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SHIELD

**Awareness in the Era of
Climate Change**

Handbook for Training Peer Supporters

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Contents

<u>Introduction</u>	2
<u>Introducing the Partners</u>	2
<u>Introducing the Project</u>	2
<u>Main Elements of the Handbook</u>	3
<u>Structure</u>	4
<u>The Role of Nonformal Learning</u>	5
<u>Key Attitudes</u>	6
<u>The Modules can Affect the Following Competences:</u>	6
<u>The Role of the Facilitator</u>	6
<u>Tip for the Implementation</u>	7
<u>Modules</u>	8
<u>Module 0</u>	8
<u>Module 1 – Active Listening</u>	10
<u>Module 2 – Self-Assertion</u>	13
<u>Module 3 – Hope</u>	16
<u>Module 4 – Slow Down!</u>	18
<u>Module 5 – Need, Demand, Desire</u>	22
<u>Module 6 – Challenges and Awareness</u>	25
<u>Module 7 – Climate Emotions</u>	27
<u>Module 8 – Future Visions</u>	31
<u>Module 9 – Community</u>	34
<u>Module 10 – Nature</u>	36
<u>Module 11 – Greenwashing</u>	39
<u>Module 12 – Media</u>	41
<u>Module 12+1 – Evaluation</u>	43
<u>Sources</u>	45
<u>Recommended reading</u>	46

Introduction

Introducing the Partners

Holdkő Kulturális Alapítvány (Moonstone Foundation) – Hungary

The Moonstone Foundation offers knowledge-sharing and awareness-raising programmes for young people, youth workers, and helping professionals. Our multigenerational (primarily Z-generational) team aims at strengthening young people's self-awareness, sensitivity, and social engagement. In our work we use tools from drama and music pedagogy, and art in order to create experience-based learning processes and to support a generation that faces the future with hope, awareness, and responsibility.

The Paint with Green Foundation – The Netherlands

Paint with Green Foundation is a small organisation with a big vision: we aim to make sustainability and protecting the environment accessible and easy to put into practice for young people. We organise workshops, summer camps, and events for children and young people. Our goal is to help raise a generation that truly cares about the planet – we believe that conscious action begins with small steps.

Introducing the Project

The Shield Project's goal is to develop the mental well-being, community spirit, and environmental awareness of young people. The Hungarian-Dutch partnership focuses on peer support, an approach according to which it is young people who can have the greatest impact on each other. Young people can communicate with each other honestly, authentically, and with trust. Thus, peer supporters can be key figures in promoting mental health and strengthening communities.

Sharing Hungarian and Dutch best practices provided a strong foundation for our collaboration. When compiling the exercises, we drew on our knowledge-sharing and awareness-raising toolkits. At the heart of the project lies a challenge that is relevant in both countries: addressing climate anxiety and the eco-emotions associated with it. Among young people, fear, helplessness, and guilt related to the environmental crisis are becoming increasingly common. We believe that easing these feelings is not only a matter of emotional work, but also raising awareness, encouraging community action, and strengthening hope are all essential. In the Shield project, we therefore approach the reduction of climate anxiety through action, shared community experiences, and personal development.



In Hungary, the Moonstone Foundation has extensive experience in peer support within the field of youth work. The foundation incorporated numerous proven practices and

methods into the training modules, drawing mainly from its artistic and drama-based toolkit. In The Netherlands, there is a strong tradition of integrating education about sustainability into both formal and non-formal education. Dutch best practices place special emphasis on mental health and the conscious processing of eco-emotions, both in schools and community programmes, as well as on developing media literacy, which helps young people to interpret information responsibly and communicate authentically about environmental and social issues. The collaboration between the two foundations therefore supports the strengthening of mental well-being, environmental awareness, and active communities alike.

We began our project with a study visit to Utrecht, where the experiences we gained – learning about the work of the peer support organisation Mental Motion and exploring an innovative, research-based sustainability education programme led by a professor at Utrecht University – proved highly valuable in developing our materials.

Main Elements of the Handbook

The trilingual education package (Hungarian, Dutch, English) consists of 12+2 modules and a set of 21 emotion cards. The aim of the exercise collection is to help peer supporters with the topics of eco-emotions, self-awareness, sustainability, and community action. The programme's goals are to enable participants to:

- recognise and consciously manage their eco-emotions,
- strengthen their self-awareness and mental well-being,
- become capable of engaging in peer support activities,
- take an active role in shaping a sustainable future,
- and thereby have a positive impact on their communities.

The Shield Handbook aims to improve the quality of youth work, creating a bridge between individual development and social responsibility. Throughout the modules, participants not only gain new knowledge but also experience the power of hope, action, and community. We recommend the implementation of our modules to youth workers who already have some experience working with young people. This material is designed to support the training of peer supporters. It is not intended for peer supporters to deliver these modules directly to young people. Instead, the sessions aim to develop the competences needed for effective peer support work.

The session plans have been designed for 8-20 participants.

Structure

The main training material consists of 12 interconnected modules, each offering two possible durations: 90 or 135 minutes, with the latter allowing for a built-in break. The modular structure allows for flexible adaptation: certain parts may be omitted, and the exercises can be freely combined. The introductory section of each module includes the objectives, the keywords, the required tools, and the guidance supporting the implementation. The text contains detailed descriptions of the exercises intended for peer supporters aged 16-24, along with possible variations allowing the sessions to be adapted for the 13-16 age group. Some exercises also come with supplementary appendices. A list of sources can be found at the end of this handbook, offering opportunities for further exploration of the topics. All essential supporting materials for delivering the sessions are included in the appendices following the modules, as well as in the “Guide for Implementation” section of each module.

Any module or combination of modules may be selected, and their sequence adjusted flexibly to meet the needs and dynamics of the group. However, Module 0 is an optional starting point and is especially recommended for new or mixed groups. The material can also be supplemented with custom exercises. The 12+1 evaluation module completes the process. The full training material (Modules 0-12+1) is presented here in a sequence recommended by us. It covers four main thematic areas: environmental awareness, self-awareness, communication skills, and media literacy.

The diversity of our toolkit reflects and supports the diversity of participants. Inclusion has been a key consideration throughout the development of the training material. Therefore, it can be adapted flexibly to the needs of young people facing different forms of disadvantage.

In line with the project’s overall approach, we also encourage facilitators to prioritise sustainability when selecting and using materials. Wherever possible, choose durable, long-lasting resources made from recycled or environmentally friendly materials, supporting responsible consumption. When feasible, opt for shared online platforms instead of printed handouts.



The Role of Nonformal Learning

The programme is based on the principles of non-formal learning, which create a balance between practical experience, reflection, creativity, and community interaction. The modules follow the methodology of experience-based learning since lasting development stems from learning through personal experience and action.

The learning process is grounded in Carl Rogers' approach: learning is effective when it connects to the participant's personal experiences, ensures autonomy and responsibility for them, and takes place in an accepting, supportive environment.

During the sessions, participants engage in various types of activities that take into account different personality types and learning styles. In addition to individual tasks, learning primarily occurs in a group-based and interactive form. Drama pedagogy and cooperative elements support the development of social skills, empathy, and a sense of community responsibility.

Reflective learning is implemented through the processing discussions that follow the experience-based activities. During these discussions, participants become aware of their experiences, feelings, and learning processes. This strengthens internal knowledge and self-reflection.

The programme also incorporates a psychoeducational approach: knowledge, emotions, and bodily experience are connected through relaxation, guided imagery, mindfulness-based, and slow-down activities. These support stress management, inner balance, and education for a sustainable lifestyle.

The learning process is also enriched by artistic and symbolic tools such as drama pedagogy methods, visual creations, musical and movement-based elements, sculpture groups, and the Shield cards. Digital learning tools also appear, including mobile applications and platforms like Canva, which enhance interactivity and visual creativity. These tools create opportunities for the nonverbal expression of emotions, values, and visions of the future, supporting the development of creative thinking and emotional intelligence.



Participants' development is assessed through a multi-level, process-based approach that aligns with the principles of non-formal education. At different points in the sessions and at the end of each module, participants are invited to reflect on their experiences, emotions, and learning. The process begins in Module 0 with formulating expectations, and concludes in Module 12+1 with reflective activities and group discussion. This structure enables participants to articulate what has changed for them and where they recognise their own progress.

Key Attitudes

- Realistic Optimism: recognising that the future can be shaped and personally influenced; change is neither predetermined nor inevitable, and hope is grounded in a realistic assessment of the situation.
- Proactivity and Active Hope: Active participation, action rooted in hope, experiencing one's own sense of agency.
- Responsible Freedom and Reflective Capacity: Being aware of the weight and consequences of personal decisions and actions; taking responsibility individually and collectively, regular self-reflection.
- Openness, Empathy, Cognitive Flexibility: actively seeking to understand different perspectives and future visions, cognitive and emotional flexibility, openness to diversity and dialogue. Interdependence and inclusivity: Cooperation, solidarity, mutual support and the principle of equal value, inclusive thinking, active participation.
- Development – Solution-Focused Thinking and System Approach: Viewing mistakes as opportunities for learning, approaching challenges constructively, recognising interconnections within systems.

The Modules can Affect the Following Competences:

Personal competences: self-awareness, emotional awareness, emotional intelligence, mindfulness, stress management, resilience, creativity, self-reflection, and future-oriented thinking.

Social competences: empathy, communication and assertiveness skills, conflict management, community cooperation, solidarity, trust-building, supportiveness, active participation.

System-level competences: system approach, critical thinking, sustainability awareness, planning, problem-solving, future-envisioning, responsibility in global issues, social engagement.

