

LOCHY'S STORY



Lochy is 16 years old and talks extremely eloquently of his love of nature and his heartfelt concern for his generation's future.

Unfortunately, Lochy is not the only young person attempting to make sense of a rapidly changing world. A shocking 59% of young people state they are extremely worried about climate change, with 50% reporting feelings of hopelessness, anxiety, anger, powerlessness and guilt, and 45% saying these feelings negatively impact on their daily lives.

Climate anxiety, as it is currently known, can affect any of us, especially once we start to understand the enormity of the challenge ahead. For many of us, the best remedy is to become more active in pushing for the changes we want to see in our communities and in the wider world. However, it can take time to navigate our way through to action, and the process can be challenging.

You can watch an **additional digital story** we have made **with Lochy here**.



You can read some **tips on how we can all look out for one another** and transform our worries into meaningful and positive action **here**

THIS TOOLKIT

This toolkit has been devised to help KS3 pupils think about climate change in relation to their own experiences and locality.

Using Lochy's digital stories as starting points, we hope to encourage discussion and the sharing of experiences around **climate change** and **wellbeing**.

To delve deeper into these themes we have outlined a series of activities and ideas for you to adapt to your class needs, time availability and teaching method. Whether you dip in for an hour or run with an idea for a whole term, there's scope for interpretation and creativity. It can be cross curricular and incorporate literacy, art and design and gives scope for classroom work and independent research.

GET THINKING

Before you start it might be helpful to unpick some of these terms through a class discussion as pupils will need to have an understanding of what they mean. Here are some thoughts and ideas you might want to explore to get the ball rolling.

CLIMATE ANXIETY

Where have you heard this term before and in what context? Do you know what it means? The term climate anxiety has become widespread as conversations around the climate emergency have come to the fore. It is thought that the climate crisis could accelerate new psychological conditions and worsen existing mental health illnesses amongst young people. Climate anxiety, also called eco - anxiety, is an overwhelming sense of fear, sadness and dread in the face of a warming planet. Have you ever felt any type of anxiety? Where would this be on a scale of 1-10? Give 3 words to describe this feeling? What might be helpful in dealing with these feelings?

WELLBEING

Where have you heard this term and in what context? What does it mean? Wellbeing is all about feeling healthy, comfortable, calm or happy in one's life, leading to positive behaviour and meaningful social connections. This in turn can help overcome situations such as isolation, low self confidence and mental health problems. Look at the word carefully, it is made up of 2 words, well and being. What do these words tell you about what it means? On a scale of 1-10 how would you rate your overall wellbeing? Can you identify and talk about the factors in your life which benefit your wellbeing? What are the most important things you need to have a good sense of wellbeing?

GET SHARING

To help you relate this story to your lives, you might like to use these prompts to share some of your own experiences and reflections.

This could be done in pairs, small groups or as a class. It's a good opportunity to practice your listening skills, taking it in turns to share with each other.

When you think about the climate crisis how does this make you feel? Give 3 words to describe this feeling?

- Do you talk about the climate crisis with friends or family?
- What do you discuss?

Do you do anything to keep your impact on the planet minimal like Lochy does?

What are your earliest memories of being out in nature? Can you remember how you felt?

Do you ever discuss the damage humans are doing to nature and the climate crisis with your friends? How does that feel?

If you're having a hard time, do you have somewhere special that you go or something that you do to help yourself?

Can you reflect on Lochy's thoughts on living 'with nature'? Is this something you can relate to?

- Have you ever realised you have damaged nature in some way?
- How did this make you feel?

How does it feel to be in nature? What effect does it have on you mentally and physically?

What CAN you do and what DO you do with the climate emergency in mind?

Young people will bear the brunt of the climate crisis in years to come. How do you feel about this?

Have you ever felt compelled to act to help nature in some way? Why? How did this make you feel?

Do you talk with other young people about wellbeing and swap suggestions?

Has your mental health ever been affected by discussions about climate change or by watching the media? How?

What would you like to see happening to protect the wellbeing of children and young people?

- Can you think of any advice or tips to help someone who is anxious or depressed about the climate emergency?

DEER AND WOLF

A fun, sensory game to help us tread lightly and connect with nature.

To play this game, you will need a blindfold and a bunch of keys or something similar that jangles. Ideally you would play this in woodland, or on gravel, as the idea is to learn to tread lightly and move undetected. Everyone must remain absolutely silent!

Everyone stand in a **CIRCLE**, you are all **WOLVES**.

Nominate someone who is happy to be blindfolded and stand in the middle of the circle, you are now the **DEER**. You may find it helpful to cup your hands around your ears, this will enhance your hearing and make it easier to pinpoint where sounds are coming from.

TEACHER, place the keys on the floor, in between the deer's legs.

