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Informing Joyalty 4 Kids: Ecopsychology Education to Support Upper Primary
Children's Well-being Through Environmental and Social Crisis

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*Submitted in partial fulfillment of the requirements for Australia: Sustainability and
Environmental Action, SIT Study Abroad, Fall 2019*

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ISP Ethics Review

The ISP paper by _____ Baker, Cambry _____ (student) does conform to the Human Subjects Review approval from the Local Review Board, the ethical standards of the local community, and the ethical and academic standards outlined in the SIT student and faculty handbooks.

Completed by: Peter Brennan

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Program: Australia: Sustainability and Environmental Action

Date: 25/12/2019

ABSTRACT

Responding to climate change and the state of the world demands psychological resilience and a transformative shift towards sustainable behavior. Children inheriting our uncertain future require psychological support and tools of well-being to fuel emotionally sustainable activism. In this paper I investigate how best to support upper primary aged children through environmental and social issues with Joyality 4 Kids, an educational ecopsychology program.

During November of 2019 I completed the Joyality Program processes independently, then conducted two focus group interviews with five individuals experienced in the Joyality Program and/or environmental education to develop the processes for an eight-hour Joyality 4 Kids workshop. I then trialed the two-day workshop with ten children in Brunswick Heads, NSW and assessed it using participant surveys and co-facilitator observations. Additionally, I surveyed 79 parents and teachers online.

I found that children have high levels of anxiety about climate change, are very environmentally active, and respond well when given space to express their negative feelings but require more support noticing positive aspects of their world. Parent/teacher anxieties inhibit them from providing children support out of fear of exasperating their children/student's emotions. I discovered that parents and teachers desire resources to help them know how to support children. I found that to best meet the needs of children and their caretakers, Joyality 4 Kids should offer dualistic programs that equip both parents/teachers and children with well-being tools of focusing on positives, holding hope, taking meaningful action, sharing deeper feelings, practicing gratitude, and spending time in nature.

Keywords: Ecopsychology, Environmental Education, Children, Well-being, Joyality

Table of Contents

ACKNOWLEDGEMENTS	vi
INTRODUCTION	7
Project Focus and Rationale	7
Environmental Education	8
Education for Sustainability in Australian Schools	8
The Nature of Environmental Education	8
Effects of Environmental Issues on Children’s Wellbeing	9
Ecopsychology	10
Joyality 4 Kids	11
The Joyality Program	12
Origin of Joyality 4 Kids	12
Research Question and Justification	13
METHODS AND ETHICS	14
Ethics	14
Participation in The Joyality Program	14
Focus Group Interviews	15
Development of Joyality 4 Kids Workshop	16
Trialing Joyality 4 Kids	16
Assessment of Trials	18
Surveys	19
Supervising Educator Observations	19
Parent and Teacher Surveys	19
RESULTS AND DISCUSSION	21
Developing and Structuring the Workshop	21
Processes: Day 1	21
Processes: Day 2	22
Facilitation best practices	24
Trialing and Assessing the Workshop	25
Children’s Feelings About the State of the World	25
Moving from Despair to Empowerment	27
Framing Action	29
Engagement and Structure	31
Surveys and Interview: Parents and Teachers	32
Stress and Anxiety for Climate Change and the State of the World	32
Challenges and Opportunities for Supporting Children	35

Perceived Roles and Responsibilities of Parents, Teachers, and Schools _____	38
General Discussion _____	41
CONCLUSION _____	43
REFERENCES _____	45
APPENDICES _____	47
Appendix 1: J4K Workshop Transcript _____	47
Appendix 2: Student Participant Survey _____	60
Appendix 3: Co-facilitator’s observation framework _____	60
Appendix 4: Parent and Teacher Survey Questions _____	61
Appendix 5: Potential Allies: Organizations _____	63

Figures and Tables

Figure 1. Children’s self-reported level of concern for climate change	26
Figure 2. Reported levels of stress/anxiety in regard to climate change	32
Figure 3. Source of stress/anxiety	33
Figure 4. Children’s stress in relation to adult stress	34
Figure 5. A comparison between parents’ and teachers’ challenges	36
Figure 6. Parent and teachers’ positive experiences with children in climate change	37
Figure 7. Schools’ approaches to climate change	40
Table 1. Relevant experience and qualification of focus group interviewees	15
Table 2. Parent and teacher’s role and responsibility	39
Table 3. School’s role and responsibility	39

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INTRODUCTION

Project Focus and Rationale

Our social ills and the manifestation of their effect in the world around us are concerning and warrant immediate, collective action. I believe our disconnection from nature has led us to harmful current patterns of being. Our social, economic, and political systems exist in imbalance with the natural world, an imbalance we can directly see in the human-caused climate change, environmental degradation, loss of biodiversity, natural disasters and climate refugees. Our society rests on the tipping point of ecological collapse or transformative change (Bragg, 2014, p. 16). All around us, people are waking up to the environmental threat of climate change. Not only is our environment in immediate threat, our society is facing human injustices of inequality, poverty, violence, and discrimination, to name a few.

The task becomes not *will* we respond, but *how* will we respond with what we know? We must maintain compassion and understanding of the choices that led us here while directly challenging the commonly accepted paradigm we live in to create a sustainable future. I believe sustainability necessitates looking beyond the ecological crises to see our social ills as the root cause. Fisher argues that “the earth will not be saved while issues of justice, power, and emancipation go ignored” (2002, p. 21). As Orr writes in *Environmental Education and Ecological Literacy*, this requires a “radical change” in current patterns of living (1990, para. 2). Radical in the sense of going back to the roots (Meriam-Webster, 2019, para. 2). To live in deep sustainability, the sustainability of a healthy planet and a healthy society, our society must model our environmental, economic, political, and social systems on the idea of reciprocity: sharing resources equitably across all species, including all humans, all places, and all generations. To change behavior requires a psychological change.

Our choices now create the future of our children. As we pass on the environmental and social injustice ills in our world for younger generations to heal, we must equip them with the hope, tools, and support necessary to deal with the burden of these issues in an emotionally sustainable way. As I have outlined, we sit at an intersection of environmental and social crises that will challenge our psychological resilience. Moving towards sustainability requires the transformation of our systems, but inherent in these changes are the internal psychological changes in worldview that precede external action. This understanding

leads me to the power of environmental education, ecopsychology and their intersection: Joyality 4 Kids for supporting future changemakers in the great work of healing ourselves and the world.

Environmental Education

Education for Sustainability in Australian Schools

In the 2008 Melbourne Declaration made by all Australia Education Ministers, a decision was made to integrate a focus on environmental sustainability across Australian school curriculum (Ministerial Council on Education, 2008, p. 13). Reflecting this decision, the Australian Curriculum, Assessment and Reporting Authority (ACARA) included sustainability as one of three cross-curriculum priorities to be incorporated into the Australian Curriculum (Australian Education for Sustainability Alliance (AAEE), 2015, p. 9). According to Australian Curriculum, Education for Sustainability (EfS) now exists as “a priority for study that connects and relates relevant aspects of content across learning areas and subjects” (ACARA, 2019, para. 1).

The EfS curriculum intends to cultivate “knowledge, skills and understanding relating to sustainable patterns of living” and understanding of how humans “interact with the environment and the importance of designing and acting for sustainable futures” (AAEE, 2014, p. 9). However, in a 2014 report prepared by the Australian Education for Sustainability Alliance, research showed that “80% of teachers are either unaware of EfS or do not understand what it is” (2014, p. 14). EfS is designed to be a whole-school initiative but currently, only 2% of schools in Australia are integrating EfS to a standard that meets ACARA guidelines (AAEE, 2014, p. 14). Having policy in place that recognizes the need for attention to education for sustainability is an important first step towards compulsory environmental education, yet from the lack of understanding reported by teachers it is clear this top down initiative is not yet reflective of day to day classroom instruction.

The Nature of Environmental Education

Environmental Education (EE) is defined by the Environmental Protection Agency (EPA) as “a process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment” (EPA, 2018, para. 1). Lack of

understanding of environmental education best practices on behalf of teachers can lead to an “overly strong emphasis on the threats and damage” of our environment (Pihkala, 2018, p. 547). When the intention is to “educate for sustainability”, Pihkala argues that the piling on of information and facts about the environment can begin to look like the “doom and gloom approach” (2018, p. 547). She warns that this method of environmental education “can backfire and strengthen the anxiety and paralysis” inhibiting us from action (Pihkala, 2018, p. 547).

When EE teaches *about* the environment and its life-giving systems with the “exclusion of our dependence on nature” as is often the case in conventional education (Orr, 1990, para. 1), I argue we cultivate a skewed perception of the environment that prohibits us from seeing our place within it. This disconnect can exacerbate our sense of hopelessness because the false human and nature dichotomy still told today denies us the joy and sense of security engendered by a connection to the earth.

Effects of Environmental Issues on Children’s Wellbeing

Children are becoming increasingly aware of the environmental issues of our time and increasingly active in fighting them. This awareness is apparent in the global climate strikes led by students that occurred from September 20th-27th in 2019 (and are still occurring). The September student organized strikes drew 7.8 million and counting protestors in 185 countries together in a call for climate change action (Global Climate Strike, 2019, para. 1). In the developed world, “young people experience climate change vicariously through what they learn at school, in their families, or in the media (including social media)”; despite parents trying to protect their children from the messages, “widespread media coverage makes this nearly impossible” (Sanson, Hoorn, & Burke, 2019, p. 203). One survey of 7-24-year-old Australians found that 96% considered climate change a serious problem and 89% were worried about its effects” (Sanson et al., 2019, p. 203). Children are aware of the danger of climate change and actively fighting it.

While we can be thankful that awareness and acceptance of environmental issues such as climate change are becoming mainstream, we ought to be weary of how these messages are affecting children. Like any threatening experience, we have “emotional responses to climate change” that take a toll on [our] subjective well-being” (Doherty & Clayton, 2011, p.269). Uncertainty about the state of our earth’s systems and how we will meet our future

needs as a society leads to a loss of sense of security (Doherty & Clayton, 2011, p. 269). Far from being uninformed, as the field of EE's tactics would suggest, people "are often overwhelmed by the magnitude of the environmental crises" (Roszak, 2009, p. 30). Macy argues that we all carry worry for the state of our natural world ("eco-anxiety") and "try as we might to suppress it, repress it, lock it up, shut it down, or distract ourselves, we are all in grief" (Macy, 2009, p. 7). Impacts of climate change on youth extend beyond anxiety to include "significant increases in posttraumatic stress disorder (PTSD), depression and anxiety, sleep problems, cognitive deficits, and learning problems" (Sanson et al., 2019, p. 202).

Panu Pihkala states that eco-anxiety can occur *directly* as a result of an environmental issue, but more frequently is an *indirect impact* such as feeling a sense of loss from the forest nearby being cut down (2018, p. 546). She goes on to say that a large number of children experience eco-anxiety because "they feel climate change is taking away their future" (Pihkala, 2018, p. 546). Eco-anxiety, similar to other anxieties, increases paralysis and hopelessness in both individuals and communities; this reduces their resilience to dealing with the environmental and social crises we face (Pihkala, 2018, pp. 547-548). Naturally, when a problem needs to be solved, we think more education is the answer. However, an overload of information about our environmental issues and its resulting eco-anxiety often results in "a state like apathy", but one that is "not manifesting lack of concern"; this false apathetic state has the same consequences on our ability to act sustainably that a lack of awareness does (Pihkala, 2018, p. 548).

Thus, the task is to equip the generations growing up in these times of environmental and social crises with the support and psychological resilience necessary for adapting to the changing state of the world and holding hope. However, "research on effective interventions to support children and youth is almost nonexistent, and few resources are available to guide parents and other adults in supporting their children" (Sanson et al., 2019, p. 203). These tools of resiliency and hope are the practical skills we need to develop for children to become effective changemakers in the face of despair.

Ecopsychology

Ecopsychology, as a field, broadly strives to dissolve the dualistic barriers between "mind and nature, human and earth" with the understanding that humans have "innate emotional bonds" with the earth (Fisher, 2012, pp. 3-4). Ecopsychology places the effects of

environmental crises on our psyche within the context of ecological destruction to challenge us to see human wellbeing and planetary wellbeing as one (Fisher, 2012, p. 4).

Ecopsychology offers practices that “provide supportive or therapeutic contexts” that can help individuals understand their emotions surrounding environmental issues and grow in resiliency (Fisher, 2012, p. 13).

Fisher argues that applied ecopsychology’s goal is to address the lack of accepted interconnectivity within the Western mindset by developing psychologically supportive practices that 1) “address the emotional and spiritual conditions underlying the ecological crises” and 2) help us relearn how deeply “embedded in and nurtured by” nature we are (Fisher, 2012, p. 13). Bragg, in *Activist Ecopsychology*, stretches the obligations of the ecopsychology movement further to suggest that it also requires supporting and equipping people to “become effective social change agents” (2014, p.17). Bragg argues that the critical state of our environment calls for applying the enriching, sustaining wellbeing we receive from relationships in nature to action for planetary health. She then draws attention to how the “inner world” presents a base on which “each person’s environmental action rests” (2014, p. 16). Bragg suggests a “reorientation” of ecopsychology to this “activist ecopsychology” that I understand to mean using the benefits a connection with nature gives us to fuel action in reciprocity with the earth who sustains us (2014, p. 16).

Bragg (2014, pp. 16-17) outlines how we can effectively apply ecopsychological understandings to creating a sustainable future in the three steps of: “stay awake!”, “connect!”, and “act!” Staying awake requires grounding ourselves in the reality of our environmental, social and economic systems. To “connect!” is to reconnect with our true selves, those around us, and the natural world we are part of as a way of supporting ourselves through the challenges we face. The final step “act!” requires engaging in “compassionate, collaborative action” that positively challenges our current systems with alternative ways of living (Bragg, 2014, pp. 16-17). These components of effective changemaking offer an enriching layer to our understanding of how to educate for sustainability. *Activist Ecopsychology* plays an encouraging role in cultivating the resiliency and hope necessary for motivating environmental and social action.

Joyality 4 Kids

The Joyality Program

The Joyality Program is an ecopsychology program developed in the wake of *Activist Ecopsychology* that serves as a “toolkit for empowerment, connection, and conscious action” as described on their website (www.joyality.org, 2019, para 1). The program was co-created by Elizabeth (Eshana) Bragg and Rachel Taylor, a Spring 2015 student of SIT Study Abroad Australia: Sustainability and Environmental Action (Taylor, 2015, p. 1). The Joyality Program follows the “three streams” approach (“stay awake!”, “connect!”, and “act!”) articulated in Bragg’s article, *Activist Ecopsychology* (Bragg, 2014, pp. 16-17). The 8-week program consists of online and in-person experiential processes that are supported by online or in person sharing groups (www.joyality.org, 2019, para. 3). The program was created for young adults, though still serves older groups (Taylor, 2015, p. 15).

