

# Part 1: Advent Calendar 2023

## Muinín Catalyst Sustainable STEAM Education for Sustainable Development



### Lessons

Day 1 SDG 1 No Poverty: Future of Food, Feeding the World Sustainably in the 21st Century, Lesson 6: Supermarkets, Farmers and our Broken Value Chains

Day 2 SDG 2 No Hunger: Future of Food, Nourishing and Sustaining Connections, Lesson 1: Discovering Links Between Society and Food Systems

Day 3 SDG 3 Good Health and Wellbeing: Eco-anxiety: Crisis to Connection, Lesson 8: Exploring What We CAN Do - Action 1: Building Community

## MM4: Feeding the World Sustainably and Responsibly



### Micro-Module 4: Feeding the World Sustainably and Responsibly

#### Experimentation and Exploration

#### Lesson 6: Supermarkets, Farmers and our Broken Value Chains

Subjects: Art and Design, Agricultural Science, CPSE, Home Economics, SPHE

#### Lesson Title and Summary: Supermarkets, Farmers and our Broken Value Chains

Today we buy most of our food from a handful of supermarkets. These multinational companies are tremendously successful and profitable at delivering all kinds of food to us, when and where we want it. They dominate the planet's food supply systems. But behind these supermarkets, there is a global army of smallholder farmers, literally million of farmers and their families, in every corner of the globe. They work so hard often while facing the impacts of climate change head on, to put food and on our tables. Yet, many farmers earn so little that they cannot afford to feed their own families. In this lesson we'll try to understand why the global food system is so broken that farmers can starve and struggle while supermarkets profit and explore whether a better way is possible for the future.

**Vocabulary: Value Chains, Farming, Production, Transport, Social Cost, Ecological Cost**

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

- Understand how powerful and important supermarkets are in the food sector
- Explore concept of living income for food workers and farmers
- Apply learning on how to conduct online research
- Consolidate and articulate research findings
- Engage in pair and group work

#### Materials

- Worksheet 1: The Power of Supermarkets
- Worksheet 2: Living Income for Farmers
- Worksheet 3: How to Solve Farmer Poverty?
- Pens, paper
- Internet access



# MM4: Feeding the World Sustainably and Responsibly

## L6: Supermarkets, Farmers and our Broken Value Chains



### ACTIVITY INSTRUCTIONS

#### Activity 1: The Power of Supermarkets (20 minutes)

1. Write the question “ What did you eat in the last week?”. Ask the class to name foods they ate in the last week that you cannot buy in a supermarket. (note: to prompt the discussion, if need be highlight (i) speciality food stores (ii) ethnic stores, (iii) butchers, (iv) bakers and (v) fishmongers. If take-away foods are mentioned, ask if these ingredients are available in supermarkets).
2. Divide the class into groups of 4-5 learners.
3. Distribute the Worksheet 1: The Power of Supermarkets. Have the groups carry out research on supermarkets in Ireland and Europe and completing pie charts as instructed.
4. As a class, discuss the pros and cons of supermarkets having so much power in where we get our food.

#### Activity 2: Farmer Pay & A Living Income (15 minutes)

1. Staying in the same groups.
2. Distribute the Worksheet 2: A Living Income for Farmers. Have the teams use the internet to answer the questions.
3. As a class, discuss the group’s findings.
4. Start a class discussion with a few probing questions:
  - a. Were you surprised how much farmers get paid from the supermarket price?
  - b. Were you able to find information online showing how much farmers earn for other products?
  - c. Do you think there is enough information and consumer awareness on how much farmers earn?

#### Activity 3: Solutions (15 minutes)

1. Distribute Worksheet 3: “How to Solve Farmer Poverty?” to the teams. Ask the learners, as groups, to research and identify 3 actions each of the four groups can take to improve life for farmers.
2. Discuss as a class.

### 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.

# MM4: Feeding the World Sustainably and Responsibly

## L6: Supermarkets, Farmers and our Broken Value Chains



### EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, carry out Activity 1 just for Ireland.

Extension: For a longer lesson, extend Activity 1 by preparing pie charts of supermarkets for ALL countries in the EU.

Option B: Extend Activity 2 by instructing the teams to visit dollar street website and find pictures of small holder farmers and learning about the the items they possess that might constitute a living income (look at the food, education materials, basic household materials, shelter, bedding, sanitation facilities, etc. at their disposal). As a class, discuss the difference in what these families have and what people in Ireland might have.

