|  |  |
| --- | --- |
| **Project ID: 2021-1-CZ01-KA220-SCH-000034484**  Ein Bild, das Grafiken, Grafikdesign, Cartoon, Text enthält.  Automatisch generierte Beschreibung  **COURSE FOR ENVIRONMENTAL EDUCATION**  *e-Modules: Teaching Learning activities and their technology enhanced material set to develop*  Ein Bild, das Text, Schrift, Logo, Grafiken enthält.  Automatisch generierte Beschreibung  **M4: *Climate change, climate anxiety and psycho-social climate resilience,***  ***pedagogical approach***  **COURSE AUTHOR**   |  | | --- | | ©ACD Team Austria:  Mag.Tamara Tomašević (T.T) |   ***DISCLAIMER***  *Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.*  **COURSE SHARING LICENSE CC BY-NC-SA**=   **Canonical URL:** <https://creativecommons.org/licenses/by-nc-nd/4.0/>  **MODULE4:** THE **IMPACTS OF THE ENVIRONMENTAL PROBLEMS AND CLIMATE CHANGE**  **PART 2: *The impact of climate change on human health***  **LESSON: change, climate anxiety and psycho-social climate resilience pedagogical approach** |

**SUMMARY**

[**1. COURSE TIME, TARGET AND TOPIC 3**](#_gjdgxs)

[**2. COURSE OBJECTIVES 3**](#_30j0zll)

[**Competences promoted in this lesson: 3**](#_1fob9te)

[**Lesson objectives: 3**](#_3znysh7)

[**3. LEARNING – TEACHING PROCESSES 3**](#_2et92p0)

[**4. EVALUATION 3**](#_tyjcwt)

[**5. DOCUMENTS 4**](#_3dy6vkm)

[**ENGAGE 4**](#_1t3h5sf)

[**EXPLORE 5**](#_4d34og8)

[**EXPLAIN 6**](#_2s8eyo1)

[**EXTEND 7**](#_17dp8vu)

[**EVALUATE 8**](#_3rdcrjn)

# 1. COURSE TIME, TARGET AND TOPIC

* **Age of target students:** 15+
* **Teaching time:** First 3 phases last 90 minutes, phase 4 lasts two weeks, as student-led activity
* **Disciplines:** Psychology, Civic Education
* **Title:** **Climate change, climate anxiety and psycho-social climate resilience**

# 2. COURSE OBJECTIVES

## Competences promoted in this lesson:

* Emotional literacy, self -regulation of emotional responses to climate change
* stress awareness
* Psycho-social resilience (self-awareness, empathy, coping with stress)
* Social and citizenship-related competencies (effective communication, critical thinking and problem solving, decision making)

## Lesson objectives:

* The students discover the relation in between emotional reactions to climate change awareness (stress and anxiety, fear, shame, guilt, and behavioral response as numbing, self-harm, rage, aggression) and emotional responses (self-regulation, responsibility and hope based actions).
* They will enhance understanding of the impact of emotions on our behavior and difference in between **r*eacting*** and ***responding***.
* They will gain understanding of the power of psycho-social resilience and ways to achieve it.
* They discuss the roles of citizens on individual, institutional and societal level related to the levels of responsibilities and initiate the actions on different levels.

# 3. LEARNING – TEACHING PROCESSES

There are 4 activities in this lesson:

1. **ENGAGE:** Students reflect. on their own emotional reactions when being exposed to information related to climate change, name them through the wordstorming, and map them on imaginary « stressometer »
2. **EXPLORE:** Students explore the connection in between their concerns about climate change, intensity of emotional reactions and power of focusing on circle of control and spheres of influence.
3. **EXPLAIN:** Teacher presents models of psychosocial climate resilience and explains how it can be improved and developed on hope based activities driven by emotional responses rooted in focusing on worries that are part of our inner circle of control and middle circle of influence, instead of reactions and fear based activities rooted In worries belonging to circle of concerns.
4. **EXTEND:** Students led project activities in teams, addressing one of the worries from inner or middle circle of worries, and initiate community or global initiatives.

# 4. EVALUATION

The evaluation is described in the last part of document.

# 5. DOCUMENTS

### ENGAGE

### *My imaginery stressometer*

Goal: To create in your classroom instead of fear or guilt-based activities, hope based activity and reactions, that can reduce emotional distress of children, related to climate impacts and enhance psychosocial climate resilience.

**Introduction:**

The human ability to process information and make decisions without being affected by distress and other unpleasant emotional reactions is threatened by climate change.

Stress, and anxiety are bodily responses to an existential threat, caused by ecological awareness, and projection of our future in an ocean of fear based presented information.

These reactions are so being normalized, that we rarely see them as unhealthy to our body in a long run.

It almost makes us kind of wonder why somebody *wasn’t* feeling anxious about it.

**Engage (20 minutes)**

° Ask your students to think about all possible emotions that they felt or witnessed as human reactions when they or the others were exposed to the information about consequences of climate change on your own community.