Origin of Joyality 4 Kids

The success of The Joyality Program led to desire within the nonprofit to adapt the Joyality program for upper primary children (Reddy, 2018, p. 9). Sarah Reddy, a 2018 student of SIT Study Abroad Australia: Sustainability and Environmental Action spent her independent study period researching and developing “Joyality 4 Kids” (Reddy, 2018, p. 2). Through personal participation in The Joyality Program, interviews with educational experts, groups trials of Joyality 4 Kids (J4K) activities, and interviews of children, Reddy outlined recommendations for the future development of J4K. Reddy found that the essential goals of J4K ought to be to “psychologically support children”, “to empower them” with changemaking tools, to give children connection forming experiences in nature, and lastly to create a “fun and engaging” program for kids (Reddy, 2018, p. 2).

Reddy outlines the role of J4K facilitators to act as supportive, inspirational mentors and role models “who provide a space for kids to work through their ideas and challenges”. She then described the best practices of Joyality 4 Kids facilitation as “enthusiasm, establishing trust, understanding the particular group and energy, and allowing children to be leaders in their own learning”, qualities that most effectively empower children with wellbeing and changemaking tools (Reddy, 2018, p. 41). Reddy (2018, p. 41) recommended that the future format of J4K consist of in-person group facilitation, rather than online, since children “will need that in person support”. Also, she suggests that the most accessible form J4K could take would ideally be an in-school or after school program. Reddy warns that it

will be important to understand “how the program will fit into the necessary school curriculum and how the program will fit into the budget” (2018, p. 41). The work Reddy undertook provides a direction and loose framework for the continuing development of Joyality 4 Kids.

Research Question and Justification

Eshana Bragg, co-creator of Joyality, “expressed interest from the organization in creating a Joyality 4 Kids program in September 2018” (Reddy, 2018, p. 12). Following this interest, Sarah Reddy began the first stage of development of Joyality 4 Kids. The purpose of Joyality 4 Kids is to connect children to nature, psychologically support them during environmental and social crises, and give them opportunities to act. In recognizing our lack of understanding in how to support children during these times, and the power of the ecopsychological approach for cultivating sustainable consciousness and supported action, I was inspired to continue the second stage of developing, implementing, and trialing Joyality 4 Kids.

My research is guided by the overarching question: how can Joyality 4 Kids effectively support upper primary school-aged children through environmental and social issues? To direct my research in response to this broad question, I further break it down into sub-questions: 1) what do children need to be supported? 2) what are the needs of parents and teachers to effectively support children?

My hope is that this research will 1) identify what needs children, parents, and teachers have in regards to supporting youth during environmental and social issues 2) increase the momentum and interest in Joyality 4 Kids among schools, parents, and Joyality facilitators; and 3) give direction for the next step of developing and implementing Joyality 4 Kids.

METHODS AND ETHICS

I spent four weeks informing, implementing and assessing the Joyality 4 Kids program from November 2nd to 30th to conduct the necessary research data for this project. During my research I completed key activities of The Joyality Program, conducted focus groups with Joyality facilitators to choose and adapt the program for children, conducted a 2-day Joyality 4 Kids workshop, surveyed child participants, and surveyed teachers and parents. All references to Joyality refer to content in The Joyality Program which can be accessed at www.thejoyalityprogram.org by signing up for the program.

Ethics

My research project received ethics approval from the Local Human Subjects Research Review Board to trial Joyality 4 Kids activities with children and survey the participants. Additionally, I received approval to conduct surveys and interviews with adults. My approval is contingent upon the following conditions:

1. This approval only applies to children older than 8 years old.
2. No photographs that could identify any of the children should be included in your report.
3. I need to receive written consent forms from both the child and parent/guardian before trialing the activities and surveying children.

Throughout this research I was careful to uphold all ethical standards. When obtaining consent from adults in my group focus group interview I only received verbal consent prior to the interview and later needed to ask for written consent and how interviewees wished to be referred to. No other ethical concerns arose.

Participation in The Joyality Program

To gain an understanding of the Joyality Program as a base for continuing the development of Joyality 4 Kids, I completed key activities in The Joyality Program. I did not receive the full Joyality experience, since I completed the processes on my own rather than in a facilitated group. In Sarah Reddy's initial research on J4K, she identified the Joyality activities that were most adaptable for children (Reddy, 2018, pp. 46-53). I completed these

activities that Reddy outlined and additional activities as I had time for them for a total of 27 out of 36 processes.

Focus Group Interviews

To stay true to the Joyality philosophy, I found it essential that the development of Joyality 4 Kids occur in maximum collaboration with Joyality facilitators and participants. On November 4th and 5th I conducted two 4-hour focus group interviews through online zoom calls and recorded the interviews. The goal of my focus group interviews was to create a detailed outline of an 8-hour J4K workshop to be trialed that incorporated the input and ideas of those more experienced in the Joyality Program and environmental education than I. This method allowed many perspectives, experiences, and knowledge to inform the creation of the Joyality 4 Kids trial workshop. All interviewees were referred to me by my advisor, (co-creator of Joyality) Eshana Bragg, and had expressed prior interest to her in the continued creation of J4K. Table 1. Presents each interviewee and their most relevant qualifications and experience.

NAME OF INTERVIEWEE:	MOST RELEVANT QUALIFICATIONS AND EXPERIENCE:
RITA GYRORFFY	Joyality Systems Manager, Joyality Facilitator, Access Potential Counsellor (Transpersonal/Integral methods), & Experienced Outdoor Leader with young people
SHAMILA MILLARD	Joyality Facilitator, Experienced Dance Teacher, Nature School Mentor working with Brunswick Bush School, a wilderness awareness program for kids
TERRI NICHOLSON	Joyality Facilitator, ‘Work that Reconnects’ Facilitator trained by Joanna Macy, Facilitator of the work in Australia, Chile and Bolivia, Naturopath, Mother of 4, Environmental protector
SARA HICKS	Master’s degree in Environmental Education, Youth Educator at Lamington National Park, Designer and facilitator of environmental education programs for homeschool children and various other groups, Joyality facilitator
SARAH REDDY	Environmental Studies undergrad major, Researcher of initial J4K development and report

Table 1. Relevant experience and qualification of focus group interviewees.

I obtained both verbal and written consent over email from interviewees that covered their participation in the focus group interviews, participant observations from workshops,

and informal collaboration. Prior to the focus group interview, I used my personal observation of Joyality to identify key Joyality activities to adapt for upper primary aged children and I asked each interviewee to do the same.

On November 4th, I group interviewed Rita Gyorffy, Shamila Millard, Sara Hicks and Terri Nicholson. On November 5th, I group interviewed Rita Gyorffy, Shamila Millard, and Sarah Reddy. Throughout the interview and development of the J4K workshop, all interviewees had access to a shared google document where I recorded detailed notes of our ideas and the curriculum outline as we created it. I began the interview by providing an overview of the goals and aims of J4K as outlined by Sarah Reddy (2018), my own research question, our target audience of 10-12 year old school children, and my goal for the focus interview (to create a detailed outline of the 8 hour workshop to be trialed).

To analyze my group interviews, I went back and reread the detailed notes I took in our shared google document and further organized the emerging ideas into a full outline of the 8-hour two-day J4K workshop. While I recognize that this collection of interviewees is not representative of all individuals with experience in Joyality, I chose these individuals for the value of their passion for J4K.

Development of Joyality 4 Kids Workshop

From November 5th-9th, I created and transcribed each of the ten Joyality 4 Kids activities outlined in my focus interviews. Additionally, I slightly modified three J4K activities Reddy created and trialed in 2018 (pp. 58-62). The content of these activities is the collaborative effort of those participating in my focus interviews. As I wrote up each activity, I drew on the ideas from my interviews, transcripts of the Joyality Program activities (www.joyality.com) and my prior facilitation experience in outdoor education. I then shared the activities with my interviewees through google documents asking for constructive feedback. Both Sara Hicks and Rita Gyorffy replied. With their comments and advice, I revised the activities to complete a final draft of the Joyality 4 Kids workshop that can be found in Appendix 1.

Trialing Joyality 4 Kids

I began the process of trialing J4K by contacting schools and environmental education programs through contacts given to me by my advisor, Eshana Bragg. I emailed or called

teachers, principals and directors from 10 different schools (public, Steiner, and Catholic) and environmental education centers in NSW and Queensland asking if they were interested in hosting up to a 3-4-hour J4K workshop. Of all the schools and organizations I contacted, two were excited to host a workshop, three were interested in the program but unable to support my request due to time constraints, three did not feel the J4K workshop met the needs/purpose of their school and one was interested but did not have a solid student base.

To conduct workshops with children I completed a Working with Children Check for NSW. I initially received interest from the Channon Public School, Brunswick Bush School, and Shearwater Steiner School, however, due to time constraints of the school and the effects of bushfires on schools' ability to operate, I facilitated only one 2-day independent workshop with Rohan Stewart, the director of the Brunswick Bush School and Shamila Millard, a Joyality facilitator, in Brunswick Heads, NSW. To advertise the workshop, Rohan Stewart posted a J4K flyer I crafted for the workshop to his community board and coordinated the sign-up.

The workshop was held on November 16th and 23rd from 10:00-2:00pm outside at the Tyagarah Nature Reserve. All ten of the participants were between the ages of 9-12. I was the main facilitator of the workshop, with Rohan Stewart and Shamila Millard present to co-facilitate and support me. Beforehand, I spent time communicating the material and flow of the workshop with both Rohan and Shamila to ensure we were all on the same page. I also asked Rohan to give me context on the students attending the workshop to understand the learning environment and I explored the Tyagarah Reserve beforehand to familiarize myself with the physical environment.

On Saturday, November 16th, I began the morning by obtaining written consent from ten child participants and their guardians for participation in the workshop and survey. We began with introductions and an icebreaker, followed by *What do I love?* And *What sustains me? What do I want to sustain?* After morning tea, we bushwalked to a creek in the reserve to swim and eat lunch. In the afternoon we played *Fire Keeper* but were interrupted by smoke curling through the reserve, so we quickly gathered our things and hiked out early. The fire was far enough away that Tyagarah was not in danger of burning, but it frightened the children and disrupted the planned activities for the day. Rohan and I talked with the kids about the fire to reassure them and I ended the day with *Elemental Being* to relax the kids. We concluded by sharing our rose (highs), bud (takeaways), and thorn (lows) of the

workshop. Rohan, Shamila and I then had a short debrief to discuss any changes we might make to the following week and afterwards I wrote down three pages of my observations from the day.

On Saturday, November 23rd, I returned to Tyagarah. Due to fire evacuations, only eight of the ten children returned. Since the fires had been affecting the methodology of my research, Eshana Bragg, Sara Hicks and I decided it would be most helpful to use day two of the workshop to hear from the children how they were feeling about climate change, rather than strictly follow the planned workshop. I began the day with introductions and then took the kids to the beach to do a *Bio-regional Mapping* activity. We followed this by hiking into the bush and playing a few games, then settled into *Dare 2 Care*. After lunch and another game, we did *Passion Action* and hiked back to fill out the participant survey feedback forms. Before the children left, we had a short final reflection and made sure the kids knew who they could reach out to if some of the deeper feelings we experienced came up again. Rohan, Shamila, and I then had another long debrief and afterwards, I wrote a few pages on my observations of the day.

Due to the amount of time I had and the unfortunate spread of bushfires in my region, I was only able to trial one workshop of J4K. I also adapted the content of the workshops as challenges presented themselves and subsequently was not able to trial all the activities I created. Ideally, this curriculum would be trialed many times in the future in a diverse amount of schools and settings. Had I been able to trial the workshop more, I would have been able to explore how children with different experiences and needs responded to the program to better understand how J4K should be adapted to different contexts. Regardless, trialing the workshop was valuable to my research because it allowed me to understand the strengths and weakness of the material and gain an understanding of children's level of eco-anxiety and environmental awareness in my target 9-12-year-old age range.

Assessment of Trials

To assess the effectiveness of the J4K workshops, I used participant observation, observations and feedback from my co-facilitator's, and participant surveys. I chose these methods of assessment because they ensured that I received immediate feedback from child participants alongside personal and professional observations.

Surveys

I developed a one-page 10-minute survey for the participants of my workshop and asked them to complete it at the end of the second day of the workshop. I designed my survey questions to assess what outcomes participation in the workshop yielded, how children perceived the program, what they liked and did not like about it, and their suggestions for the future (see Appendix 2). While I kept the questions simple, I made sure to read them out loud to the children to help clarify any misunderstandings they may have had. To analyze the surveys, I studied them qualitatively to group responses and identify emerging themes.

Supervising Educator Observations

To receive assessment of the effectiveness of J4K from those more experienced than I, I asked Rohan and Shamila, my co-facilitators, to actively observe and record feedback during the workshop. To guide their observations, I provided them with questions beforehand and asked them to return their answers after the second day. The questions were targeted at evaluating whether the program met J4K's aims but were broad enough to encourage open and original feedback (see Appendix 3). A few days after the workshop Rohan emailed me his responses to the questions and Shamila sent me free-flowing observations rather than answering the questions specifically. To analyze their observations, I reviewed them alongside my own personal observations and the feedback received from the kids to identify themes.

Parent and Teacher Surveys

To inform Joyality 4 Kids in how to support children's well-being by best meeting the needs of parents and teachers, I created an online survey using Qualtrics. I chose to survey parents and teachers, since they are the main caretakers in children's lives, and both have different roles and needs. I developed the questions to this survey with the input of Eshana Bragg and Sara Hicks, sent my draft questions to them for feedback, and then revised the questions (see Appendix 4). I then tested the 21-question survey on my housemates, and it took approximately 5-15 minutes to complete. On November 24th I distributed the survey to 35 Australian online Facebook groups. I posted my survey to four types of groups: environmental groups, community groups, parent groups, and teacher groups. I chose these categories because the viewers were likely to be invested in the topic, but from different

perspectives. My advisor and focus group interviewees additionally shared the survey with their networks.

I received 79 responses from Australian residents from November 24th-29th. Of the participants, 54 were parents and 25 were teachers. All responses were anonymous and included written consent. I analyzed the quantitative data in my survey both as independent questions and the relationships between questions. For all open-ended survey questions, I identified themes within the responses, then coded the responses into categories.

This survey was released near the end of my project and therefore I did not have time to collect a more significant amount of responses. My sample is not an accurate representation of all parents and teachers in Australia because the type of Facebook groups I posted it to are not representative of all the groups that exist. Additionally, since the survey is voluntary, those with interest in the topic were more likely to fill it out. Ideally, I would collect more responses from a greater variety of people, however, the results of my survey still effectively inform J4K because these groups are J4K's target audience.

I also asked these survey questions in the form of a phone interview with Cam McKenzie. I chose to deliver the survey orally to Cam because his experience as the principle of Amaroo Environmental Education Center, as an Environmental Sustainability Manager for the Governmental Department of Education and Training, and as the principle advisor for the Department of Education and Training and the Arts, lends itself to a longer, more insightful response. I obtained written consent over email from him prior to the phone interview on November 24th. Included in Appendix 4 are additional questions I asked in my interview with Cam McKenzie.

