, rather than assume to know what they need.
8. Encourage learners to share their guidebook widely among their target audience, to organize a presentation session, and to create opportunities to collect feedback about the use and usefulness of the guidebook.



## Dos and Don'ts

### Do

- Organize regular Q/A sessions with each of the groups so as to support them with any technical questions as well as with the writing process.
- Encourage the use of creative approaches to share the content of the guidebook with other learners.
- Request a clear reference system for the sources of the document, which should be public and easily accessible to the readers of the guidebook.
- Check the scientific soundness of the technical parts of the document before publishing, if you choose to go that route.

### Don't

- Don't have a preconceived vision of what the target audience needs or wants.
- Don't limit the creativity of learners regarding the format of the guidebook.

### Adaptations

- Feel free to offer many different options of what a guidebook can be, to allow learners to choose the format that they would like to work with. Encourage them to transform the format as they work on the guide and to choose the modes of dissemination they have researched and would like to experiment with.



We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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, based on activities implemented with various stakeholder groups and communities.

- Global Center on Adaptation. (2022). Case Studies on Adaptation and Climate Resilience in Schools Schools and Educational Settings. In <https://gca.org/reports/case-studies-on-adaptation-and-climate-resilience-in-schools-and-educational-settings/>
- Gibb, N. (2016). Getting climate-ready: a guide for schools on climate action. In UNESCO eBooks. <https://doi.org/10.54675/moyx1103>



# **Competence area 5: Taking collective action for climate resilience, ecosystem regeneration, and societal transformation**



**Tool 5.1**

# Regenerating soils

**CLARITY Competence Area:**

Taking collective action for climate resilience, ecosystem regeneration, and societal transformation

**GreenComp Competence Area:**

Acting for sustainability

**Why use this tool?**

Healthy ecosystems require healthy soils. The latter contribute to sequestering carbon, and absorbing water which limits risks of flooding and helps refill aquifers. Soil biodiversity also helps sustain the biodiversity of the ecosystems at large, and makes food more nutrient-rich which is essential to human physical and mental health. Besides, connecting with soil through activities like gardening, walking barefoot on natural ground, or simply touching soil can offer a range of positive effects on both physical and mental health. Regenerating the soil is essential to achieve long-term climate resilience.

**Activity 5.1.1**

# Creating a school compost

## Overview

Creating a school compost is a hands-on activity that teaches learners the importance of regenerating soil health and reducing waste. Composting turns organic waste into nutrient-rich soil, which can be used to grow healthier plants, reduce the need for chemical fertilizers, and increase the carbon-sequestration potential of school gardens.

Note: Creating food composts requires a permit in Sweden. When in doubt, check the local legislation regarding the possibility of composting food scraps among other organic material.

## Curriculum linkage

Natural Science (Biology), Geography and Sustainability & Climate Education.

## Competences built

Collaboration, care, interconnectedness and nature connectedness.

## Prep Work

Sourcing the materials for composting bins

## Competences/activities to practice first by the teacher

Basic knowledge of composting principles

## Steps in the activity

1. Building the compost bin/structure
2. Depositing waste
3. Maintenance and follow-up
4. Using the compost

## **BASIC INFO**

**Age range:**

7+

**Duration:**

1-2 hours for setup; ongoing maintenance

**Group size:**

Flexible. Classroom or school-wide participation

**Level of difficulty:**

Moderate

**Materials/space required:**

- Compost bin or materials to build one
- Organic waste (fruit peels, vegetable scraps)
- Brown materials (leaves, cardboard),
- Shovel or pitchfork

**Location:**

Outdoor area

**Engagement of external stakeholders:**

None



## Step 1: Building the Compost Bin/Structure

1. Create or assemble a compost bin using wood pallets or other materials, ensuring airflow through slats or holes. The bin should have three main sections: one for depositing new waste, one for active composting, and one for finished compost.
2. Explain the importance of layering green and brown materials, keeping the compost moist but not soggy, and turning it regularly to introduce oxygen.

## Step 2: Depositing Waste

1. Involve learners in regularly depositing organic waste from school lunches (e.g., fruit peels, vegetable scraps) into the compost. Remind them to add brown materials (like leaves or cardboard) to maintain a good balance.
2. Teach learners which materials can and cannot be composted (e.g., no meat, dairy, or oily foods).



*Learners building a compost bin. They add cardboard and stir the school compost bin.*

*Photo by Carmelo Zamora, REAL School Budapest*



## Step 3: Maintenance and Follow-up

1. Schedule regular turning of the compost with a shovel or pitchfork to aerate it, helping to speed up the decomposition process (weekly or bi-weekly).
2. Monitor the compost for the right conditions: warmth, moisture, and smell (it should not smell foul).
3. Once the compost is dark and crumbly (3-4 months approximately), it's ready to be used in school gardens or flower beds.

## Step 4: Using the Compost

Use the finished compost to enrich garden soil, fostering healthy plant growth.

Discuss how this process contributes to carbon sequestration and soil regeneration, linking it back to climate resilience and sustainable land use.



### Dos and Don'ts

#### Do

- Place the compost bin in a sunny spot to help with decomposition.
- Ensure the area is accessible to learners and staff but away from classrooms to avoid odours or pests.
- Keep the compost bins covered to prevent pests like rodents, insects, or stray animals from getting in.
- Place clear signs by the compost bin showing what can and cannot be composted. You can also label bins for food scraps, brown materials, and non-compostable items
- Optional: form a team of learners, teachers, and possibly parents or staff who will be responsible for managing the compost system.

#### Don't

- Don't add meat, dairy, or oily foods, as they attract pests and slow decomposition. Also, don't add plastic, glass or metal as they can contaminate the compost.



- Don't add diseased plants or weeds with seeds, these can survive the composting process and spread diseases or weeds to your garden when the compost is used

## Adaptations

- You can link the compost tool with [activity 5.1.2 - Creating and maintaining a permaculture garden](#).
- If learners are very young or have limited mobility, consider a worm bin (vermicomposting) as an alternative. This method is easier to manage and can be done indoors. Here you can check for more information on [vermicomposting at school](#).

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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 REAL School Budapest.

If you would like a more in-depth guide for a school compost, we recommend you to check out [School Composting – Let's Get Growing! Guide from Cornell Waste Management Institute](#).

- Trautmann, N. M., & Krasny, M. E. (1998). *Composting in the classroom: Scientific inquiry for high school students*. Kendall/Hunt Publishing Company.



**Activity 5.1.2**

# Creating and maintaining a permaculture garden

## Overview

A class or a group of learners comes together to create a permaculture garden on the school premises/campus or in the locality, so that learners can learn about the benefits of regenerating soils for the health and wellbeing of all beings in the ecosystems.

Permaculture can be understood as the growth of agricultural ecosystems in a self-sufficient and sustainable way. This form of agriculture draws inspiration from nature to develop synergistic farming systems based on crop diversity, resilience, natural productivity, and sustainability. Since the early 1980s, the concept of permaculture has extended to a systemic approach that goes beyond the agricultural domain. Synonymous with permanent culture, permaculture is a global ethic method for designing integrated systems based on earth care, people care and fair share.

## Curriculum linkage

Natural Science (Biology)

## Competences built

Collaboration, care, interconnectedness, nature connectedness and humility.

### **BASIC INFO**



#### **Age range:**

7+

#### **Duration:**

Several months

#### **Group size:**

Flexible. Classroom or school-wide participation

#### **Level of difficulty:**

Advanced

#### **Materials/space required:**

Gardening material including soil, tools and seeds

#### **Location:**

Outdoors on the school premises, or on other public or private land (if previously agreed upon with the municipality or the owner).

#### **Engagement of external stakeholders:**

A permaculture expert is required to support the process. The municipality or the owner of some land may also need to be involved.

## Prep Work

- Get authorizations to use a piece of land and to bring learners on it.
- Identify and engage a permaculture expert either on a pro-bono basis or through dedicated budgets.
- Buy required gardening materials.

## Competences/activities to practice first by the teacher

Some basic knowledge of gardening will be an asset for the educator.