WOLVES If the teacher points at you, it is your turn to start trying to silently make your way to the deer to steal the keys from underneath their nose and ears! To win, you must make it back to your place in the circle without alerting the deer. The teacher can have as many wolves moving at once as they feel appropriate, but it's quite good to start with just one or two.

DEER keep your ears peeled! You can turn around if you need to, but remember the keys are between your legs, so don't move off the spot you were placed in. If you hear movement, you must try to figure out exactly where it is coming from and point in that direction. If you point directly at that wolf, they must go back to the start. You cannot just start pointing everywhere though as the teacher will ignore wild pointing and allow the wolves to continue their hunt!

The winning wolf that makes it back to their place in the circle with the keys gets to play the deer next or nominate another person to be the deer.

DISCUSS

How does treading lightly change how you experience a place? How else do we tread lightly? What are the advantages? What are the disadvantages?

Next time you are out walking in nature, be a wolf and see how lightly you can tread. You may be surprised by how much more wildlife you get to see and hear!

MEDITATION AND MINDFULNESS

The importance of looking after your mental health in the face of the climate emergency and ideas for meditations and mindfulness.

Science is now confirming the benefits of the ancient practice of meditation and mindfulness. It can seem boring or uncomfortable when you start, however regular mindfulness practice is like building a muscle, but for the brain. Through finding even the briefest moments in time regularly to stop and be mindful you can build the mental muscle you need to overcome the negative thoughts that challenge us all daily. You will find it will improve your mood, friendships, concentration, physical health, immune system; literally the list is endless!

Create a quiet space and sit on the ground to try this **SHORT MEDITATION**.

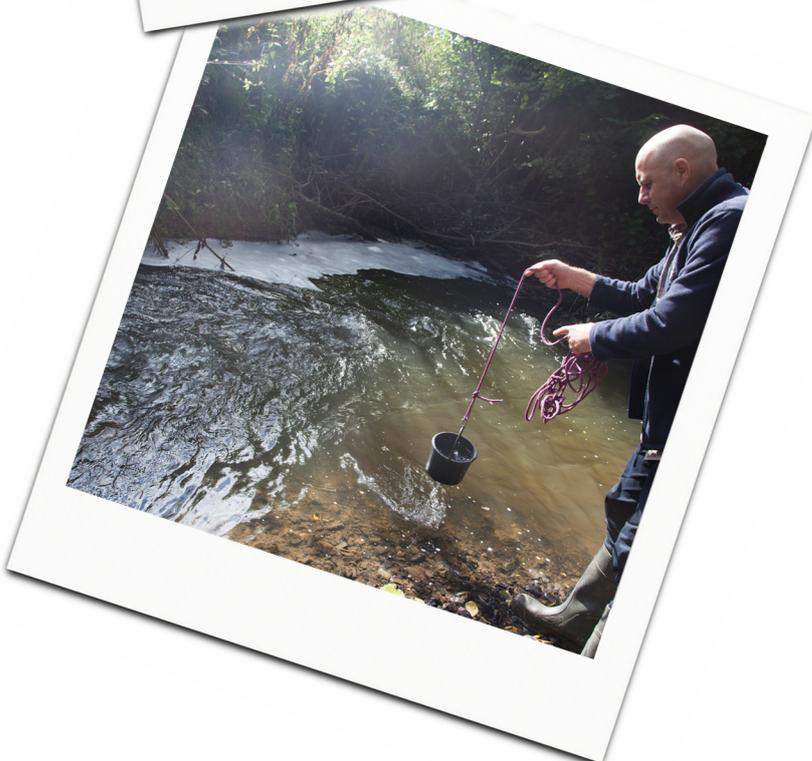


POSITIVE STORIES

Discovering and sharing positive stories of action.

The world can feel like a very uncertain place, with climate change much more in our awareness than ever before. As Lochy talks about, you may find that despair and a sense of hopelessness can creep in, particularly when you look around and it feels like no one is doing anything. But it's helpful to remember that there are in fact vast numbers of people and projects that are already working to build a safer world for us all. Unfortunately, these amazing people and projects do not get the same media attention as the negative things that are happening in the world, so we don't get to hear about them unless we go looking.

Find an example of a project, organisation or person, which is having a positive impact on the world. It might be something local, or further afield. Walk around the classroom sharing these stories with each other to spread some positivity.



