

# SDG3 Eco-Agency: Supporting Youth-Led Climate Action



## SDG3 Eco-Agency: Supporting Youth-Led Climate Action

### Lesson 8 Exploring what we CAN do - Action 1 Building Community

**Subject Areas:**  
Climate Action and  
Sustainable Development,  
CSPE, SPHE

**10** REDUCED  
INEQUALITIES



**13** CLIMATE  
ACTION



**16** PEACE, JUSTICE  
AND STRONG  
INSTITUTIONS



**17** PARTNERSHIPS  
FOR THE GOALS



#### **Lesson Title and Summary: Exploring what we CAN do - Action 1 Building Community**

A major contributor to anxiety are feelings of isolation. When we reach out and make connections with others and share our thoughts and feelings, we lighten the weight of our worries and concerns. In this lesson learners will develop an understanding of what CAN be done to build community which may lead to positive action.

#### **Vocabulary:**

Positive action, Anxiety, Circle of control, Climate action, Change, Community, Eco-anxiety, Emotions, Impact, Influence, Support, Psychological safety

#### **In this lesson, the learner will:**

- Gain knowledge about circle of control and sphere of influence and understand how to use their circle of control and influence as a tool to empower action and reduce effects of anxiety and isolation
- Understand the importance of connecting with others
- Link the UN Sustainable Development goals and the Earth Charter pillars to positive action to build community

#### **Materials**

- Worksheet: Awareness and Connection - Mutual Worries My Worries
- Teacher's Notes; Meditation Script, Awareness and Connection - Mutual Worries My Worries
- Coloured pens

# SDG3 Eco-Agency: Supporting Youth-Led Climate Action

## Exploring what we can do



### ACTIVITY INSTRUCTIONS

#### Activity 1 Inhale Exhale (5 mins)

1. Before starting this session have learners sit in a circle either on the floor or on chairs. Ensure whichever option chosen is suitable to the needs of the learners.
2. Once in position, explain to learners this class will begin with a whole class mindfulness breathing exercise. Explain that this is to help everyone stay present and reduce any stress today's topic may raise. Follow the instructions on how to do this in Teachers Notes: Meditation Script 1.

#### Activity 2 Circles of control and influence (20 mins)

1. As a class briefly elicit ideas from the students about the kind of things that make young people worry or feel anxious and worries specifically related to the environment and planetary health. Answers may vary and it is important to remind learners to be respectful and that all answers are welcomed.
2. Project Circles of Control and influence for the whole class to view.
3. Explain that learners will explore some worries and frustrations of two young people then their own.
4. Go through the 3 areas of the diagram and what each area considers. Check understanding.
5. Ask learners to work in pairs and direct them to work through the Worksheet: Awareness and Connection - Mutual Worries. Go through instructions and check understanding. See Teacher's Notes for additional information. Allow 10 minutes.
6. Next, direct learners to work individually then direct them to Worksheet: Awareness and Connection - My Worries and go through instructions. Remind learners that at anytime in thinking about this they may stop and reengage in the breathing exercise. Using the instructions in the Teacher's Notes, guide them through the rest of the exercise.

#### Activity 3 Action (25 mins)

1. Direct learners to work together in pairs and share your worries and concerns and the circles of control and influence you have identified.
2. Explain they are to choose one of the worries or concerns from all those they shared and to view Goals and Pillars supporting information.
3. Instruct groups to discuss and ideate what is within their control and sphere of influence for taking action and building community through connection with others.
4. Explain they are to link their ideas to one SDG Goal and EC Pillar and circle which goal and pillar links to their three actions they list on the worksheet.

# SDG3 Eco-Agency: Supporting Youth-Led Climate Action

## Exploring what we can do



### REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

Use Post-its or a mentimeter poll [www.mentimeter.com](http://www.mentimeter.com) to gather learners' reflections

### REDUCTION / EXTENSION ACTIVITIES

Reduction: For a shorter class, extend Activity 1 to 10 minutes and remove Activity 3.

Extension: For a longer class, extend Activity 2 to 30 minutes and Activity 3 to 45 minutes. Add an additional task in which groups join to form larger groups and share their action ideations.

### MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Article: 18 insightful in-or-out of my control activities, Teaching Expertise.

<https://www.teachingexpertise.com/classroom-ideas/in-or-out-of-my-control-activity/>

Video: British Red Cross How to manage your worries | Circles of Control . [1:13min]

[https://youtu.be/1mw6M-0\\_Q7I](https://youtu.be/1mw6M-0_Q7I)

Video: Leadership Lessons - Circle of Control vs Circle of Influence [2:08min]

<https://youtu.be/50pyE28lkO8>

### LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Show the Video: 'Leadership Lessons - Circles of Control vs Circle of Influence' (see Media Box) and ask learners to take notes on what is said about the importance of storytelling.

Ask learners to write a summary of their understanding of why metrics matter, impact, circle of influence and storytelling as per their notes from the video.

# L8 TEACHER'S NOTES MEDITATION SCRIPT 1

3 GOOD HEALTH AND WELL-BEING



- Ensure learners are sitting in a comfortable space and free from distractions.
- Ensure you use a calm and soothing voice when reading this scripts.

## 3-Minute Breathing Space Script

1. Welcome: Over the next three minutes, we'll do some deep restorative breathing to help you relax and refocus.
2. Close Your Eyes: Relax your shoulders and take a deep breath in through your nose. Feel the air enter your body and give it life. Deep breathing calms your parasympathetic nervous system and awakens the chakral nodes.
3. Deliberate Inhaling and Exhaling: Focus on your breath. Notice how it enters your body and exits. Notice how the diaphragm works to support each breath. While you're breathing, release stress and tension.
4. Focus: If your mind wanders away from your breath, gently guide it back. Try not to get frustrated or upset that your mind wanders. It happens. In fact, it can take decades to gain complete control over your mind. So don't beat yourself up.
5. Wrapping Things Up: Your three minutes are coming to an end. You've done a great job. Take one last breath, in and out. Invite the positive and release the negative.
6. Wrap Things Up: Good job. Give thanks, pat yourself on the back, and get on with your day.

Source: <https://mindfulzen.co/3-minute-meditation/#9-3-minute-mindfulness-script>

## Awareness and Connection - Activity 1 Mutual Worries Possible Answers

What?

- Anna and Mary are worried about greenhouse gases and their effects on the climate and overall health of the planet and all living things.

Why?

- Methane (CH<sub>4</sub>) is a hydrocarbon that is a primary component of natural gas. Methane is also a greenhouse gas (GHG), so its presence in the atmosphere affects the earth's temperature and climate system.
- Methane is emitted from a variety of anthropogenic (human-influenced) and natural sources." - United States Environmental Protection Agency.
- "Methane CH<sub>4</sub> is the second most significant contributor to greenhouse gas emissions in Ireland and is due to the large population of cattle." - Environmental Protection Agency Ireland

Worries?

- Out of their control or influence - how many cattle farmers rear.

## L8 Teacher's Notes Activity 1 and 2

3 GOOD HEALTH  
AND WELL-BEING



Within their influence

- sharing their knowledge with others, encouraging others to adapt their diet, supporting or getting involved in causes that advocate for more sustainable farming.

Within their control

- learning more, changing their own diet, reducing or completely removing beef from their diet

### Activity 2 Circles of Control and Influence: Instructions

- In the square at the top of your worksheet, write all your worries and frustrations about the environment and our planet in relation to your whole life or you school or your family and friends and in the square at the top of the page of your worksheet. This will be your area of focus. List all your concerns, worries, or frustrations. Take 10-15 minutes and let it flow! Remember to breathe if at any time you feel uncomfortable.
- Use a blue-coloured pen to draw a circle around all the areas or concerns over which you feel you have absolutely no control whatsoever.
- Copy the items circled in blue into the outer area (the square) on the outside of your circles of control - at the bottom of the page.
- Use the green pen to circle the items over which you feel you have a little control. You do not feel you have complete control over these areas but you have some influence.
- Next, looking at the areas over which you have some control, are there smaller parts of these areas which you can fully control? For example, you may not be able to fully control how much sleep you get, but you can fully control your bedtime wind-down routine. Add more items to right side of the page as you think of them.
- Copy the items circled in green into the outer circle on the left side.
- Finally, you should be left with areas that you feel you have a lot of control over. Circle these in red, and transfer them to the inner circle of your circle of control template. Then turn to page 2.