RESULTS AND DISCUSSION

Developing and Structuring the Workshop

From our personal experiences with Joyality, during my focus group interviews we identified activities we felt captured the essence of Joyality, the most essential processes to adapt for children. This is where my personal participation in the Joyality program was essential for my understanding of the processes and how they build off each other. In my focus group interviews, we all kept circling back to these key processes relevant to Joyality: *What sustains me? What do I want to sustain?*, *Elemental Being*, *5 tools for effective communication*, *Dare 2 Care*, *Attitude of Gratitude*, *Building Beautiful Bridges*, *Passion Action*, and *Sustainable Superheroes*. As we structured the flow of the workshop, we strove to follow a cycle of “the circle of gratitude, dropping in deeper, the shift, and the going forth” and refined our selection of processes to choose ones “that take participants in that journey” (Nicholson, 2019, pers. comm.)

Processes: Day 1

What sustains me? What do I want to sustain? Is not included in the 3 Streams,, but the Joyality facilitators and I immediately included this foundational process in the workshop because of its potential to help kids understand the things in their lives that fill them up and can help regenerate, revive, and sustain them through challenging times. Another key aspect of this process is recognizing that what sustains us is generally, broadly, what we are passionate about sustaining. Sara Hicks suggested that “letting children play around with the idea of sustainability beyond a narrow definition” may yield an interesting discussion and help them understand the term in a way meaningful to their own lives (2019, pers. comm.). This process was first adapted for kids by Sarah Reddy in 2018. Rita expressed a need “to gage where the children are at” with their environmental awareness (2019, pers. comm.); by beginning with a discussion of sustainability, we can gain a sense of children’s base knowledge

At the heart of J4K is connecting children to nature. Terri, Rita, and Shamila all felt that *Elemental Being*, a Joyality 201 Connect! meditation, would help deeply connect children to nature and see themselves within it (Nicholson, Gyorffy, Millard, 2019, pers. comm.). *Elemental Being* is a meditation that guides our awareness to the elements within our

own bodies, a process Rita felt “allows for engagement from everyone, in their own way” and can be very active and movement based for children (Gyorffy, 2019, pers. comm.). Leading with nature connection processes can help give children the comfort of that relationship to turn to when we ask them to dive deeper into their feelings.

A key aspect of psychologically supporting children is giving them the tools to express their deeper feelings and emotions, and to reach out for help and make requests of others. An important step in this process is helping children build “emotional intelligence” and “find pathways to express themselves” (Gyorffy, 2019, pers. comm.). *5 tips for effective communication* is a Joyality 201 process in the act! stream that asks us to speak from our head (what we know), our heart (what we feel), our solar plexus (for those supporting us and that we are supporting by speaking), our hands (with respect and connection), and our feet (to inspire but not expect action). Since environmental/social issues exist in the mental, emotional, and physical realm, learning to speak from their whole selves gives children a method of communicating their multidimensional needs in regard to what is affecting their world.

A related objective was preparing children to be resilient and compassionate in the face of adverse opinions and challenges. The connect! stream in Joyality seeks to connect individuals to the earth but also to others. Rita sees *Building Beautiful Bridges*, a Joyality 501 connect! process as a way to help children step into other’s shoes and “replace anger or frustration with compassion and connection” (Gyorffy, 2019, pers. comm.). We included this activity to help draw children’s attention away from what divides them from others to focusing on what they share with others to help them connect and see people as ‘on their side’.

Processes: Day 2

Bio-regional Mapping is a mapping activity that was not originally a part of my workshop but I later added and trialed due to Sara Hick’s suggestion. This activity asks participants to draw out responses to questions about what is happening in their region that they are aware of. Sara expressed that mapping can be a powerful way of understanding what children are paying attention to (Hicks, pers. comm.). In this activity I chose to ask children to draw their homes, the natural and built areas around them, what has happened around them lately, and their feelings about climate change based off ideas from Sara. These questions are useful for gaining a sense of how children feel about the state of the world and ask them to

drop into these feelings through a creative media that may be more accessible than sharing words.

Alongside giving children the tools for communicating their deeper feelings, it is important for them to have a “space for them to drop into their deeper feelings about the earth” (Nicholson, 2019, pers. comm.). *Dare 2 Care* is a Joyality 301 Connect! Process that asks participants to share their deeper, negative feelings about the state of the earth and helps move individuals from despair to empowerment by presenting the upside of these so called “negative emotions”. A core concern for us during the focus group interviews was the level of awareness children had with climate change. However, Shamila said that from her experience at the Brunswick Bush School, that “negative feelings about climate change do arise” and she feels *Dare 2 Care* is an opportunity to validate those feelings (Shamila, 2019, pers. comm.). While it is “a delicate line with kids” knowing whether to ask them to think about negative emotions (Nicholson, 2019, pers. comm.), I believe our fear of exasperating children’s emotions and making them uncomfortable leads us to not address them. As Shamila said, “feeling is healing” (2019, pers. comm). We decided to include *Dare 2 Care* to “give a space for these feelings” that, because of our fears, the children may not have ‘permission’ to access anywhere else (Nicholson, 2019, pers. comm.).

To balance feelings of despair, we included *Attitude of Gratitude*, a Joyality 501 Connect! process, because it guides children’s attention to the joy and fullness in their lives, can serve as an immediate relief from despairing thoughts/concern, and is easily practicable on their own. This process is typically a journaling process but to allow for greater variety we adapted it to give the kids a prompt and then invite them to do a sit-spot.

As an ecopsychology educational program created with the purpose of supporting individuals in action, the Joyality program contains an entire act! stream that helps fuel change. The act! stream is an integral aspect of Joyality and the *Passion Action* process from Joyality 101 “is essential for bringing in the act! stream because many processes build from it” (Millard, 2019, pers. comm.). *Passion Action* has individuals identify what they love doing, what their strengths/talents are, and what the world needs, to synergistically combine these ideas into an action project. In J4K, I wanted to maintain the integrity of the act! stream to provide children with the tools and support to act for our earth, but without placing obligation/guilt upon them that they must do something. Sara suggested one way to accomplish this in *Passion Action* is to “teach them how to identify what passion feels like”

rather than asking them to immediately act (Hicks, 2019, pers. comm.). Rita and Shamila also expressed the importance of emphasizing that passion is flexible and can change as the children do (Gyorffy & Millard, 2019, pers. comm.). With *Passion Action* and other components of the act! Stream, I am still questioning how to frame action to children in a manner that respects their youth yet prepares them to be active citizens of the earth. In future development of J4K it will be important to keep the balance of these two objectives in mind.

Lastly, we wanted the children to leave feeling “empowered as one changemaker among many”, as Rita expressed (Gyorffy, 2019, pers. comm.). This led us to include Reddy’s visioning activity *Sustainable Superheroes*, an adaptation of a Joyality 601 stay awake! Process. This process had the children envision themselves as superheroes with all their strengths/powers to make change, and we adapted the meditation story to include imagining all the other superheroes around them, and the support of those superheroes, to emphasize the network of people around them working towards the same goal.

Facilitation best practices

Early on, we were careful to craft a structure and flow of the program that was cognizant of the states of emotion it brought children through and the level of trust each required. Sara shared that if we want children to participate in the activities fully, then “before beginning the day it is important to set the tone that this is a space for play, for bravery, for reflection, and for sharing” (Hicks, 2019, pers comm.). Therefore, we included ample upfront time in day for the facilitator to introduce themselves, for individuals to share their intentions for being there, and for warm-up games to help pull the group together. Both Shamila and Sara emphasized the importance of sharing personally as a facilitator to show that you are invested emotionally and you trust the children; this opens up a space for the children to then develop trust in you (Millard & Hicks, 2019, pers. comm.).

With some activities, like *Elemental Being*, we were asking the children to take on the role of elements, a very imaginative act. By placing games early on like *Fire Keeper* (see Appendix 1) and participating in them ourselves, we could “build the bravery and embodiment of the group” (Gyorffy, pers. comm, 2019). In other activities that were journaling, or discussion based, we still strove for the activities to be fun and engaging for this age group. Shamila said a simple way we can bring in more engagement from the kids is “to ask them questions rather than speaking at them” (Millard, 2019, pers. comm.). When

designing the activities, we were careful not to introduce too much new information, but rather to give space for children to be leaders in their own discoveries.

Lastly, while we want to maintain a fun, enthusiastic environment as facilitators, we also want to “honor the gravity of the subjects and feelings we are asking them to explore rather than forcing a light/playful spin onto everything” (Hicks, 2019, pers. comm). Thus, by nature, some processes in the workshop are ‘heavier’ for the kids. Sara brought up that we “often have preconceived ideas that when we approach difficult conversations like climate change it will freak kids out, but in her experience, this is not always the case. An overwhelming majority are excited about the future” (Hicks, 2019, pers. comm.) If as facilitators, we can be aware of the variability of reactions children will have to this material, and honor each as a natural, normal response, we can then be flexible to frame our discussion in a way that respects each. One way to do this is to recognize when kids are agitated, and to be sure to follow deep emotional processes like *Dare 2 Care* with processes that “lift children out of these depths and fill them with hope” (Nicholson, 2019, pers. comm.). Another suggestion is to have multiple facilitators present, to meet children’s individual needs more easily.

The richness of intention that went into the initial brainstorm of my focus group interviews allowed me to flesh out details of the J4K processes as I wrote them up on my own. However, due to the time constraint of designing an 8-hour workshop in two focus group interviews, not every activity was fully thought out in conjunction with Joyality interviewees. When this was the case, I developed the process keeping J4K’s aims in mind with the knowledge that it would be reviewed. Before I began the trials, Sara Hicks asked me to reflect on what I felt the main message of the workshop was. My sense for this workshop’s intention was helping children to better understand their deeper feelings and how to express these.

Trialing and Assessing the Workshop

Children’s Feelings About the State of the World

Children of this age group do have negative feelings about the state of our world and will share these feelings if given the space to. On the first day of the workshop, the day I had to rush the children out of the bush because smoke was billowing in, I ended with a simple rose, bud, thorn reflection. Every single child shared that their low of the day was the smoke

from the fires. Many expressed feeling anxious and scared. During our bushwalk, I had side conversations with the children, where many of them told me that they had been evacuated from their homes; one boy even declared that “if people don’t change, the earth is going to blow up!”. While the fire was a disruption to the workshop schedule, it showed the anxiety and fear these events are bringing out in the kids. This concern became clearer when I used the Bio-Regional Mapping activity in day 2. I asked the children to rate their level of concern for climate change and the state of the world by standing closer to the center if they were not very concerned and standing farthest from the center if they were very concerned. Figure 1. Is a rough replication of the spatial responses I received from the kids. Over half of the children stood closer to the “very concerned” end, and a child on this end said it was “because the government isn’t doing anything, and climate change is happening now. If we don’t change how we consume and waste, then we could die”. The two children standing in the center of the circle shared that they “weren’t that concerned because their houses hadn’t been affected by fire”. This exercise suggests that children do experience powerful emotions of worry surrounding climate change. It also appears that children are reacting most to things that are happening in their world, i.e. fires.

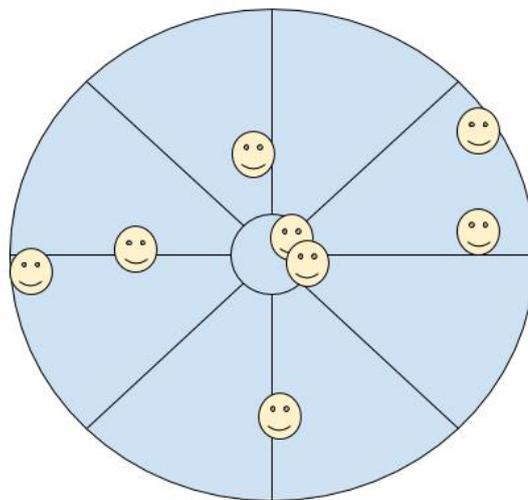


Figure 1. Children’s self-reported level of concern for climate change

In the same activity, when I asked the children to build their homes, the natural areas around them, and then the events that had happened recently, I began to see many constructions of smoke, fire, and crumbling houses, and hear of dry ponds/rivers, harmed animals, and evacuations. One boy was very expressive, completely rolling over his house, stomping and smashing it to pieces and then throwing sand “dust” on it to represent how the fires destroyed his home. He tore it all up in a frantic manner then calmly made snow angels

in the “dust” leftover because “that’s all there is now”. Feeling and physically seeing the expression of these children’s frustration, fear, anxiety, and despair provided me with a sense of the level of environmental awareness children have, while keeping in mind that these children are from around Brunswick Heads, a relatively progressive area. Understanding children’s experience of climate change not only shows the need for Joyality 4 Kids, it informs what audience J4K should continue being developed for. J4K can expect children to have varying levels of concern about climate change, as evidenced in Figure 1. One way to combat the different levels of awareness and concern is to create J4K activities that give children a lot of individual ownership and interpretation (i.e. mapping, passion action, visioning, etc.). Leaving questions open ended gives children the option of diving in as deep as they are ready to, removing the worry that we are forcing the children into something they may not be ready for.

Moving from Despair to Empowerment

Children need spaces to release, understand, and move through their emotions. On day 2 of the workshop, I facilitated Dare 2 Care with the children after Bioregional Mapping. Some of the children were familiar with sharing circles and were able to help me explain the agreements of speaking from the heart and showing respect. When introducing the negative emotions one may feel around the state of our world, and the nature objects that symbolize them, I shared personal examples to help build trust with the children. Most of the children were a bit hesitant to share their feelings, but a few were very open to it. Of the six out of eight children who *did* want to be at the workshop, they all fully engaged in the process with a bit of encouragement and patience from the facilitators. In my survey, two children expressed that “sharing about themselves” was the hardest part of the workshop, but one of these children also said it was her favorite part. When I asked the children if any of them felt like they always had to “be ok”, the majority nodded their heads. I think it is important to acknowledge that sharing deeply in a society that tends to glaze over these feelings can feel scary for any age.

Of the feelings children did bravely vocalize, they shared that they felt “worried about the fires and scared for [their] family”; “sad and angry and scared all at the same time. The koalas are hurting, and I wish I could help them more” and “angry/frustrated at the government for not doing anything because they don’t care. All they care about is making money. In 11 years, they’ll be gone, so they don’t care what happens, but we’ll be here, and

it'll be our problem". A few children simply held the objects and did not share. In a debrief, Rohan expressed that "some children seemed to engage with the process but others didn't seem able/ready to", cautioning that the age range of 9-13 might be a bit young for some children (Stewart, 2019, pers. comm.). While not every child shared in this process, I felt that they were still engaged, and almost all were willing to feel deep emotions. Shamila reflected that waiting until the children are older and seemingly more ready may not be an option, as her work with 14-15 year olds shows that by that point, "the children have been dealing with these emotions for a while" (Millard, 2019, pers. comm.). Overall, the level of engagement when I trialed this activity was higher than I expected it to be.

Interestingly, I found that the children had a harder time sharing their positive feelings and emotions about the world. Kids tended to share in less length and with less certainty. Some responses were, in paraphrase: passion to change how the government works, care/love for the animals, excitement/a feeling that the fires would stop soon, hope that things will change and be better, and seeing courage in the people that are fighting the fires and helping fix it. When I asked children to share these "upsides" to their emotions, I asked them to try and find the upside of each negative feeling they shared. When children shared their upsides, I did get the sense that not all of them understand the connection between good and bad. Further, by that point the sharing circle was getting long for them and many were antsy or unfocused. In the future, I think it would be important to create a follow up to Dare 2 Care that helped children identify the link between their negative and positive emotions since this is an important aspect of moving from despair to empowerment.