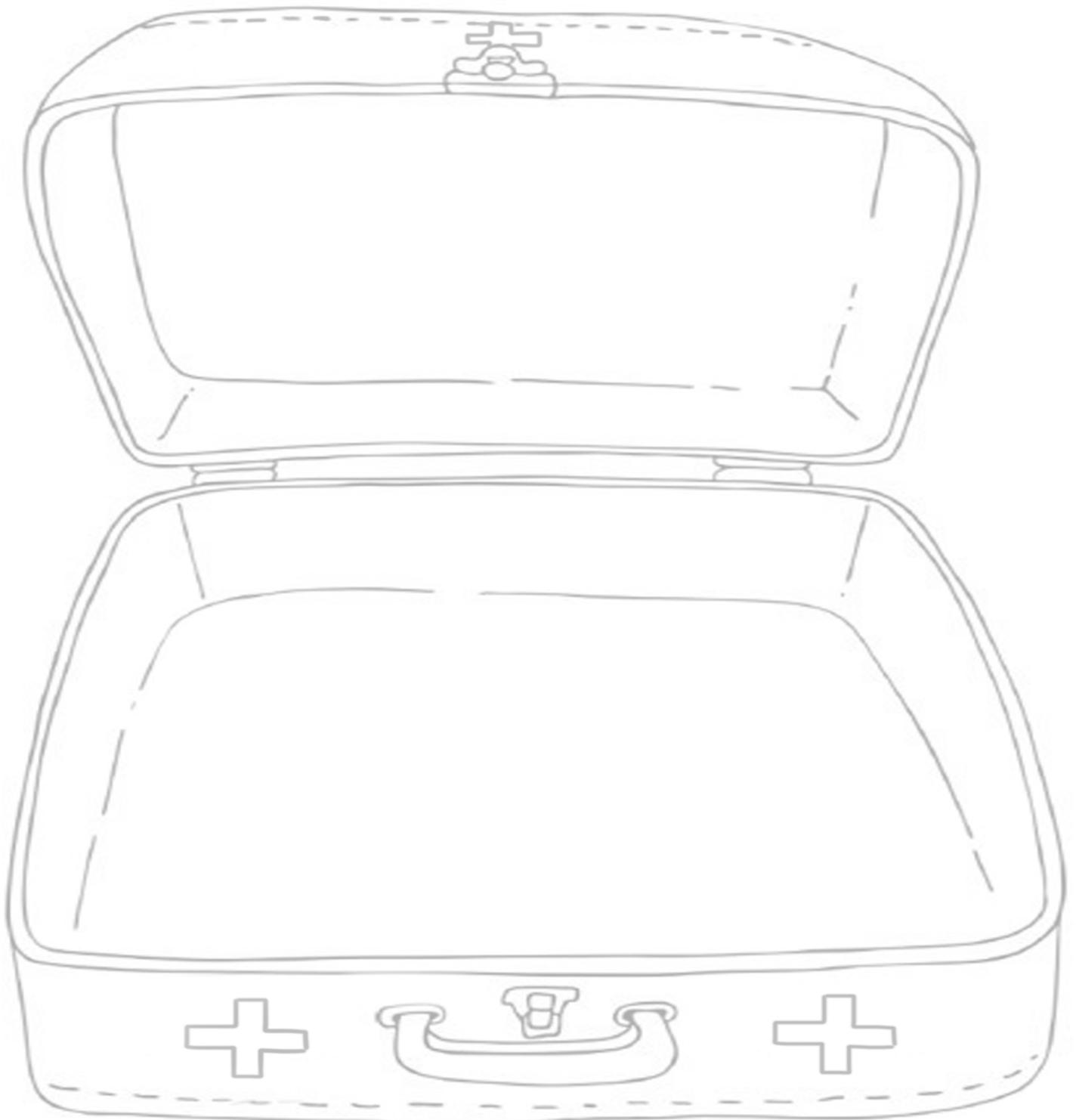
FIRST AID KIT

Considering your wellbeing and positive actions for the planet.

In his **first story** Lochy shares some of the things that help him feel better when he's struggling, such as getting in the sea, surfing, talking and being out in nature. In the **second story**, Lochy shares some of the positive actions he takes in his life to help the environment and combat feelings of hopelessness, such as picking up litter, treading lightly in nature and travelling by bike. Use this first aid kit template to share the things that help you and the planet.

In the base draw or write about the things that would help you feel better if you're having a hard time emotionally. This might be something physical such as a game, book or possession or more abstract like a comforting message you'd like to hear, a place where you'd like to be or an experience such as surfing.

In the lid, draw or write about some of the positive actions you could take in your life to help the health of the planet in the face of climate change.



HEAD SPACE

An opportunity to reflect on thoughts and feelings in the context of climate change.

In the template below, draw or write about what takes up space in your head when it comes to climate change. Share these with each other. What are the common themes?



LETTER FOR CHANGE

Letter writing, advocacy and protest.