### Activity 3 Control, Influence and Acceptance

- Project the image and questions from the next sheet



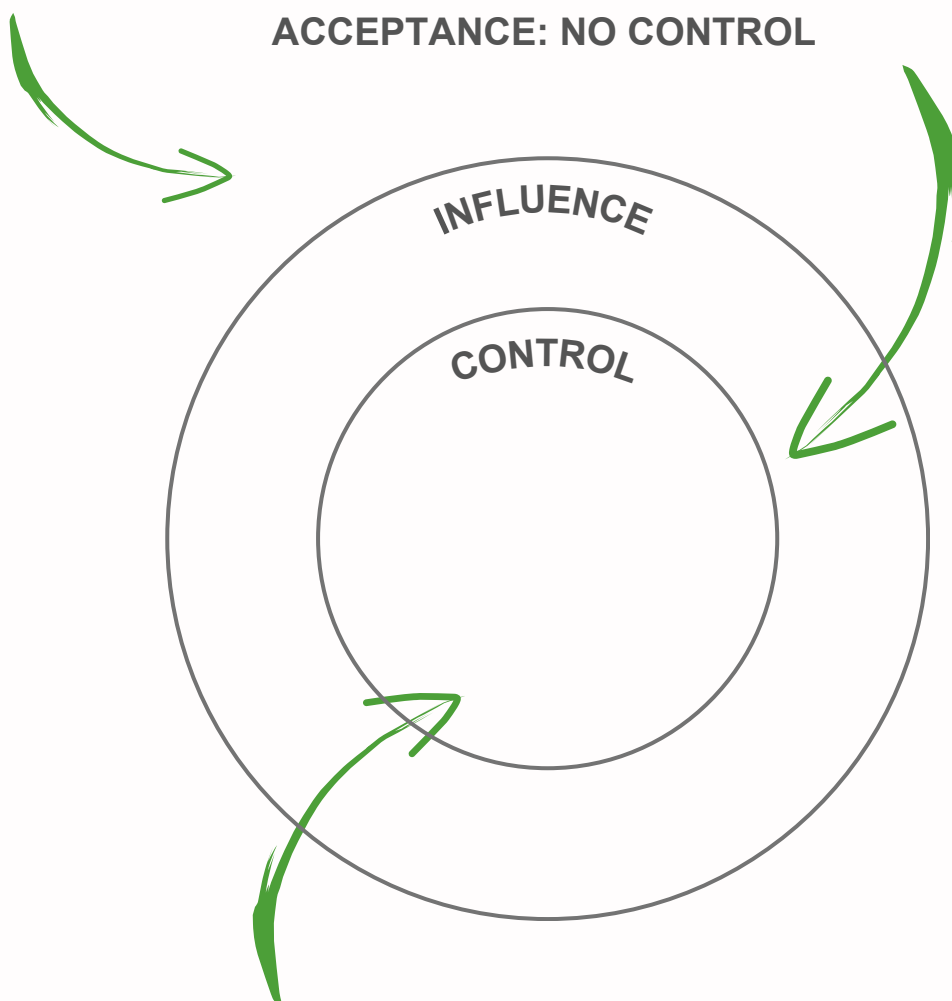
## Awareness and Connection: My Worries

If I can't control or influence, can I learn to **ACCEPT** it?

- myself
- my family and friends
- my community
- all living things

If I can't control, can I exert **INFLUENCE**?

- myself
- my family and friends
- my community
- all living things



What is in my **CONTROL**?

- actions
- behaviours
- decisions
- outlook





# SUPPORTING RESOURCE: ECO ANXIETY

3 GOOD HEALTH AND WELL-BEING



## Awareness and Connection: Action 1



### Pillar 1.4

Respect and Care for the Community of Life: Secure Earth's bounty and beauty for present and future generations.