°Invite them to write down how they felt when they were exposed to the information about the consequences of climate change on environment and living conditions on Earth, or people from their community. Use ***wordstorming[[1]](#footnote-1)***as technique and write down their answers-map and name different emotional reactions.

°After the wordstorming, ask them to draw their personal imaginery stressometer and to mark the level of stress from 1-10. Let them choose from the wordstoming group map of emotional reactions, those they feel most familar with, and let them map these on their drawing of imaginary scale of stress-stressometer.

Those will be their most usual reaction to stress, when their needs for clarity, safety and protection are being endangered, and not being met.

°After they finish the stressometer all down, divide students in little groups**. Give them 5 minutes to share** their sressometers and to put them on a classroom wall. Initiate a gallery walk[[2]](#footnote-2) so they can see all the emotional reactions of their peers and their intensity on different stressometers.

### EXPLORE

## Me and my spheres of influences

*In this part students should actively explore the new concepts through concrete learning experience. It is designed to give all students find out what they have in common, to dig into concrete experiences which can be used later when teacher formally introduce and discuss concepts and explanations. Students have time to explore experiences and situations. As a result of their mental and physical involvement in this part, students question events, observe patterns, identify events that make impact on their behavior, and establish causal relationships in between their emotional reactions, responds and behavior.*

Exploration phase for students; (20 minutes)

Ask students to write down on a paper, 10 biggest concerns related to the climate change and the consequences they are mostly worried about.

*Introduce a model “ Circle of influence”*

Explain that Circle of influence refers to the things that an individual can influence or change. It can include our attitudes, behaviors, and actions, or relationships we have with others.

First (inner) circle represents things we can directly control and it is called “ The Circle of Control”.

Second (middle) circle is the “Circle of Influence”, and it represents everything we can *indirectly control*, or contribute to the resolution by finishing our part of the work.

The third Circle is Circle of Concerns (the outer circle) and it represents everything we care or think about but we cannot control.

*Ask students to explore 10 worries and concerns they already listed on paper, and to reflect on each by using this model.*

# EXPLAIN

## 

## Naming-introducing terms by relating them to student’s experience

Time: 20 minutes

This is a teacher-led phase that helps students synthesize new knowledge and ask questions if they need further clarification. Start by ask students to share what they learned during the exploration phase

The ´Circles´ we explored in previous phase, refer to the concept that individuals are influenced by a range of factors, including their family, friends, colleagues, and wider social networks, or events around them, and that these influences can be categorized into different levels of proximity.

Psychologist **Kurt Lewin[[3]](#footnote-3)** in the 1940s, used the term ´circles of Influence´, to describe those various social forces that shape an individual’s behavior and attitudes.

His theory suggests that these influences can be positive or negative, and can impact an individual’s beliefs, values, and behaviors *in different ways*. By understanding the different circles of influence that exist in life, develop strategies to promote positive social change and encourage individuals to make choices in life in proactive way.

There is a connection in between *emotional reactions* such as stress, anger, disappointment, and frustration, anxiety, sadness, fear, guilt and non-constructive fear based reactions and behaviors: apathy, freezing out, numbing or rage and aggression toward self or the others), and constructive responses and constructive and proactive individual or community responses, that contribute to the prevention, and intervention. These are hope based activities.

When presenting hope based activities, and responses, teachers may use the quote of the Austrian neurologist, philosopher, psychiatrist, author and Holocaust survivor *Viktor Frankl (1946*) from his work *Man´s search for meaning (1946): “ When we are no longer able to change a situation – we are challenged to change ourselves!”[[4]](#footnote-4)*

When we’re scared, by specific concerns we have in mind that are not under our control and on which we do not have influence, we can freeze,” become paralyzed by fear, or just tune out. We use various kinds of defense mechanisms to distract, to deflect, to numb out.

“Guilt we might feel when we realize that our own behavior and everyday habits contribute to ecological depth is also not motivating, and proactive, since it does not make us believe in the possible effects of change of those habits, and their positive impact.

The power of reframing guilt to responsibility drives us to i make changes on individual level. And resolve things. That we can control or initiate changes on institutional and societal level, as part of the *circle of influence*.

Resilience can be defined as the ability of a person (or a community) to cope with, grow through, and transcend adversity (Hobfoll, Stevens, & Zalta, 2015).[[5]](#footnote-5)

Responsibility means that we have ability to respond in constructive way on things that are affecting the quality of our own life. Circle of worries, enables us all to define where our responsibility starts and where it ends.

Psycho-social climate resilience is related to the development of plans how to adapt and address the physical and psychological impacts of climate change, by recognizing and defining our spheres of influences, and acting upon. It.

Changes in students’ habits based on data of their own ecological or carbon footprint[[6]](#footnote-6), and discovering benefits of feeling part of a community, can increase the resilience capacity of children on individual and community level, particularly in response to climate change, and help them all to discover many factors that can support psycho-social climate resilience in both.