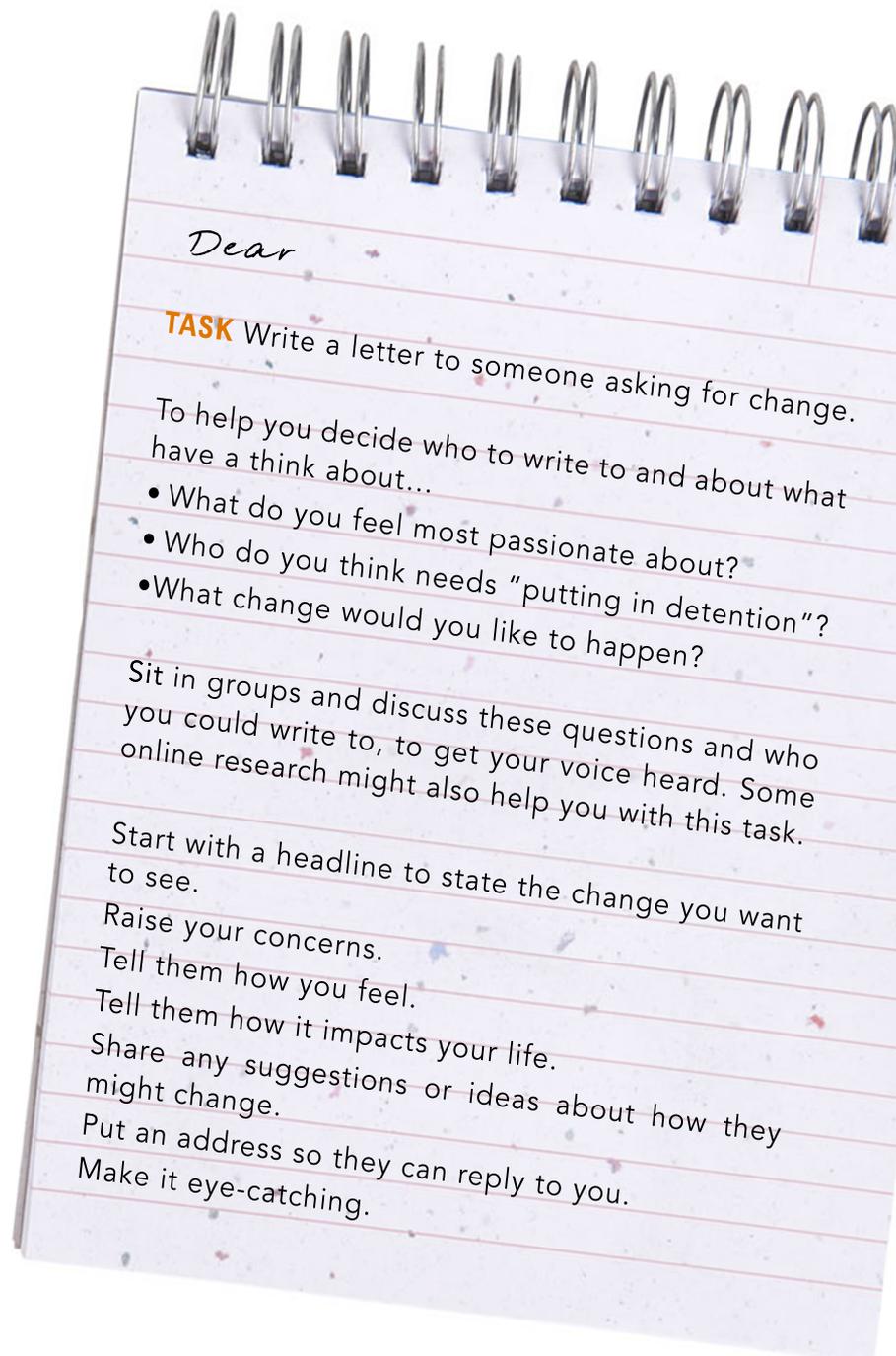
As Lochy talks about in the **second digital story**, it can sometimes feel like those in power aren't doing enough. One thing you can do is write to these corporations or politicians to have your voice heard.

DISCUSS different communication styles.

- How else do people get their voices heard?
- Have you come across any campaigns or protests?
- How has someone made you change your behaviour in the past?

For example, was it by shouting, or through understanding how your behaviour affected someone else? Was it seeing someone set an example, or being offered a reward?

Have these things in mind as you write your letter.



DIVE DEEPER

The NewScientist on **TIPS TO MANAGE ECO ANXIETY**

SpunOut on **HOW TO HANDLE CLIMATE ANXIETY**

Nature Mentoring on **HOW TO CONNECT WITH NATURE**

YOUR FEEDBACK

To help us evaluate and learn, we need and appreciate your feedback (it'll only take 2 minutes!).

Please follow the links below

Pupils

Teachers

This resource was created by **Storylines** in collaboration with the **Bude Climate Partnership**.