### Pillar 2.6

Ecological Integrity: Prevent harm as the best method of environmental protection and, when knowledge is limited, apply a precautionary approach.



### Pillar 4.13 Democracy, Non - violence and Peace

Transparency and Participation: Strengthen democratic institutions at all levels, and provide transparency and accountability in governance, inclusive participation in decision making, and access to justice.



### Pillar 4.14 Democracy, Non - violence and Peace

Integrate into formal education and life-long learning the knowledge, values, and skills needed for a sustainable way of life.



### Pillar 4.16 Democracy, Non - violence and Peace

Promote a culture of tolerance, nonviolence, and peace



## L8: Worksheet Awareness and Connection: Support

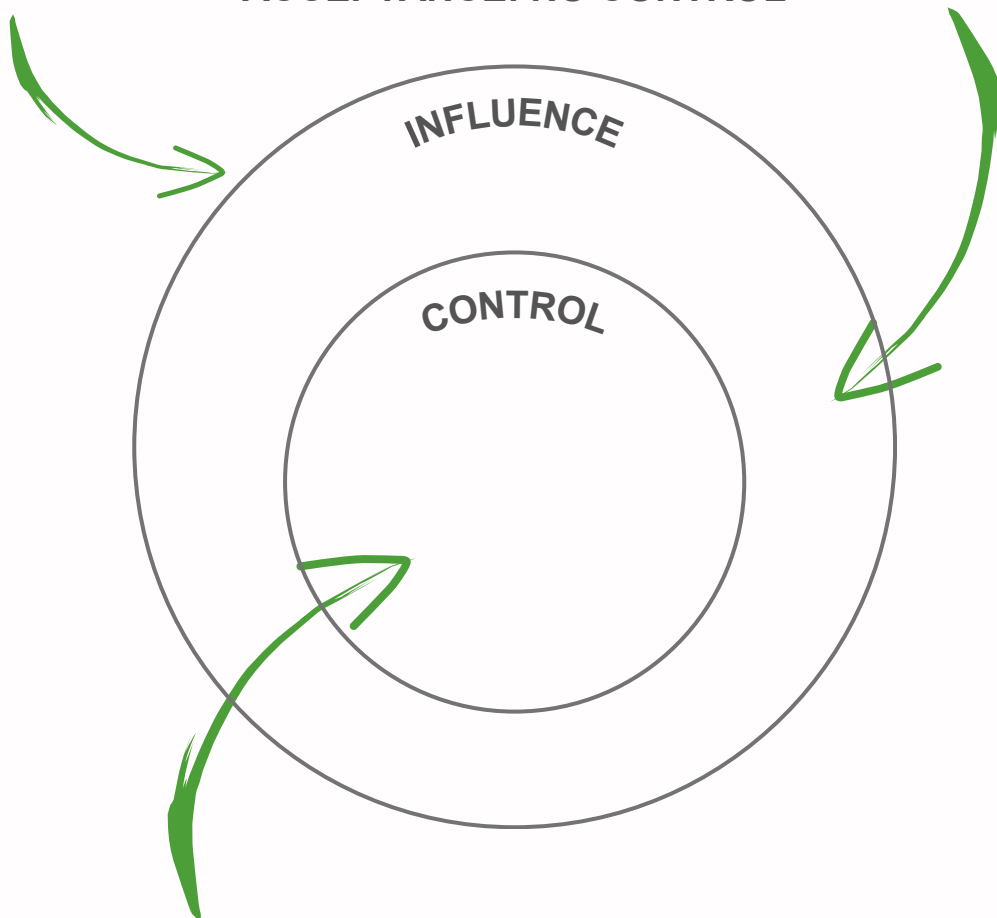
If I can't control or influence, can I learn to **ACCEPT** it?

- myself
- my family and friends
- my community
- all living things

If I can't control, can I exert **INFLUENCE**?

- myself
- my family and friends
- my community
- all living things

**ACCEPTANCE: NO CONTROL**



What is in my **CONTROL**?