Organically during Dare 2 Care, Rohan, Shamila, and I also participated in sharing. Participating in this process, I was aware the children were there, but I wanted to share honestly so I spoke genuinely but with less detail. Similarly, Shamila said she "genuinely shared what was up with [her] and used simple language" (Millard, 2019, pers. comm.). Rohan did find himself aware of the children when sharing, and "wanted to convey a feeling/emotion, not just talk words so the kids had an example of someone expressing a strong feeling"; he felt it was important for adults to model this and "give them permission to express their strong feelings" (Stewart, 2019, pers. comm.). Since society often shies away from expressing deeper feelings, I felt it was valuable to have three adults role model and echo the importance of feeling. Rohan also reflected that "the tricky emotional territory of this work means that many children will feel safer and more able to go into this work with a parent they can trust and help guide them" (Stewart, 2019, pers. comm.). In the future, J4K

should consider incorporating sharing circles with both parents and children to encourage the continuity of sharing these feelings outside of Joyality 4 Kids programs with their family.

Emotional understanding develops over time. Holding a despair to empowerment circle on day 2 of a program does not give the children much time to build trust or practice accessing and sharing their emotions. Ideally, having a longer J4K program would give the children the chance to strengthen their emotional understanding before entering the intensity of Dare 2 Care. With the time in this workshop, though, children were willing and able to share their feelings when given a space to do so. Grief studies have shown that “if grief is not given its due place, problems result for both the psychic life of individuals and the well-being of social groups” (Pihkala, 2018, p. 550). It is important for J4K to continue giving children the space to *not* be ok and to validate children in these feelings before attempting to move them from despair to empowerment.

Framing Action

Discussing and giving children opportunities to act is important for empowering children but how we frame action matters. *Passion Action* asks children to identify an action they want to take on to help the world. Encouraging children’s involvement in activities that “mitigate and adapt to climate change” is “an important way to build young people’s resilience, self-efficacy, and agency” (Sanson et al., 2019, p. 204). When I facilitated this activity at the end of day 2, I was short on time and unable to help the kids develop their passion actions very far. When I had the kids write/draw what they were passionate about, I received some sillier responses like sleeping and eating. In the future, I would love to see this activity focus more on helping kids understand what passion feels like, and how to know when you are passionate about something. Kids were confused by what I meant when I said to write/draw “what the world needs” which I think J4K in the future could address by instead asking the question “what does the world need to be a healthier/happier place”? Having children individually look at their answers to these three questions and think of a way to combine them is a huge request. From trialing this activity, I learned that children need concrete examples of what passion actions can be and likely will need hands on support to put them into practice.

During the activity I tried to emphasize to the kids that following what you are passionate about can also help the earth and that our passions can change as we do. One child

remarked that, “we can’t just do what we want, we also need to do things we don’t want to do so the world will be okay”. This indicates a sense of responsibility. Rohan (Stewart, 2019, pers. comm.) shared that he “does not feel it is appropriate to place any expectations on action being taken” on kids and that we ought to “be careful of any 'shoulds' here” as that can lead children to unsustainable activism. His worry resembles an outcome that could occur if J4K were to take the “problem-based coping approach” that Ojala explains as “an attempt to reduce the cause of the problem” like reading about what to do, making plans, and doing something concrete about it (2012, p. 910). This approach is associated with pro-environmental behaviors but also with anxious and depressive feelings (Ojala, 2012, p. 910).

Ojala explains that traditional problem-based coping can be a helpful response to anxiety *when it is combined with meaning-based coping* (2012, p. 910). In *Passion Action*, I asked the kids to identify a way they could help make the world a better place, however, this request was combined with “meaning-focused coping” that is, “promoting hope, positively reappraising a situation, and finding meaning in problematic situations” which was present in the work of despair to empowerment and practicing gratitude earlier in the workshop (Ojala, 2012, p. 910). I found the children responded to brainstorming actions with excitement for what could be done, rather than hopelessness at what needed to be done, as evidenced in their choice of word use (i.e. I can help this way, I want to do this). This indicates that how J4K framed action and coping in this workshop seems to be compatible with meaning-based coping and if so, helps positive emotions coexist with negative emotions and “thereby promotes higher well-being, a sense of purpose and optimism, and active engagement in environmental issues” (Ojala, 2012, p. 910).

Through J4K, I want children to have the tools and feel supported in taking action if they express desire in doing so. For this age group, it might be beneficial to focus on helping children know what makes them happy and what they are good at, then progress to pursuing a realistic action that helps the earth. J4K can frame passion actions as a celebration of their individual joy. In my workshop, I got the sense from the children that they already feel they need to help the earth and some of the kids were taking actions like protecting the koalas, wasting less, and striking. Therefore, J4K’s main task may not be encouraging children to take action, but rather supporting them to take sustainable, hope-inspired action. One way to both make *Passion Action* more concrete for the kids and to facilitate meaning-focused coping could be to show the kids what other young activists are doing, talk about positive

successes in the environmental field, and show them where their passion action fits within these.

Engagement and Structure

One predictor of a successful workshop is that the kids choose to be there in the first place. On the second day of my workshop, Rohan observed how “some children did not wish to be there and the effect this had on their participation” (Stewart, 2019, pers. comm.). When I began the workshop the first day, I asked the kids what their intention was for the day; they overwhelmingly said to have fun and spend time in nature. To have an engaging program, it is important that there are opportunities for the children to fulfil their intentions. Knowing these beforehand made me aware of how much time we spent in play. In contrast, the second day I asked the children to begin by doing a movement that represented how they felt. Quite a few kids were tired, and this greatly affected their experience of the workshop and later survey evaluation that there needed to be “more sleeping time”.

In my survey, children responded that their favorite parts of the workshop were swimming and playing various nature connection games (i.e. fire in the forest, evolutionary hand shakeup, fire keeper). I received lots of requests on the second day of the workshop from the kids asking to play *Fire Keeper* (see appendix 1) again and to go swimming like we did the first week. Rohan corroborated the kids’ responses, saying that “there were lots of activities that combined play that the kids enjoyed” (Stewart, 2019, pers. comm.). To meet the children’s desire to play and explore, this workshop benefitted from weaving play, especially unstructured play like tree-climbing and swimming, into the program.

Some J4K activities that I trialed were less active and playful than others, but by doing small things like having the kids map their homes in the sand rather than on a piece of paper, or by having our discussions outside with the help of nature symbols, the kids seemed to enjoy them. That being said, in the future I would recommend structuring less activities in a workshop, since I was not able to get through all the activities I had planned on either day. In our debrief Rohan suggested alternating short bursts of information/processing with play (Stewart, 2019, pers. comm.). Knowing what I do now, I think a J4K workshop ought to have only 2-3 core J4K activities for an entire workshop: 1-2 in the morning and one in the afternoon. That way there is time to adapt to the kid’s energy, add in more free play and dive deeper into each activity without feeling crunched on time.

Surveys and Interview: Parents and Teachers

Of those surveyed, 68.35% were parents and 31.5% were teachers. Participants reported the ages of their children/students as 26.47% aged 1-5 years old, 31.62% aged 6-9 years old, 23.54% aged 10-13 years old and 18.38% aged 14-17 years old. This data represents a relatively even distribution of age with a slightly higher response from parents.

Stress and Anxiety for Climate Change and the State of the World

Children and adults have concerning levels of stress and anxiety about climate change and the state of the world that warrant support. Figure 2 shows that adults perceive 67.1% of their children/students to have a moderate to very high level of stress. Adults themselves rate their stress even higher, with 38% reporting very high levels of stress and 90% reporting moderate to very high levels. Stress relating to climate change can be direct, such as needing to evacuate from a fire, or indirect and caused by observing current and future effects of climate change (Doherty & Clayton, 2011, p. 265). All “reoccurring and cumulative risks” such as the bushfires in the NSW region “are particularly harmful to health and psychological development, with consequences including PTSD, depression, aggression, and ineffective coping styles” (Sanson et. al., 2019, p. 202). Even a moderate level of stress shows the need for effective support and resources for managing stress/anxiety through climate change.

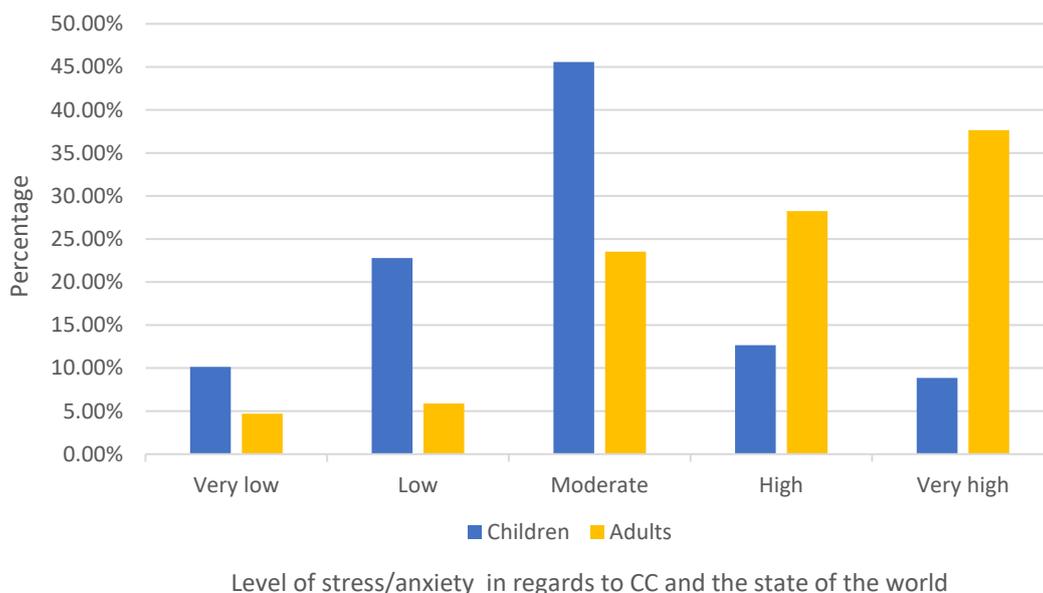


Figure 2. Reported levels of stress/anxiety in regard to climate change. Survey questions: “How would you rate your children/students level of stress/anxiety about climate change and

the state of the world?” and “How would you rate your level of stress/anxiety about climate change and the state of the world?”

The stress/anxiety that children feel seems to stem mainly from 6 factors as seen in figure 3. The three most frequent sources of stress were general uncertainty about the future, extreme weather events (i.e. fire), and harm to animals. These factors indicate that children feel for the animals being harmed by climate change, but also for their own well-being in the future. 20% of participants also rated children’s perceived lack of agency and frustration with adult/government decisions as a source of stress/anxiety. This finding fits with a 2019 survey of 7-24 Australians that found “over 70% of children believed that people did not take their opinions on climate change seriously” (Chiw & Ling, 2019). While some of these sources of stress will take tackling climate change to reduce, adults can immediately alleviate one source of anxiety for children by giving them a voice, listening to their requests, and making decisions as adults that address climate change. Knowing the sources of stress for children informs J4K and more broadly, parents and teachers, on what topics children need space to talk about. Additionally, by knowing what children’s source of stress is, we can predict when to step in with extra support after those occurrences.

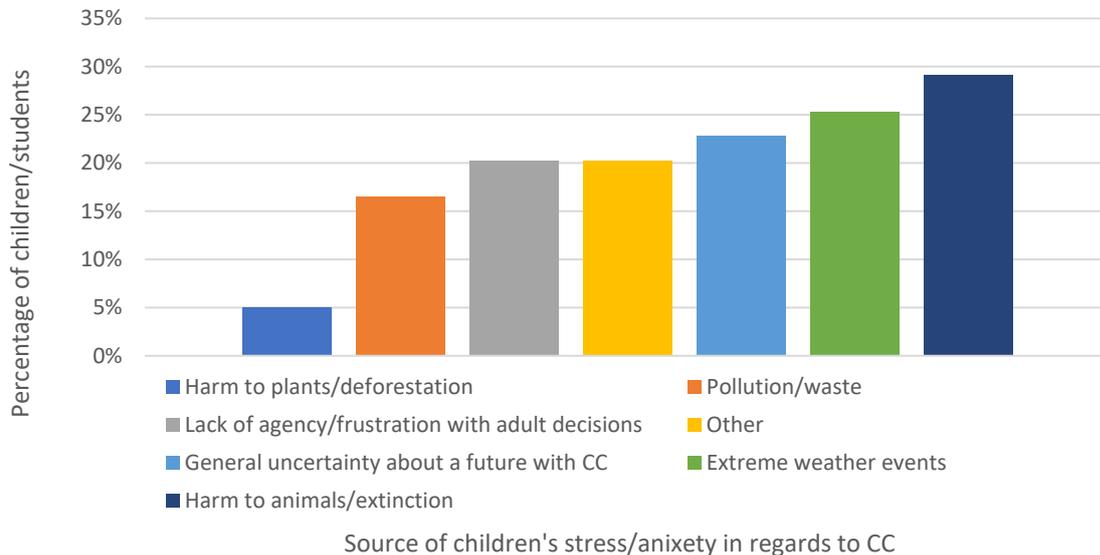


Figure 3. Source of stress: “What specifically about climate change and the state of the world is stressing your children/students or causing them anxiety?” Open-ended responses grouped by theme.

Parents/teachers who reported higher levels of stress tended to report higher levels of stress in their children/students. Figure 4 shows that adults who reported stress as very low reported their children/students’ level as very low or low. Conversely, 86.7% of participants

who reported their stress as very high, also reported their children/students' level as moderate to very high. This trend seems to suggest that children/students' level of stress tends to resemble that of the parent/teacher. This could mean that adults' level of stress directly influences children's level of stress or it may mean that parents/teachers' *perceptions* of children's stress are biased by their personal level of stress/anxiety. Possibly, this trend could be due to both, but to determine the relationship more clearly, I would need to survey children directly to understand their *self-rating* of stress/anxiety.

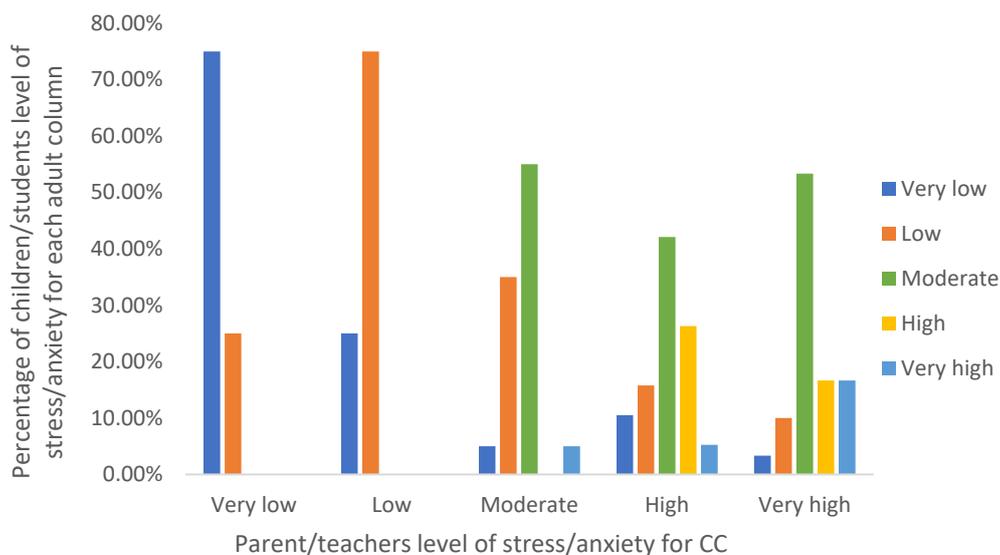


Figure 4. Parents/teachers rated levels of child/student stress in relation to their own self-reported level of stress/anxiety for climate change and the state of the world.

