

Climate Anxiety – Whose Perspective?

Using the new resource 'Tackling Climate Anxiety in the Classroom', this activity supports young people to reflect on climate anxiety from different perspectives.

Aims

- Understand what we mean by the term 'climate anxiety'.
- Explore 3 different perspectives on the ways climate anxiety impacts young people.

What you need

Short video clips from [Tackling Climate Anxiety in the Classroom resource](#)

Copies of the 3 perspectives table per group or pair.

What to do

Discuss the term anxiety. Think about:

- What does anxiety mean to you?
- When have you experienced anxiety?
- What do you do to address anxiety?

Watch **Video 5** which features a discussion around the term climate anxiety. Which term do you prefer? Climate anxiety or ECO grief?

Watch **Video 6** which introduces the terms 'climate emergency' and 'climate anxiety'.

Using the videos suggested in the table below pupils can explore 3 perspectives on climate anxiety. They can make notes about what they find out. The information will be used for a discussion based plenary activity.

Reflection & Evaluation

- Do any of the perspectives resonate particularly with how you feel?
- Are you surprised about any of the things you heard in the video?
- Do you feel anxious about the climate emergency?
- One of the speakers (**Video 18**) tells us that anxiety and hope are not two opposite feelings but can sit alongside each other. What do you think she means by this? Can you think of examples from your own life when you have both anxiety and hope at the same time?
- Why is it important to learn about and consider different perspective and points of view on different topics?
- Are there any actions or things you would like to try having watched the videos? Who can you turn to when you would like to talk about your feelings?

Continued next page

Climate Anxiety – Whose Perspective?

Make notes on the questions below after watching the video clips.

<p>Which emotions are described? Make a note of these as you listen to the different perspectives.</p>			
<p>Reflect on...</p>	<p>The Scottish island perspective</p>	<p>The Malawian rural perspective</p>	<p>The Scottish urban perspective</p>
<p>How is the climate anxiety affecting the speaker and his/her community?</p>	<p>Videos 3 and 4</p>	<p>Videos 8</p>	<p>Videos 2</p>
<p>What suggestions are made on ways to cope with and address anxiety?</p>	<p>Videos 20 and 27</p>	<p>Videos 14</p>	<p>Videos 21 and 28</p>

Continued next page

Health and Wellbeing Experiences and Outcomes

I am aware of and able to express my feelings and am developing the ability to talk about them.

HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.

HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.

HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a