## Steps in the activity

1. Creating the permaculture garden
2. Maintaining the garden – ensuring learners contribute to maintaining the permaculture garden

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## Step 1: Creating the garden

1. Engage the permaculture expert including to help with identifying the piece of land that may be the most appropriate for the project, and select gardening material for the learners.
2. Follow the instructions of the permaculture expert to create the permaculture garden. The latter cannot be improvised.
3. Allow some time in the classroom for the permaculture expert to introduce permaculture principles, and explain the benefits of the project.
4. Alternatively, or in addition, use the creation of the permaculture garden to introduce some elements of biology related to soil health, the process of soil restoration/ regeneration, and its connection to addressing climate change.
5. Optional: encourage learners to create their own permaculture garden, on the basis of what they learn in school, in parallel to the activity undertaken in school or university. Their own permaculture garden can be on a balcony, within a small garden or in public spaces when allowed.
6. Optional: Encourage learners to exchange stories as well as seeds and foods from their gardens.

## Step 2: Maintaining the garden

1. Assign roles to different learners to ensure that the permaculture garden is well taken care of, according to a calendar and list of activities agreed upon with the permaculture expert.
2. Plan for regular visits of the permaculture expert so as to answer questions and ensure that the garden is being maintained as it should.



### Dos and Don'ts

#### Do

- Plant well ahead in order to be able to prepare the soil before sowing seeds at the end of the winter or in the spring.

#### Don't

- Don't engage in a very ambitious project from the start as it may discourage learners.

### Adaptations

- In case no permaculture expert can be mobilized in the community, you can also start with a regular organic garden with the support of some parents, other local community members or a local association. Tending to any garden can provide benefits in terms of emotional, mental and physical health, as well as in terms of collaboration, community-building and experiences of interconnectedness.
- This activity can help learners take care of their climate emotions and traumas in a way that complements the tools and activities under [competence area 1](#) – *Taking care of climate emotions and trauma*. This activity can also provide inspiration, skills and methods to support the implementation of tools and activities listed under [tool 5.2](#) - *Taking local action for climate-resilience*, particularly [activity 5.2.3](#) - *Supporting local climate resilience actions*.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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.

- <https://worldpermacultureassociation.com/>
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- Podcasts from the Permaculture Education institute: <https://ourpermaculturelife.com/category/podcast/>

**Tool 5.2**

# Taking local action for climate resilience

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**CLARITY Competence Area:**

Taking collective action for climate resilience, ecosystem regeneration, and societal transformation

**GreenComp Competence Area:**

Acting for sustainability

**Why use this tool?**

This tool introduces activities that can help actively build the climate resilience of the local community and local ecosystems now and in the long run. They contribute to re-building a community of support, and to restoring the health of local ecosystems. Besides, this tool fosters agency by increasing the learner's confidence that they themselves can make a difference. They also build collaborative competences that are critical to pursue collective action in any field.

**Activity 5.2.1**

# Local cartographies

## Overview

Cartographies can help understand and visualize the climate risks inherent to a specific ecosystem and community, as well as the resources (e.g. local knowledge and expertise, as well as possible volunteers, sources of money or material) that can be mobilized locally to address those risks now and in the future, including by fostering regeneration. Those activities can tie into geography lessons, and each map can be made in creative manners, including with 3D elements or elements from nature to represent the surrounding ecosystems. Such maps can help move from understanding to action.

## Curriculum linkage

Geography

## Competences built

Societal agency, collaboration and systems thinking.

## Prep Work

- Read the teachers' guide section on climate resilience and vulnerability
- Familiarize yourself with the local impacts and future risks associated with climate change in your local ecosystem.
- Explore the different levels of climate vulnerability of different communities and population groups, in relation to their exposure, sensitivity and capacity to cope.
- Research the presence of local expertise and/or local organizations that could help with building resilience and fostering regeneration.

<b>BASIC INFO</b>	
<b>Age range:</b>	7+
<b>Duration:</b>	2-3 sessions of 45-60 minutes or a longer-term project
<b>Group size:</b>	Flexible
<b>Level of difficulty:</b>	Advanced
<b>Materials/space required:</b>	Local maps with a big scale, drawing material, and other materials that can be used to do 3D maps and represent the local ecosystem
<b>Location:</b>	Indoors and outdoors
<b>Engagement of external stakeholders:</b>	Not necessarily

## Competences/activities to practice first by the teacher

Designing for climate resilience and regeneration ([tool 4.4](#)) includes activities that help understand climate vulnerability and approaches to building climate resilience locally.

### Levels in the activity

1. Exploration
2. Project

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## Level 1: Exploration

1. Give learners maps of the village and its surroundings, of the city, or of the watershed their locality is part of. Working at the watershed level is more coherent from a scientific climate-resilience-building perspective. However, it could make the space quite large for younger learners. For them, it may be easier to start with the locality or even the district if the city is particularly large.
2. Use the maps to explain **exposure, sensitivity and capacity to cope** as the learners determine climate vulnerability. Exposure to certain climate change impacts is dependent on the topography. Climate change impacts include flooding in case of coastal areas or presence of a river, heat island effect in dense urban areas with limited tree cover, and forest fires in case of forested areas around the local settlement. To explain climate sensitivity, you can explain that certain groups of people are more likely to suffer from the effects of climate change: those groups include infants and the elderly, in case of heat waves or flooding for instance. Regarding capacity to cope, one can give the example of what it would cost to repair a house that has been damaged by a flood and of the mean revenues of different population groups. Who would be able to afford repair? Who would get support from family and or friends while the repair takes place?
3. Invite learners to map the areas that are exposed to various impacts of climate change (see resources for a list of impacts of climate change, and related loss), as well as highlight the locations of population groups that may be the most at risk, if doable.

4. Invite learners to highlight the areas that constitute resources or assets in building climate resilience, including natural areas with green cover that can cool down the city/district/ village, and/or parks, and certain rivers/lakes/ canals/wetlands in and around the city, where people can swim for instance if there is a heatwave, or that can help limit flooding by acting as sponges. Among resources, learners are also invited to indicate local projects contributing to climate resilience building or ecosystem restoration, including places where they can learn and get involved. Learners can look for:
5. municipal climate adaptation plans, if any
6. Initiatives or projects that contribute to greening, rewilding, permaculture or urban agriculture
7. Initiatives or projects that support vulnerable populations (e.g. elderly people, homeless people) in case of heatwaves
8. University projects that contribute to analysing local climate data or climate action
9. Initiatives or projects working at the intersection of mental health and climate change (e.g. Running climate circles or climate cafés).
10. The maps can be done with colour coding, with multimedia tools, or as 3D sculptural maps, including elements of the ecosystem (e.g. moss, twigs) outside to represent the ecosystem on the map. This will offer a first picture of both climate change-related risks and climate resilience responses at the scale of the city, district or locality.

## Level 2: Project

1. Turning this activity into a project implies that learners will have more time to collect some information that is not readily available in existing maps or online. This can contribute to collecting information and creating new knowledge, including in relation to non-economic loss and damage already experienced locally (see resources below for a graphic representation of both climate impacts and loss and damage).
2. Additional information that learner may want to collect can include places where climate change impacts have been felt already (e.g. forest fires or bugs infestation destroying forests, low water levels in rivers or in aquifers), specific species of animals, plants or fungi that have been affected, any damaged tangible or intangible cultural heritage, as well as ecosystems or locations that are still recovering from those impacts.

3. Learners could map out information about climate anxiety or climate grief locally, particularly when an extreme event associated with climate change already took place. They could map out inhabitants' engagement in addressing climate change and building climate resilience, as well as the types of actions they are implementing. They could indicate spaces where collective organizing to address climate change and its impacts is taking place. Any other information that learners find would be helpful to know more about climate impacts and take collective action for climate resilience could be indicated on the map.
4. The map could become a very helpful, possibly interactive tool for the community to learn more about itself and take action. It would also make non-economic loss and damage concrete, which can offer a sense of relief to inhabitants as well as provide very helpful information for those organizing for such losses and damages to be better addressed at policy levels.
5. Besides, the numerous interviews learners will run to develop the map can play a significant role in laying the foundation for future collaborations in the locality.



### Dos and Don'ts

#### Do

- Encourage learners to look across multiple databases and maps already available to them online and locally.
- Connect with the local authority to have access to some maps and offer them to share the maps that learners will develop in collaboration with the local authority.

#### Don't

- Don't gather personal information about inhabitants without making sure it is anonymized and inhabitants are aware of the use of their data.

## Adaptations

- Feel free to research and use some online tools to create 3D mapping if those are available to the school or university.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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.