These results seem to suggest that one method of combating children's stress/anxiety is for adults to take proactive measures to manage their own stress/anxiety. The Joyality Program addresses anxiety through a variety of ways by teaching adults to see the good in the bad, by inspiring hope and positivity, by empowering people to take action, and by putting the problem in perspective. These strategies help individuals reach a mental state more conducive to well-being and action. How parents/teachers approach conversations about climate change is influenced by their own emotions and feelings surrounding it. Thus, for J4K, it would be most effective to offer a dual approach to support: either a J4K parent/teacher and child program, or a J4K program that provides parents with resources and 'take home' activities they can do to manage their own feelings of anxiety. Specifically, for teachers, J4K may benefit from offering teacher development workshops in schools that help teachers manage their own stress and give them tools for supporting their students.

Challenges and Opportunities for Supporting Children

It appears that Australia has reached the point where conversations about climate change are organically occurring. 60% of parents/teachers talk to their children every day or every week about climate change and only 2% of parents reported that children are resistant to communicating about it (see Figure 5). Relatedly, only 13% of parents and 4% of teachers have *not* attempted to communicate with children about climate change. These low percentages suggest that children are open to talking about climate change and that adults feel this communication is necessary and are willing to engage in it. From these findings, it appears that both children and adults are open to the conversations J4K seeks to have.

Overall, parents and teachers face similar challenges in supporting children through climate change as observed in Figure 5. In my survey, 44% of teachers and 56% of parents responded that they are worried they will exasperate their children/students' feelings around climate change by trying to talk about it. This worry may be counterproductive. Failing to talk through feelings "makes troubling emotions and existential angst worse" and by parents and teachers shying away from the topic, it can make youth feel that either the adults do not know or they do not care; both views, Pihkala writes, "can damage human relations and resilience" (2018, p. 560). For parents and teachers to be able to provide spaces for children to share and process their emotions, adults need to feel empowered in their ability to listen and respond to children. Hicks emphasizes that when talking about environmental issues, one doesn't need to be a miracle worker; he said many young people are much relieved when a safe adult gives them a space and a time to discuss those matters (Hicks & Bord, 2001, pp. 15-16). If J4K can spread awareness that conversations are better had regularly than perfectly, this could give adults the confidence to communicate more freely with children, giving them space to process deep emotion.

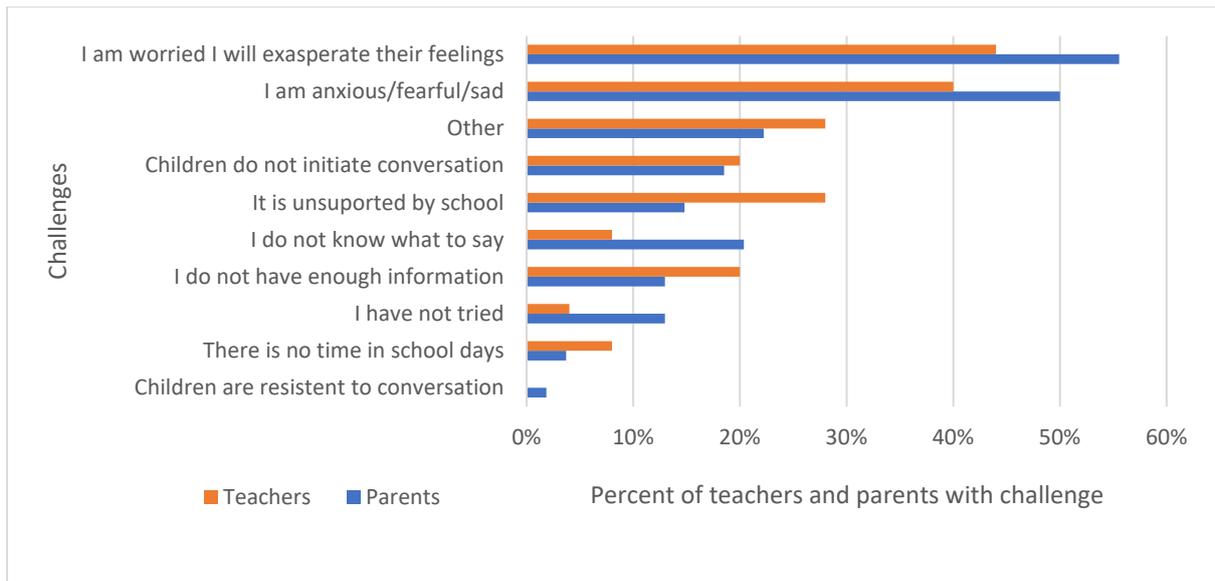


Figure 5. A comparison between parents’ and teachers’ responses to “what challenges have you faced in communicating with your children/students about climate change and the state of the world?”

Challenges reported in the ‘other’ category of Figure 5 mainly fall into two categories: the challenge of addressing climate change in an age appropriate way and of speaking honestly but still maintaining hope rather than despair. These challenges are reflected in the requests for resources parents and teachers made. Of the 38 participants who chose to list desired resources for supporting children, 30% requested guidelines for having healthy conversations about climate change. The results of this survey generally show that adults are open to the conversation but unsure how to begin, what to say, and how it will affect children. J4K has the opportunity to develop resources that outline how best to have these conversations. Unfortunately, searches through literature reveal little to no studies showing best practices for communicating with kids about climate change. Thus, J4K would benefit from trialing communication resources directed at parents, either in person facilitated workshops or online.

Currently J4K is targeted at the 10-12-year-old age range, however, the requests for resources in this survey suggests the need for age specific resources across all ages. 82% of children aged 10-17 were reported to have a *moderate to high* level of stress whereas 73% of children aged 1-9 had a *very low to moderate* level of stress. Additionally, many participants with children aged 1-5 responded that they felt their children were too young to be having this conversation. While it would be ideal for J4K to develop resources for all ages, J4K may benefit from narrowing its focus to children aged 10-17 and developing age-appropriate resources in that range.

Reflecting on the positive experiences we have had with children in regard to climate change can serve as a guide for how to support them. 73% of parents/teachers saw children take personal action and over half have rallied/marched, communicated ideas for change, shared deep emotions, and took collaborative action, as shown in Figure 6. Cam McKenzie expressed to me that “giving guidance for kids to take action is the best way to create resiliency and empowerment” (2019, pers. comm.). J4K should aim to support and increase these *action-oriented* tools for wellbeing, but also needs to balance them out with the less often occurring experiences like expressing joy/gratitude and encouraging children to ask for help. Since children may naturally be drawn to acting from passion for what they care about, it is perhaps even more important to emphasize other well-being tools of practicing gratitude, sharing emotions, taking perspective, and asking for support. These tools can help children (and adults) to maintain hope rather than despair and encourage sustainable activism in youth.

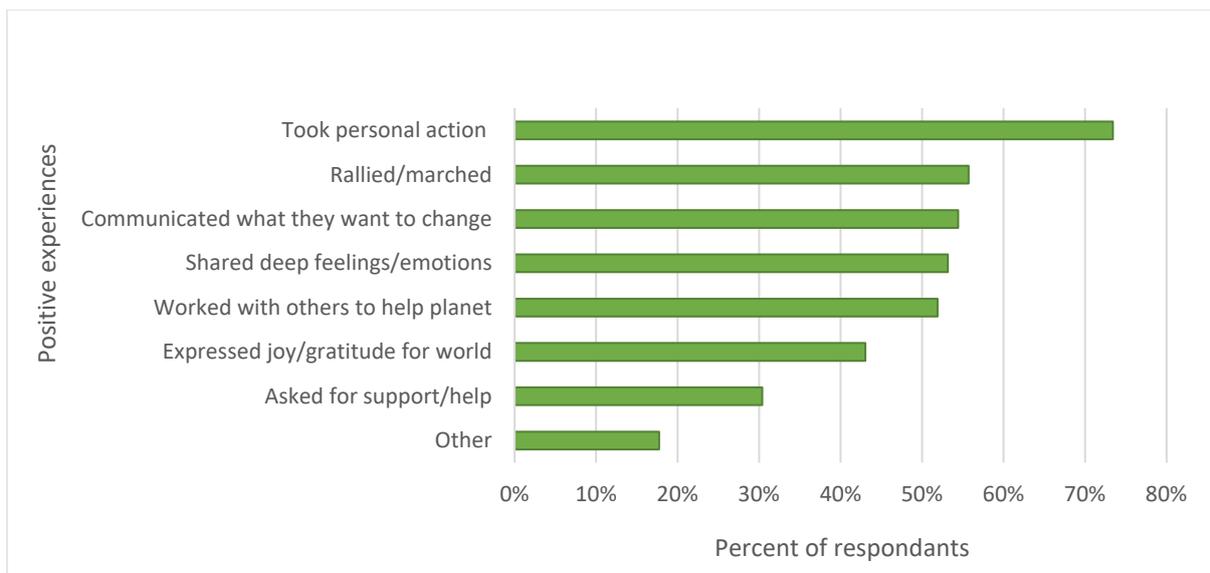


Figure 6. Percent of participants who selected each option for “what positive experiences have you had with your children/students in regard to climate change and the state of the world?”

Parents and teachers are not necessarily aware that these ‘positive experiences’ actually support well-being. From answering the question in Figure 4., 16.26% of parents/teachers responded in an open-ended question that they learned the importance of talking through and expressing emotion about climate change. 19.0% learned to focus on the positive aspects and 29.0% to empower children by helping them take tangible actions. These take-aways from a 5-10-minute survey show that creating guidelines for supporting youth

may simply consist of opening parent/teacher's eyes to the possible tools of well-being that already exist.

Perceived Roles and Responsibilities of Parents, Teachers, and Schools

If Joyality 4 Kids seeks to meet the needs of parents, teachers, and schools, it is important to identify how each player views their role and responsibility for supporting children through climate change. Table 2 categorizes responses to an open-ended question asking participants to supply their own ideas about their role and responsibility in supporting kids through climate change, showing which responsibilities are on the top of participants minds. Most frequently, parents/teachers felt their role was to educate children on the problems and solutions of climate change, encourage and support them in action, and role model healthy, sustainable habits. From this survey, it seems parents and teachers view their roles similarly, but place different weight on what their primary role is. For example, 52.0% of teachers felt their primary role was educating for sustainability, while 44.44% of parents felt their primary role was supporting and empowering their children in action. Parents tend to have more time/resources to help identify passion and support their children in action while teachers see their role more as an educator.

A large aspect of supporting children through climate change is giving them space to express and manage their feelings (Pihkala, 2018, pp. 548-549) It is interesting that so few respondents (14.81% of parents and 33.33% of teachers) felt this was their role. Perhaps this suggests parents and teachers feel unqualified. Do parents/teachers see it as the role of psychological experts? If this is the case, and parents want to support their children's stress/anxiety around climate change, then J4K will likely be well-received on at least an individual level. Table 3 shows that 24.05% of parents/teachers think it is the school's role to support/manage feelings. However, from my early communications with primary schools I discovered that not all schools felt it fit within their needs/role to offer the content within a J4K workshop. Cam McKenzie realistically stated that "schools have an overwhelming number of requirements demanding their time" and "it would be very, very challenging for a program like J4K to be implemented in schools" (2019, pers. comm.). Therefore, solely focusing on getting J4K into the curriculum of schools, while a brilliant long-term goal, may not be as time/energy effective as developing other methods of delivering programs and spreading resources, such as community workshops or after-school extracurriculars.

Concerningly, only 6.39% of parents said their role, in part, was to connect children to nature and only 5.06% of parents/teachers said it was the school’s role. Likely, many of the participants think connection to nature is a good thing, but it is troubling that parents/teachers did not readily identify this as an important responsibility of either the school or themselves. This could suggest that parents/teachers do not readily associate connection to nature with well-being. However, Bragg argues that undoubtedly, connecting to nature is “vital for the survival of a myriad of species, including our own” (2013, p. 16).

	Parents	Teachers
<i>Teach them practical/survival skills</i>	6.39%	0%
<i>Connect them to nature</i>	2.53%	4.17%
<i>Give space/manage feelings</i>	14.81%	33.33%
<i>Inspire positivity and hope</i>	20.37%	16.0%
<i>Role model healthy, sustainable habits</i>	31.48%	37.5%
<i>Encourage/support them in action</i>	44.44%	36.0%
<i>Educate them about sustainability/CC</i>	35.19%	52.0%

Table 2. Percent of participant’s open-ended responses to “Ideally, what do you see your role and responsibility being in regard to supporting children/students through climate change?” grouped by category.

	Parents	Teachers	Both
<i>Connect them to nature</i>	5.56%	4.0%	5.06%
<i>Teach critical thinking/democracy skills</i>	7.41%	20.0%	11.39%
<i>Support/manage feelings</i>	24.07%	24.0%	24.05%
<i>Operate a school sustainably</i>	20.37%	45.83%	27.85%
<i>Empower student’s voice/support them in action</i>	35.19%	45.83%	37.97%
<i>Educate them about sustainability/CC</i>	50.0%	40.0%	46.84%

Table 3. Percent of participant’s open-ended responses to “Ideally, what do you see the school’s role and responsibility being in regard to supporting children/students through climate change?” grouped by category.

Parents and teachers generally described the school’s responsibility as similar to theirs, but there are some notable differences. For example, 37.97% of participants felt schools needed to empower student’s voice and not only support action but celebrate it. Parents and teachers also desired schools to teach more thoroughly about sustainability. The general sense was that participants felt the role of the school was to create school wide systems that accomplished both these responsibilities, rather than leaving it up to individual teachers. The call for more thorough sustainability matches Cam McKenzie’s description of

the current sustainability priority in school curriculum policy. He describes it as a wave, “varying between deep and shallow” depending on the interests of the teacher and principle. Cam then explained that there was a “loss of translation” between the good intentions of the Melbourne Declaration and actual implementation (McKenzie, 2019, pers. comm.). The roles that parents and teachers are asking the school to take on are roles they also feel are partly their responsibility to fill. It is clear that parents/teachers do not see supporting children through climate change as solely the school’s responsibility, rather, it seems they are calling for a holistic approach where school’s systematically structure in support for students, namely in the form of empowering them in action, educating for sustainability, and modeling sustainable behaviors in school.

Encouragingly, 67.5% of participants said their schools do take some level of positive action for environmental/social issues. However, when asked to describe the school’s approach, 27% did not know what is was and 18% reported the school has little to no climate change policy/action as shown in Figure 7. While 29% of participants report their school teaches about sustainability, from the low level of participants who responded that their schools provided support for children’s action, modeled sustainability in school, or connected children to nature, I suggest that the reported forms of “teaching about sustainability” tend towards shallow sustainability.