The Role of the Facilitator

The learning process is consciously planned, goal-oriented, and facilitated. The facilitator guides the learning, ensures reflection, and creates space for feedback and self-assessment.

The facilitator is not a teacher but a guide to the process. Their task is to support the group in collective thinking. It is important that they possess adequate background knowledge, so they can realise if a discussion goes off track, if information is missing, or if contradictions arise. In such scenarios, they should offer brief clarifications and supplements while maintaining their partnership-based, non-didactic role. They should be aware of their own competences and recommend a professional if the topics discussed trigger deeper personal issues in the participants. Their attitude should be supportive, and accepting.

They choose the order of the modules according to the group's needs, they decide which modules to use at all, taking the participants' interests into account, and they align the conditions (space, materials, time) with the group members.

Their responsibilities include: coordinating the learning environment, materials, and time frame, as well as involving the participants both in pair and group activities. The process is supported by clear instructions and visual aids.

The foundation of effective facilitation consists of three key competences:

- Communication skills – clear, attentive, and motivating interaction.
- Conflict management – situation-awareness, mediation, and solution orientation.
- Cooperation – goal-oriented teamwork and shared responsibility.

Tip for the Implementation

The participants of the pilot training noted that it helped them, when they knew the title of the given module in advance, as it made it easier to focus on the given topic. However, groups differ in this regard as well, so it is worth paying attention to this aspect too.



Modules

Module 0

Getting to Know Each Other, Introduction

Time:

60 minutes

Objectives:

Facilitating introductions and helping everyone learn each other's names (if the group members do not know each other), laying the foundations for working together.

Keywords:

expectations, fears, commitments, group rules

Guide for the Implementation:

Module 0 is not an integral part of the collection, rather, it is meant to support the group's facilitator in how to start the process. In the first half of the module, you will find activities that can be used mostly with groups whose members are unfamiliar with each other. If you are working with a group that already knows one another, put together a series of your favourite activities to help the participants get engaged and motivated. You can also choose one or two activities from these for every session, complementing or replacing the warm-up and cool-down exercises of the given module. In the second half of the module (5-6. exercises), you will assess the participants' attitudes towards the process, then create the foundation for cooperation.

Tools Required:

paper of various colours and textures, wrapping paper, sticky notes, pens, a whiteboard with markers, rhythm instruments (optional)

1. Playing with Colourful Papers (15 minutes)

Sit in a circle and place a selection of colourful, textured papers in the middle. Ask the participants to choose at least one sheet that reflects how they feel at that moment. They can crumple, fold, or tear their sheets as they wish so that it expresses their current emotional, physical, and mental state as accurately as possible. Give everyone the opportunity to show their creation to the group and share any thoughts they wish.

2. Spatial Diagram – Left or Right (5 minutes)

Tell the participants that they will hear a set of questions. Ask them to move to one or the other end of the room as an answer to the given question according to their personal preferences. Specify which end of the room corresponds to which answer for each question.

Questions:

- Do you pour the cereal or the milk into the bowl first?
- Do you prefer pizza or hamburgers?

- Are you more of a dog person or a cat person?
- Do you prefer tea or coffee?
- Do you enjoy going to the cinema or the theatre more?
- Do you prefer getting around the city by car or by bicycle?
- Do you live in a flat or a house with a garden?
- Do you have siblings or not?
- Do you use TikTok or Instagram more?

3. Learning Names (10 minutes)

Sit back down in the circle. Everyone is asked to say their first name one after the other. In the next round, ask everyone to repeat their names, adding where they were born (or where they live, or which school/class they attend – this depends on the group). In the third round, after repeating their names and their place of birth, ask them to add one positive quality about themselves.

Then, start walking around in the room randomly, and in the same order as before, everyone should repeat the three pieces of information about themselves.

Finally, stop and stand in a circle. Ask a volunteer to say all the names aloud.



4. Pairs (5 minutes)

Ask the participants to choose a partner at random. The pairs should give each other a high-five. Tell them to remember with whom they paired up this time because they are their high-five partner. Ask them to find a new partner with whom they shake hands. They are their handshake partner. The third type of partner is the spin partner. These newly formed pairs are asked to link arms and spin. You may continue adding any interaction you like, until most participants have met nearly everyone. Call out the different partner types and ask participants to find each other again and repeat their shared action. Continue the game until each pair has met multiple times.

5. Garden of Expectations (15 minutes)

Draw a garden together on a large sheet of paper. The garden should include a building, some trees, and grass. The sky should also be visible in the drawing.

Give each participant at least three sticky notes. On the first note, ask them to write their expectations regarding the training process and stick it onto one of the trees. On the second note, ask them to write their fears or worries concerning the training, and stick it onto the building. On the third note, ask them to write the things they can contribute to the training and ask them to place these on the grass.

(On the final day, when evaluating the training, you will return to this drawing so it is important to keep it with all the sticky notes still attached. Put it away so that it is not visible and bring it out again on the last day).

6. Group Rules (5 minutes)

Together with the whole group, write down on a flipchart the rules and agreements that everyone will follow throughout the training. If the participants do not mention certain important topics, add the basics yourself: time management, conflict resolution, communication quality, mobile phone use, etc.

7. From Silence to Silence (5 minutes)

Give every participant a simple rhythm instrument (if available) or ask them to use their bodies and the environment to make sounds and rhythms. The activity begins in silence. The participants can join in one by one, in any order, repeating a short rhythm of their own with an instrument (or if no instruments are available, with objects, or clapping, snapping, stomping, or vocal sounds). They may adjust their rhythm, pace, or volume as they listen to others. Participants can then stop in a random order. The exercise ends when everyone has stopped and silence returns. The activity can also be done while walking around the room. If the activity is done this way, those who stop playing their rhythm also stop moving.

Module 1 – Active Listening

Time:

135 minutes

Objectives:

Understanding the other person's point of view, learning techniques of active listening, and increasing emotional awareness. Recognising the potential obstacles to direct communication and understanding others.

Keywords:

empathy, acceptance, authenticity, supportive communication, communication barriers

Guide for the Implementation:

Pay attention to the participants' level of knowledge and experience. If they are already familiar with the topic, do not bore them with unnecessary explanations. Ask them questions to see how well they understand the material.

Communication Barriers:

- commanding, ordering, directing
- warning, threatening
- preaching, lecturing, the use of „should” or „it would be better if”
- offering advice, suggestions, or solutions
- praising, agreeing
- teaching, patronising, logical reasoning
- reassuring, sympathising, comforting, encouraging
- criticism, judgement, disapproval, blaming



- joking, changing the subject, avoidance, diverting attention, withdrawal
- mocking, labelling, ridiculing, shaming, making fun of someone

Techniques of Supportive Communication:

- small verbal responses (“I see,” “Yes,” mm-hm”)
- reflecting emotions
- paraphrasing
- interpreting, clarifying
- exploration (open questions)
- repeating
- giving information
- confirming
- self-disclosure
- summarising

↔ See appendix 1/1.

Tools Required:

emojis, situation and roleplay cards, whiteboard with markers, paper, pens and pencils, coloured pencils

1. Emoji (5 minutes)

How are you feeling right now? How have you arrived today? Ask each participant to choose an emoji (our own emoji set can be found in the appendix). Standing in a circle, each participant in turn should present their chosen mood by using their whole body, either as a still statue or through a dynamic movement. They should also add a sound to accompany it. The others then mirror this movement and sound.

↔ See appendix 1/2.

2. Association Game (5 minutes)

Still standing in the circle, start an association game in which everyone reflects on the same word. One by one, participants say what comes to their mind when they hear the given word. If the word is “penguin” for example, the first person might think of paying attention to one another, the second of a snowy landscape, the third of an egg. Play 2-3 rounds with different words.

3. Mini Dyad (10 minutes)

Form pairs. Participants receive questions. First, one person answers for one minute, while the other responds without words, only through facial expressions. Then ask them to switch roles. Questions:

1. When do you feel happy and content?
2. What was the most important object you ever lost?

3. In what situations do you tend to feel fear/anxiety?
4. What makes you angry?

4. Role-Play Exercise (20 minutes)

Form small groups. Each group should draw a situation card and a role card for the main character of the scene. The remaining members of the group (or some of them) should draw cards that assign a specific communication mistake. In the given situation, the main character tries to share their experience with the others but several people will hinder them in various ways. What happens? Create a specific scene in which every member of the small group has a part. Assign roles, rehearse the scene, then present it to the whole group.

↔ See appendix 1/3.

Simplify the situations and roles for the 13-16 age group.

5. Whole-group discussion (15 minutes)

Based on the previous role-play exercise, work together to develop a definition of a communication barrier and write it on the board. Offer guiding questions to support the group in the discussion:

- What are the consequences when a communication barrier appears in a situation?
- How does it affect relationships?
- How does communication tend to end in such cases?
- What kinds of activities or behaviours can act as communication barriers?
- What might cause communication barriers to appear in social situations?
- What could this mean in an online environment?

After this, gather ideas about what tools we can use for supportive communication. Share supportive communication techniques with the group but only as much as fits their experience, prior knowledge, interests, and age group. Write the most important keywords on the board to help participants prepare for the next activity.

Alternative version for younger participants (ages 13-16):
Gather a shorter list of supportive techniques – so they have fewer things to focus on. Place more emphasis on recognising and naming emotions.

6. Practicing Supportive Communication (15 minutes)

Return to the previous small groups. Ask the participants to replay their scenes but this time the participants should use supportive communication techniques. After a short discussion and rehearsal, the small groups are asked to present their scenes to the rest of the group.