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

- Ripe for Change Oxfam Report: <https://policy-practice.oxfam.org/resources/ripe-for-change-ending-human-suffering-in-supermarket-supply-chains-620418/>
- Supermarkets in Ireland: <https://www.checkout.ie/tag/kantar>
- Supermarkets in Ireland: [https://www.theconsumergoodsforum.com/wp-content/uploads/2022/07/Global-Summit-2022\\_Irish-Retail-Scene.pdf](https://www.theconsumergoodsforum.com/wp-content/uploads/2022/07/Global-Summit-2022_Irish-Retail-Scene.pdf)
- Smallholder Farmers: <https://www.fao.org/news/story/en/item/1395127/icode/#:~:text=The%20updated%20estimates%20are%20that,world's%20food%20in%20value%20terms.>
- World Living in Poverty: <https://ourworldindata.org/grapher/world-population-in-extreme-poverty-absolute>
- Our World in Data: Poverty: <https://ourworldindata.org/poverty>
- Dollar Street Gapminder: <https://www.gapminder.org/dollar-street>

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

Try to identify five foods in your home that are not available at your main supermarket.

Visit a butcher, bread shop, ethnic food store, or health food store in your area and identify 3-5 items per shop that might not be available in a regular supermarket.

Interview a farmer and ask them about the prices they receive from supermarkets and how they think farmer income can be improved on our planet.

# LESSON 6 WORKSHEET

2 ZERO HUNGER



## THE POWER OF SUPERMARKETS

Supermarkets in Ireland:

<https://www.checkout.ie/tag/kantar> [https://www.theconsumergoodsforum.com/wp-content/uploads/2022/07/Global-Summit-2022\\_Irish-Retail-Scene.pdf](https://www.theconsumergoodsforum.com/wp-content/uploads/2022/07/Global-Summit-2022_Irish-Retail-Scene.pdf)

Try to name the top five supermarkets in Ireland?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

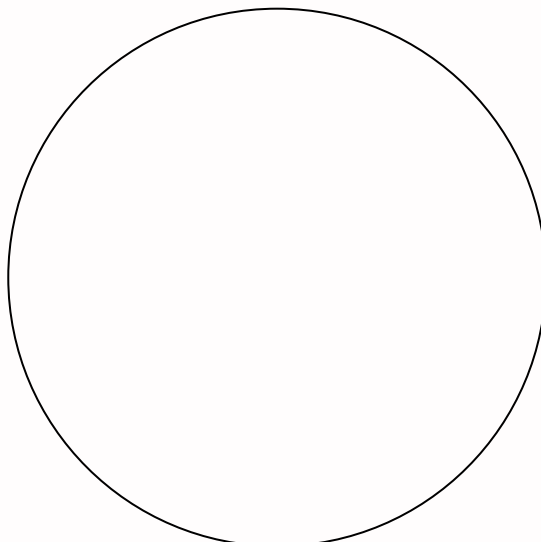
How many stores does each supermarket have across the country?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

What share of the grocery market does each supermarket possess?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Using the circle below create a pie chart of the Irish retail food market:



# LESSON 6 WORKSHEET

2 ZERO HUNGER



## THE POWER OF SUPERMARKETS

Repeat the exercise for two other EU countries of your choice.

Country name: \_\_\_\_\_

Try to name the top five supermarkets in this country?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

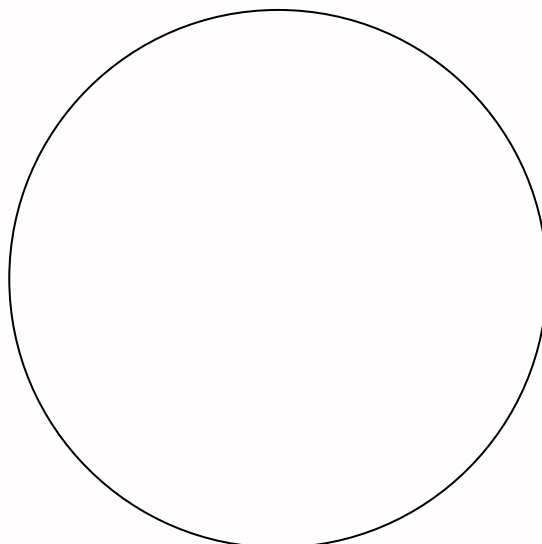
How many stores does each supermarket have across the country?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

What share of the grocery market does each supermarket possess?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Using the circle below create a pie chart of the country's retail food market:



# LESSON 6 WORKSHEET

2 ZERO HUNGER



## THE POWER OF SUPERMARKETS

Repeat the exercise for two other EU countries of your choice.

Country name: \_\_\_\_\_

Try to name the top five supermarkets in this country?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

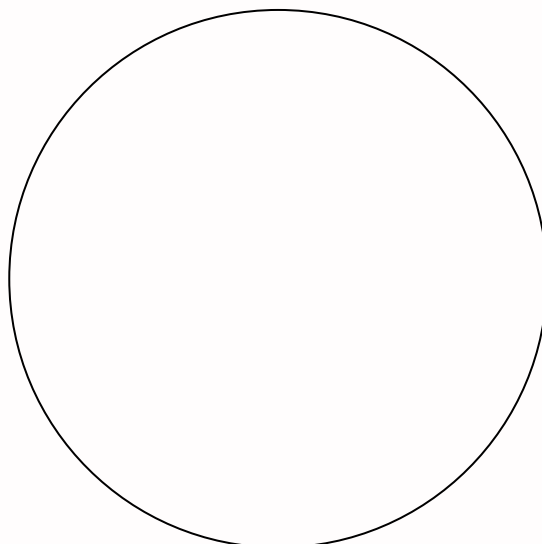
How many stores does each supermarket have across the country?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

