

G I V E A V O I C E T O

# Climate Change



## WRITE

a short soliloquy, personifying an aspect of climate change, expressing its strengths, weaknesses, hopes, fears and intentions.



## COMPOSE

a piece of music representing a climate change impact. Express a positive, negative or neutral outcome, depending on your perspective.



## DEBATE

that humans can live on our planet sustainably, and that humans can have a positive impact of the environment.



## CREATE

or find art that depicts emotional, mental, spiritual and/or physical health relationships with the environment. Compare and contrast depictions from different cultures, regions and places in the world. Share why that particular piece of art spoke to you. These sites might help guide you:

[NY Times](#)

[Taliweinberg.com](#)

[ClimateMuseum.org](#)

[Pweilstudio.com](#)



## RESEARCH

share, or co-create with your teacher, a survey about climate concerns and methods to deal with climate anxiety to for peer-evaluation and self-reflection about



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For many people, climate change puts strains on mental, emotional and spiritual well-being. It can cause stress and depression from its effect on our ways of living. This is called CLIMATE ANXIETY. Methods of dealing with climate anxiety include rekindling a positive relationship with nature, being in nature, expressing feeling of concerns through mediums that allow for this expression, recognition of positive human interaction with nature, development of personal wellbeing through activities that build resilience, and the identification of hopefulness in our community and society.

This inclusive activity applies UDL pedagogy to allow students to research and share their learning, but also share their feelings through a medium and mode that suits them as a learner, and person. It leads them to gain personal, relevant connections with nature and community, and lead students to develop methods to adapt to, and mitigate, the impacts of climate change on them, and on others.

Your  
VOICE  
MATTERS