7. Emotions in the Body (15 minutes)

Form new groups of 3-4 participants. Ask the small groups to create a list of emotions that appeared in the previous two role-play activities. Then, ask them to draw a human figure and mark on the body where they feel each emotion. They should draw on the figure, label each emotion and use different colours to express them.

When the time is up, ask whether any group marked anxiety on their body-map. Invite participants to identify and add anxiety as well, as reducing anxiety will be a key element of our future work. Organise an exhibition of the drawings.



8. Emotional Metro (5 minutes)

Sit in two rows facing each other. The “conductor” stands at the front of the rows. One participant plays the role of the boarding passenger who gets on the metro while displaying a particular emotion and shows their ticket to the conductor. The conductor immediately takes on that emotion and checks the ticket in the same emotional state. As the passenger walks towards the back of the metro, the seated passengers also visibly adopt the emotion. Play 3-4 rounds.

Module 2 – Self-Assertion

Time:

135 minutes

Objectives:

In this module, we focus on mapping the self (Who am I? What are my values and boundaries?) and developing emotional awareness. Through practicing assertive communication, we emphasise expressing I-messages, identifying emotions, and clarifying assertive rights.

Keywords:

assertive rights and responsibilities, self-care, I-messages

Guide for the Implementation:

Becoming assertive often involves overcoming internal barriers—we may not believe that we are “allowed” to communicate in this way or that we have the right to expect others to treat us with respect. The essence of assertiveness is expressing our needs without intentionally hurting the other person. It can be difficult to find the balance between standing up for our own interests and being mindful of the other person’s feelings. This is why it is useful to be familiar with a few principles (sometimes called “assertive rights”), regarding both ourselves and others.

Tools Required:

Shield cards, paper, pens, coloured pencils, printed copies of the Principles of Assertiveness, rhythm instruments (optional), printed definitions of communication styles, whiteboard with markers.

1. Roles and Time (10 minutes)

Give each participant a sheet of paper, a pen, and coloured pencils. Ask them to draw a pie chart showing the main roles through which they have been connected to others over the past three months (e.g., child in the family, student at school or university, etc.). The chart should also reflect how much time they spent in each role. Participants should also think about the emotions attached to each role and indicate these on the chart using different colours.

Briefly share the takeaways from the individual exercise, summarising the three most important roles.

2. Conflict-Discussion in Pairs 1. (10 minutes)

Ask the participants to form pairs. One person should describe a real conflict they experienced, and their partner should formulate some possible solutions. Then they should switch roles.

3. Confident Moments (10 minutes)

Ask the participants to choose a Shield Card that reminds them of a situation in which they felt confident. (If no memory comes to mind, the card can help spark one.) Sit in a circle and share the stories.

4. Plenary Discussion (25 minutes)

Distribute printed copies of the Principles of Assertiveness. Use these as the starting point for the discussion. Discuss the following topics one by one.

- What obstacles can stand in the way of confidence?
- Why is it sometimes difficult to stand up for ourselves?
- What needs do we have in our different roles?
- How can we assert our own rights and respect the rights of others in communication?

↔ See appendix 2/1.

5. No... instead, Yes, but..., Yes, and ... (5 minutes)

Ask the participants to form pairs. They will have a short conversation: They are asked to plan a trip together in three one-minute rounds. One member of the pair should make a suggestion about the trip, and their partner should respond in a given way. During the first one-minute round, no matter what suggestion the responding member of the pair hears, they veto it. E.g.: “Let’s take a tent!” – “No, let’s not take a tent; let’s book a room in a hotel instead.” During the second one-minute round, the responding member appears to agree with the other person’s idea, but they add a part beginning with “but”. (“Yes, let’s take a tent, and sleep in it.” „ Yes, but a tent isn’t a comfortable place to sleep in.”) During the third round, their most frequent sentence starter should be “Yes, and...”. (“Yes, let’s go by train, and then walk to the accommodation.”)

Ask the participants to pay attention to what feelings the conversations bring up in them throughout the activity.

6. Say No! (5 minutes)

Ask the group to form two lines facing each other. One line starts walking towards the other. Whenever someone feels that the person approaching is getting too close, they should indicate — with a sound or a gesture — that the other should stop. Be firm!

Variation:

Participants improvise a rhythm at the same time, using instruments and/or body percussion. At first everyone plays very quietly, then gradually becomes louder, until one participant calls out “No!”

At that moment, everyone stops for a moment, then starts playing quietly again and slowly increases the volume until the next “Stop!”.

Repeat this 3–4 times.

7. Role-Play Exercise (30 minutes)

Ask the participants to form small groups of 3–4 people. Each group is given a scenario and is asked to create four different ways of saying no. They also receive descriptions of the four communication styles.

Each group should prepare four versions of the same scene, each demonstrating a different communication style used by the main character to say no. The scenes should also show the consequences of the use of each style.

Finally, the small groups perform their scenes for the others!

↔ See appendix 2/2.

Alternative version for younger participants (ages 13-16) or when the time is limited:

Each group receives only one communication style description, and they prepare the scenario using that single style.

The scenarios can also be narrowed down, adapted, or changed to better suit the 13–16 age group.

8. Collective Mapping (20 minutes)

Write on the board which emotions each communication style may evoke, what additional characteristics each style has beyond the provided definitions, and when it is appropriate — or not appropriate — to use them.

This joint collection provides an opportunity to clarify any misunderstandings or misinterpretations that may have emerged during the role-play activity.

9. Conflict-Discussion in Pairs 2. (5 minutes)

Ask the participants to return to the pairs — and to the personal conflicts — they worked with in the second exercise of the module. Have their suggested solutions changed compared to the previous ones?

10. Self-Care (10 minutes)

Ask the participants to write a short letter to themselves, as if to a good friend and gently reassure themselves that their happiness and wellbeing matters.



Module 3 – Hope

Time:

90 minutes

Objectives:

To bring about positive change, we need hope. We must believe that things can improve. Our goal is to help young participants strengthen their belief in a positive future, thereby reducing climate anxiety. To achieve this, we draw on research from Utrecht University, which worked with the hope typology developed by Darren Webb in his publication “Pedagogies of Hope.”

Keywords:

patient hope, sound hope, critical hope, transformative hope, resolute hope

Guide for the Implementation:

This module relies heavily on artistic modes of self-expression. We use visual elements (the Shield Cards), create short scenes using drama-education techniques, and participants may choose between visual, musical or text-based creative tools. In the final activity, they create a metaphorical tableau. We chose these tools because hope cannot be fully articulated on a purely cognitive level; it is important to give space to emotions and free associations.

The following types of hope are essential for realising the module:

Patient hope suggests that change takes time and is largely outside our control.

Resolute hope emphasises the importance of personal action.

Sound hope assumes that change is likely through technological and scientific development.

Critical hope examines current social structures critically and suggests that collective social action can bring about change.

Transformative hope highlights that shaping the future depends on present actions,

and that by learning from history, change is achievable on both individual and societal levels.

Tools Required:

Shield cards, slips of paper with the types of hope printed on them, pens and pencils for writing and drawing, rhythm instruments (optional)

1. Paying Attention to One Another (5 minutes)

In this activity, the participants move freely around the room, at any pace and in any style (they may walk, hop, or even do some exercise movements). Each person secretly chooses someone to observe, paying attention to their walking pattern, pace, movements, and gestures. After a short while, once everyone has had time to observe their chosen person, they begin to imitate that person's movements.

They then let go of the person they were following but continue walking at their usual pace. Whenever anyone stops, the entire group should stop immediately. When someone starts moving again, the whole group should resume walking.

2. What We Have Already Achieved (15 minutes)

Sit in a circle. Place the Shield Cards in the middle. Each participant is asked to select one card that reminds them of an occasion in their life when they achieved something or managed to have an impact. Then, each person shows their card and tells their story.

3. Short Scene (20 minutes)

The group is asked to form smaller groups of 5–6 people. They are asked to create a short scene that shows a situation in which hope is needed, and where it genuinely helps. Groups may draw inspiration from earlier personal experiences but should not re-enact anyone's story directly. It is even better if they invent new situations.

After the preparation, each small group presents their scene to the rest of the group.

4. Types of Hope (20 minutes)

Explain that in his publication "Pedagogies of Hope", Darren Webb categorised different kinds of hope. These categories have both names and clear definitions.

Then, each participant draws a slip of paper containing either the name of a hope type or its definition. Their task is to find the matching counterpart and form trios. Once they are ready, discuss as a whole group whether the matches make sense.

Encourage a discussion about the topic: to what extent does each person identify with the different types of hope?

↔ See appendix 3/1.

Variations:

With fewer participants, write only the names of the types of hope on separate slips and ask the group to match the definitions. One person may get more than one definition.

With larger groups, participants can work in pairs, with two people sharing one definition.

For ages 13-16:

use simpler and shorter definitions for each type (see the the descriptions under Guide for Implementation).

5. Artistic Tools (25 minutes)

Those who matched a hope type's name with its definition now work together. Ask the groups to choose one of the following artistic forms and create a representation of their hope type:

- music/sounds
- writing a text/poem
- drawing/visual representation

When the artworks are ready, groups present them to one another.

6. Tableau (5 minutes)

Create a collective tableau that represents sources of hope. One person steps into the middle and introduces themselves as something that gives hope: "I am the...", e.g. "I am the strength of the community." Others join one by one, each introducing themselves in the same way. Their bodies and spatial arrangement may also symbolise how they relate to the qualities already represented.