Divide students in 5 teams and. Let them nominate 1 or 2 concerns they would like to work on and address it on community level.

# EXTEND

### *Participation-road to resilience*

In this part, focus should be on giving students space to apply what they’ve learned. This will enable them to develop a deeper understanding, to reinforce new skills, and develop psycho-social climate resilience

Closing part of workshop and beginning of students-led projects (30 minutes)

Intro:

The uncertainty affects a sense of security and safety especially for children, youth, people living in risk-prone areas, communities living in slams, certain occupational groups with direct exposure, people with existing disabilities or chronic illness, older adults, women.

* Check: Beside children and youth, explore with your own team mebers, vulnerable groups that maybe already were specifically affected in your own community by earthquake, floads, extreme heats or some other consequences of climate change, related to the one of the concerns your team have. Choosen to work on.
* Map some specific needs that should to be assessed and taken into account from various groups, when we create future action plans proposals for dealing with consequences of climate change.
* Before. Yoou plan actiion, liisten to [video](https://www.youtube.com/watch?v=HlEqTnCUNIg) of Severn Suzuki from 1992, who is nowdays also activist for ecological rights, and think about Greta Tunberg nowdays and initiiatives that she starts through the movement “Fridays for Futures”.

In 2 weeks (team work):

* Plan: Make a school project proposals of possible changes in habits (eg.decreasing of carbon footprint of all students), Propose other ideas related to the changes of everyday functioning at home, at school (printing, recycling, etc…), and within the community/ on policy level, and present your team proposal on School Parliament meeting.
* Connect and act global: Ask members of Parliament to invite their peers from classess to participate andcapture their climate action **on a home,** school, or community level, and to take a part in international initiative:

Become a part of European Climate Pact, or initiate the same Pact in your school, community or region.

Read more about ECP: <https://climate-pact.europa.eu/index_en>

Participate in contest, or organize a similar one in your community:

<https://climate-pact.europa.eu/get-involved/capture-your-climate-action-enter-our-photo-competition_en?gad_source=1&gbraid=0AAAAA9cyOnoRQqnu0OSIT7Hs6-z1Uh_jC&gclid=CjwKCAjwupGyBhBBEiwA0UcqaNq9ce-t_uhLbmY3x1w3S1rC1-o6pV62hb3awXPa9B2NzZiuJPgFHhoCG-4QAvD_BwE>

### EVALUATE

* Let School Parliamentarians evaluate satisfaction of all students after the two/week projects and actions, and map the statements how they feel about the initiatives related to the climate actions plans, and what they would like to propose for future activities in their school or on community level?

**Annex**

Before this activity, teacher should explore a model *Circle of Influence,* and a short video (preparation), to get familiar with a model.

**Watch/listen Video on YouTube***: How to become a proactive person? What is the difference between the circle of concern and the circle of influence? Where do you need to focus your energy and time? In today's Tuesday's Action, we are going to talk about a part of Stephen Covey's first habit: Be proactive (from the book The 7 habits of highly effective people) - namely about the circle of concern and circle of influence. Hopefully, this video gives you some food for thought and make you realize that some things that we talk/complain about are a waste of our time. We all have 24 hours so let's focus our energy and time on things that matter and move us towards our goals.*

<https://www.youtube.com/watch?v=T_EK17Zph04>

**Read: American Psychological Association PDF doc. on Mental Health & climate**

<https://www.apa.org/news/press/releases/2017/03/mental-health-climate.pdf>

1. Wordstorming is term used as a name of technique of collection of free associations of students, without explaining them at the beginning of the activity. We use this term instead of word brainstorming due to the respect of children dealing with epilepsy. [↑](#footnote-ref-1)
2. Gallery walk is technique of putting products on wall and organizing free walks in classroom in order to provide chance for each student to see all the drawings. You can organize moving in little groups through the space. [↑](#footnote-ref-2)
3. Read more about : <https://www.psicopolis.com/kurt/fieldtheorygp.htm> , <https://www.encyclopedia.com/people/medicine/psychology-and-psychiatry-biographies/kurt-lewin> [↑](#footnote-ref-3)
4. ***Man's Search for Meaning*** is a 1946 book by Viktor Frankl while chronicling his experiences as a prisoner in Nazi concentration camps during World War II, describes his psychotherapeutic method, which involved identifying a purpose to each person's life through one of three ways: the completion of tasks, caring for another person, or finding meaning by facing suffering with dignity.

   YouTube Video: <https://www.youtube.com/watch?v=gN3LtUaAKHM> [↑](#footnote-ref-4)
5. Source: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4826077/> [↑](#footnote-ref-5)
6. Ecological footprint calculated will discover students how fast they contribute to the consumation of resources and generate waste compared to how fast nature can absorb our waste and generate new resources [↑](#footnote-ref-6)