## Resources

OVERVIEW

© SLOW ONSET EVENTS  
© EXTREME EVENTS

DROUGHT  
DESERTIFICATION  
INCREASING TEMPERATURES  
LAND & FOREST DEGRADATION  
HEATWAVE  
LOSS OF BIODIVERSITY  
GLACIAL RETREAT  
STORM SURGE  
TROPICAL CYCLONE  
SALINIZATION  
FLOOD  
OCEAN ACIDIFICATION

ECONOMIC LOSSES

INCOME  
BUSINESS OPERATIONS  
AGRICULTURAL PRODUCTION  
TOURISM  
PHYSICAL ASSETS  
INFRASTRUCTURE  
PROPERTY

NON-ECONOMIC LOSSES

INDIVIDUALS  
LIFE  
HEALTH  
HUMAN MOBILITY  
SOCIETY  
TERRITORY  
CULTURAL HERITAGE  
INDIGENOUS KNOWLEDGE  
SOCIETAL/CULTURAL IDENTITY  
ENVIRONMENT  
BIODIVERSITY  
ECOSYSTEM SERVICES

Source: UNFCCC.

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This activity was designed by One Resilient Earth.

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- The Transformative Power of 3D Participatory Mapping in the Yanesha Communal Reserve. (2024). IUCN. <https://iucn.org/story/202307/transformative-power-3d-participatory-mapping-yanesha-communal-reserve>
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**Activity 5.2.3**

# Explore and support ecosystems

## Overview

This activity contributes to getting to know a specific ecosystem in the local area, and supports the taking of collective action to support/nurture that ecosystem. Knowing the local ecosystem is foundational to understanding the local impacts of climate change, and to imagining various solutions to address them.

## Curriculum linkage

Natural Science, Mathematics and Cross-Curricular & Global Competencies

## Competences built

Regenerative thinking, collaboration, care, societal agency, innovation and courage.

## Prep Work

Some supportive efforts may require prep work (see below).

## Steps in the activity

1. Explore
2. Support
3. Evaluate



## BASIC INFO

**Age range:**

6+

**Duration:**

3 h-3 days

**Group size:**

Flexible. Classroom or school-wide participation

**Level of difficulty:**

Advanced

**Materials/space required:**

Microscope, binoculars, apps/books to identify species

**Location:**

Local ecosystem

**Engagement of external stakeholders:**

A local ecosystem expert could



## Step 1: Explore

1. **Choose a local ecosystem/ nature area** you want to explore and support. You could start by asking if there is a natural area that the learners spend time in or care about. In the countryside you may choose a field, a forest, a lake, or a beach. In a more urban environment, you could select a garden, a park, a roadside, or a riverbank. Ask the learners to research the chosen ecosystem on their own or in groups to prepare for the visit.
2. **Visit your selected ecosystem/nature area** and explore what is there. Ask the learners to document the life they find there, focusing on plants, fungi or animals, depending on the ecosystem.

Let's say your ecosystem is the lawn surrounding the school. Then you could look for plants and animals, but you might not find many, so you could go deeper, dig in the soil and look for worms or other insects. If you have a microscope, you could take a soil sample and see if you find any small organisms in the soil.

If your ecosystem is a (semi)natural flower field, on the other hand, there would probably be lots of species to document. Different groups of learners could register flowers, bees and bumblebees, birds, butterflies, and trees/bushes. Photograph the species you find. The learners can use an app to find the name of the different species, or check in books when they return to school.

## Step 2: Support

1. Start with a **movement game** where you mimic each other and reflect on how mimicking nature can be a way of supporting ecosystems.
  - a. The learners work in pairs.
  - b. One moves slowly and the other mimics the movements. The objective of this game is to experience the joy of doing something together, and the challenge is to move in such a synchronized way that someone watching could not identify the one moving from the one mimicking.
2. Ask the question 'How can we find solutions by mimicking nature?'
3. **Brainstorm** what you can do to support your chosen ecosystem. Ask the learner additional questions such as:
  - a. Did you see any problems during your visit? (pollution or trash, for example)



- b. Has any of the learners visited this ecosystem before, and if so, could they see any changes over time?
- c. Are there any plans to develop this ecosystem in unsustainable ways?
- d. During the exploration, were there species that you expected to find but actually did **not** see? This might be a sign that this species is struggling.

4. **Discuss and decide collectively** the kind of support you can offer the ecosystem, if it needs any. The type of support that an ecosystem could benefit from will depend on the local situation. Hence learners need to get to know the ecosystem before taking action - or *not* taking action. Sometimes leaving nature alone is the best thing we can do to support it.
5. Explore suggestions below for supportive measures for a land-based and a water-based ecosystem.
6. For a land-based ecosystem, such as a lawn, possible actions are:
  - a. **Do nothing:** Let the lawn grow by *not* cutting the grass. If there are any flowers in the lawn, this non-action allows them to bloom and feed the pollinators.
  - b. **Rewild:** Collect or buy local flower seeds and spread them on the lawn to boost the diversity of flowers in the ecosystem.
  - c. **Mimic a healthy ecosystem:** If you are in a dry area, where the lawn requires artificial watering, replacing the lawn with local drought resistant grasses might be the best way to support the ecosystem.
7. For a lake or river, possible actions include:
  - a. **Take political action:** If the lake/river is polluted, identifying the source and speaking up about the problem could make a difference.
  - b. **Rewild:** If any local species have disappeared from the lake/river, addressing the reason for this, and then reintroducing the species could be beneficial, but the act of reintroducing a species could need approval from local authorities.
  - c. **Mimic a healthy ecosystem:** If the lake/river is prone to erosion, planting native trees on its banks could be helpful.

## Step 3: Evaluate

1. Make sure your supportive (non)actions are actually beneficial to the ecosystem. Before you take action, make a plan for how to evaluate how your effort impacts the ecosystem. This can involve preparing **a research**



**design to help learners** track any changes in the ecosystem. Suggestions for research designs include:

- a. Before and after studies of the same ecosystem.
- b. Comparing the ecosystem you are supporting to a similar ecosystem that was left on its own.
- c. Implementing your supportive effort on parts of the ecosystem, and comparing the different parts.

2. **Make sure you collect data** on diversity (how many different species can you find) and/or abundance (how large are the populations of different species), for example by counting species/individuals or making recordings of bird sounds.

3. Strive to **visualize and compare** collected data using graphs and creative expressions.

When your (non)actions are successful, think of ways to scale up your efforts. For example, if the lawn outside the school transforms from a monoculture to a diverse and abundant flower field, invite parents to observe the result, present your research, and encourage them to replicate the approach.



## Dos and Don'ts

### Don't

- Do not harm nature. You need to get to know the ecosystem well before you can offer any support. If you are unsure that your planned action will be beneficial to the ecosystem, confirm with a local ecosystem expert before you start.

### Adaptations

- Use visual support if needed. Include photo cards or printed visual field guides for learners who struggle with reading or abstract concepts.
- Offer seated or shorter-distance alternatives. Choose a location based on your specific group of learners. Allow some learners to explore just a small patch of the area or to observe collected samples indoors if mobility or fatigue is a barrier.



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## References

This activity was designed by Climate Creativity.

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**Activity 5.2.2**

# Supporting local climate resilience actions

## Overview

This activity can be taken up by young adults on campuses or in private/public areas with proper authorizations. They enable learners to put into practice what they have learnt about various solutions, including nature-based solutions, to shield vulnerable population groups from the effects of heatwaves in a city, or in particular districts of the city where there is little vegetal cover. Actions can include creating spaces to share information about emotional wellbeing and support each other when climate anxiety arises. Actions can also contribute to the implementation of the local/municipal climate adaptation plan, through nature-based solutions for instance.

## Curriculum linkage

Sustainability studies (e.g. urban planning, architecture...), Geography and Natural Science

## Competences built

Courage, innovation, societal agency, collaboration, accountability and humility.

## Prep Work

- Acquire an in-depth knowledge of the local climate adaptation plan and of stakeholders
- Technical knowledge about climate adaptation and resilience is essential



## BASIC INFO

### Age range:

12+ for the group initiative and 18+ for the municipal project

### Duration:

Several weeks to months

### Group size:

Small (3-6)

### Level of difficulty:

Advanced - the educator will need to have an in-depth knowledge of the local climate adaptation plan and of stakeholders

### Materials/space required:

Depends on the project

### Location:

Outdoors

### Engagement of external stakeholders:

Yes - collaboration with local stakeholders is essential.



## Competences/activities to practice first by the teacher

Activities under Exploring the iceberg ([tool 3.4](#)). could help prepare both the educator and learners for this activity.