Module 4 – Slow Down!

Time:

135 minutes

Objectives:

We often say that time passes too quickly, the world is rushing, and the pressure of accelerated time creates stress. In such a fast-paced environment, it is difficult to pay attention, to recognise our own needs, and to respond to our surroundings. To notice what truly matters within and around us, we need to slow down. Slowing down helps us breathe, quiet our minds, and create space for action that can bring about change. Action can ease anxiety. Therefore, when working to reduce climate anxiety, the first step is often to slow our pace.

Keywords:

pace, fast, slow, slowing down, body awareness, presence, attunement, stress management

Guide for the Implementation:

We can support slowing down by allowing enough time for each activity. Do not rush, and do not push participants either. Give them space to fully experience the activities and allow for deeper conversations to unfold.

Tools Required:

Shield cards, projector, device for playing videos, smartphones with appropriate cameras and video editing apps

1. Sound Exercise with Pace Changes (5 minutes)

Form a circle. One by one, each participant makes a sound (clap, snap, stomp, a sound made with the mouth, etc.). The sounds should follow one another at a relatively even, slow pace. Then the tempo gradually increases as much as possible, after which it slows again. There should be phases where the tempo remains steady. Allow the tempo changes to emerge organically as group members respond to one another.

Variation: A few “planted participants” may be instructed beforehand to always slow down or speed up. The others do not know about their instruction.

2. Walk in the Room 1. (5 minutes)

Ask the participants to start walking around the room. They should not connect with others; they simply avoid collisions and aim to explore the space with varied directions of movement. They are asked to walk at a pace that feels comfortable and pleasant at that moment.

That pace is their 5 on an imaginary scale from 1 to 10. Try out the other values! Begin by increasing the pace step by step — participants will walk a little faster each time. Clarify that 10 represents the fastest possible walking speed that is still not running. Try it!

Then gradually slow down. 1 is an extremely slow pace — continuous movement, but as slow as physically possible. Play with the different tempo levels! Participants may also call out numbers, inviting the group to shift to that pace.

End the exercise at a slow pace, around level 2 or 3, as the goal is for participants to experience sensations associated with slower movement.



3. Space Diagram 1. (15 minutes)

Invite participants to reflect on how fast or slow their usual personal pace is. Mark one end of the room as 1 — “incredibly slow”, and the opposite end as 10 — “unbelievably fast”. Everyone is asked to find their place along this imaginary scale. Discuss why people chose their spots, whether they like their usual pace, how they feel when they are forced into a different pace, and how they experienced the previous walking exercise.

4. When You Stepped Out of Time (10 minutes)

Ask the participants to recall a moment in their lives when they felt as if they had stepped out of time. They may also choose a Shield Card: if they already have a story in mind, choose a card that matches it; if not, the card can help inspire one.

Ask them to form pairs. First, one person should tell their story in 10 seconds, then the other should do the same. Afterwards, in new pairs each time, they tell the same stories again — first in 30 seconds, then in 1 minute, and finally in 1.5 minutes.

5. Mirror Exercise in Pairs (10 minutes)

Participants should remain with their last partner from the previous activity and stand facing each other at arm's length. Ask them to decide who will lead first. The leader begins with fast movements, which their partner should try to mirror. After 3–4 movements, they can shift to slightly slower motions, then they should gradually slow all the way down. They should maintain a very slow, easy-to-follow pace for at least one full minute. Then, they should switch roles smoothly without stopping and continue for another minute.

Pairs are asked to briefly discuss how they felt and what they noticed.

6. Video at Different Speeds (10 minutes)

Watch a short video twice with the group: once at normal speed and once in slow motion. Discuss how it felt to watch each version. What was different? What emotions did participants experience?

Tip: Choose a video showing gestures with no spoken text. For example, a dance performance, a communication scenario, or children playing. Play it without sound, both at normal speed and in slow motion.

7. Creating a Video (40 minutes)

Ask the participants to form small groups of 3–4 people. Each group is asked to take a smartphone and, if possible, go outside the building. (If not possible, they should at least leave the room and find a space indoors.) Invite them to gather impressions and observe opportunities for slowing down. Using these impressions, they should create a 1–3 minute video. They may use any simple editing app (e.g. CUT). They may also add sound or music.

Watch the finished videos together.

8. Facilitated Discussion (20 minutes)

Discuss the following questions:

- What are the advantages and disadvantages of slowing down?
- What problems arise from the fast pace of today's world?
- How did participants experience slowing down during the exercises?

- And what was it like to change pace?

9. Guided Relaxation (10 minutes)

Relaxation is a pleasant and effective way to slow down. Ask participants to find a comfortable position (lying on the floor is ideal, but a comfortable seated posture also works). “Close your eyes.” Guide them through a full-body relaxation, giving instructions in a quiet voice and allowing enough time for each step. “Bring your attention to your right foot... tense it... and release. Now the left foot... tense... and fully relax...” etc.

Once the whole body is relaxed, tell a short, soothing story that evokes peaceful, positive feelings. Participants simply listen, without moving.

“You are lying on a beach. You can feel your body sinking gently into the warm sand. The sun is shining, and with your eyes closed you sense only the warm, golden light surrounding you. You hear the sea moving, back and forth, in a steady rhythm. Your breathing begins to follow the rhythm of the waves: inhale... hold it for a moment... exhale... And again... And again... Slowly, you stretch out your hand, and you feel the water brushing your fingers in time with the waves. You stand up on the beach and step into the sea. The water is cool, refreshing, and fragrant with salt. You walk in until it reaches your waist. You stand there, feeling the movement of the water. You wet your face and hair. Then you begin to swim... When you feel pleasantly tired, you come out of the water and return to the very spot where you were before. You lie down again in the same position. You feel the warm sunshine and the gentle, soft sand against your skin... Slowly, come back to this room. Start to move your body, stretch, shift a little. And when you are ready, gently open your eyes.”



10. Walk in the Room 2. (5 minutes)

Ask the participants to start walking again, trying to recall the 5 pace they found at the beginning of the session. Ask them to find the rhythm that feels comfortable now, and walk at that pace for a while. They are asked to try to identify: what number would this pace be at the moment?

11. Space Diagram 2. (5 minutes)

Mark one end of the room for those whose pace has not changed compared to the beginning of the session. The other end is for those whose pace has changed. Everyone finds their place in the space. Check together: has anyone's pace increased?

Module 5 – Need, Demand, Desire

Time:

135 minutes

Objectives:

Our aim is to help young participants reflect on their relationship with objects, material possessions and the environment that surrounds them. They are invited to define the difference between needs, demands, and desires. They also explore the emotions connected to letting go of objects, and identify the priorities that shape the way they think about possessions and the environment. We introduce simple, accessible sustainability best practices and help participants assess where they currently stand in terms of environmental awareness. Finally, they are given the opportunity to plan individual steps towards positive change and action.

Keywords:

need, demand, desire, environmental awareness, sustainability, non-consumption, conscious consumption

Guide for the Implementation:

This module includes several discussion-based activities. Groups differ, and for some this may feel like too much talking. In such cases, feel free to shorten or skip certain activities. Use the material flexibly. Consider including breaks so the group can rest, or add a short movement-based exercise when needed. It is important not to induce guilt in young people if they are not yet very conscious in some areas. Trust that simply by engaging with the topic, they will gain insights and move towards positive change.

Tools Required:

Shield cards, whiteboard with markers, sheets of paper, pens, coloured paper / newspapers / scrap materials

1. My Relationship with Objects (20 minutes)

Ask each participant to choose a Shield Card that helps them reflect on their general relationship with objects. How important are material things to them? Sit in a circle, and invite everyone to show their card and share a few sentences related to it.

Form pairs. The next step is a conversation in pairs. Ask participants to recall an object they once strongly desired. In 1–1.5 minutes, they should tell their partner about the object and the feelings connected to it. What did the desire feel like? What was it like to finally obtain the given object? What happened to the object afterwards? After the first story, members of the pairs switch roles.

Form new pairs. This time the topic of the conversation should be: What is the most recent object you bought on impulse? What happened to it afterwards? Again, participants are asked to speak for 1–1.5 minutes, then to switch roles.

2. Need - Demand - Desire (10 minutes)

Define these concepts together and create a rich, collective definition for each. Write the key expressions on the board. What is the difference between these three terms?

3. Simulation Game (35 minutes)

In this activity, the participants work in small groups. They should create a list of their most useful objects. Each group should write down 6 items.

Then, bring the whole group together and compile one shared list. Each object should appear only once on the list.

Now invite the group to play a simulation game. Imagine that you are travelling around the world in a hot-air balloon carrying these extremely useful objects. However, while flying above the sea, the balloon begins to lose altitude. You can only save yourselves from crashing and reaching land safely by throwing some items overboard. As a whole group, discuss and reach agreement on which 4–8 objects to keep. (The number depends on group size: smaller groups should keep fewer items.)

4. Collage (30 minutes)

Ask participants to return to their previous small groups. They are asked to discuss how people felt during the previous activity in connection with letting go of objects.

Then, they should create a collage on this theme that expresses both the positive and negative aspects (for example, anxiety as the negative side, and relief as the positive). Provide freely chosen materials such as coloured paper, newspapers or scrap materials—use whatever is easy to source. Finally, the small groups are asked to present the collages to the whole group.

5. Pyramid (10 minutes)

Give each participant paper and a pen for an individual task: ask them to create their own need pyramid. Use the Maslow model as an example: the widest section at the bottom contains the most important, fundamental needs; above that, increasingly narrow sections represent less essential needs. Participants should only include categories that matter to them personally.