- actions
- behaviours
- decisions
- outlook







## Awareness and Connection: Action 1



### Pillar 1.4

Respect and Care for the Community of Life: Secure Earth's bounty and beauty for present and future generations.



### Pillar 2.6

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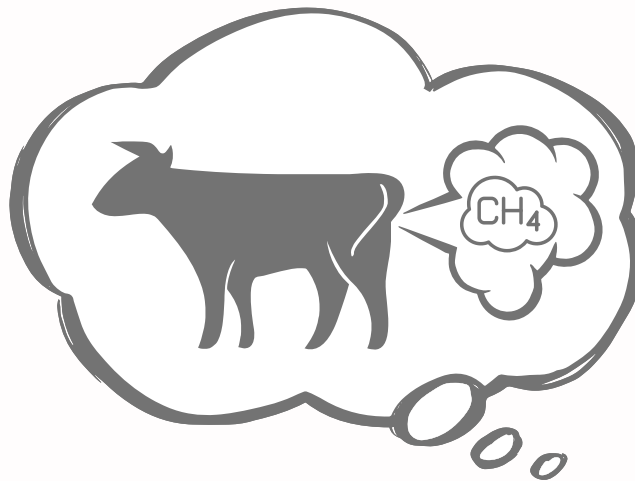
Promote a culture of tolerance, nonviolence, and peace

## L8 Awareness and Connection: Mutual Worries

3 GOOD HEALTH AND WELL-BEING



ANNA - 16  
OVIEDO  
SPAIN

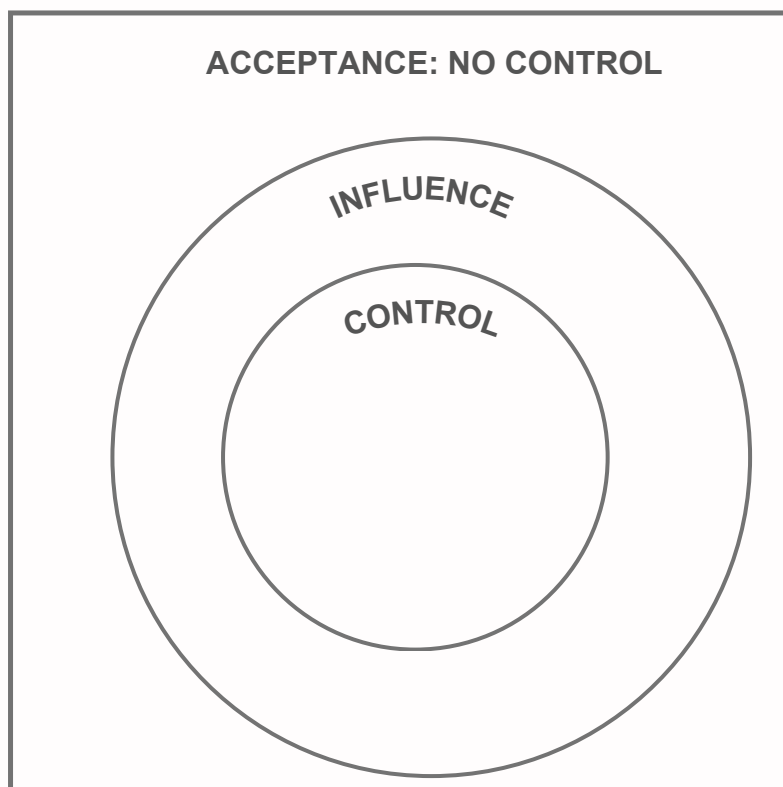


MARY - 17  
CO. MEATH  
IRELAND



1. What are Anna and Mary worried about?
2. Why might this be related to eco-anxiety?

- In the square, write what elements are definitely not in their control.
- In the outer circle, write what elements are within their circle of influence: they might be able to influence change but not directly make change happen
- In the inner circle, write what is within their direct circle of control: things they can do directly to affect change