### Levels in the activity

1. Group initiative
2. Municipal project

## Level 1: Group initiative

1. Introduce the exercise by highlighting that the group initiative shall materialize in the design of a project to be implemented locally to the benefit of the school/university, community and/or ecosystem. The project should aim at building resilience to the impacts of climate change. It could focus on anticipating, limiting and/or recovering from the impacts of climate change. It can focus on building the resilience of individuals, communities or ecosystems, or a combination of those. It can concentrate on awareness-raising, nature-based solutions, arts and storytelling, ... and/or community action. It should be implementable within the timeline defined for the whole group.
2. Announce that learners will have one week to reflect individually on the type of project they would be most interested in and define what they would be interested to contribute. More defined project ideas are welcome as well.
3. After one week, invite learners to share what they are interested in through short texts, drawings, and discussions, as a basis to form groups of 3-6 learners who will be working together. No group shall be smaller than 3 learners.
4. Provide learners with a couple of weeks to clarify their ideas, including with a more detailed plan, including context, the challenge they would like to address, their approach, the activities they would like to implement, timeframe, expected concrete results and expected impacts locally. The activities should be doable without financial support, and could include the participation of community members.
5. Encourage learners to find some practitioners and other experts in the community who could provide them with some feedback on their initiative. Invite learners to have a few exchanges either virtually or in person as a group, provided that the latter is allowed by parents for learners below 18.



6. Invite each group of learners to test their idea through a first small scale prototype so as to gather more information about the possible limitations of their current approach. This can help learners improve the design of their initiative before implementing it on a larger scale.
7. Provide opportunities for learners to work together on their initiatives, report progress and/or ask questions to you or to the group.
8. Keep track of the timeline for the initiative to be delivered and celebrate the success of the initiatives by having a final celebration with possible presentations that would be open to other learners in the school/university, and to the parents, when possible.

## Level 2: Municipal project

1. Invite learners to study the municipal adaptation plan (if any) or to contact their local government to learn more about the type of plan, programme, project they have in place to adapt to the impacts of climate change and/or build resilience locally. In case there is no action in place towards climate adaptation and/or resilience, it is possible for the learners to enquire about the plan, programme or projects that are in place to protect the environment, expand green cover, and/or restore local ecosystems. This could be a starting point to reflect upon possibilities to foster nature-based solutions for adaptation.
2. Encourage learners to check the openness of the local government to having learners support them in implementing their local climate adaptation plan, and/or in proposing new actions to build climate resilience locally. If there is interest, it is important to clearly define expectations both on the side of the government and of the different groups of learners, as well as communication modalities, deliverables and a timeline for collaboration.
3. Recommend to each group of learners to spend some time learning directly from the local governments about the actions that have been implemented already, the possible challenges that have been met, and the longer term vision that the municipality has in relation to climate change adaptation. Visiting sites where projects have been implemented is critical. Talking with beneficiaries from past or ongoing projects would also be valuable.
4. Encourage learners to schedule regular meetings with their counterparts at the municipality to check that their support has the intended impact, or that the new initiative they are working on meets the needs of the municipality.



5. Invite learners to document their exchanges, their actions as well as the difficulties they may be meeting while working on the project. Invite each group of learners to write a short synthesis report at the end of their actual project, or of their project design.
6. Organize a presentation and celebration in school/university at the end of the project, so that the different groups of learners can present their project or project design, as well as the lessons learned. Invite the municipality representatives and other community members, if possible.



## Dos and Don'ts

### Do

- Encourage learners to spend time on the ground and with different community members to better understand the context in which they will be developing their project or initiative.

### Don't

- Don't prepare the learners' work too much by researching and contacting all relevant stakeholders in advance. It has to be their project, and its value is not so much in the quality of the results as in the ability of the group to take initiatives together.

## Adaptations

We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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, and is inspired by the EPIC-N model.

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**Tool 5.2**

## Fostering solidarity and repair

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**CLARITY Competence Area:**

Taking collective action for climate resilience, ecosystem regeneration, and societal transformation

**GreenComp Competence Area:**

Acting for sustainability

**Why use this tool?**

Climate Change has been disproportionately affecting certain localities, regions, countries, population groups and communities already. This fosters a need for solidarity and repair that takes into account the various manifestations of climate impacts in different contexts and for different population groups. One aspect of re-imagining solidarity can be fuelled by increasing our intergenerational understanding, and developing our curiosity to learn about history. This concerns both history in general, to avoid repeating past mistakes and to do better in the future, and history of individuals, learning about members of our own local communities, and beyond, to strengthen social bonds.

**Activity 5.3.1**

# Creating an intergenerational garment

## Overview

The learners are made aware of the problematic sides of fast fashion. They then approach the problem with creativity and connection by designing and sewing an intergenerational garment. The learners collect three pieces of garment, one from their own closet, one from an adult in their family/community, and one from a senior in their family/community, and redesign these into a “new” intergenerational garment. With each garment the learners collect a story, to highlight the value of taking care of our clothes, as a representation of the limited resources we have.

## Curriculum linkage

Arts, Language & Literature, Civics & Social Studies, History and Mathematics

## Competences built

Collaboration, accountability, care, community building and originality

## Prep Work

Find a garment that means something to you personally.

## Competences/activities to practice first by the teacher

Sewing



## BASIC INFO

### Age range:

6+

### Duration:

2-6h

### Group size:

30

### Level of difficulty:

Intermediate-advanced

### Materials/space required:

Needle and thread and/or sewing machines

### Location:

Arts and crafts space

### Engagement of external stakeholders:

Yes, adults and elders in the learners’ family/local communities



## Steps in the activity

1. The stories of garments
2. Collect garments and stories
3. Sew an intergenerational garment
4. Show the intergenerational garments

### Step 1: The stories of garments

1. Map the learners consumption patterns by asking them to raise their hand if they:
  - a. bought a new garment this year
  - b. bought a new garment this month
  - c. bought a new garment this week
  - d. ever bought a garment second-hand hand
  - e. ever got a garment handed down
  - f. ever repaired a garment
  - g. ever had someone repair a garment for them
  - h. ever received a handmade garment
  - i. ever sewed a garment themselves
2. Introduce the challenge of **fast fashion** and how it impacts people and the planet, including environmental impacts and exploitation of workers, using concrete examples, such as:
  - a. Many workers work 16 hours every day, make very little money, and face retaliation for refusing to work overtime.
  - b. Garment workers also labour in unsafe conditions, including windowless spaces, dangerously high temperatures, violent managers, and harmful chemical exposure. In 2013 an eight-story building that housed several garment factories in Savar, Bangladesh, collapsed and killed some 1,100 labourers and injured thousands more.
  - c. The fashion industry as a whole is responsible for 10 percent of carbon emissions, uses large quantities of water, and employs dyes and chemicals that pollute the environment.
  - d. The clothing ends up in landfills around the world, including in the so-called “clothing graveyard” in the Atacama Desert, Chile.

Examples from Britannica: <https://www.britannica.com/art/fast-fashion>

3. Wear a garment you really love and share a little story about why this garment is important to you and how/by whom it was made.



4. Ask the learners what makes a garment important to them. Do they know how or by whom their garment was made? Invite the learners to respond to the questions in small groups. Invite a learner from each group to share something from the conversation. When you invite the learners to share, emphasize that becoming aware of the ethical aspects of fashion can be very troubling, and we do not judge each other for what we are wearing.
5. Introduce the task of making an intergenerational garment. Highlight how making something new out of something old/existing is one way to address the problem of fast fashion in a fun and creative way by building practical skills that can empower us to make/mend our own clothes. By making a garment and realizing how much effort is required, we learn to appreciate the work invested in every piece of garment. Give the learners an assignment to collect:
  - a. a garment from their own closet
  - b. a garment from **an adult** they know and care about
  - c. a garment from **a senior** they know and care about
  - d. a real **story** about each of the garments told by themselves, the adult and the senior

## Step 2: Collect stories and garment

1. The learners collect the garments and stories at home. You can give them some questions they can ask the storytellers to help them tell their story, such as:
  - a. What makes this garment special to you?
  - b. What does this garment say about you?
  - c. How/where/when/by whom was this garment made?
2. The learner writes the stories down, including their own.

## Step 3: Sew an intergenerational garment

1. The learners need to make a design for their intergenerational garment. You can let them brainstorm in groups and draw their designs individually.
2. If the designs are complicated, the learners may need to make patterns out of paper, and draw the patterns onto the garments before starting to cut the garments.



3. Cut the garments into new shapes to fit the design.
4. Use pins to attach the new shapes together so they match the design.
5. Sew the shapes together by hand using needle and thread, or by using a sewing machine, depending on the skill level of the learners and the availability of machines.