Write the following categories on the board (or share them in a digital document participants can access on their phones): healthy food; tech-enhanced living space; fashionable clothes; cosmetics; mobile phone; culture and the arts; family and friends; holidays; pets; vitamins; sweets; computer; houseplants; garden; nature; sport. Encourage them to add their own categories too.

The pyramids will be shared and presented to one another at the end of the module.



Variation for ages 13-16:

Give the printed list to the participants. Ask them to rank the categories by numbering them according to their importance in their own lives. Anything they consider unimportant may be crossed out. Once everyone has finished, invite a few volunteers to read out their lists.

6. Space Diagram on Environmental Awareness (15 minutes)

Ask participants to position themselves along an imaginary scale in response to statements about environmental awareness. If they feel a statement fully applies to them, stand at one end; if not at all, stand at the opposite end. Any position in between is possible, and each point has its own meaning. After each statement, participants choose a new place. Ask a few of them why they chose their position and how they feel about the given topic. Allow short discussions to emerge.

Statements:

- I consciously reduce my meat and dairy consumption to make my diet more sustainable.
- I avoid plastic packaging.
- I always carry a refillable water bottle.
- Instead of material gifts, I try to give experiences (e.g. tickets).
- I use solid soap and shampoo instead of liquid ones.
- I drink tap water instead of bottled water.
- I sort my waste selectively.
- I avoid wasting water.
- I only use rechargeable batteries and battery-powered devices.
- I use environmentally friendly cleaning products.
- I use environmentally friendly cosmetics.
- I buy second-hand items.
- I travel only on foot, by bike or by public transport within my local area.
- I never travel by plane.
- I would like to change my environmental awareness habits.

7. Conversation in Pairs (10 minutes)

Ask the participants to form pairs and discuss the following questions: How important was it for you to compare your environmental awareness with others? If you would like to change something, how do you plan to achieve it? What will be your first concrete step? If you do not want to change, why not? What are you satisfied with? Do you have other considerations that outweigh sustainability concerns?

Variation for ages 13-16:

Ask fewer, carefully selected questions. Write them clearly on the board.

8. Exhibition (5 minutes)

Offer participants the opportunity to look at one another's pyramids if they wish. Those who prefer not to show their work are free not to.

Module 6 – Challenges and Awareness

Time:

90 minutes

Objectives:

Identifying ecological challenges helps participants understanding what we are actually facing. We need to reflect on the problems caused by climate change and consider what tasks these create for us. It is important to break down this large, complex issue into smaller parts and explore what action can be taken at different levels of society: as individuals, as communities and as institutions. This process increases our awareness and helps us move towards action, which in turn may ease climate anxiety.

Keywords:

ecological challenges, solutions, levels of awareness

Guide for the Implementation:

In the second activity, we recommend the use of symbols. These are small objects that can carry meaning beyond their actual function. Almost any item can be included in your collection (a piece of fabric, a compass, a lipstick, a plastic figurine, a table tennis ball, etc.). What is important is to have plenty of choice. These symbols can be used in many activities, from introductions to a closing activity. They are suitable for expressing current emotional states, personal values or memories. Make sure to give space for free interpretation, as people attach different meanings and associations to objects.

For background material on global environmental challenges, see for example:

[15 Biggest Environmental Problems of 2025 \(earth.org\)](https://www.earth.org/15-biggest-environmental-problems-of-2025/)

[20 Biggest Current Environmental Problems of 2024 \(conserve-energy-future.com\)](https://www.conserve-energy-future.com/20-biggest-current-environmental-problems-of-2024/)

Tools Required:

symbols, whiteboard with markers, sheets of paper, cardboard, coloured paper, pens and pencils for drawing, modelling clay, pebbles, pieces of wood, ribbons, printed association card decks, mind maps, rhythm instruments (optional)

1. One Word (5 minutes)

Sit in a circle and ask: What comes to mind when you hear the word “challenge”? Invite each participant to say one word which can be either positive or negative.

2. Personal Challenge (10 minutes)

Place the small symbolic objects in the middle of the circle. Ask everyone to think of a challenge in their own life that they successfully overcame. What helped them solve it? What strategy or tactic was key to success? Each participant should choose one or two symbols that express how they managed to overcome that challenge.

Invite them to show their chosen symbols and share what strategies, tactics, or tools supported them. They do not need to talk about the challenge itself if it feels too personal.

3. Challenges of Humanity (40 minutes)

Collect and write on the board the global problems that pose challenges to humanity today. Circle the challenges related to climate change. Ask the participants to form small groups of 3–4 people. Each group should select one ecological challenge from the list and choose one of the artistic methods below to represent it:

- free drawing
- creating a poster
- building a small model using modelling clay and small objects

The artistic methods may be combined. Organise an exhibition of the completed works.

4. Step Back! (10 minutes)

Continue working with the challenges chosen in the previous activity. Choose two of these topics. These will form the basis for exploring possible solutions. Begin the exercise by standing in the smallest possible circle. Consider the question: What can we do as individuals to contribute to solving the chosen environmental issue? When no further ideas emerge, take a large step backwards and move to the next level of possible solutions.

Each time a new question is posed, the group collectively steps back, expanding the circle. At each level, participants examine what actions can be taken from that particular perspective in relation to the ecological challenges discussed in the earlier small-group activity.



What can we do...

- at the level of individuals
- at the level of local municipalities
- at the level of national government
- at the level of humanity as a whole?

It is not necessary for everyone to speak each time — expect 4–5 contributions per round. However, if a discussion emerges, let it flow and facilitate as needed. Additional considerations may arise during the conversation, such as economic, social or political aspects relevant to action at different levels.

5. Association Card Game (20 minutes)

Form groups of four. Give each group its own deck of association cards. Ask the small groups to place the cards face down on the table, just like in a memory game. Players should take turns flipping over two cards and try to find a connection between the two concepts. Any freely interpreted, creative link is acceptable. The rest of the group decides whether the idea is relevant and meaningful. If so, the player wins the two cards. The aim of the game is to collect as many pairs as possible. Whether they win the cards or not, the next player then takes their turn. The game ends when only a few cards are left and no meaningful link can be found, or when all cards have been collected.

At the end of the game, give each group a mind map that sorts these concepts according to a particular logic. Ask them to look at it and discuss whether they agree with the categories or would suggest a different approach.

Invite each group to share in a few sentences whether they agreed with the categorisation.

↔ See appendix 6/1.

Variation for ages 13-16:

Participants are asked to work in groups of four. One member should draw a card and explain the word written on it in a few sentences to the others. Then the next participant draws a card and offers their explanation. The process continues until all cards have been used. Afterwards, the group should review the mind map, which will then be discussed together in the full group.

6. Rhythm Avalanche (5 minutes)

Sit in a circle. One by one, going clockwise, participants should begin repeating a short rhythm — each person creating their own. Once everyone has joined, they drop out one by one in the same order, stopping their rhythm. They may use rhythm instruments, or simply create sounds using their bodies.

Module 7 – Climate Emotions

Time:

135 minutes

Objectives:

Climate change, the degradation of our natural environment and the often irreversible and large-scale decline of ecosystems can trigger a wide range of emotional responses. Collectively, these emotions are referred to as eco-emotions, which include eco-guilt, eco-anxiety/climate anxiety and eco-grief. The aim of this module is to introduce participants to the concept of climate emotions and help them identify their own emotional responses to climate change. Through a fictional story, they will explore how such emotions can be recognised and processed, and what processes may lead to a reduction in climate anxiety.

Keywords:

climate emotion, climate anxiety, eco-grief, processing, action

Guide for the Implementation:

In this module, anxiety and other negative emotions may surface. It is essential that the facilitator is aware of the limits of their own competence regarding mental health issues. If you are not a psychologist or mental health professional, ensure that the discussion does not go too deep. If you notice that a participant seems to need support in dealing with their emotions, speak with them privately and gently encourage them to seek help from a qualified professional.

For background material on processing climate anxiety, we recommend:

[Why activism isn't really the cure for eco-anxiety and eco-grief](#)

Tools Required:

a packet of spaghetti, a projector, strips of paper, sheets of paper, pencils or crayons in a wide colour range, wrapping paper, pencils for drawing the comic, rhythm instruments (optional)

**1. Spaghetti (5 minutes)**

Ask the participants to form pairs. Each pair receives a single strand of spaghetti. Holding the strand between their palms, the two partners are asked to move together. It may help to appoint one person as the leader at first, whose movement the other follows. Once this works smoothly, give them another spaghetti strand to hold between their other hands as well. Ask them to pay attention to both strands. Pairs who manage this well can try moving without designating a leader, allowing the movement to emerge freely through mutual attention. Then, form a circle in which each participant shares a spaghetti strand with the person next to them, held between their palms. Move together for a short while. Participants whose spaghetti breaks receive a new one and continue the activity.

2. Changing Places (5 minutes)

Stand in a circle. Your topic will be anxiety. Anyone may name a concrete situation that could evoke anxiety (e.g. “We’re having a maths test tomorrow”). Anyone who feels able to imagine that this situation could cause anxiety for someone should find a new place in the circle.

3. The Statue of Anxiety (10 minutes)

Ask the participants to form small groups of 4–5 people. Each group is asked to create a statue titled Anxiety, in which all members take part. These artworks will be unusual: the statue should also produce sound, so the groups are asked to plan that element as well. Then, the groups are invited to present their creations to one another.

