

1<sup>st</sup> Primary School of Nea Ionia Attica, Greece

3<sup>rd</sup> Grade

Pupils: 18

December 2022

Teacher: Vasiliki Strataki

## **Emotions and Climate Change - Lesson Plan**

On the occasion of the lesson plan D2: "HOW DO YOU FEEL ABOUT CLIMATE CHANGE?" WORK ON EMOTIONS" from the Teacher's Guidebook for primary and secondary schools "THE CLIMATE IN OUR HANDS - CLIMATE CHANGE AND EARTH" created in collaboration between UNESCO and the Office for Climate Education (OCE) we dealt in the class with the emotions that Climate Change causes us: a) Recognition of emotions and their expression, b) Externalizing and sharing them with the group b) Management of emotions for individual and social benefit, c) Activation for action.

In the class, we have concerning Climate Change. We have discussed many topics in the class, we have also seen pictures, videos and graphs. Therefore, we didn't have to go over the material from lesson plan D2.2 So we started the discussion straight away.

1. First we split into groups. Each group was given a set of cards with icons that illustrate emotions (D2.1) and every child took a post-it notes.
2. We looked at the cards and we explained to the pupils the words we did not know the meaning of.
3. Each child calmly concentrated on looking at the cards and chose up to 5 words that capture his feelings and then they wrote them on the post-it note.
4. Then we spent some minutes on a discussion among the group members.
5. Each pupil read aloud the words he/she had written and these words were entered on the board.
6. At the end of the process all children had read their words and we put them on the whiteboard highlighting the words that they chose the most. These were: a) Sadness, b) Joy and c) Excitement and Anger
7. We made a small categorization of the words into groups (pleasant emotions-unpleasant emotions) and we discussed the fact that conflicting emotions are in the first positions. We wondered if these feelings are conflicting indeed, but we did not answer the question at this stage of the course.
8. Then we put our chairs so we could sit in a circle and look at each other.
9. A pupil who wants to share his/her thoughts and feelings starts first. He reads us the words he chose and explains why he feels those emotions. What happens and creates these feelings and why?

10. When everyone has expressed his/her feelings, some children go on to more personal confessions about how they manage these feelings.

11. We came to the conclusion after a long discussion, that negative emotions, wall as positive emotions, are welcome because they are part of us and it is very important to externalize them.

12. The children understood from their own experiences that negative emotions, if we let them dominate us, do not make us happy and creative. But if we invert them, they can give us strength for actions that will give us joy.

13. In the end we understood that if we let the bad feelings drag us down, we will not be able to act for the good of the planet, for the good of all of us. On the contrary, if we are happy and optimistic, we can help the world and do everything we can to mitigate the climate crisis.

The purpose of this course was to mentally empower the male and female students so that they could become active citizens from ordinary spectators.

The studies of the last years have shown that a lot of the population suffers from what we call "Ecological Stress" and education has a duty to work on it to reduce it, as it affects people, the relationships between them, a whole society, the economy and of course the environment.

The emotions that children chose you can see on PDF File: **1. Emotions and Climate Change**