## Step 4: Show the intergenerational garment

1. You can organize a fashion show or another kind of exhibition for the rest of the school to show off the intergenerational garments. Include the stories in the show/exhibition.
2. If you make an exhibition, you could include a whole figure mirror with the text "here you see the world's most sustainable garment" (meaning the one you already got).
3. The learners can make a poster with the text "How old are the garments you are wearing right now?" and a line below with numbers from 0 to 20 + older. Place a marker next to the poster so other learners can mark the age of what they are wearing.



### Dos and Don'ts

#### Do

- Check with parents that they are OK with donating garments to this project.

#### Don't

- Don't force learners to show their garments on a catwalk if they don't feel like it.
- Don't judge/shame learners for buying or wearing fast fashion.



## Adaptations

- **Use differentiated tools.** Provide large-handled scissors, fabric clips instead of pins, or pre-threaded needles for learners with fine motor difficulties. If sewing is too complex, allow use of fabric glue or safety pins.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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 Climate Creativity.

- Henry, P.M. , Michell, M. (2019). Challenging Excessive Fashion Consumption by Fostering Skill-Based Fashion Education. *Journal of International Education and Practice*  
<https://eprints.whiterose.ac.uk/145613/>
- *The impact of textile production and waste on the environment (infographics)* | Topics | European Parliament. (n.d.). Topics | European Parliament.  
<https://www.europarl.europa.eu/topics/en/article/20201208STO93327/the-impact-of-textile-production-and-waste-on-the-environment-infographics>



**Activity 5.3.2**

# Creating learning exchanges between schools

## Overview

Learning exchanges can take place between schools in urban/rural areas, city centre/periphery, Global North/Global South. They can take the form of sharing personal stories, the progress of school projects to enhance climate resilience and regeneration, and/or visions of the future. They could lead to some joint projects/ actions. This activity helps to open up discussion on what solidarity can mean between different learners of different schools.

## Curriculum linkage

Language & Literature, Geography and History

## Competences built

Perspective-taking, accountability, care, societal agency, collaboration, self-reflection and empathy

## Prep Work

- Establish collaboration
- Learn about the context in which the other school, organization or university is located
- Define the objectives of the project: from getting a glimpse of different ways of being affected by and responding to climate change, to planning a collaborative project to build climate resilience
- Anticipating learners' possible biases about the other context, and preparing information for them to have beforehand

## BASIC INFO


**Age range:**

6+

**Duration:**

From one session online (45-60 minutes) to a yearlong project

**Group size:**

Flexible

**Level of difficulty:**

Intermediate

**Materials/space required:**

It depends on the design of the project. You could need: an internet connection, a large screen, a good sound system.

**Location:**

Flexible

**Engagement of external stakeholders:**

Yes. There needs to be an established collaboration with another school, organization or university in context, country, region that is different from that of the school



## Competences/activities to practice first by the teacher

- Engaging in non-violent communication ([5.4.2](#))
- Activities under Embracing values that sustain the lives of all living beings ([competence area 3](#))
- Activities under Opening up to diverse climate-resilient and regenerative futures ([competence area 4](#)) could be practiced beforehand or together with the partner

## Levels in the activity

1. Short exploration
2. Regular exchanges
3. Collaborative projects

## Level 1: Short exploration

1. Prepare the online meeting with the teacher/educator from the other school, organisation or university.
2. During preparation, and in discussion with your partner, clarify expectations for the learning exchange. Questions to jointly address are: (1) what will be the format of this exchange (e.g. short exploration, collaborative project), (2) what do we want to achieve in terms of learning goals, and in relation to climate resilience, (3) regarding climate resilience, how much do we know about the current impacts of climate change in each other's local context and how much do we expect children to research and learn, which climate event/experience can we safely share about, which local climate project implemented of a project could we present, could we discuss local visions of a climate-resilient, biodiverse, connected, caring and creative world, how to best support children in discussing those visions.
3. Before engaging with learners from the other school, university or organization, explain expectations for the exchange, and discuss principles for curious and respectful communication. Allow time to address the questions and discuss the biases that some children may have.
4. Make sure that tech works beforehand and have back up plans in case connection is unstable or cut.
5. Prepare each session with sets of activities and allow ample time for exchanges between learners. One possible agenda for a 2-hour session would be (1) short introduction by each teacher of their country, school and



class, (2) inviting a few learners from each school to share how their environment is and what are the environmental issues they have been witnessing and have learnt about, (3) inviting a few learners from each schools to share about the solutions that they have implemented or are being implemented in their village/city to address the ecological crisis, (4) inviting a few learners to reflect on new activities they would like to implement, as they learn from other experiences, or of new visions that they would like to share, explore and/or bring to life as a result of the exchange. This possible agenda can be used both for a short exploratory session and for longer-term regular exchanges and collaborative projects.

6. A follow up call can be organized to discuss what the outcomes of the exploratory session have been for each school, and reflect on both the challenges and opportunities that the exploratory exchange has brought to life.
7. Provide opportunities for learners to stay in contact with each other if they wish to.

## Level 2: Regular Exchanges

1. Several of the activities under [competence area 4](#) - *Opening up to diverse climate-resilient and regenerative futures* can be practiced together with learners from the other school, organization or university. It will greatly increase the diversity of thoughts and experiences that would go into exploring different regenerative futures, and make the exercises more exciting.
2. Check which parts of the activities you would like to do together, and which parts would be easier to do separately because of technical constraints. The different activity steps can also be implemented over a number of days/ weeks.
3. Ensure that children have the opportunity to reflect on the exchanges through journalling or short debriefing sessions at the end of each call. Those reflection times can also help surface specific emotions or difficulties that may need to be addressed.



## Level 3: Collaborative Projects

1. Different collaborative projects can be implemented as part of a learning exchange collaboration. Those collaborative projects can include the running of local climate resilience projects in parallel, in line with activities listed in [tool 5.2 - Taking local action for climate-resilience](#), for instance. They can focus on a project implemented by one of the partners only, with learners from the other partner school, organization or university, following the project and contributing to it in response to specific invitations or requests.
2. Documenting local projects with an abundance of both photos and videos can help foster engagement and excitement for both groups.



### Dos and Don'ts

#### Do

- Acquire a good understanding of the cultural, economic, social, and political context in which the partner school, organization or university operates.
- Ensure that there is open and clear communication with the other teacher and/or educator so that possible issues regarding intercultural communication can be brought up.
- Take some time to learn your partner before engaging in collaborative projects. The 3 levels of implementation of this tool can be implemented in sequence.

#### Don't

- Don't assume that a partner school, organization, or university located in a marginalized area and/or in the Global South needs your knowledge, expertise or other resources.
- Don't design a collaborative project for a partner school, organization, university located in a marginalized area and/ or in the Global South. Only consider a collaborative project focusing on a partner school, organization, or university located in a marginalized area and/or in the Global South if



there is a clear request. Only provide support if it is asked for and the way it is asked for.

## Adaptations

- If you anticipate that your learners will have difficulty speaking up spontaneously, you may want to invite them to prepare a presentation, including in groups, before they first meet with learners in the other school or university.
- If real-time meetings are an issue because of technological limitations at either end, consider recording short videos prepared in advance, or sending out letters, pictures and artworks.
- If your learners would like to directly engage with each other, consider setting up some small working groups with specific activities to work on together, and shared accountability for respectful intercultural exchanges.
- It is possible to practice many activities under [competence area 4 - Opening up to diverse climate-resilient and regenerative futures](#) as joint activities with another school, organization or university, through regular exchanges.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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.

- Global school exchanges. (n.d.). <https://www.globalschoolexchanges.com/>
- ETwinning | European School Education Platform. (2024, October 10). <https://school-education.ec.europa.eu/en/etwinning>
- Mobility for pupils and staff in school education. (n.d.). Erasmus+. <https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-1/mobility-school>



- Mainsah, H., Morrison, A., & Edeholt, H. (2017). Building networks for knowledge exchange, and design strategies for climate futures. *The Design Journal*, 20(sup1), S102–S109. <https://doi.org/10.1080/14606925.2017.1352660>



**Tool 5.2**

## Mobilizing through art and dialogue

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**CLARITY Competence Area:**

Taking collective action for climate resilience, ecosystem regeneration, and societal transformation

**GreenComp Competence Area:**

Acting for sustainability

**Why use this tool?**

This tool is about communicating about climate change and climate resilience, as well as engaging with a diverse audience, in ways that feel exciting, fulfilling and enriching for all parties involved. Some activities mobilize the arts to make environmental issues and climate change tangible, as well as encourage creativity and connection (with each other and with nature), so as to foster local action among the wider community. Other activities acknowledge the difficulty of tackling climate change in a polarized world, with multiple simultaneous constraints weighing on us.