**Think:** How might these two young people, from different places connect?

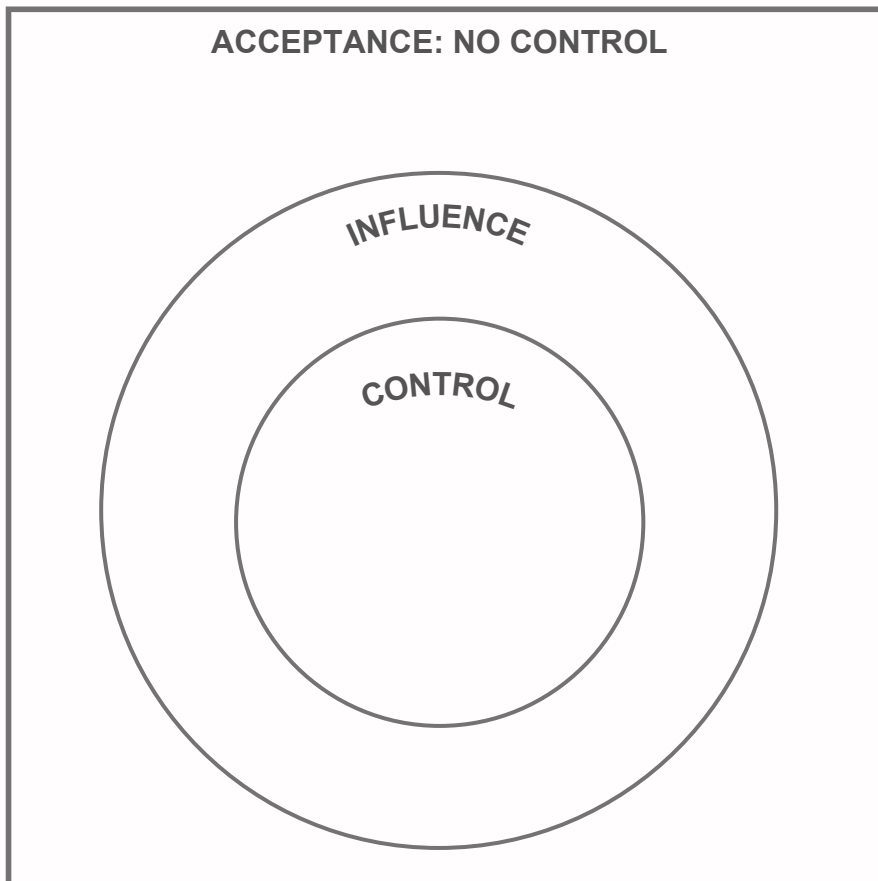
# L8 Awareness and Connection: Mutual Worries

3 GOOD HEALTH AND WELL-BEING



MY WORRIES AND FRUSTRATIONS

A large empty rectangular box for writing.



# L8 Awareness and Connection: Action

**3** GOOD HEALTH AND WELL-BEING



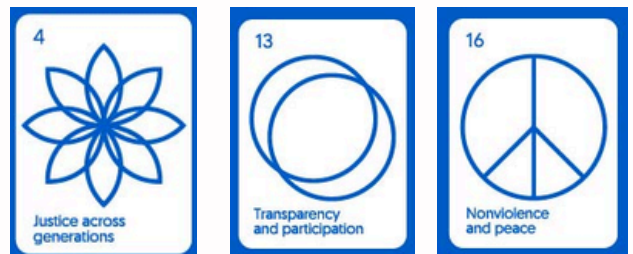
Connecting with others is an important step in finding support and building community which at some point may lead to taking steps towards collective positive action in which yourself and others learn how to cope better with eco-anxiety and empower one another.

1. Work together in pairs and share your worries and concerns and the circles of control and influence you have identified.
2. In your groups, choose one of the worries or concerns from all those you have each shared.
3. Look at the Worksheet: UN Sustainable Development Goals and the Earth Charter Pillar descriptions.
4. Together ideate what is within your control and sphere of influence for taking action and building community through connection with others and link your ideas to one SDG goal and one EC pillar.
5. Identify three actions you will take from your inner circle of control that will make you feel empowered and link your ideas to one SDG goal and one EC pillar. Circle which goal and pillar links to your three actions.

1



2



3