What share of the grocery market does each supermarket possess?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Using the circle below create a pie chart of the country's retail food market:





# LESSON 6 WORKSHEET



## LIVING INCOME FOR FARMERS

As a group, take five minutes to explore the following four diagrams:

Charts taken from the Oxfam report Ripe for Change:

<https://policy-practice.oxfam.org/resources/ripe-for-change-ending-human-suffering-in-supermarket-supply-chains-620418/>

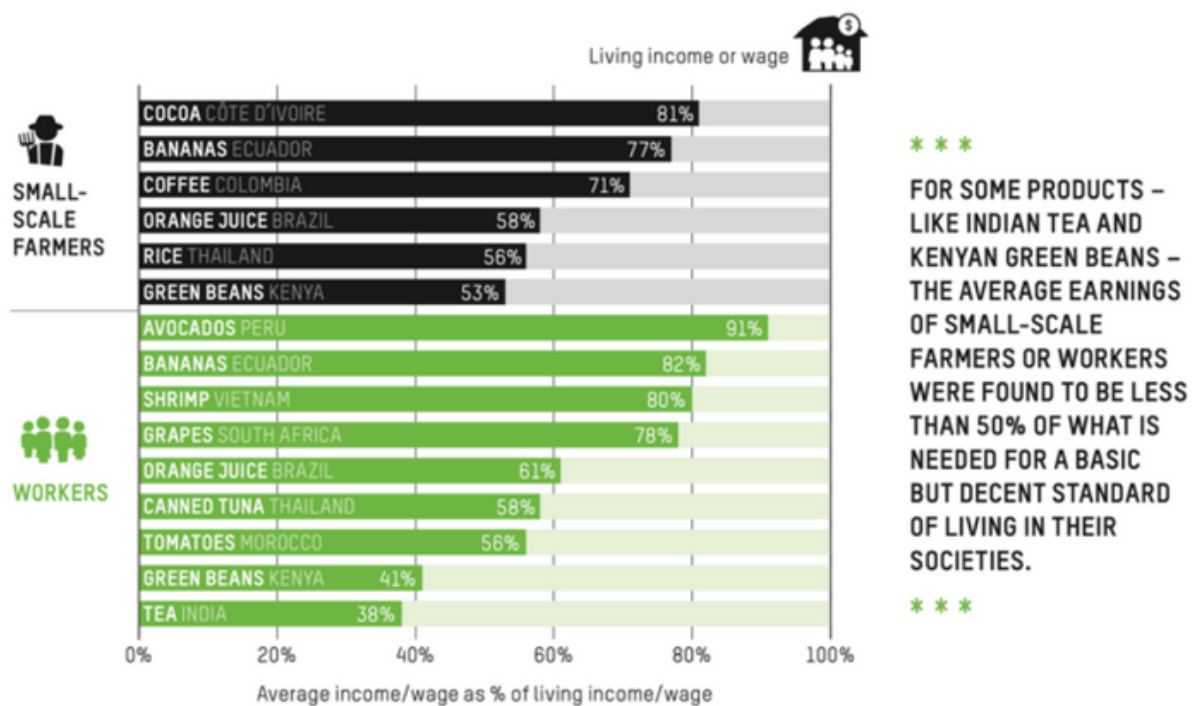
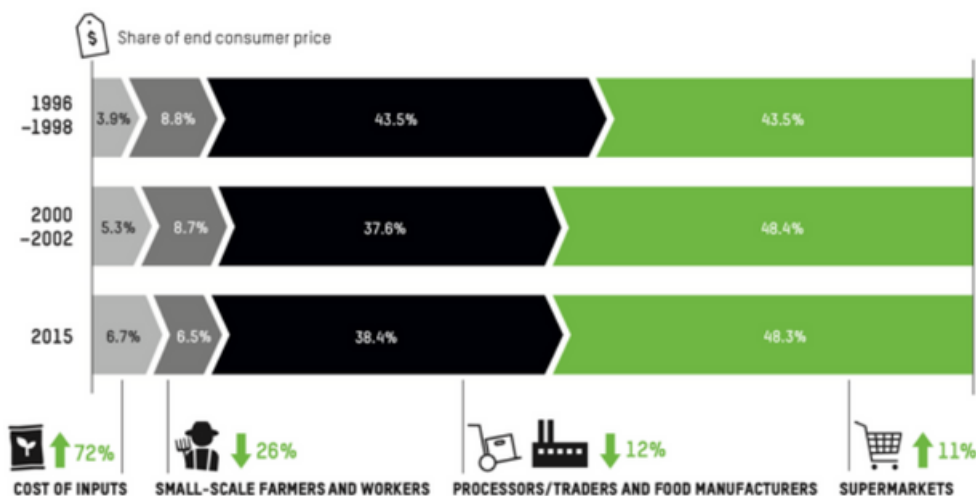