**Activity 5.4.1**

# Art made of trash

## Overview

This activity is about cleaning a beach while having fun, tuning into the coastal environment, and reflecting on collective change. It consists in using the plastic trash you remove from the beach to make an art installation that you can exhibit in the local community.

## Curriculum linkage

Science, Physical Education & Health, Arts and Mathematics

## Competences built

Innovation, collaboration, accountability, care, originality and interconnectedness thinking

## Prep Work

Locate a beach that needs to be cleaned. (Or any other nature area with a lot of trash, as long as it is a safe space for the learners.)

## Competences/activities to practice first by the teacher

Creativity

## Steps in the activity

1. Cleaning a beach and becoming ocean
2. Making an art installation inspired by the ocean



## BASIC INFO

**Age range:**

6+

**Duration:**

1,5 days

**Group size:**

Flexible. Could be a project for a class or the whole school

**Level of difficulty:**

Basic to intermediate

**Materials/space required:**

A weight, tarpaulin, rope, chicken wire.

**Location:**

Beach + outdoor space at school

**Engagement of external stakeholders:**

Working with a local artist could make the art-making exercise more exciting



## Step 1: Cleaning a beach and becoming ocean

1. When you arrive at the beach, do an exercise to tune into the environment by breathing in the same rhythm as:
  - a. the waves hit the shore,
  - b. a bird beats its wings.
2. Ask the learners to pay attention to what goes on in the environment, and to search the environment carefully for trash. They need to look under rocks. Plastic that has been in nature for a long time starts to resemble natural formations, so there is a need to be thorough.
3. Clean the beach. While cleaning, allow for free play and fun. After cleaning, weigh the trash. It is always interesting to see the number on the scale, and for younger learners, guessing the weight before weighing, helps them develop an idea of scale.
4. Before leaving the beach, do a movement exercise to become part of the environment and reflect on collective action. Move from one side of the beach to the other like a:
  - a. sea bird (select a local bird)
  - b. an ocean animal (select a local animal)
  - c. a plastic bag moved by the wind
  - d. a drop in the ocean
  - e. the ocean
5. Reflect on the movements with the learners. Ask them how it was to move as the different objects/subjects.
  - a. How did they feel moving together?
  - b. How was it to be a bird, a drop, the ocean?
6. End with this line from the Persian Poet Rumi: "You are not a drop in the ocean, you are the ocean in a drop", meaning what we do matters, because we are all connected.



## Step 2: Making an art installation inspired by the ocean

1. Find a suitable outdoor spot close to the school where you have running water available and enough space to dump all the collected trash onto a tarpaulin. Invite the learners to sort the trash into usable art materials and unusable trash.
  - a. **Unusable:** trash that is disintegrating, harmful, or too disgusting.
  - b. **Usable:** Anything that can be transformed into useful shapes/parts of an art installation. Bottles are nice for making arms or legs, corks are nice for decorating, plastic bags can be used in braids...
2. Clean the usable materials.
3. Brainstorm what kind of installation you can make with the materials. The installation should somehow be inspired by the ocean or other aspect of the environment you cleaned. If the learners are young, you should prepare a realistic idea that you can pitch to them and get them excited about, like making an ocean animal for example.
4. Make the art installation using rope and chicken wire to attach the materials and shape them into whatever the group collectively decided to make. Allow for creativity and fun. How the end result will look is not really important, the creative process is the important part.
5. When the installation is finished, find a place to exhibit the art work, either in the school or in a public place where the local community can view it.
6. *Optional:* If you want to integrate more natural science into this activity, you can add assignments such as:
  - a. taking water samples in polluted ponds and looking for micro plastic under a microscope.
  - b. researching the direction and speed of ocean currents, drawing a world map with the ocean currents, and using this map, in combination with the level of decay of a specific item of plastic trash, to determine from where this particular piece of trash could have originated from.
  - c. researching how much plastic pollution is in the ocean and how much (in kg) each person on earth would have to clean up if every person on the planet helped out.





## Dos and Don'ts

### Do

- Take safety precautions and cancel the trip if the nature area is unsafe due to bad weather.
- Make enough time for free play while you are in nature.

### Adaptations

- Choose the beach (or other cleanup location) based on what is suitable for your particular group and mobility options.
- Bring trash grabbers for learners who cannot easily bend down to the ground to pick up trash.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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 Climate Creativity.

### Art inspiration:

- Ethan Estess, marine scientist and artist, <http://www.ethanestess.com/>
- Gertz, M. (2016, June 8). 13 artists who turned ocean trash into amazing art. TIME. <https://time.com/4358434/world-oceans-day-art-marine-plastic/>

### School projects:

- *Elmwood Students Transform Trash into Artistic Treasures, Embracing Indigenous Perspectives.* (2024). [https://www.winnipegsd.ca/\\_ci/p/30532](https://www.winnipegsd.ca/_ci/p/30532)
- Alaba, I. (2024, April 14). *These Bell Island students are turning trash into art — and learning about sustainability.* CBC.



<https://www.cbc.ca/news/canada/newfoundland-labrador/recycling-art-children-1.7157510>

- *From waste to wonderful: UK primary schools transform plastic into life-sized art* | Primary Times. (2021). <https://www.primarytimes.co.uk/news/2021/10/from-waste-to-wonderful-uk-primary-schools-transform-plastic-into-life-sized-art>



**Activity 5.4.2**

# Engaging in non-violent communication

## Overview

This activity has been crafted to introduce learners to the concept of nonviolent communication. Nonviolent communication (NVC) is a technique that can help you and your learners discuss difficult situations and concepts in a respectful and empathetic way. As part of this activity, learners are prompted to respond to various situations using nonviolent communication, and invited to continue using nonviolent communication going forward.

## Curriculum linkage

Language & Literature, Ethics, Religion & Philosophy and Civics & Social Studies (Psychology)

## Competences built

Collaboration, accountability, perspective-taking, emotional regulation and active listening

## Prep Work

Make “situation cards”: These cards can be made with paper or cardboard, and you should write or draw on them a negative situation that your learners might encounter – for example, not being taken seriously when you ask serious questions (e.g. about climate). Consider the lives and social dynamics of your learners. What challenges might they face? Try to use situations that are relevant to them. See some examples at the end of the activity card.



## BASIC INFO

**Age range:**

7+

**Duration:**

40-60 minutes

**Group size:**

Small groups of 2-6

**Level of difficulty:**

Intermediate

**Materials/space required:**

10-20 situation cards, whiteboard and/or large piece of paper, markers

**Location:**

Classroom/Common area

**Engagement of external stakeholders:**

No



## Competences/activities to practice first by the teacher

- Active Listening ([3.3.1](#)) can offer a solid foundation for this activity, but is not required.
- Climate Emotions Wheel ([2.1.1](#)) can be a good activity for learners who may not be used to expressing emotions in words.

## Levels in the activity

1. Introducing Nonviolent Communication
2. New habits
3. Follow-up

## Level 1: Introducing Nonviolent Communication

1. Begin the activity by asking the question "Have you ever been upset, and did someone make you feel worse because of what they said?" Give the learners time to share their experiences, if they feel comfortable doing so.
2. Introduce the concept of Nonviolent Communication (NVC). Make sure to emphasize how Nonviolent Communication helps people talk in a way that is understanding and empathetic, and can help resolve problems without hurting other people's feelings.
3. Explain the four key elements of NVC. It might be helpful to write this on a whiteboard or a large piece of paper and display it for the class.
  - a. Observations: Describe what happened without judgment
  - b. Feelings: Express how you feel about it
  - c. Needs: Identify what you need
  - d. Request: Make a kind request to meet your needs
4. Organise the learners in groups of 2-6 and hand each group 1-3 Situation cards. Each Situation card will have an emotionally difficult scenario on it that learners in your classroom might encounter. One card could be "Someone did not take you seriously when you asked a serious question (e.g. about climate)."
5. Get the groups to role-play these scenarios using nonviolent communication, with each learner getting their chance to express their feelings about the scenario to the others in their group. Reiterate the four core steps of nonviolent communication, and have the learners practice using the same structure. An example of this might be:



- a. Observations: Describe what happened without judgment – "I heard/saw that you did not take me seriously when I asked a serious question (e.g. about climate)."
  - b. Feelings: Express how you feel about it – "I feel sad, frustrated, unimportant, unheard."
  - c. Needs: Identify what you need – "I need to feel that my questions are listened to and taken seriously."
  - d. Request: Make a kind request to meet your needs – "It would make a big difference to me if you could take my question seriously. Could you do that?"
6. Debrief the learners after the activity. Ask them how it felt to use Nonviolent Communication. Did it change the way they thought about how they normally communicate? Did it make expressing their feelings easier? This is a good time to discuss empathy and explain that empathy is about understanding both your own feelings and needs as well as those of other people. A good way to finish is by asking the learners to reflect on how they will speak to each other going forward.