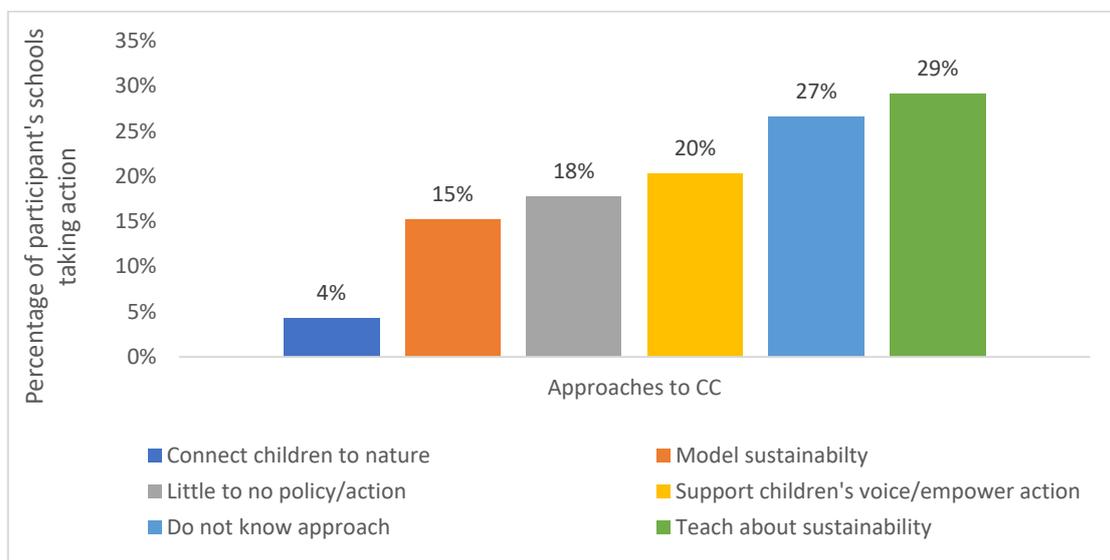


Figure 7. Categories of schools’ approaches to climate change described in “What is your school's current approach to teaching about, and supporting your children/students through, climate change and environmental/social crises?”

General Discussion

When developing J4K, I heavily focused on strengthening children's emotional intelligence by increasing their awareness of and ability to express their feelings. Cam McKenzie urged that we ought to "support children in how they feel and how they wish to act, not tell them how to feel or act" (2019, pers. comm.). For children to act in a way that is personally meaningful to them, they must first be emotionally literate enough to understand where their passion and joy lies. From trialing J4K, I noticed that some children were able to articulate their emotions and interests relatively clearly while others had very little idea of them. However, when given the space to express their deeper emotions, most of the children were engaged and did have things they wanted to express. Both my mapping activity in the trial and my survey show that the majority of children in this age range have moderate to very high levels of stress/anxiety for the state of the world. Knowing that when given space to explore these emotions, children are forthcoming is encouraging for J4K because it suggests that kids in the 9-12 age range are ready to talk more about these issues.

Parents and teachers seem to fear these conversations, not necessarily seeing it as their place or expertise to initiate them. Before beginning this research, I myself felt unsure of my ability to facilitate supporting children through their deeper feelings about climate change. However, from my workshop experience, I learned that having the 'right' response is not always necessary. Listening is a tool both parents and teachers are familiar with; if adults simply make space for these negative feelings, I sense that kids will respond. First, though, adults must come to terms with their own anxiety/stress. Similarly to how Rohan, Shamila, and I participated in *Dare 2 Care*, modeling, feeling, and expressing our own emotions gives kids permission to do the same. Since parents/teachers with lower anxiety reported lower anxiety in their children/students (see Figure 3), managing our own anxiety deserves our attention. To address their own feelings and gain confidence in addressing their children's without fear of exasperating emotions, 30% of parents/teachers thought to request guidelines for how to have a healthy conversation and relationship with climate change. When developing Joyality 4 Kids curriculum, we sought to accomplish this by staying true to the "3 Streams" approach of "stay awake!", understanding and feeling what is happening around us; "connect!", connecting to sustaining sources of self, nature, and each-other; and "act!", taking positive, manageable, joyful action (Bragg, 2014, pp. 16-17). This framework can directly inform guidelines for parents and teachers. Researching both how to develop and how to

implement Joyality 4 Kids has shown me that knowing what helps support children is simpler than knowing how to spread the message and put these frameworks in place.

The majority of parents and teachers are trying to talk to their children about climate change they just are unsure exactly how best to go about it. Even by taking a 5-10-minute survey, participants were able to list tools for supporting children's well-being that were previously unknown. J4K should meet parent/teachers desire for information on 'how to' by taking a dualistic approach to supporting children in climate change. This could be accomplished in 3 (or more) ways: 1) offering an in-person facilitated J4K workshops for children with a portion of the class dedicated to children and parents; 2) offering a J4K workshop and a Joyality workshop concurrently at the same place/time so parents and kids can receive age-appropriate support; or 3) offering guidelines for supporting children in the form of online resources. Next steps for Joyality 4 Kids can also be informed by a published review of *Education for Sustainability* (Efs) done by the Australian Education for Sustainability Alliance. When evaluating the lacking implementation of Efs principles, they found that "providing teachers with readily accessible classroom ready resources, offering relevant professional development for teachers, and providing both internal and external support networks for teachers" helped achieve successful implementation (AESA, 2014, p. 16). These recommendations, I find, actually provide insightful suggestions for J4K. Cam McKenzie (2019, pers, comm.) cautioned that J4K need not think it is "reinventing the wheel" and provided a list of organizations with related missions who are potential allies to J4K (see Appendix 5). J4K ought to pay close attention to the challenges and successes of similar initiatives. In keeping with these recommendations, a next step for J4K will be making connections with interested individuals, schools, and organizations. One idea for accomplishing this is to create a J4K Facebook group where members can share resources and collaborate, helping to serve as an interest builder before the J4K program launches.

CONCLUSION

Children are concerned about the state of the world. For 82%, the extent of this concern is moderate to very high in children aged 10-17. Their concern stems predominately from events and interests relevant to their personal lives. In light of this anxiety, children need spaces to release, understand, and move through their emotions. Joyality 4 Kids should give space for feelings but leave questions/requests open-ended, providing children with varying base levels of understanding and concern to choose how they wish to engage.

It appears children are more likely to express negative outcomes of the current state of our world rather than focusing on positive; this may be due to the vast number of negative messages surrounding climate change they receive. J4K should counteract this by highlighting positive feelings and actions, specifically positives that come out of climate change and encouraging parents/teachers to do the same. Learning to move from despair to hope and empowerment takes time and requires building trust in the group. I recommend J4K as a multiple month program held with the same participants. This provides continuity and gives kids time to process, practice, and hopefully engrain healthy habits into their daily lives.

90% of adults have a moderate to very high level of concern for the state of our world. In supporting children, parents and teachers rated their two biggest challenges as “not wanting to exasperate children’s emotions” and “feeling anxious/full of despair themselves”. Adults with high levels of anxiety were more likely to report high levels of anxiety in children. If J4K wishes to meet the needs of parents and teachers in supporting kids, they should take a dualistic approach: supporting parents/teachers’ well-being and supporting kids’.

Encouragingly, parents and teachers desire resources such as J4K that support kids through climate change and many requested guidelines for how to do so. To meet this need, J4K should create a support network for parents and teachers in the form of a Facebook group. Both in this group and through workshops, J4K should empower parents/teachers to talk with their children/students about climate change by showing them positive examples of how to support youth that are already happening organically in many participant’s lives. Examples can include focus on positives, holding hope, taking meaningful action, sharing deeper feelings, practicing gratitude, and spending time in nature.

Looking forward, Joyality 4 Kids should focus next on trialing and studying these different format ideas for J4K: 1) an in-person facilitated program for kids that dedicates either the beginning or the end of each session to children *and* their parents; 2) a J4K workshop with two facilitators who split children and parents, offering parents tools for their own well-being and tips for how to contribute to the support children are receiving in the kids workshop; and 3) creating online resources for parents/teachers complete with “take-home” activities they can do with their children/students. After identifying the most effective/accessible format(s), then J4K can consider implementing the program in schools.

In answer to my study question, I have discovered there are not yet “best practices” for supporting children through climate change and the state of the world. However, with our global environmental crises, we cannot afford to wait to support children until we know how to do it with certainty. Developing and implementing J4K requires bravely stepping forward, trialing activities and formats, and revising them as new information comes in. My hope for J4K is this: Joyality facilitators, parents, and teachers take on supporting children through climate change imperfectly. I hope they glean what information they can from my research and their own *uniquely valuable* experience, and then joyfully, uncertainly, and courageously create spaces for supporting children to be hopeful, empowered changemakers for our earth.

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APPENDICES

Appendix 1: J4K Workshop Transcript

DAY 1

Introductions

1. CHECK CONSENT FORMS BEFORE BEGINNING & sign in
2. Acknowledgement of Country/Place
3. Introduce yourself by sharing personal story
4. Outline/framework of workshop and what to expect
5. Group introduction including our name, a movement that represents how we are feeling, and why we are here.

Icebreaker - Evolutionary Hand Shakeup (10min)

Purpose: 1) to warm up the group and break down contact barriers. 2) Connect! - to introduce the idea of the evolutionary hand

Co-created by J4K facilitators, evolutionary hand adapted from Joyality by Rita Gyorffy

1. In this small space, I want you to walk around quickly, keep walking fast and pretend you're walking through the hall at school when it's crowded or at a busy store trying to get somewhere. In your haste you might bump into those around you.. You are walking and walking faster and faster. Now, find a partner who you are close to and stand toe to toe.
2. This first partner is your jelly partner, and with your hands you make jelly motions like this (wiggle fingers). Now move away from your partner and let's walk fast again.
3. Now, find a new partner close to you and stand back to back. This is your grizzly bear partner. You are going to shimmy like a grizzly bear against your partner's back, pretending to scratch your itchy, grizzly back against a tree. And move again!
4. Now, find another new partner and stand brain to brain. This is your mind reading partner. With your mind reading partner put your hands together; one of you is going to move around your arms and the other will try to follow like a mirror. Get goofy! After a min, switch who leads. Move around. Let's slow it down and pay attention to our feet on the ground, to the sounds around us.... The air moving past... Now notice the people around you again and when you are ready, meet one last partner.
5. This is your evolutionary hand partner. In pairs: Take your partner's left hand in your left hand and close your eyes. Imagine that this is the first time you have ever touched a human hand. Feel the skin (it's texture, warmth or coldness) and now the structure of this hand (the nails, the knuckles, the bones and sinews, the flesh). What can this hand teach you about the person it belongs to? Is it used to physical labor, being in the soil of the Earth, does it write a lot, or maybe play a musical instrument? ... This hand can express deep feelings ... perhaps it held a small animal when it was first born. Perhaps this hand has comforted someone in their sadness.
6. "Now let this hand take you back through time. Can you feel the adventures this hand has had as a toddler... playing with toys and climbing trees? Certainly much smaller, but somehow the same hand. ... Going back further still, can you feel the baby's hand, really tiny and reaching out into the world for the first time?"
7. "Now with the help of your imagination, go even further back into the history of this hand. Can you feel the paw of the monkey - with its strong opposable thumb for swinging through branches ... and sensitive fingertips for judging the ripeness of fruit and grooming other monkeys. ... And now back to the hand of the reptile, feel the

claws in those fingernails and the strong knuckles for gripping the earth. ... And now feel the fin of the fish, before this hand had crawled out onto land, feel this fin swimming through the waters of the ocean. And perhaps if you're really sensitive, you can feel the very dust of stars from which this hand is composed."

- a. Notice how it feels to have travelled through time with this hand

What do we love? Initiative (15 min)

Purpose: to connect to each other and think about the things we love that bring us joy

Created by Cambry Baker

Guidelines: Must complete each round before moving on. Must hear from everyone in the group. The mission is only completed if all the requirements are followed (i.e., if you talk in a no-talking round you must start over). Create a sense of urgency for speed, and silliness.

1. Round 1: the group needs to identify one thing that they all love and have in common. It must be true of everyone in the group. What is it? Are there other words we can use to talk about what we love? (care about, cherish, make us happy, warm our hearts)
2. Round 2: the group has to find three things in common that make them happy, but they can only talk if they use dinosaur mouths (where your teeth aren't allowed to show and therefore your voice sounds ridiculous). What are they?
3. Round 3: the group has to nonverbally think of something they all love, and everyone has to be in agreement. Once the group thinks they are all thinking of the same thing, they tell the facilitator what it was and see if they got it. If not, they try the mission again.
4. Round 4: In this final round, the goal is to find one thing that they believe almost everyone in the entire world cares about. This time, they could do it with their eyes closed, or only letting each of them talk to the person next to them in the circle (sort of like telephone?). ***must hear from every person in the group in order for it to count
5. Get creative, do as many rounds as makes sense with the energy of the group
6. Word flip reflection - what's one word or movement (or both!) to describe how you felt during this activity?

What is it you want to sustain? 4 Kids - a continuation of "What do we love?" (15 min)

Adapted from Joyality

Modified by Sarah Reddy

Further modified by Cambry Baker

Materials needed: Large paper/cardboard or whiteboard, writing/drawing utensils

Purpose: To broaden ideas of sustainability, to make a connection between what you want to sustain and what sustains you

Start off with a bit of a discussion about what sustainability means.

- Have you heard the word sustainability before?
- Where or when do you often hear the word sustainability?
- What does this word mean? What words are similar to it?

We often talk about the word "sustainability" as relating to taking care of the Earth. But sustainability can be much more than that. One idea about sustainability is that it means making something last into the future. When we talk about sustainability, we are often talking about ways we can make life on Earth last into the future. This means taking care of the planet and other people, and the things that are important to us in our lives, and looking

forward to future generations, hoping that their lives can be just as good or even better than ours!

Another way to think about what we want to sustain is to think about what we love like we just did in the last initiative.

Popcorn style, what do we love? Or: What sustains us? What brings us joy? What do we care about? Facilitator writes these on a piece of paper/whiteboard

Now, in your journal, draw or write what your imagination thinks of when I ask you what you want to last way into the future? (what does that mean?) What do you want there to always be in the world? What's in your future?

Group popcorn style: What do we want to sustain? Write up on board in a different color. Does anyone see similarities in these two things? Put board in the middle of the circle and invite everyone to draw lines between that which sustains them and what they want to sustain if any match.

Reflection:

- What matches did we get? What matches didn't we get?
- What happens to us when we do things that we think are good for the world?
- Can doing things that make you happy/fill you with love also be good for the world?

Morning tea (15 min)

Fire Keeper (5-10min)

Purpose: to warm-up roleplaying things in nature, get moving, connect to nature, have fun!