FIGURE 9: FOR CERTAIN PRODUCTS, THE INEQUALITY BETWEEN SUPERMARKETS AND THE PEOPLE PRODUCING THE FOOD THEY SELL IS PARTICULARLY STARK



Weighted average of basket of the following products: avocados (Peru), bananas (Ecuador), canned tuna (Thailand), cocoa (Côte d'Ivoire), coffee (Colombia), grapes (South Africa), green beans (Kenya), orange juice (Brazil), rice (Thailand), shrimp (Vietnam), tea (India), tomatoes (Morocco)

Source: C. Alliot et al. (Forthcoming). Distribution of Value and Power in Food Value Chains. Oxfam-commissioned research undertaken by BASIC.



# LESSON 6 WORKSHEET



## LIVING INCOME FOR FARMERS

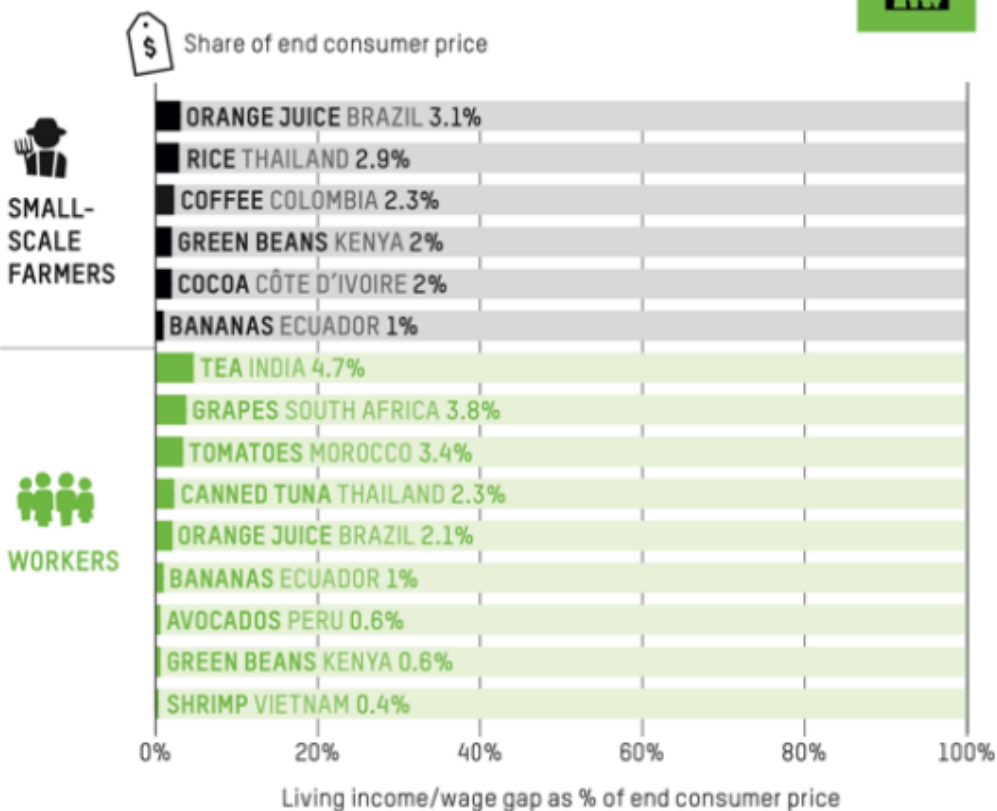
As a group, take five minutes to explore the following four diagrams:

Charts taken from the Oxfam report Ripe for Change:

<https://policy-practice.oxfam.org/resources/ripe-for-change-ending-human-suffering-in-supermarket-supply-chains-620418/>

**FIGURE 10: FOR MANY PRODUCTS, THE INVESTMENT NEEDED TO CLOSE THE GAP BETWEEN PREVAILING AND LIVING INCOMES OR WAGES IS MARGINAL COMPARED TO THE END CONSUMER PRICE**

Cost of closing living wage/income gap



Note: Data as of 2015. Some commodities appear twice, as they are both produced by small-scale farmers and by waged workers on large-scale plantations, in processing facilities or on fishing vessels.

Source: C. Alliot et al. [Forthcoming]. Distribution of Value and Power in Food Value Chains. Oxfam-commissioned research undertaken by BASIC.