4. Breathing Exercise (5 minutes)

Sit in a circle. Invite participants to close their eyes for half a minute and recall what physical sensations they usually experience when they feel anxious. Where do they feel them in their body? Then ask them to sit comfortably and loosely. They may keep their eyes closed. To relieve anxiety and tension, they are asked to try a simple breathing technique that slows the heart rate and helps them relax. It can be done discreetly, anytime, anywhere, without anyone noticing. The key is the length of each phase of the breath. Inhalation for a slow, steady count of 4; holding for a count of 7; exhalation for a count of 8. Participants should repeat this three or four times.

With their eyes still closed, asked them to scan their body once more: do they notice any physical signs that indicate anxiety? Then participants can open their eyes and discuss what physical sensations they identified in connection with anxiety.

5. Our Climate Emotions (45 minutes)

Sitting in a circle, discuss what climate emotions are and what climate anxiety and eco-grief mean. To what extent are these emotions part of our own lives? How common are they among people around us?

After the discussion, project the large [Climate Emotion Wheel](#) from the Climate Mental Health Network. Place coloured pencils and paper strips in the middle of the room, leaving some free floor space next to them. Read a series of statements, all related to the climate crisis. Ask participants to take a paper strip for each statement and colour it using the colours of the Emotion Wheel according to the emotions the statement evokes in them. Participants place the coloured strips on the floor next to one another. When everyone is finished, move on to the next statement.

At the end, arrange the paper strips according to colour — this will be the group's climate emotion colour scale.

Statements:

- On 1 November 2025, the temperature in Budapest is 20°C.
- Because of wood- and coal-burning, in many rural areas it is not worth opening your windows between 6 pm and 8 am because there is so much smoke in the air.
- A Hungarian invention — a composite material called DAT1 — can not only replace traditional plastics but also decomposes completely within a few weeks without producing microplastic waste. This biodegradable material made from natural ingredients has received several Hungarian and EU certifications.
- During your seaside holiday, the UV radiation is extremely high for several days.
- You are watching images of the forest fires in Greece and Spain.
- The COP30 climate summit was held in November 2025 in Belém, Brazil. As part of the preparations, a new 13-kilometre, four-lane road is being built, for which large areas of rainforest had to be cut down. Belém, located in the heart of the Amazon, is already suffering from the effects of global warming due to extreme heat.
- Inspired by Greta Thunberg's Fridays for Future movement, millions of young people and adults protested for climate action in thousands of cities around the world.

Many more examples could be mentioned, as this is a highly complex issue. The statements you have just read may also evoke additional thoughts or memories. Give everyone an A4 sheet and ask them to create their own climate emotion wheel. The page may be divided freely into any number and shape of sections.

↔ See appendix 7/1.



6. Comic Strip (50 minutes)

Sit in a circle and explain the following to the participants: Experts say that action is ultimately what reduces climate anxiety. However, they also emphasise that before we can act, we need to give space to our

emotions and process them. In the next, complex activity, our main character can reach the point of taking action through different possible pathways.

Draw a stick figure on the board. This is Joe, the protagonist of our stories. All we know for now is that Joe has significant climate anxiety. Together, agree on the following points:

- How old is he?
- Where does he live? (Village or city? House or flat?)
- Who does he live with? (Alone? With his family?)
- What does he do? (Study? Work?)
- How big is his circle of friends? Who are they?

Once the group has collectively answered these questions, ask them to form small groups of 3–4 people. Give each group a flowchart that outlines the process Joe goes through as his climate anxiety decreases. For each element of the flowchart, groups should find specific scenes from Joe's life. They should create a comic strip that illustrates the process and shows Joe's thoughts. For scenes involving interactions with others — conversations, emotional moments, they should create short dramatic sketches as well.

Finally, the groups are asked to present the comic strips and perform the scenes.

↔ See appendix 7/2.

7. Reflection (10 minutes)

Sit in a circle and discuss the following questions:

- On what levels can climate anxiety be addressed?
- At each level, what possibilities do we see for reducing climate anxiety?

8. Improvization in Trio (5 minutes)

Sit in a circle. Start playing a short rhythm to which the person sitting to the left of you joins after a few seconds, and then the third person joins in with their rhythm (following the clockwise direction). The three participants play together, each repeating their short rhythm for a while. Then, you (the first participant) should stop, and the fourth in the row should start to play. Then, the second one should stop, and the fifth participant should begin to play, and so on. The point is that only three participants are playing at the same time.

Module 8 – Future Visions

Time:

135 minutes

Objectives:

Our aim in this module is to counter the paralysing effect of climate anxiety by introducing the concept of active hope (András Takács-Sánta). This approach emphasises that the future is not predetermined but can be shaped through our everyday individual and collective decisions and actions. We aim to encourage young people to take responsibility, engage proactively with their communities and create positive visions of the future that can inspire and motivate them.

Keywords:

future visions, green future, technological future, local community future, apocalyptic future, unchanged future, action

Guide for Implementation:

Humour may emerge during the activities, especially when creating scenes. Allow participants to use humour to relieve tension, but set boundaries if necessary.

Tools Required:

pens and pencils for drawing, materials for making collages, mobile phones for moodboards (optional), LEGO, long strips of paper for the timeline, projector or whiteboard with markers, sticky notes, pens

1. Mini Future Quiz (5 minutes)

Sit in a circle and hold a quick show of hands vote-about what we imagine the world will look like 20 years from now.

Will in-person schooling still exist? Printed textbooks? Language learning? Will cash still be around? Will the world remain globalised, or will societies become more closed? By then, will a Mars expedition have taken place? Will we still have driving schools where humans are taught to drive? Will shops still exist where we choose what we want to buy ourselves?

2. Time Machine (5 minutes)

Ask the participants to sit comfortably, close their eyes and spend a moment observing their breath. Ask them to relax their bodies and imagine what the world might look like 50 years from now. Tell them to picture the following scenes and observe the inner images that arise:

“You are at home, looking at the calendar on your wall. It is 21 October 20xx — fifty years have passed since you took part in this training. The world has changed enormously since then. Next to you is a large window. You step closer and look out. What time of day is it? Is the sun rising? Or is it already setting?

You look out onto the square in front of your home. From where are you observing it? Is your flat high above the ground, is your home at street level, or are you peeking out from an underground shelter?

Look around: what do you see? What surrounds the square? What materials and objects surround you?

There are people in this square. Observe them. Are they alone or in groups? What are they wearing? Do you recognise them? How do they move around?

Out of the corner of your eye, you notice something move on the far side of the square. What is it?

Keep observing your surroundings. Then, turn away from the window — but instead of returning to the imaginary room, open your eyes and come back to the group.”

Participants will share their images in the next activity.

3. Space Diagram (20 minutes)

According to researchers, people tend to imagine five types of future. Mark the four corners and the centre of the room as follows:

- First corner – Green future: a sustainable economic model supported by regulation; society becomes less consumption-driven. People value nature more, consume less and lead more sustainable lives. Citizens encourage governments to take action, and both governments and businesses strive for sustainability.
- Second corner – Technological future: technology becomes dominant and solves many problems. Society grows increasingly individualistic. People mostly communicate online and live in bubbles with others who share similar lifestyles.
- Third corner – Local community future: small, mostly self-sufficient communities emerge from the bottom up. Human relationships are close and valued. Consumption is minimal.
- Fourth corner – Apocalyptic future (dystopia): civilisation collapses.
- Centre of the room – Unchanged future: the world continues to function much as it does today.

Ask participants to stand in the part of the room that corresponds most closely to the future they imagined. (If someone imagined a future that does not fit any category, they can create a sixth spot — although this is unlikely, as research suggests these five visions are the most common.) If someone visualised multiple futures, they should choose the one that felt strongest.

Discuss the experience, allowing everyone to share their thoughts from the position they chose. Encourage gentle questioning to deepen understanding.



Version for ages 13–16: Help their understanding by referring to films that illustrate each type of future. For example:

- Green future: *Avatar*, *Before the Flood*
- Technological future: *Wall-E*, *The Truman Show*, *Divergent*, *Ex Machina*, *The Matrix*, *The Circle*
- Local community future: *After the Dark*, *Spaceship Earth*
- Dystopia: *Mad Max*, *I Am Mother*, *Elysium*
- Present-stuck / unchanged: *Don't Look Up*, *The Social Dilemma*

4. Future Map (35 minutes)

Ask participants to form four groups. Each group works with one type of future: green future, local community future, technologically advanced future, or apocalyptic future. How might people's living environment look in that future? Groups create a drawing, collage, moodboard or LEGO construction to visualise it.

5. Everyday Scene (20 minutes)

Ask the group to continue working in the same small groups. Invite them to imagine how human interactions function in their version of the future. Based on the future their group explored in the previous activity, they are asked to create a short scene. The small groups should choose a context: education, healthcare or leisure. Then, they should develop a situation, assign roles and rehearse it. The scene should reflect the trends characterising that future world.

Afterwards, the small groups are asked to share the creations from the previous activity and perform the scenes for one another.

Version for ages 13–16: The participants are asked to create a scene that depicts a school trip taking place in the future world their group designed.

6. Bridge to the Future - Timeline 20xx-plus 50 years (30 minutes)

Building on the previous activities, ask the question: Which future vision feels the most positive to you, and why?

Place one or more long paper strips (about 1.5 metres) on the floor and draw a number line indicating the years between the present and plus 50 years. This timeline will hold the actions humanity would need to take to make the preferred future a reality.

Ask participants to work individually and write actions, events or goals on sticky notes that they believe must happen for this desired future to come true. They should place their notes on the timeline.

