



# Loving Earth Project Youth Meditation



## Ways to use the film

### Aims:

- to support people to engage the climate crisis in a creative way, which works for them
- to strengthen their connection to nature as a foundation for climate action and managing fear
- to help people to consider taking further climate action, without deepening eco-anxiety

### Who is it for?

Designed for 11-16 year olds.

It can also be suitable for ages 6-100 years as long as it is introduced appropriately!

It has worked well with youth groups, children's groups and mixed age groups.

### What is it?

A three-part meditation, presented in video format. It is available on youtube from the [lovingearth-project.uk](https://lovingearth-project.uk) website resources page and at <https://youtu.be/rxFIPBFKNso> . A young person presents "wondering" questions, alongside images of Loving Earth Project panels to help consider what we love about nature, how it is hurt by climate change and how it can be helped.

### How long will it take?

It can be delivered in one stand-alone session (at least 30 minutes) or over several consecutive sessions as part of a larger project. Although it is only 13 minutes long, it needs to be used in 3 parts with appropriate spaces in between. The length of time you allow will influence the depth of thinking/exploration that can happen, as well as how much participants can share with and learn from each other.

### How can we use this resource?

We hope you will adapt it & present it in a way that works for your group/students.

You know them best, and we give you permission to be creative!

### Different response options – and materials needed:

You can ask people to respond in different ways to the questions.

- E.g:
- words/sentences/poetry – everyone needs pen/pencil & paper
  - colours/drawing/painting – everyone needs paper + art materials
  - speaking – everyone needs to be with at least one other person to be able to listen to them
  - sculpture/modelling – everyone needs 2 lumps of clay or playdough
  - acting – either individually or in groups – you may want to provide props
  - walking – done dynamically allowing people to walk around and notice what they see

### It can be a personal reflective activity or shared group learning

Depending on how you offer this activity and whether you emphasise people sharing their responses this could be either. It is often affirming and enriching for participants to have their responses heard/seen and to hear/see others.

### What introduction does it need?

It is important to have conversations with your group about the climate crisis, before presenting this activity to them. This will help you understand their existing knowledge/concerns and allow you to fill in any gaps in understanding. It can also work in an educational context, to help reflect on learning in the curriculum and help relieve climate anxiety through exploring possible action.

For participants to be able to focus and respond creatively, it is important to offer a relaxed space: somewhere they can sit/lie comfortably, with appropriate space and lighting for how you want them to respond. Check participants are comfortable and have the necessary materials before you begin.

### Follow up activities:

This can be offered as a discrete activity, with no follow up, but participants will get more from it if they are offered follow up opportunities. Some examples are:

- **support their research** to find out more about the subject they are focussing on- what is happening now and what might be done to help. Offer an **opportunity to share and talk** about what they find out and how they feel about it with others.

- **Submit photo of work created in the meditation to the online Loving Earth Project gallery**, email to [lovingearthproject@gmail.com](mailto:lovingearthproject@gmail.com)

Along with the images, ask participants to write a short piece about:

- what you love and how it's threatened
- something that you do that might contribute to the problem
- something that you are going to do to help reduce the threat.

- support participants (with time/materials/encouragement) to **make a Loving Earth Project textile panel**. They don't need to be 'experts' to do this.

See here for information and support with how to make panels: <https://lovingearth-project.uk/textile-panels/>

- **Send the panel** with the writing to the Loving Earth Project to be part of the physical travelling exhibition. (To send by post, email [lovingearthproject@gmail.com](mailto:lovingearthproject@gmail.com) to ask for address).
- **Check in** with participants how they are getting on with the actions they identified they could take.
- **Offer time and resources** to help participants carry out their actions and to plan what further action they could take. E.g., could they raise awareness about the issue, set up a group to take action collectively?

For more ideas about how to take action see: <http://www.yospace.org.uk/bethechange>

### **Additional links:**

- Loving Earth Project main website: <https://lovingearth-project.uk/>
- Quaker United Nation Office People's Climate Empowerment Series: to help people take action: <https://quano.org/sites/default/files/timeline/files/2021/QUNO%20Peoples%20Climate%20Empowerment%20Series.pdf>
- Quakers and climate justice: <https://www.quaker.org.uk/our-work/climate-economic-justice/climate-justice-4>
- UNICEFs voices of youth pages on Climate action: <https://www.voicesofyouth.org/climateaction>
- UK youth climate coalition: <https://www.ukycc.com/>