# LESSON 6 WORKSHEET

2 ZERO HUNGER



## LIVING INCOME FOR FARMERS

As a group, take five minutes to explore the following four diagrams:

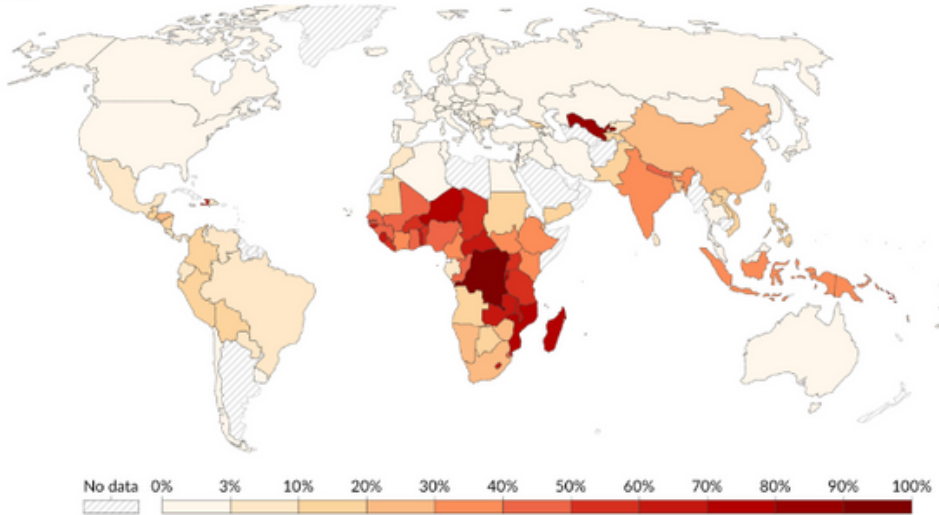
Sourced from World in data website: <https://ourworldindata.org/poverty>.

### Share of population living in extreme poverty, 2006

Extreme poverty is defined as living below the International Poverty Line of \$2.15 per day. This data is adjusted for inflation and for differences in the cost of living between countries.

Our World in Data

World



Source: World Bank Poverty and Inequality Platform (2022)

Note: This data is expressed in international-\$ at 2017 prices. Depending on the country and year, it relates to income measured after taxes and benefits, or consumption, per capita.

CC BY

1967

2021

Discuss your thoughts and impressions on the four charts above and the information they convey. Record your comments and observations below:

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Search the internet to understand what a living income for farmers means. What various components might this include? In your own words, provide a definition for a living income in the box below.

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# LESSON 6 WORKSHEET



## HOW TO SOLVE FARMER POVERTY?

As a team discuss, research, and identify 3 ways these 4 different groups can help improve wages and prosperity for farmers:

Consumers

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Governments

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Farmers

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Supermarkets, Brands and Companies

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## MM3 Nourishing Connections for a Sustainable Future



### Micro-Module 3: Nourishing Connections for a Sustainable Future

#### Research and Development

#### Lesson 1: Discovering Links Between Society and Food Systems

Subjects: Art and Design, Agricultural Science, CPSE, Home Economics, SPHE

#### Lesson Title and Summary: Discovering Links Between Society and Food Systems

In this lesson, learners will discover the connections between time, society and food systems, exploring the complex set of relationships that shape the production of our food. The aim is to provide a deeper understanding of how time, society, the economy, and even culture influence what we eat, and how it is produced. This lesson is designed to encourage critical thinking and discussions about the past and present of food production.

**Vocabulary: Agricultural Production, Calories, Environment, Food Source, Market Forces, Social, Economic, and Cultural Factors**

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

- Get acquainted with the concept of food and time and how these are linked to society
- Analyse the interdependencies between different stakeholders

#### Materials

- Worksheet: The Journey of Food: Before and Now
- Internet access
- Markers, paper

11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



15 LIFE ON LAND



# MM3: Nourishing Connections for a Sustainable Future

## L1: Discovering Links Between Society and Food Systems



### ACTIVITY INSTRUCTIONS

#### Activity 1: Favourite Foods (10 mins)

1. Working in groups of 4, ask learners to quickly discuss their favourite meals or food products.
2. Ask someone from each group to write their groups' favourite foods on the board and use this to make a list of the top 5 food/meals of the class.

#### Activity 2: Past and Present (40 mins)

1. Using activity 1's top 5 foods/meals ask learners to list the main ingredients needed for the learners' favourite foods/meal and where it might come from. Use the questions below to encourage sharing of information:
  - Is the food natural or processed?
  - Is it derived from animals or plants?
  - Is it locally sourced or imported?
  - Do you think your grandparents used to eat the selected 5 foods/meals too?
  - What are the factors that influence food choices?
2. Facilitate a brief class discussion where learners share their thoughts and ideas about the origin of their food.
3. Have learners complete the Worksheet: The Journey of Food: Before and Now.
4. After completing the worksheet, depending on time ask learners' to share answers with the rest of the classroom and write down common points and discuss what may have driven these changes.

#### 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.

# MM3: Nourishing Connections for a Sustainable Future

## L1: Discovering Links Between Society and Food Systems



### EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, ask each learner to name 1 favourite meal or food product, and create a class list. Skip steps one and two in activity 2 and have learners only focus on the worksheet.

Extension: For a longer lesson, facilitate a longer class discussion where learners share their thoughts and ideas about the origin of their food and how their recent ancestors were eating. Encourage them to think about the different steps involved in the production process. Ask questions like:

- How does food production affect the environment?
- Was local production and consumption more popular 100 years ago or now?