## Level 2: New Habits

1. Challenge the learners to practice using Nonviolent Communication (NVC) for the next week. If applicable, have them record any attempts or insights in a journal.
2. When the week is over, invite learners to share their experiences with the class.

## Level 3: Follow-up

1. Create a space in a common area of your classroom that can serve as a bulletin board. Label this space Nonviolent Communication Wall.
2. Next to the wall, place slips of paper that learners can use to write down situations and experiences they have solved using Nonviolent Communication and post them onto the bulletin board. Allow this wall to build with experiences organically.



- Once a week (or month), as time permits, bring attention to the bulletin board and read out some of the situations that your learners have posted for the class to consider and reflect upon.



## Dos and Don'ts

### Do

- Craft relevant and age-appropriate situation cards.
- Group learners in a way that allows them to broaden their perspective.

### Don't

- Don't craft situation cards that could be traumatic or otherwise inappropriate.

## Adaptations

- If your learners are struggling to understand what to do, then inviting a pair of volunteer learners to model the activity in front of the class is a good way to get them started.
- If your learners already have a foundation in NVC and self-reflection, you can choose to invite them to create their own situation cards.
- If your learners struggle with expressing emotions, consider showing them the climate emotions wheel (see resources in [1.2.1](#)) or doing this activity first.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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.



## **Situation cards ideas relevant to climate change**

Here are some examples of situation cards, which you can adapt so they are relevant for your learners:

### ***Situation: Ideas about actions***

You share an idea about climate change and how you would like to change things that you and others do, like starting a school compost, but someone laughs and says it won't make a difference.

Observations      Feelings      Needs      Requests

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### ***Situation: Sad News***

You feel sad after hearing about floods on the news, but when you try to talk about it, people change the subject.

Observations      Feelings      Needs      Requests

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### ***Situation: Wildlife warrior***

You talk about how worried you are about animals losing their habitats because of climate change, and someone says, "That's not a big deal."

Observations      Feelings      Needs      Requests

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### ***Situation: A drawing of the future***

You bring in a drawing of a green future city, and someone says it looks silly.

Observations      Feelings      Needs      Requests



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***Situation: Nervous – and lacking support***

You feel nervous talking about climate change, and someone laughs instead of listening.

Observations	Feelings	Needs	Requests
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**References**

This activity, designed by Legacy17, draws inspiration from Marshall Rosenberg's concept of Nonviolent Communication (NVC) and has been thoughtfully adapted to support learners in building competences for climate resilience. While it remains rooted in the core principles of NVC – such as empathy, clarity, and compassionate dialogue – it also applies these principles in the context of sustainability and education for climate resilience. Legacy17 has a long-standing commitment to integrating NVC approaches within Education for Sustainable Development (ESD), always with respect for the original NVC framework and community.

The Center for Nonviolent Communication. (n.d.). <https://www.cnvc.org/>



**Activity 5.4.3**

# Communicating with Empathy

## Overview

This activity has been crafted to introduce learners to the concept of empathy, and how they can communicate with each other in an empathetic way. As part of this activity, learners will create a 'shoe' and use it to help take the perspective of someone else - i.e., walking in their shoes.

## Curriculum linkage

Language & Literature, Civics & Social Studies (Psychology) and Arts

## Competences built

Courage, collaboration, accountability, humility, care, perspective-taking and active listening

## Prep Work

Make the situation cards. These cards can be made with paper or cardboard, and should have written or drawn on them a negative situation that your learners might encounter – for example, feeling like there is nobody to talk to about their concerns regarding climate change. Consider the lives and social dynamics of your learners. What challenges might they face? Try to describe situations that are relevant to them.

## Competences/activities to practice first by the teacher

Active Listening ([3.3.1](#)) can offer a solid foundation for this activity, but is not required.

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**BASIC INFO****Age range:**

7+

**Duration:**

40-60 minutes

**Group size:**

Small groups of 2-6

**Level of difficulty:**

Intermediate

**Materials/space required:**

10-20 situation cards, whiteboard and/or large piece of paper, markers

**Location:**

Indoor

**Engagement of external stakeholders:**

No



## Levels in the activity

1. Empathy Shoes
2. New habits
3. Empathy Jar

## Level 1: Empathy Shoes

1. Begin by asking the class: "What is empathy?". Allow time for answers and discussion. You may choose to create a mind map of their responses. Then explain that empathy means understanding and caring about how someone else is feeling. It's like stepping into their shoes to see the world from their point of view.
2. Next, ask: "What does it mean to communicate with empathy?" Allow time for answers and discussion. You may choose to add their responses to the mind map. Then explain that communicating with empathy goes beyond speaking and hearing the other person's words – communicating with empathy requires all participants in a conversation to acknowledge the feelings and perspectives of each other. It's like stepping into their shoes just as they step into yours.
3. Make your shoe: give each learner a piece of paper and a marker and have them draw their own shoe. Allow the learners time to personalize the shoe and make it their own. This shoe will represent them, their feelings, and their unique perspective in the world.
4. Situation cards:
  - a. Invite the learners to pair up, and give each pair of learners a situation card.
  - b. Ask the learners, "How would you feel in this situation?".
  - c. Allow the learners time to share and talk within their pairs.
  - d. Have the learners switch shoes with their partner to symbolize them stepping into each other's shoes.
  - e. Give them time to reflect on each other's shoes, and to consider each other's perspectives and feelings.
  - f. Ask your learners to consider how they might feel in the situation now that they are taking on the perspective of the other person – i.e. wearing that person's shoes.
  - g. Give the learners time to reflect and share their thoughts.



h. Encourage the learners to have a new conversation about the situation where each partner considers the perspectives and feelings of the other. The two shoes together, now make a pair.

## Level 2: New Habits

1. Challenge the learners to practice communicating with empathy for the next week. If applicable, have them record any attempts or insights in a journal.
2. When the week is over, invite learners to share their experiences with the class.

## Level 3: Empathy Jar

1. Place a jar with a small hole or slit in a common area of the class. Label this jar the Empathy Jar. Next to the jar, place slips of paper that learners can use to write down their experiences with empathy.
2. Invite learners to include their name or anonymously put the slips into the jar.
3. Once a week, take one slip of paper out and read it aloud for the class to consider and reflect upon.



### Dos and Don'ts

#### Do

- Craft relevant and age-appropriate situation cards, pair up learners in a way that allows them to broaden their perspective.

#### Don't

- Don't craft situation cards that could be traumatic or otherwise inappropriate.



## Adaptations

- If your learners are struggling to understand what to do, then inviting a pair of volunteer learners to model the activity in front of the class is a good way to get them started.
- If your learners already have a foundation in empathy and self-reflection, you can invite them to create their own situation cards.
- If you wish to emphasize the arts and crafts portion of the activity, feel free to get creative with the materials the learners can use to make their shoes.
- If your learners struggle with making their shoes, consider asking prompting questions that might spark their creativity and self-expression.
- If your learners struggle with expressing emotions, consider offering them a pictogram where emotions are expressed.

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We invite you to adapt this activity to the specific needs of your learners, including by taking into account 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.

## Suggestions for situation cards

Here are some examples of situation cards, which you can adapt so they are relevant for your learners:

### The Pollinator Advocate

You suggest creating a small pollinator garden on campus/in your community to support local bee populations, but your friends dismiss the idea and decide to spend their free time scrolling social media instead.

**Walking in their shoes:** *How might you feel when your environmental concerns are brushed aside? What support would you need to continue advocating for change?*



## The Solo Cleaner

You organize a campus/neighbourhood cleanup day and show up with supplies, but only two other people arrive while dozens who said they'd come don't show up.

**Walking in their shoes:** *How does it feel to take initiative for environmental action but feel unsupported? What would motivate you to keep organizing despite low turnout?*

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## The Recycling Champion

You've been carefully sorting recyclables at home or in your dorm/shared housing, but you discover your housemates have been throwing everything into the general waste bin, undoing your efforts.

