

# Hope in a Crisis

**1. The language around environmental issues can be very frightening and alarming for all of us, but especially for young people. It is important to realise the seriousness of the climate emergency, but it can also feel overwhelming and might make individuals feel helpless about taking action.** *'We are going to look for hope within the climate situation and to find examples of where positive action has seen results and made changes.'*

**2. Ask pupils to work in pairs to find at least two positive climate facts or stories. They could research online to find positive eco facts (making sure they are fact checking any information they find).** *E.g. the Covid pandemic in 2021, 23,588,232 trees were grown in 42 countries around the world, which is over twice as many as were planted in 2020.*

**3. Invite pupils to create text based visual cards or even placards to present their facts. These could be made quickly using marker pens on card, or if time, they could be more decorative and graphic.**

**4. You could display the facts around your school or setting to share the positive environmental stories with others.**

**Reflection:** How did a focus on the positive help you challenge assumptions today? Does it help to hear about positive environmental actions and the impact things make or is it more effective to shock people into taking action? Is there space for both positive stories and hearing about news which will frighten us to do something?

**Go Further:** Look at how different political leaders promote action between countries. Contrast this with environment campaigners and how they encourage changes in our behaviours. Explore with pupils how successful action happens and how it is written or spoken about in the press.

## **Inquisitive: Challenging Assumptions**

Pupils will share their ideas more widely, presenting the products of their findings. They will challenge accepted assumptions about climate action and what is possible in the face of the climate crisis.