Option B: Have learners imagine having a conversation with their great-great-grandparents about their food choices and come up with 3 questions they would ask them about the food they ate when they were their age. Have learners share their questions with a group and answer each of their questions. Share as a class.

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

Web article: How Humanity has changed the food it eats

<https://www.bbc.com/future/article/20210514-how-humanity-has-changed-the-food-it-eats>

Video: Follow the Food Episode 8: Sustainable Food Systems [23:16min]

<https://www.bbc.com/future/bespoke/follow-the-food/>

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

Talk to three different generations (peers, parents and grandparents) and ask about their food choices and access to food when they were 15 years old. This information could be linked with the Media Communications modules 1 - 4 to use their intergenerational discussions as the themes / content of a media output.

The findings from the discussions could also be used to support the development of a driving question to develop a project based on issues emerging from local food trends linked to production, consumption and waste.

# LESSON 1 WORKSHEET

2 ZERO HUNGER



## THE JOURNEY OF FOOD: BEFORE AND NOW

1. Take a moment to research/ask about the food that your grandparents used to eat when they were your age. Mention three or four examples that are still typical today.

This can be a good reference: How humanity has changed the food it eats - BBC Future: <https://www.bbc.com/future/article/20210514-how-humanity-has-changed-the-food-it-eats>

Answer:

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2. What were some of the everyday foods or ingredients your grandparents might have consumed?

Answer:

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3. Now, think about the food that you typically eat today. Name some of the common foods or ingredients in your diet.

Answer:

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4. Compare the food choices of your grandparents with your own food choices. Are there any similarities or differences?

Answer:

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# LESSON 1 WORKSHEET

2 ZERO HUNGER



## THE JOURNEY OF FOOD: BEFORE AND NOW

5. For both you and your grandparents, decide if the food choices of either case are more natural or processed?

Answer:

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6. For both you and your grandparents, decide if the foods are locally sourced or imported?

Answer:

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7. How do you think advancements in technology and transportation have influenced the availability of different types of food?

Answer:

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8. How do you think food-production (source) / food-access (availability, quality, calories) impact local communities?

Answer:

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# SDG3 Eco Anxiety: Crisis to Connection