**Walking in their shoes:** *How would you feel seeing your environmental efforts seemingly wasted? How would you approach this situation with your housemates?*

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## The Water Warrior

During a group discussion about rising utility costs, you suggest simple water-saving measures, but someone responds with "We're not in a drought, chill out" and others laugh.

**Walking in their shoes:** *How does it feel when your environmental awareness is seen as overreacting? What would help you continue sharing sustainable ideas?*

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## The Conscious Consumer

You choose to wear thrifited clothes and bike instead of driving to reduce your carbon footprint, but classmates make comments like "Are you broke?" or "That's so extra."

**Walking in their shoes:** *How would you feel when your sustainable choices are misunderstood or mocked? What support would help you stay confident in your values?*

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## The Energy Saver

You suggest turning off lights and electronics when not in use in shared spaces, but your family or roommates say "You're being dramatic, it's not that expensive" and continue wasteful habits.

**Walking in their shoes:** *How does it feel when practical environmental actions are dismissed as unnecessary? How would you want others to respond to your suggestions?*

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## The Plant-Based Pioneer

You decide to try more plant-based meals to reduce your environmental impact, but friends constantly question your choices and make jokes about "rabbit food" every time you eat together.

**Walking in their shoes:** *How would you feel having your dietary choices constantly scrutinized? What kind of response from friends would feel supportive?*

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## The Transport Transformer

You choose to walk, bike, or use public transport instead of driving, but friends regularly complain about your "inconvenient" transportation choices when making group plans.

**Walking in their shoes:** *How does it feel when your sustainable choices are seen as burdensome to others? What would help you maintain your commitment while staying connected to friends?*

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## References

This tool was created and designed by Legacy17 and inspired by the activity Empathy: Put Yourself in Someone Else's Shoes, by The Mustard Seed, found [here](#), which can be used as an additional resource for teachers desiring blank print-outs of shoes. This might be especially helpful for younger learners.

If you are interested in how art processes related to the topic of walking in someone else's shoes can favour social relationships and collaboration, please take a look at this article:

- Martínez-López de Castro, R.; Alvariñas-Villaverde, M.; Pino-Juste, M.; Domínguez-Lloria, S. Designing and Evaluation of an Artistic Experience for the Development of Empathic Capacity: "Stepping into Others' Shoes". *Brain Sci.* **2022**, *12*, 1565. <https://doi.org/10.3390/brainsci12111565>



**Activity 5.4.4**

# The Dilemma Game

## Overview

When debating climate action, we are often faced with dilemmas where there are only finite resources available to achieve desired goals, and each option has far-reaching consequences. Therefore, in this classroom game the learners confront a dilemma by determining priorities – making a choice in favour of one goal, and in doing so maybe not fulfilling another. In some cases, a compromise can be found. In some cases, it cannot. This dilemma game offers learners the opportunity to practice perspective-taking in relation to collaborative communication and listening.

## Curriculum linkage

Language & Literature, Civics & Social Studies (Psychology) and Natural Science

## Competences built

Courage, collaboration, accountability, humility, care, perspective-taking, critical thinking and systems thinking

## Prep Work

Determine how to present the game table (see below) in your classroom. This might entail drawing it on a whiteboard/ blackboard/ chalkboard, or displaying it as part of a PowerPoint, or drawing it on a large sheet of paper. If you wish, you may also choose to print the diagram on a sheet of paper for learners to use within their groups.



## BASIC INFO

**Age range:**

12+

**Duration:**

40-60 minutes

**Group size:**

Small groups of 4-6

**Level of difficulty:**

Intermediate

**Materials/space required:**

Whiteboard or similar, markers or similar, paper (optional)

**Location:**

Indoors

**Engagement of external stakeholders:**

No



## Competences/activities to practice first by the teacher

Active listening (3.3.1) and/or Engaging in non-violent communication (5.4.2) are useful in developing a foundation for this activity, but is not required.

### Levels in the activity

1. Try out in class
2. Finding a dilemma in your local community

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## Level 1: Try out in class

1. Introduce the concept of dilemma: A dilemma is a situation in which you are faced with two or more alternatives, and you have to make a decision. Dilemmas occur in everyday life whenever a decision is called for, whether individual or collective. Now ask the learners to think and reflect on moments when they have found themselves in a dilemma: *'What kind of dilemma(s) have you encountered recently?'* Allow time for answers and discussion. You may choose to make their responses visible by putting them on a whiteboard (or similar).
2. Then explain that in a dilemma
  - a. we often face conflict between principles, values and goals that are important to us.
  - b. each option has its consequences: positive ones that we want; and negative ones that we may or may not have thought of. If you are a decision-maker, you might look for consequences in areas like:
    - i) moral and religious duties
    - ii) rights and obligations
    - iii) the threat of psychological or physical trauma
    - iv) respect for human rights
    - v) financial resources
    - vi) practical reasons

If you are *not* the decision-maker, you might perceive these options and consequences quite differently.

- c. Policy decisions related to climate change often lead to dilemmas, and each choice has far-reaching consequences. A decision in favour of one option versus another needs to be based on determining priorities.
3. Divide learners into groups of 4-6. Then introduce the game, as follows:



- a. Imagine that each group represents a group of experts tasked by the Minister of Environmental Protection of your country to prepare for the impacts of climate change. There are several options that have been proposed for consideration, and each group might have a new idea of their own. However, you have limited resources to pursue these options, and so you now face a dilemma: Which of these options will you choose?
- b. Consider: Which options do you think are the most effective? Which options will have consequences if you ignore them? There are no right or wrong answers in the game - only the options and your choices between them. The options are presented below.
  - i) Teach about the impacts of climate change, as well as about climate change adaptation and resilience in all schools and universities
  - ii) Invest heavily in protective urban infrastructure (e.g. sea walls or dykes along rivers) and climate-proof other existing infrastructure in relation to flooding
  - iii) Increase green cover and the number of trees, including by removing some pavement, to reduce the heat island effect in cities
  - iv) Make it mandatory to paint all roofs white and have roads painted in white as well
  - v) Other - Make your own (*optional*)

**4.** Explain the structure of the game:

- a. Present the table below by putting it on the whiteboard (or similar) as a classroom reference and 'master' table. It can also be printed and distributed to each group for reference, if desired. Each group will have 7 investment points to distribute to the different options. More points should be allocated for the options that the groups wish to prioritize more highly. Learners may allocate all seven points to one option, or they may choose to distribute the points amongst the various options.
- b. Encourage learners to discuss amongst themselves the considerations for prioritizing each option.



Points	Options	List your arguments
	Teach about the impacts of climate change, as well as about climate change adaptation and resilience in all schools and universities	
	Invest heavily in protective urban infrastructure (e.g. sea walls or dykes along rivers) and climate-proof other existing infrastructure in relation to flooding	
	Increase green cover and the number of trees, including by removing some pavement, to reduce the heat island effect in cities	
	Make it mandatory to paint all roofs white and have roads painted in white as well	
	Other - Make your own (Optional)	

**5.** Collect and share the results

- a.** Once groups have decided how to allocate their points, invite each group to explain their choices and place their points on the 'master' table.
- b.** Once the entire class has allocated their points, have a classroom discussion and reflect on the choices that were made.

**6.** Encourage learners to reflect on the outcome.



## Level 2: Finding a dilemma in your local community

1. Ask the learners: What are the dilemmas in your community? Can you identify any dilemmas in relation to climate resilience in your local community?
2. Invite the learners to play the dilemma game around those dilemmas and if possible around a dilemma that can be converted to a task you as a group or a class can take action on.



### Dos and Don'ts

#### Do

- Encourage learners to engage in self-reflection during these discussions.
- Ensure that discussion and debate do not turn into competition or arguments.

#### Don't

- Don't silence or discourage learners from expressing their own viewpoints and solutions.

#### Adaptations

- If your learners are struggling to understand what to do, then modelling the activity in front of the class is a good way to get them started.

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## References

This tool is based on a tool originally developed in the Green Package Project by OSCE in Ukraine, and was adapted for CLARITY by Legacy 17.





*Toolbox: Learning for Transformative Climate Resilience. CLARITY – Transformative Climate Resilience Education for Children and Youth: From Climate Anxiety to Resilience, Creativity and Regeneration* by Laureline Simon, Nicole Diamantas, Gwendoline Ducros, Charlotte Karlsson, Bernadett Kiss, Marte Maurabakken, Marilyn Mehlmann, Signe Strøm Flugsrud, Carmelo Zamora Parrado, and Christine Wamsler

ISBN: 978-91-8104-593-2

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Co-funded by  
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