The timeline will not be realistic — the essence of the activity lies in articulating goals and cultivating a positive mindset.

At the end, explore and discuss the timeline(s) together.

7. Future Box (10 minutes)

Write on the whiteboard or project the following questions. Participants are asked to form pairs and discuss the questions freely, at their own pace. Make sure every participant answers the final question - ask explicitly for it in the last minute.

- What do I, my environment and my peer community need to do to help achieve the desired future?
- What values should guide my decisions?
- What should be preserved, and what should be let go of?
- What are the first two concrete things I will do, and when exactly? (A specific action with a specific deadline.)

Version for ages 13–16: What should I do to help bring about the desired future?
What two concrete things will I do first, and when exactly?

8. Balloon to the Future (5 minutes)

Ask participants to formulate a short message to their future selves 20 years from now. They do not need to share it with anyone or say it aloud. They will imagine blowing this message into an enormous invisible balloon and sending it off into space, so it can “land” again in twenty years.

Once everyone has come up with their message, form a circle and squat down. Imagine a balloon lying in the centre, waiting to be inflated together.

While continuously voicing the syllable “HOO”, the group fills the balloon with air, raises it and finally sends it upward.

At first, the “HOO” is low and soft — the group is still squatting. As they rise, the sound grows louder and higher. By the time everyone stands on tiptoe and “releases” the balloon, the shared sound is very loud and very high.

Module 9 – Community

Time:

90 minutes

Objectives:

Co-operation and the building of networks can be key tools in responding to climate change. This module aims to draw young people’s attention to this idea. Participants should experience the positive aspects of collaboration, recognise the motives that hold communities together and become aware of how these principles appear in real-life groups. They will also map their own networks and reflect on how all this relates to climate change and climate anxiety.

Keywords:

network, community, connection, individual freedom, common interest, peer pressure, climate anxiety

Guide for Implementation:

The supplementary material can be found in the appendix.

↔ See appendix 9/1.

Tools Required:

a ball of yarn, symbols, a whiteboard with markers, papers, pens, Shield cards

1. Rhythm Game (5 minutes)

Form a circle or walk freely around the space. Start from silence. Participants join in one by one, in any order, repeating the rhythm of the chorus of *Queen: We Will Rock You* (e.g., clapping, clicking, stamping, vocal sounds). Listening to the others, participants may vary the way they produce the sound and adjust the volume. In a random order, people drop out of the rhythm. The exercise ends when everyone has stopped and the room returns to silence. If participants are moving around the room, those who stop the rhythm should stop moving too.

2. Building a Network (5 minutes)

Sit in a circle. One participant gets the ball of yarn, says something about themselves (e.g., a favourite hobby), and—while holding onto the end of the yarn—passes the ball to someone who can connect to that statement (e.g., “I also love reading”). They then share something about themselves, and pass the ball to another person who connects to their statement. It does not matter if the yarn is passed to the same person more than once, but make sure no one is left out. This gradually creates a network. At the end, gently pull the yarn in different directions and observe: when one part of the network moves, everyone is affected. Finally, place the network on the floor and wind the yarn back up. (Untangling the knot will have to wait until after the session...)



3. Symbols (15 minutes)

Place the set of symbols in the middle of the circle (see Module 6: Guide for Implementation). Ask each participant to choose one symbol that expresses what “community” means to them, and another that represents a challenge they associate with being part of a community. Invite participants, one by one, to present their chosen symbols and briefly share their reasoning.

4. Community (30 minutes)

Brainstorm together: What makes a community a community? Write the key words on the board. You, as the facilitator may add to the list if needed. Divide participants into small groups of 5–6 people. Each group receives 2–3 characteristics from the list. Ask them to prepare a short scene showing how these characteristics appear in practice within a real community. Groups then should perform their scenes for one another.

5. Relationship Map (15 minutes)

Ask each participant to find a quiet spot in the room where they can work individually. Give them paper and pens. Invite them to reflect on their personal connections and draw their own relationship map. It should show who is closely connected to them, who is further away, and how these people are connected to one another. Each point (node) may represent a person or a group. Emphasise that they will not be asked to share their drawing with others. At the same time, the session has a time limit—encourage them to complete their map within 10 minutes.

6. Group Discussion (10 minutes)

Place the Shield Cards in the centre. Ask participants to choose a card that reflects why and how the topic of community helps reduce climate anxiety. Discuss the cards and the ideas that emerge.

Module 10 – Nature

Time:

135 minutes

Objectives:

Human beings, as part of nature, are deeply dependent on it. In order to genuinely value nature conservation, we must first feel a sense of connection to the natural world. Our aim in this module is to help young people experience and recall moments when they felt comfortable, at ease or in harmony with nature, so that positive emotions towards the natural world can emerge. We instinctively want to protect what we love. This is especially important because humanity is part of the very same system and relies on nature in countless ways. A further aim of the module is to identify examples of local climate and nature-protection initiatives that have measurable global impact.

Keywords:

nature, connection to nature, nature conservation, climate actions

Guide for Implementation:

Background Materials:

- Wolves reintroduced to Yellowstone National Park helped restore the local ecosystem
- A Brazilian couple reforested an entire valley: J. R. Salgado and W. Winders: *The Salt of the Earth* (documentary)
- [Amazon photography and article](#)
- In Ecuador, the Constitutional Court declared that nature has rights, forcing mining companies to withdraw from planned gold and copper extraction in the local rainforest.
- The Great Green Wall project on the southern edge of the Sahara stopping the desert's advance
- DakAkker, launched in 2012, is Europe's first true rooftop farm, located on an L-shaped building covered with 10-40 cm of soil. The 'smart roof' is equipped with environmental sensors and water storage systems. The farm produces a variety of vegetables, keeps bees, and even keeps chickens high above the city.

- In 2006, The Netherlands accepted the 'Room for the River' strategy, which designates areas where excess water can spread freely instead of being forcefully contained, reducing flood damage elsewhere
- A Dutch startup has created bricks that grow moss — cleaning the air and cooling cities at the same time.
- In an oceanic bioengineering center in Portugal, scientists have successfully grown synthetic coral polyps in the lab — engineered to resist bleaching, survive acidic waters, and fuse into natural reef structures once transplanted. These artificial corals may rescue dying reefs faster than nature ever could. The coral is bio-printed and seeded with genetically enhanced algae and coral stem cells.
- Julia Butterfly Hill eco-activist, lived in the canopy of a California redwood from 1997 to 1999, only descending after a successful agreement was reached to protect the tree 'Luna' and the surrounding area.

Tools Required:

papers for drawing, pencils, sticky notes, pens, a world map, and mobile phones (optional)

1. Memories of Nature (25 minutes)

Invite participants to sit in a circle, settle, and close their eyes. Ask them to notice the sounds around them, then any scents, then the sensations in their bodies. Encourage them to observe which stimuli feel pleasant or unpleasant, and what emotions they evoke.

Remaining in this relaxed state, guide them on an imagined journey back in time to childhood. Ask each participant to recall a moment when they felt in harmony with nature. Invite them to explore the memory in detail: Where are they? What are they doing? Who else is there?

When they have explored the memory, guide them back to the present. Ask them to move their bodies gently and open their eyes.



Distribute paper and drawing materials, and ask participants to draw the place they visited in their imagination.

Form groups of four. Participants are asked to show their drawings to one another and briefly share the memory. Each small group should choose one drawing and create a short soundscape to represent it.

Groups then present their soundscapes to one another. The others listen with closed eyes and try to experience the place. Afterwards, they guess which drawing the soundscape was based on.

2. Shifting Perspectives – The Complexity of Nature (25 minutes)

If you cannot go outside Ask each participant to find a photograph of nature on their own phone. Form pairs and show one another the pictures. Invite them to choose one living being from one of the photos — an animal or a plant. (If none is visible, they may choose a living being that could naturally be present there.) From the perspective of

that living being, they write a 2–3 paragraph diary entry describing the previous day. At the end of the exercise, each pair reads out their diary entries.

If you can go outside Give participants up to 10 minutes to walk around the nearby area individually — preferably where there is as much nature as possible. Ask them to look for natural elements that carry emotional qualities, and to focus on “nature independent of humans”: nature that reveals its own dynamics (e.g., a shed lizard skin, a broken branch, a budding flower). Encourage them to look for both pleasant and unpleasant elements, and to notice signs of conflict within nature. Ask them to bring back one object (either physically or in memory), as well as one movement and one sound (in memory only).

When the time is up, gather around a large tree. Standing or sitting around it, create a collective imagined story of the tree’s life: one participant begins, the next continues, and so on. The story should include the important things in the tree’s life — what it sees, what has happened to it, what it enjoys, what harms it, and what makes it unique.

To close the exercise, form a circle and ask everyone to share or show the object, sound and movement they will take with them.

The group returns to the room.

3. Positive Examples (35 minutes)

Place a table in the centre with a pre-prepared, schematic world map, alongside sticky notes and writing materials. Ask the participants to form pairs. Give participants time to find positive examples of sustainability or nature-conservation initiatives that have achieved meaningful results. Some examples may come to mind immediately, but they may also search online.

When a pair finds a good example, they should write it on a sticky note and stick it onto the corresponding place on the world map. (To help them understand the task, the facilitator should choose one example from the Supporting Materials list and present it. The facilitator should also mention the Jane Goodall Institute’s *Roots & Shoots* programme, which supports young people’s self-organised local sustainability projects worldwide.)