Have the kids spread out all around at a fair distance barefoot and one sit in the center with eyes closed. At the center, put as many pinecones/sticks/rocks as there are kids (they can put their own there). Challenge them to embrace the inner stealth of an animal they know and make it to grab their item without you hearing, smelling, or feeling them there. Introduce the dingo walk, walking heel to toe, rolling foot over ground to sense objects. Then give the option of being a dingo or a different animal. How does this animal move? What might it smell? What sounds does it make? If at any point the center person notices movement, they can point to that person and "catch them". Those caught must retreat, tail between legs to safety and retry. The game is won when the group stealthily rescues the items without being noticed.

Elemental Being (20 min)

Adapted by Sarah Reddy from the Joyality Program

Modified by Cambry Baker

Purpose: A sense of connection with nature, a sense of silliness and fun

Everyone find a comfortable space around the room (or wherever we are). You can sit down or stand up if you want. We are going to play around with the four basic elements today. Can someone tell me what the four basic elements are? Earth, Water, Air, Fire

We all know that we can find these four elements surrounding us in nature. But, did you know that these elements are also in our own bodies? We are going to explore how these four elements found in nature also exist in our own bodies.

I am going to ask you to imagine yourself as the different elements, and we are going to take this time to get moving and be silly as well! After that, we will be returning to sit in a circle and talk about what we just did.

First, I want you to ground your feet or bottom into the Earth. Feel how gravity is keeping you close to the earth, and spend a minute feeling your bones. You can squeeze them, go along your arms, your legs, your fingers, your toes, elbows, ankles, skull. Press your arms and legs into the ground and feel how your bones hold your body up. You can press your teeth together, feel the hardness of your teeth against each other.

Think about how your bones keep your body's shape. You might look like a pile of Jell-O if your bones weren't there, if your skeleton wasn't there to hold you up!

Does this hardness remind you of one of the elements? What are our bones made of? The bones in our body are made up of minerals, calcium phosphate. The element of earth is also made from minerals, rocks are made from minerals as well. (growing like the earth, growing like the mountains)

Take a moment to get in touch with that hardness of your body, your bones, and your teeth. Pretend to be Earth! You can use your imagination here! You might want to go into a ball and pretend to be a pebble or boulder. You might spin around in orbit similar to planet earth. There is no wrong way to move here, just imagine your body as the element of earth and go with it.

Now, let's find another spot to sit or stand comfortably. With your mouth closed, swish around a little bit of the saliva in your mouth. Do you feel the wetness of your mouth, the *water* in your body? Now, let's take a minute to squeeze our hands on our arms and legs again. This time let's focus on the softness, the water, of our bodies. Maybe you want to feel your belly and feel the softness of your belly. Maybe there is some sweat on your skin. Where can you find water in your body?

How much of our bodies are water? 75% water? That's a whole lot of water. Imagine all of that water in your body right now, it's like you are a walking, talking lake. With that knowledge, let's pretend we are water. Maybe you are a drop of rain, going down down down from the sky. Maybe you are a river, flowing over rocks. Maybe you are the ocean, waving, waving, waving. You can be whatever form of water you want to be, and you can move in whatever way you want to be, just really try to imagine yourself as that water. Do you want to add a sound? Or if you want to try something different, let's say out loud together "I am water!" Okay, let's settle back into our spaces again. Everyone let's take a deep breath in... and a deep breath out. Another deep breath in, and a deep breath out. Keep breathing, and now focus on the breeze touching your skin. Feel the air going against your skin, maybe wiggling your arms around to feel more air around you. Feel the breeze come inside of your nose or mouth, and into your lungs as you breathe. When we breathe, we are creating small breezes, aren't we? Take a deep breath to feel the air fill up in your lungs, and now let's let it out in a giant whooooooosh. Find something around you nearby and try to blow on it. Maybe you find a leaf or piece of grass and be the wind and blow that thing and see how it moves from your windy breath. Just as we were the earth and the water before, we are going

to be the air now. Take a minute to be AIR. What does that mean to you? Who else has breathed the air you are breathing? Maybe you continue blowing on things as if you were the wind. Maybe you jump up and down, floating above the ground just as air does. Maybe you run around in whooshes like the strong winds of a storm. Use your imagination and take a minute to be air. Let's say out loud together, "I am air!"

Once again, now the wind is slowing down, and we are settling into our places. Feel your arms and legs again. Feel the warmth of your skin. Your skin is probably warm right now, isn't it? This heat is from your body using the food you eat to create energy. Take a minute to think about where that food is coming from. Maybe you had a piece of fruit earlier today, perhaps an apple. That apple grew from a tree. The tree used the energy from the sun to grow. Think about the sun, all the way up in the sky, a super bright ball of fire. The sun gave some energy to the apple tree, which gave some energy to you, and now you have a little bit of the fire from the sun in your body. Feel that heat, and with that fire inside you in your mind, take a minute to be fire. Maybe you are the sun, a huge fire shining down on us. Maybe you are a campfire, and you wiggle around like the flames of the campfire wiggle around. Whatever type of fire you are, use your imagination and be that fire and feel the fire in your body. Let's say out loud together, "I am fire!"

Alright, now it is time to settle down, back into our bodies. Wow, we just went through all of the elements. We were earth for a bit, then we were water, then we were air, and finally, we were fire. Now, let's take a minute to remember who we are. Take a minute to just be yourself and move around in the way you like to! Maybe you want to do your favorite dance move or pretend to do your favorite activity. I really like to cook so I am going to pretend I am chopping up some veggies for dinner.

Let's all say to ourselves either out loud or in our heads "I am me!" "I am Earth, I am water, I am air, I am fire, I am me!"

Reflection:

Did you like to be the elements? Why or why not?

Do you think that humans are a part of nature? Why or why not?

Lunch at 12:15 - 1:00 with a swim!

Body Talks (30-40 min) **Not included in trial**

Adapted from the Joyality Program "5 tools for effective communication"

Purpose: to learn tools for communicating our feelings, having empathy for others, empowerment

Materials: either chalk and lots of safe concrete space or paper outlines of a body and markers. Ideal with multiple facilitators.

If the environment allows, pair up kids and have them outline each-other in chalk (give time and space limit!) If not, hand out body outline printouts.

With our body outlines we're going to draw a whole bunch of tools for how to talk about things to others that might be hard to say.

Okay, think about the last few days and something that happened that maybe annoyed or bothered you. Can you think of something? What was it? Give examples, ideas, if needed.

Brainstorm together but let each kid pick one thing in their head to focus on. When this thing bothered you did you say something? Do you wish you had?

We are, quite literally, going to talk from everywhere *expect* our mouths. Did you know your body can talk too if you let it?

- Head - I know what I know
- Heart - I dare to care
- Solar plexus - I am not alone. Calling in support
- Hands- I respect & connect.
- Feet - I inspire action but don't expect it.

First, let's let the head talk. Maybe give it a bump or a tap to shake him/her awake. Ok, so if your head was to communicate about this thing that bothered you, it might say... "I know what I know" What do you know about what bothered you? What happened? Was what happened wrong? You are smart and know how to recognize when things are wrong. So, first, find your body outline and draw/write in your head what you know about it. Remember, it is okay if you don't know everything about what you are trying to say. No one does!

Cool, okay, where should we talk from next? If I wanted to tell someone how what happened made me feel, where would that kind of talking come from? When we talk from the heart, we "dare to care" So, I dare you to draw/write all that you feel about the thing that bothered you. "I feel sad when my friend doesn't invite me to play with them" or "I feel frustrated when my parents don't understand what I'm trying to say."

Did you know that you had a body part called the solar plexus? It is a bunch of nerves in your stomach that spread out and look like a sun. While we can't see it, it is there, and it represents all the support we have extending out from us like the rays of a sun! Others feel the same way you do and think the same things too. They support you when you speak up about something. Now think about the people you are speaking for. You might want to protect the plants, the animals, or the people around you. Imagine all the things shining down on you who support you in saying what you have to say and all the sun beams bursting out of your stomach shining onto others who you are speaking up for. You aren't alone at all. Let's draw/write in all those someones and somethings who are connected to the thing that bothered us.

Does anyone know someone who when they talk waves their hands around all crazy? Well that's one way to talk with your hands. Here's another: think of a handshake, think about the physical contact of that. When we talk from our hands, we aren't actually touching other hands, but we are making sure that our words connect with them. To talk from your hands, you have to ask yourself "do they understand what I am saying?" "Do they feel respected?" "am I listening to what they have to say?" write/draw your answers in your hands.

Any guesses where the last place we can speak from is? Our feet! What do our feet do? They carry us forward, help us move. When we talk from our feet, we are trying to get others to move forward, to change their behavior and act in a better way. But to get others to change you have to show them how. What could you do to show others how to change? (tell them, act in that way, ask) We can't always get people to change, especially right away, and that's okay. But it is important to talk with our feet and actually say what we would like to see happen. (I want my friend to include me in all the games they play and for no one to ever get left out of something. I try to make sure I always invite others to play with me) Draw/write in our "request" what do we want?

(5 min) Now find a partner and give them a "tour" of your body outline. What was your memory that you were talking about? What did each part of you have to say?

Group reflection: Why do you think I had you think about what each part of you had to say? Why might that be important? It is good to listen to our whole selves. With these body talk tools, the next time something bothers you, how would you respond?

Active shake-out

Build a bridge and walk it in some funky shoes (30 min?) **Not included in trial
Adapted from the Joyality Program “building beautiful bridges” and the “3 worldviews” by Cambry Baker**

Purpose: To connect with and talk to people with different views, to understand that how you think about things is a choice.

The purpose of this activity is to step into other people’s shoes. Especially those who we don’t usually relate to, or we find ourselves disagreeing with. Does anyone come to mind? We are going to try and be really open minded, try and understand why these people are saying what they do, and practice talking with others in a caring way. (you can think back to your body talks activity to help you).

While everyone has their own opinions of the world, we can put them into three common views about the world. To show you what these three views are, I’m going to introduce you to three people. I have three cards here with the “role” of one of these people. Can I get three volunteers to help me act out these people, to put on their “shoes”? Hand out the cards to volunteers but don’t have them read their roles yet.

As a group, decide where we stand on whether or not a lot of homework after school is a problem (what do we think?) probably a no. If on the off chance the group doesn’t think too much homework is a problem, get creative! Or ask them to pretend they do.

Prep the 3 volunteers with their role. Tell them you’ll ask them to read their script in a few minutes and they can practice reading it through if they want., Dress them up with a hat or jacket! Keep the silliness.

Prep the group: We are all students at the Ocean Beach Sky Tree Primary School. We just got home after a long day of school and are tired, but we know we still need to do our homework before we relax and play. As a group we are going to meet the “3 typical people” you might find in the world. We’ll introduce ourselves to each, hear what they have to say, and think about how we might listen and respond to them, so they help us reduce the amount of homework we have after school.

1. Person one likes to believe that everything is fine. They might pretend that there is no problem, or they just don’t think that anything is wrong.
 - a. Let’s ask person 1 what they think about kids having too much homework these days...

Script 1

“What do you mean kids have too much homework? I don’t see kids suffering from too much work! I’m not so sure that we need to talk about this problem, it seems to me like everything is okay... Complaining about homework is only putting off doing the homework. Kids have always had this much homework so we should keep it how it is.”

What did you notice about person 1? How do you think they feel? (They are calm, defensive about their beliefs, not worried about the problem) Let's try really hard to think about why person 1 thinks how much homework we have is okay.

What could we say to person 1 to help them see our point of view?

2. Person two thinks that no matter what we do we are going to end up in disaster. They feel hopeless and don't think we have any power to change things. Let's ask person 2 what they think about less homework...

3.

Script 2

"I know kids have too much homework. It's terrible and really frustrating for the kids. I wish I could help them. But kids have always had homework and I don't see how we could change that even if we wanted to. If we talked to principals and teachers, they wouldn't listen to us. There's nothing that we can do. Even if we tried to get rid of homework, I know we'd never be able to do it"

What do we notice about person 2? What do you think they are feeling? (They feel hopeless and powerless, don't know how to help). What do we have in common with person 2?

What can we say to person 2 to help them see our point of view?

4. Person 3 believes that we are on the brink of a great transformation! They have so much hope that we are about to figure out a better way of living and doing things. If we keep working at it, we'll solve our problems and create a happier way of living. Let's ask person 3 what they think about less homework...

Script 3

"Kids do have too much homework after school. More and more people are starting to realize that lots of homework is frustrating for kids. Teachers, principals, students and parents are talking about it. We may not have gotten less homework yet, but we are so close to changing. If we keep talking about it and working to change how we assign homework, students will be happier. It's going to take a lot of work to change, but we are ready to do it and know we can create a better way of doing things!"

What do you notice about person 3? What do you think they are feeling? (They are hopeful, determined, brave, excited, and creative) How does person 3 make you feel?

How does person 3's perspective compare to ours? What do you want to do about the homework problem after talking to person 3?

Reflection:

Thank participants for their help and rejoin the group as a whole.

Which of the three people were the hardest to talk to?

Which of the three people would you choose to be?

Turn to a partner and tell them one thing you learned from this roleplay that you want to practice doing in your life.

Closing - final reflection (10 min)

- sharing circle about takeaway from the day (rose, bud, thorn)

DAY 2

Introduction

- Brief revisit to what was learned last week, outline the day, name game intro

Bioregional Mapping (30 min)

Suggested by Sara Hicks and created by Cambry Baker

Materials: wet sand, chalk & concrete, or large piece of paper/cardboard

1. Introduce this activity as a chance to be creative and make/draw whatever comes to mind. There are no right answers, and everyone's will likely look different.
2. To start, create a large (4-5meter) circle in the wet sand. Have kids slice the pie into as many slices as there are kids. Each child gets one slice as their map.
3. You can draw/make your home anywhere in your map.
4. What's around your home? Are there natural areas? Rivers/ocean? Other homes? Etc.
5. What's happened around your home lately? Have you seen animals? Was there fire or smoke? Did it rain? Create all these events however you want to.
6. What do you feel when you think about what has happened? What do you feel when you think about Climate Change? Create something to represent this feeling.
7. Lastly, have students stand in the center and rate their concern for CC. The center is least concerned, and the outside is most concerned. Hear from people on different places along the continuum.
8. Invite kids to give a tour of their map and explain what they created and why.
9. Try to ask questions that help kids realize the similarities in what they are feeling collectively, that they are not alone.

Dare 2 Care (45 min)

Purpose: connecting with our emotions,

Adapted from the Joyality Program "Dare 2 Care"

Materials: bowl, stick, pile of leaves, rock, tissues

Process:

Set up a quiet, intentional, present space. This sharing circle is a sacred circle. We are going to make 4 agreements: speak from the heart, listen from the heart, get to the heart of the matter (drop into deeper feelings) and respect privacy. Everything that is shared in this circle has to stay in the circle. That means that if Sarah says something I want to tell someone about, I must ask Sarah if she's okay with that first. And if she says no, I'll say "okay, no problem". Or, if you want to talk about this circle with your parents, that's okay, we just can't name any names about who said what. This also means that if Charlie says something in the circle I really want to talk to him about I must respect his privacy by asking him first "hey Charlie, I thought what you said was really neat, is it okay if we talk about it?"

Now this particular sacred circle is a place to share the negative emotions that we don't usually feel we can share. Sometimes it can seem like we always have to say we are fine or happy even if we don't feel that way. Here, I actually want you to talk about those negative emotions. They help us to discover what we really care about and what we wish were different in the world. I even ask that you don't bring up positive emotions right now. After we share our negative emotions we will move to our positive emotions.