## SDG3 Eco Anxiety: Crisis to Connection

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

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

#### **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

**10** REDUCED INEQUALITIES



**13** CLIMATE ACTION



**16** PEACE, JUSTICE AND STRONG INSTITUTIONS



**17** PARTNERSHIPS FOR THE GOALS



# SDG3 Eco Anxiety: Crisis to Connection



## 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 Anxiety: Crisis to Connection



## 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.



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





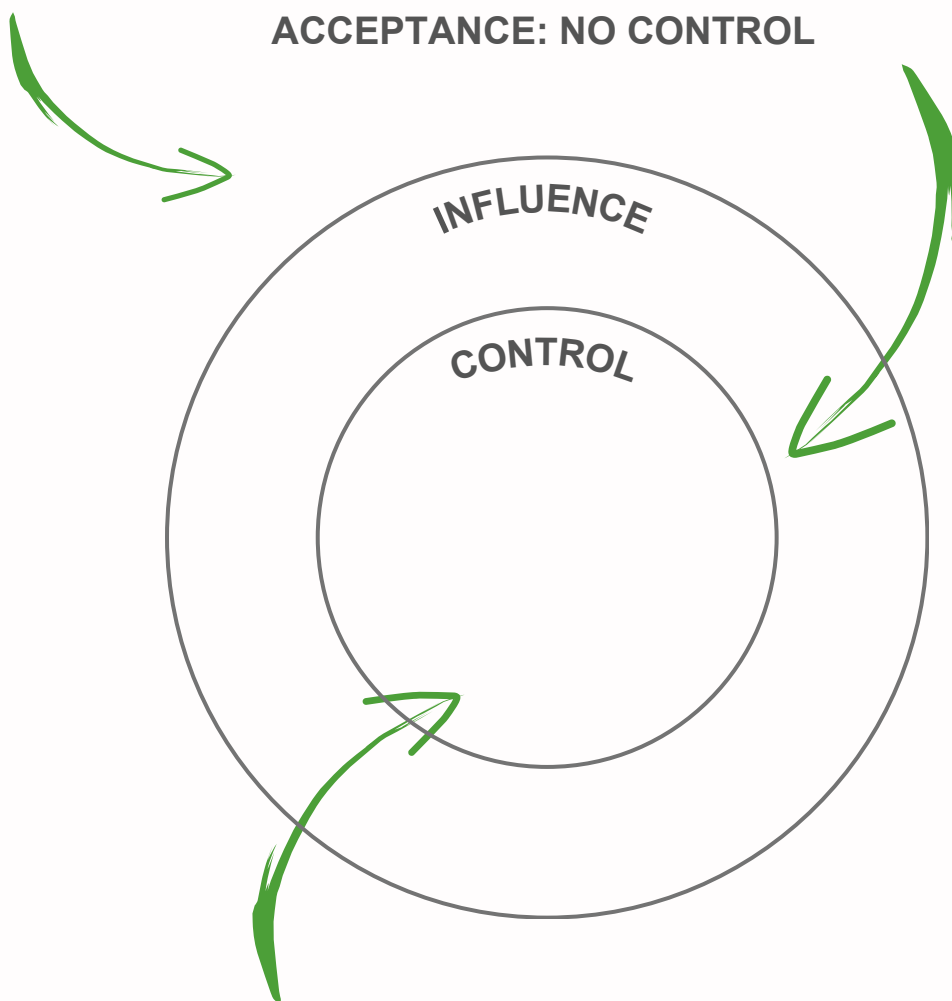
## Awareness and Connection: My Worries

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

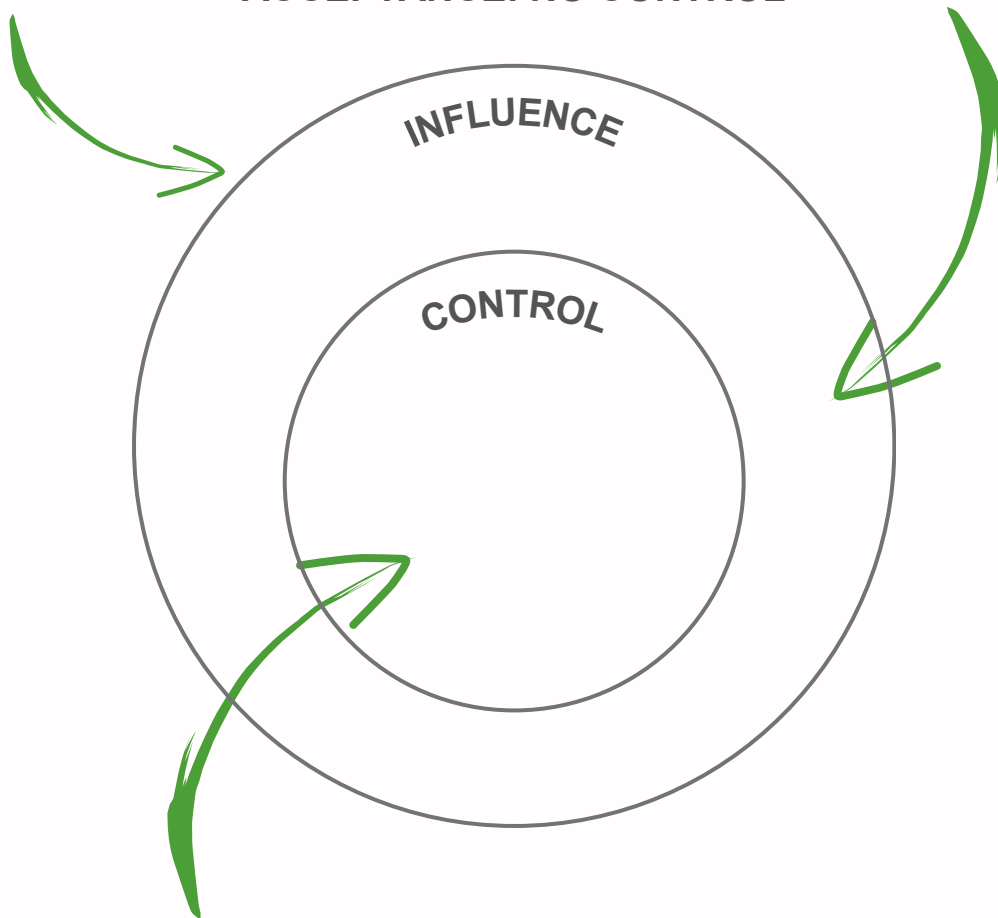
If I can't control or influence, can I learn to **ACCEPT** it?

- 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

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



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

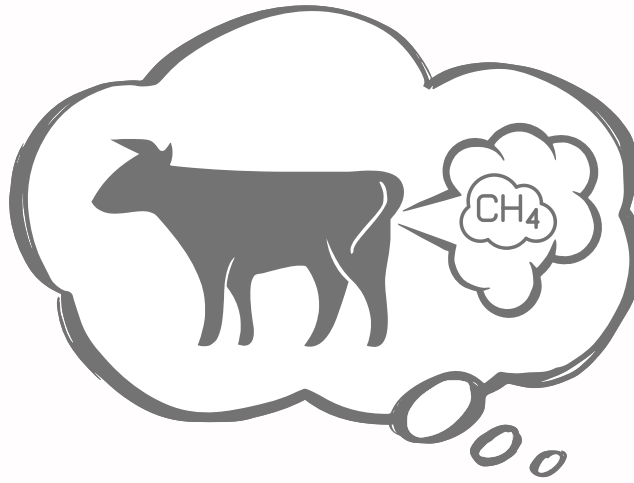
Promote a culture of tolerance, nonviolence, and peace