Then lead a discussion on the coexistence of humans and nature, touching on the following themes:

- How did indigenous communities live, and how do we live today - what have we lost and gained through civilisation?
- What can we do to live in harmony with nature?
- In what ways are humans dependent on nature?
- Two opposing views: humans as part of nature living alongside it, or humans and nature in conflict?

4. Rain (5 minutes)

Ask participants to form a circle, either seated or standing. You slowly walk past each person several times. In each round, you produce a specific sound, which participants take over one by one as you pass them. Each person continues making the sound until you give a new instruction on the next round. The result is a collective imitation of rain, growing and fading in intensity.

You introduce the following sounds, changing them each round:

- Gently rub your palms together continuously.
- Tap one palm with two fingers of the other hand.
- Snap your fingers on both hands alternately, at a quick pace.
- Tap your thighs alternately with both hands, quickly and loudly.
- Stomp loudly and irregularly with your feet.

After the stomping stage, repeat the previous four steps in reverse order across the next four rounds. In the final round, gradually quieten each participant one by one.

Module 11 – Greenwashing

Time:

90 minutes

Objectives:

Encourage participants to think in systems, recognising that our actions affect the environment. It is important to understand the concept of greenwashing in order to make genuinely sustainable and environmentally friendly purchasing decisions. Our aim in this module is to help young people better understand the phenomenon of greenwashing, and the reasons behind it. They should notice and articulate what effects it has on their own lives.

Keywords:

Greenwashing, manipulation, system approach, critical thinking

Guide for Implementation:

It is difficult to define an exact amount of time for this module, as much depends on local circumstances. In the third activity we suggest allowing around 20 minutes for taking photos in the shop, but this may not be feasible everywhere. If the nearest shop is too far away, or you prefer not to send the group out on their own, you may assign the task of photographing labels as homework in the previous session. Make sure participants understand that they should look for labels that *present* a product as environmentally friendly.

Tools Required:

a whiteboard with markers, mobile phones, projector, Shield cards

1. Triangles (5 minutes)

Invite participants to walk freely around the space. Ask them to choose someone they would like to follow and try to stay close to that person — but without revealing their choice. Let them play for a short while, then give the next instruction: while still keeping the chosen person in sight and staying close, they should now select another person from whom they should keep the greatest possible distance. After a little time, ask a few participants to stop moving briefly and then continue again. Observe together how this affects the “system”. After the activity, hold a short discussion. (Participants will most likely notice that they were functioning as a closed system in which all the elements are closely interconnected, and any change in one element affects the entire system.)

2. Word Web (15 minutes)

Sit down by the board. Begin by brainstorming what the term greenwashing means. Write down all ideas on the board and look for connections, relationships or opposites among them, forming a word web. Formulate a definition together and explore why it is important to discuss the phenomenon.

During the conversation, address the following questions as well: Why is greenwashing harmful? Why might companies engage in it? What different forms can it take?

3. Green Labels (55 minutes)

Give participants time and the opportunity to go, in pairs or small groups of three, to a nearby supermarket or pharmacy. If there is no such shop nearby, there may be a local snack bar or café selling packaged food — they can use these products instead. Ask them to find items that display some kind of “green label”, suggesting that the product is green or environmentally friendly. Each group should collect at least 3–4 different labels and take a picture of them.

Then, every group should return to the room and look up these labels online. They are asked to check what each label actually means. Is there genuine environmental value behind it? If so, what exactly? Is it genuinely green or merely greenwashed? Once all groups are ready, project the collected labels so everyone can see them, and invite the groups to share their findings with the rest of the participants.



4. Cards (10 minutes)

Place the Shield Cards in the centre. Ask each participant to choose a card that helps them answer the question: What impact does what we have discussed in this module have on your own personal life? Finally, invite each participant to show their card and briefly explain why they chose it.

Module 12 – Media

Time:

90 minutes

Objectives:

The aim of this module is to explore the factors and effects of media influence. By gaining a clearer understanding of how the media works, young people can engage with it more consciously and become less vulnerable to its negative impacts. This also helps them approach news related to climate change and sustainability more critically.

Keywords:

media literacy, critical thinking, framing, manipulation, fact vs opinion, information bubble, algorithm

Guide for Implementation:

Who is influenced by media tools?

- Different social groups (considering age, interests, cultural background, and consumption habits).
- The wider public (across age groups, social groups, and communities).
- Individual consumers who may shape their views, values, and opinions based on media content.
- Political actors and decision-makers, as the media influences public opinion and political discourse.
- Economic actors, such as businesses, who seek to influence consumers through advertising and media communication.

What aspects are influenced by media?

- The formation of public opinion.
- Highlighting or suppressing social issues and problems, and the shaping of social norms.
- Political views, election outcomes, purchasing decisions (consumer behaviour, shopping habits and brand perception), economic processes, lifestyle, values (including local/regional identity), social norms.
- Online and social media are particularly powerful in shaping opinions, as they allow direct communication and content creation between users.

Framing

Framing is a communication technique that can easily become a tool of manipulation. The same news story can be presented in many different ways depending on the intended goal. The chosen perspective influences the audience by emphasising certain details while downplaying or even hiding others. This affects both the recipient's thinking and their emotions.

↔ See appendix 12/1.

Tools Required:

a whiteboard with markers, mobile phones with photo and video editing apps, projector, printed role cards

1. Rhythm Gossip (5 minutes)

Stand in a circle. Start a simple rhythm using two sound qualities (e.g. clapping and stomping). The next participant in the circle repeats what they heard, but changes one element: – either they alter the rhythm of one sound quality while keeping the way it's produced and the other sound (and its rhythm) unchanged, – or they change one of the sound qualities while keeping the other sound and the entire rhythm unchanged. Observe how many participants it takes before the original rhythm and the two sound qualities change completely.

2. Our Habits (10 minutes)

Imagine a long line drawn across the floor. One end represents 1 (not at all true of me) and the other end represents 5 (very true of me), with a scale in between. Participants will hear statements and should position themselves according to how true each statement is for them.

Ask follow-up questions: Why did you choose this spot? Why do you do or not do something?

Statements:

- I always leave my notifications switched on.
- I tend to get my news from social media rather than traditional news sites.
- I know that using the internet has a carbon footprint.
- I consider content created by a person and content generated with AI equally valuable.
- When I come across illegal content (including content harmful to minors), I always report it.
- I follow content creators whose values differ from my own.
- I usually verify information I read using more than one source.
- I follow credible news outlets. (How do you know they are credible?)
- I follow pages related to sustainability.
- I find that content related to climate change or sustainability often triggers negative emotions in me.

3. Media Brainstorming (20 minutes)

Sit by the board. What comes to mind when we say “media”? Create a word cloud together.

Then discuss what the term framing means.

4. Creating a News Story (45 minutes)

Participants are asked to form groups of three. Each group draws a role card. Ask the groups to discuss what characterises them: who they are, what principles they share, what their goals might be.

Then read out the following news story: “An Indian maths teacher swims across a river every day to get to school.”

Groups should frame this story according to the role card they drew, creating deliberately manipulative media content. This may be positive or negative in tone. Ask them to create a swipe-through social media post using a mobile image-editing app (e.g. Canva), and record a short video on their phone (e.g. using the CUT editing app).

Project and review the finished materials together.

↔ See appendix 12/2.

5. Reflection (10 minutes)

Discuss the creations using the following prompts: What emotions did each manipulative piece of content evoke? Who is most influenced by media? How? How does media literacy relate to climate emotions?

Module 12+1 – Evaluation

Time:

30 minutes

Objectives:

The aim of this final module is to review and evaluate the entire process from the perspective of the quality of individual learning, the quality of the exercises, and the community experience.

Keywords:

learning, expectations, fears, commitments, community

Guide for the Implementation:

Module 12+1 is not an integral part of the collection, rather it is optional, similar to module 0.

Tools Required:

a whiteboard with markers, slips of paper, pens and pencils, a suitcase, a bin, a compost container, the 'Garden of Expectations' drawing

1. What happened? (5 minutes)

Collect and write on the board the themes and topics covered throughout the training. Invite participants to recall key words as well.

2. Reflection in Pairs (5 minutes)

Ask participants to form pairs and talk about what each of them has learnt during the training.

3. Suitcase, Bin, Compost Container (10 minutes)

Place three objects in the centre of the room: a suitcase (or bag), a compost container (bowl, box, etc.), and a paper-recycling bin (or bin liner). Prepare plenty of slips of paper and pens. Ask participants to write feedback in three categories (one idea per slip):

- What experiences or activities will you take with you because they were valuable, enjoyable or meaningful? These slips go into the suitcase.
- What are the things you cannot use immediately, but might become useful later? These slips go into the compost.
- What experiences or activities would you throw away because you didn't enjoy them or they made you feel uncomfortable? These slips go into the bin.

4. Garden of Expectations 2. (5 minutes)

Bring out the 'Garden of Expectation' drawing made in the very first session. Ask participants to:

- Find their own slip on the trees and check mentally whether their expectation has been fulfilled. If it has, they may remove it. If not, leave it in place.
- Find their fears inside the house. If the fear turned out to be unfounded, remove it. If it did come true, leave it where it is.
- Find what they intended to contribute to the group (the items on the grass). If they succeeded, remove it; if not, leave it on the drawing.

Finally, invite everyone to write a message in the sky, addressed to the whole group, about the community they have built together.

Read aloud all the slips that remain on the drawing, as well as the messages written in the sky.

5. Closing Circle (5 minutes)

Sit together in a circle one last time. Offer participants the opportunity to share anything they still wish to say, and then close the session by saying goodbye to the group.



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