Introduce each object and give personal examples, explain how the sharing works - each person enters when they feel they want to and shares their feelings and emotions about the

state of our world, we let them speak, and show only our support. Really check for understanding here.

1. The rock symbolizes anxiety and fear
2. The stick symbolizes anger and frustration
3. The pile of empty leaves symbolizes sadness and grief
4. The empty bowl symbolizes feelings of not knowing of emptiness and despair

Now before we start, take a few really deep breaths. With each breath you let out, feel your body relaxing. Let go of any thoughts that came to your mind when I was talking about what you are going to say. Close your eyes and think about the earth beneath you, feel it supporting you, holding you as it always does. You are sitting upon, and sharing in, all the strength of the earth. Since sharing can be a little scary, it can also be nice to picture someone or something standing behind you who love and support you. Maybe a family member... a friend... an animal. Picture them behind you "having your back".

Now that we have all of our strength behind us, start to think about what you see in the world around you. What feelings do you have when you think about how our natural world is being treated, or how people are treating each other? (should I give more clear examples here for kids? Will this be enough guidance?) Welcome those feelings, don't try to change them. If they bring tears, that is okay. When we have the bravery to say our emotions out loud, it can be relieving.

So, with these feelings and emotions, I invite you not only to dare to care, but to dare to share. Step into the circle when you are ready, pick up the object that you are drawn to and say or do whatever it is you feel you need to do.

Reflection: Thank you for being brave and sharing your deeper feelings. I want you to know that you are not alone in these feelings, there are many of us who share your thoughts, your experiences, and your reactions. Every feeling you feel is your body and mind responding in a healthy, natural way to the unhealthiness of our world.

Transition:

Each of these "negative" emotions has an upside.

1. Can someone remind me what the rock meant? When you were holding the rock and feeling afraid and anxious, the upside of the emotion is courage. Courage is the ability to take action even when you are afraid. Can we be courageous if we aren't first afraid? We need each emotion for the other to exist.
2. What did the stick represent? When you held the stick and felt angry or frustrated, know that anger is nothing more than passion for changing things for the better. You need passion to motivate you to make change.
3. And how about the leaves? When you were holding the leaves and feeling sadness about the world, that means that you really really care and love those things that you were sad about losing. The leaves show your love for the planet and the people.
4. The empty bowl and our feelings of hopelessness and not knowing mean that there's also lots of opportunity. We need to "not know" what is coming next to be able to imagine and create a better future. We can make it anything we want! There is so much possibility and hope.

So now, we are going to repeat the sharing circle, but I want you to focus on your positive emotions this time. And as a suggestion, think about choosing the same object you did in the last circle, but now sharing about its flipside. (check for clarity)

Closing: Thank you for sharing and for being real with what you are feeling. It is really brave of you to do that. Give room for lingering feelings, acknowledge.

Attitude of Gratitude Sit Spot (25 min) **not trialed in workshop**

Purpose: Noticing beauty and practicing gratitude for the world, people, and ourselves, nature connection

Materials: Journal, writing and drawing materials

Adapted from the Joyality Program “Attitude of Gratitude” by Cambry Baker

Process:

Part 1

Let’s start by settling into a comfy spot on the ground. You can sit however you like, and once you are settled, I want you to draw your attention to what is around you. What catches your eye? What makes you happy when you look at it? Are there beautiful sounds you notice? What textures or smells do you notice? If we look long enough, we start to notice more and more beautiful things.

Let’s close our eyes now and imagine the people in our lives. Maybe you think about your family, or your friends, or a teacher. What about them is beautiful? What makes you happy when you think of them? Do they have something they do regularly or a special trait you love?

Now think about the people around you and if we combined all of our beautiful thoughts. It’s a lot! All the beauty you see around you is also inside you... What about you is beautiful? What makes your heart happy when you think about yourself? A quality? Something you do often?

Okay, now collect all of these feelings of beauty in your body. On three we are going to imagine sharing them with the world and sending all this beauty out to the ground, to the sky, even to each other with a big whoosh. Squeeze it all up inside you and in one... two.... three... whoosh! When you are ready, open your eyes.

Part 2

Now, in the space around us, I want you to find a spot to yourself. Somewhere you can be comfy and do your thing. I’m going to give you 15 minutes to write, draw, dance, sit and look, think, or sing. Whatever it is that you feel like doing in this moment. However you like to show your gratefulness and joy. Let’s stay close enough to hear me when I call us back.

Part 3

Pair share - was it hard or easy to think about what you are grateful for? Being grateful is like exercising a muscle, the more you practice, the more beauty you see. How do you think you could “exercise” your beauty seeing muscles? If our beauty seeing muscles got bigger and bigger do you think others would notice?

Lunch 12:15-1:00

Fire in the Forest game (10min)

Passion Action (30 min)

Adapted from the Joyality Program “passion action” and modified for children

Do you remember when we talked about how the negative emotions we have can also lead to really good things like imagining and creating better futures, being brave, loving and caring, etc.

What does it mean to take action?

Can you think of anyone you know who takes action? How do they do it?

Speak a little about what that looks like in my life.

There are many ways we can take action and every single person does this in a different way. (Examples) We are going to brainstorm what each of our own way to take action could be!

Draw three overlapping circles. In circle 1, draw/write what is something you are OK at?

What makes you a good friend? In circle 2, draw/write what are you passionate about. In circle 3,

What is something you think is needed in the world? Share examples from group? Let's try to think about something that affects nature, other people, and/or the planet. If you are stuck, think back to when we talked about what we want to sustain. For this activity we can let our imaginations think big (maybe we want to stop all pollution) but then try to think about one specific thing we can realistically do (like use reusable containers rather than plastic cups, straws, spoons and encourage our friends and family to as well).

Now, turn to the person next to you and share your idea. Then, put your two brains together and see if you can come up with ways to make each passion action seem more possible.

Now, let's imagine that we do take this action and are able to help solve whatever problem it is that we wrote down. How would that make you feel? Write down a sentence or two.

How would you feel if everyone in the world did this too? Write a sentence or two.

You can always keep changing what you want to do, so whatever we come up with today isn't set in stone. For now, let's just think of some ideas for how we would want to help the world.

Do you feel like you doing this action will help? Why or why not? I know sometimes it can feel like us taking action as one person won't make any difference. But you might inspire your friends or family to take this action with you! Has anyone ever skipped a stone before? What happens when the stone hits the water? Your action is likely to do just that, to "ripple out".

Sustainable Superheroes 4 Kids (20 min) **not trialed in this workshop**

Adapted from the Joyality Program, a combination of "Resource Matrix" and "What are your superpowers?"

Modified for children by Sarah Reddy, edited by Cambry Baker

Materials needed: Drawing, writing utensils and paper

Purpose: To get children thinking about how they can act to sustain what they want to sustain, building self-confidence/ empowerment through imagination, support networks

Let's start off by closing our eyes, feeling where we are right now. Feel the grass below your feet and think about the place around you right now.

Slowly, imagine your feet starting to lift off from the ground where you are standing, and you start to lift up and up. Now you're above the trees, you're flying high at this point and all of

the people are starting to look like ants and you can see all the patches of forest and buildings from above. You keep on going up and up and up, and now you're super high up, and you keep going up until you are all the way up in space and you are looking down at Planet Earth. You see the big blue and green ball that is planet Earth below you, you see the clouds swirling all over and you know that your family and your friends are all down on Earth.

Why are you looking down at planet Earth? Well, you all have been sent on a mission: the Earth needs your help. Let's think about the passion action we just brainstormed". You have been recruited to the league of superheroes from all over the world to work towards sustaining whatever it is you chose as an answer to this question. What are you being sent to do?

Now, what is a superhero without a special superpower? The league of superheroes that you guys are now a part of is a very unique league of superheroes. You actually don't need weapons, super strength, or shapeshifting powers. In fact, you already possess the superpowers that you have to help the world and have already been using them every day.

You may be asking, what are my superpowers? Well, let's try to figure this out together. First, let's ask the question, what is a superhero?
Now, what is a superpower?

Remember what you wrote down earlier about what you love to do, things that you are good at, and even things that you want to learn how to do. Remember, you don't need to be able to fly or time travel to be a superhero. An awesome superpower could be that you are good at drawing, or that you are a kind friend, or that you know a lot about trees! If you want to look back at what you wrote in your notebook earlier, you can. Use your imagination to picture this as your superpower.

Close your eyes again. Remember, we are up in space and we have been given the message that we are being sent on a mission to help Earth. Imagine you have just been handed your very own super suit. What might it look like? Imagine yourself wearing your super suit.

Now, let's think back to our missions again. What is our passion action? How can we use our superpowers to help us complete this mission? Remember, you are a superhero and the possibilities are endless. Please feel free to use your wildest imagination in this, even if you don't know if it could actually happen in real life.

Take a few minutes to draw yourself as a superhero with your own unique superpowers. Don't forget to include your mission and a funky superhero name!
Talk to a friend next to you and tell them what you think your best superpowers are.

Sharing circle: pair share - introduce your superhero name, and at least 1 special superpower they have, as well as their mission on earth. Have fun with it! Maybe show your drawing and describe if it is easier.

Alright, let's all close our eyes again. We are once again up in space looking down at Earth. We know we have a very special mission ahead of us, and we have an awesome superhero outfit on to show us. Think about your mission, and your powers. All superheroes have friends who help them along their way. Picture all of the superheroes in this circle up in space with you. They are all trying to make the world a better place like you. They want you to

succeed! Think about us all working together as a team. All of your friends, family, and other people that you know see our superhero league and they want to join. They're all flying up, up, up to help us. What are their superpowers? How can your superpowers help them? How could their superhero powers help you?

We've got a whole superhero squad up here rooting us on! With that in mind, let's all put one arm up and zoom back down to Earth together as superheroes. We are getting closer and closer to Earth now, going through the atmosphere, through the clouds (getting a little wet), now we can see the trees and mountains and the ocean, now we can see some buildings, and we are getting closer and closer to the Earth and as we are getting closer and closer we are starting to look more like our normal selves. The super suit you were just wearing is turning back into your normal clothes, and we are still going down to Earth until... We land, right back where we are now. Feel your feet on the ground again. Slowly open your eyes and look around. You are still that same superhero, but you are here now, looking like a normal human. Beside you are all the other superheroes, ready to help.

Reflection:

Was it difficult for you to imagine yourself as a superhero? Why or why not?

Why do you think I had you imagine yourself as a superhero?

How can we use our superpowers to help the world and those around us?

What would you tell your friend if they were having trouble recognizing their superpowers?

Who can help us on our missions?

What did you like about doing this activity? What did you not like about it?

Now, whenever I am feeling like I am having trouble remembering my superpowers, I like to look back at my drawing of myself as a superhero and remember what my superpowers are. Even just repeating your superhero name in your head could be helpful! Also, remember that your superpowers are constantly growing and changing, and you may have different superpowers next week than you had today.

Closing: (20 min)

- Check in, final thoughts/feedback, thank everyone for all they brought to the workshop!
- Survey feedback forms

Appendix 2: Student Participant Survey

1. Did you learn anything today you think you'll take away from the program? If so, what?
2. What was your favorite activity? Why?
3. What was the hardest activity for you? Why?
4. What changes would make this workshop better?
5. Age:
6. Gender:

Appendix 3: Co-facilitator's observation framework

For all questions, please try to provide descriptive examples you saw in the workshop.

1. Does this workshop help students engage with the negative information around them and balance it with positive emotions?

2. Does this workshop help connect children to nature, to their inner self, and/or to other humans?
3. Does it empower the kids and give them some tools for action?
4. Is it fun and engaging? What could be improved?
5. Does it provide a space for children to work through their ideas, challenges, and emotions?
6. Is the content of this workshop relevant to the participants in it?
7. How could the facilitation of the program be improved?
8. How could the format of the program be improved?
9. Do you have any other feedback, recommendations, ideas, or thoughts that came up?

Appendix 4: Parent and Teacher Survey Questions

1. I am answering this survey as a:
 - a. Parent
 - b. Teacher
 - c. Both
2. What are the ages of your parents/students?
 - a. 1-5 years
 - b. 6-9 years
 - c. 10-13 years
 - d. 14-17 years
3. On average, how would you rate your children/students' level of stress/anxiety about climate change and the state of the world?
 - a. Very low
 - b. Low
 - c. Moderate
 - d. High
 - e. Very high
4. What specifically about climate change and the state of the world is stressing your children/students or causing them anxiety? (open response)
5. On average, how often do you talk to your children/students about climate change and the state of the world?
 - a. Every day
 - b. Every week
 - c. Every month
 - d. Other
6. On average, how often do your children/students want to talk about climate change and the state of the world?
 - a. Every day
 - b. Every week
 - c. Every month
 - d. Other
7. On average, how would you rate your level of stress/anxiety about climate change and the state of the world?
 - a. Very low
 - b. Low
 - c. Moderate

- d. High
 - e. Very high
8. What challenges have you faced in communicating with your children/students about climate change and the state of the world? Please check all that apply.
 - a. I have not tried to communicate about climate change with them
 - b. I do not know what to say
 - c. Children/students do not initiate the conversation
 - d. I myself am anxious/fearful/sad about climate change
 - e. There is not enough time in the school day
 - f. The conversation is unsupported by the school
 - g. Children/students are resistant to the conversation
 - h. I do not have enough information about climate change
 - i. I am worried I will only exasperate their feelings/emotions
 - j. Other (open response)
 9. What positive experiences have you had with your children/students in regard to climate change and the state of the world? Please check all that apply.
 - a. They shared deep emotions/feelings
 - b. They took personal action (changed individual behavior)
 - c. They communicated to others what they want to change
 - d. They worked with others to help people and/or the planet
 - e. They expressed joy/gratitude for the world
 - f. They asked for support/help
 - g. They took part in a rally/march
 - h. Other (open response)
 10. What did you learn from the last question about how to support your children/students in this context? (open response)
 11. Ideally, what do you see your role and responsibility being in regard to supporting children/students through climate change? (open response)
 12. Ideally, what do you see the school's role and responsibility being in regard to supporting children/students through climate change? (open response)
 13. Do you have enough resources for supporting your children/students through times of environmental/social crises?
 - a. Yes. If yes, please describe what these resources are
 - b. No. If no, please describe what resources you wish you had
 14. What is your school's current approach to teaching about, and supporting your children/students through, climate change and environmental/social crises?
 15. Does your school take any positive action for climate change or environmental/social issues?
 - a. Yes. Please list a few.
 - b. No
 16. Is there anything else you would like to share?

Additional questions for Cam McKenzie:

1. Could you please describe your personal background and areas of expertise? What is your experience with environmental education? What ages have/do you work with?

2. When your children/students express concern about environmental or social issues, how do you respond?
3. What recommendations do you have for a program that seeks to support children's psychological well-being?

Appendix 5: Potential Allies: Organizations

1. Australian Sustainable Schools Initiative
2. Youth Leading the World
3. Speaking for the Planet
4. Millennium Kids
5. South Australian Youth Env Council
6. Australian Youth Climate Coalition
7. Kids Teaching Kids