## L8 Awareness and Connection: Mutual Worries

3 GOOD HEALTH AND WELL-BEING



ANNA - 16  
OVIEDO  
SPAIN

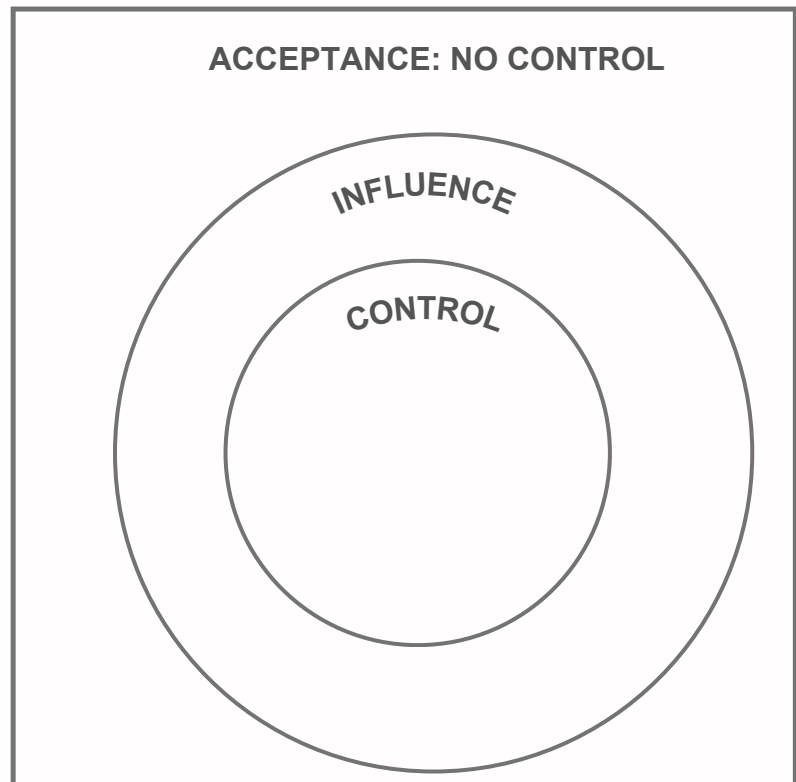


MARY - 17  
CO. MEATH  
IRELAND



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?**

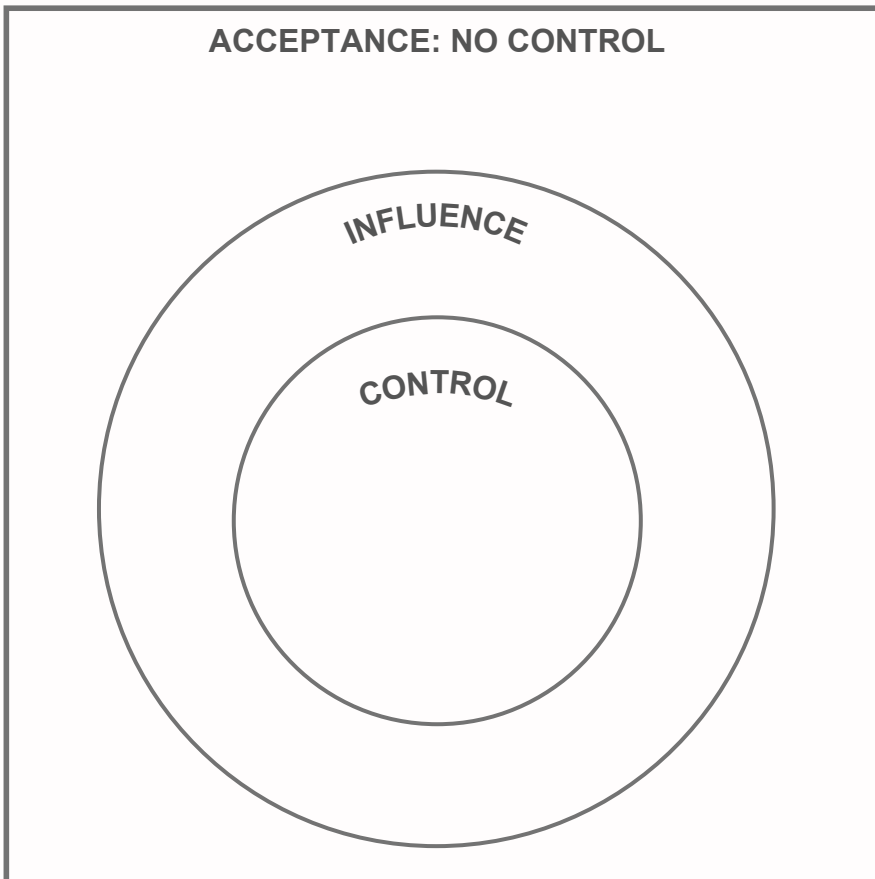
# L8 Awareness and Connection: Mutual Worries

**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

