



Reimagine Together
From An Extractive
Age To A New Era

Activities for Children & Youth: High School

by Megan Watson

NOTE: To download, go to File > Download and select your preferred format

Note: this curriculum uses the initialism PGM (People of the Global Majority) instead of POC/BIPOC when referring to non-white communities. While this decision was based on the decentering of whiteness, please feel free to use whatever term your congregation utilizes.

Materials Required.....	1
Hour One.....	2
Objective and Goals.....	2
Materials and Equipment.....	2
Opening Activity.....	2
Direct Instruction.....	3
Guided Practice.....	3
Closure.....	4
Hour 2.....	4
Objective and goals.....	4
Materials and equipment.....	4
Introductory activity.....	4
Direct Instruction.....	5
Guided Practice.....	5
Closure.....	6
Hour 3.....	6
Objective and Goals.....	6
Materials and Equipment.....	6
Introductory Activity.....	6
Direct Instruction.....	7
Guided Practice.....	7
Closure.....	7
Hour 4.....	7
Objective and Goals.....	7
Materials and Equipment.....	7
Introductory Activity.....	7
Direct Instruction.....	8
Guided Practice.....	8
Closure.....	8

Materials Required

- Chalice and matches/lighter (or battery-powered chalice)
- Laptop/computer
- TV or projector
- Chairs for each participant
- String or yarn
- Scissors
- 5 non-breakable cups
- Rubber bands of various sizes
- 6 pieces of poster paper/newsprint to hang around the room
- Writing utensils (pencils, pens, markers)
- Printer paper (multiple pieces for each participant)
- Art supplies (crayons, colored pencils, markers, etc)
- Magazines or newspapers to use for collage
- [Powerpoint presentation](#)

Hour One

Objective and Goals

Deepen relationships with each other, with adults in the room, with place; know names and one interesting fact about each person in the room, be curious about how their lives are connected beyond this room.

Materials and Equipment

Chalice and matches/lighter (or battery-powered chalice), chairs for each participant, string or yarn, scissors, five (5) non-breakable cups, rubber bands of various sizes

Opening Activity

- Light chalice
- Opening words: “Because the tides are rising, so must we. Rise! to this moment Rise! to this day, Rise! to this life. This place in the web that is yours, and ours. Rise! Because the earth remains our only home and we fellow travelers Its only hope For healing Wholeness Salvation Rise!” - Rev. Gretchen Haley
- Go around the circle and have each member of the group introduce themselves (name, pronouns, age/grade) and share a joy or concern that is meaningful to them prior to the beginning of our time together

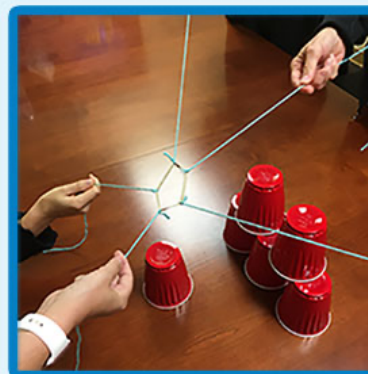
Direct Instruction

- Say something along the lines of: To get to know each other a little better we are going to play a game called “A cold wind blows...” Have any of you heard of this game before? *(If so, ask the youth to explain the game in their own words)*. The rules are simple, someone will say “A cold wind blows for anyone who...” and a description. If that description applies to you then you have to move to a new chair. For example “a cold wind blows for anyone who is wearing shoes” *(all participants would likely move)*. Whoever does not find a chair becomes “it” and they state the next topic. We will be playing a modified version - the leader will be it for the first few rounds and then remove a chair from the circle so that a youth will be it.
- Use this format to learn about the group. Start with things like “anyone who likes pie more than cake” or “anyone who has been to a different state.” Start to incorporate statements like these as you go:
 - Anyone who has ridden public transit
 - ...worries about climate change
 - ...uses a reusable water bottle
 - ...drives a hybrid/electric car (or who’s family does)
 - ...tries to eat less meat
 - ...rides a bicycle
 - ...shops second-hand
 - ...who has made or read a zine before (this will be important later)
- When it feels like no one has any more statements to make, or that youth are getting bored, finish with a final statement “A cold wind blows for anyone who wants to be a part of the solution to climate injustice” *(It is ok if not everyone moves! This will allow you to gauge their interest!)*

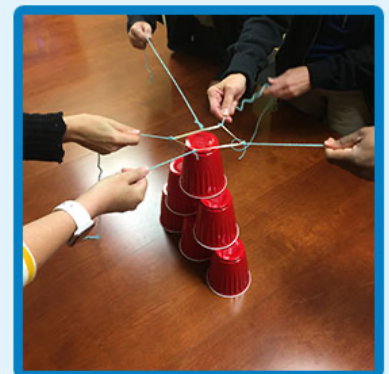
Guided Practice

How can a group of people work together to do what seems impossible? Let’s find out - but not with climate change (at first).

- Present to the group the cups in the middle of your circle. Tell the youths that they must move these 5 cups into a stacked formation (3 on the bottom, 2 on top). Easy, right? Except they cannot touch it with anything except the materials that you are showing them (string, rubberbands).



Working together to pick up a cup



Completing the challenge!

- Allow the youths to work together to try and figure out how to accomplish the task (some may have seen this or done this before).

Closure

Ask youths to reflect on whether or not they would have been able to accomplish the task on their own (most likely not). Have everyone go around the room and share the name of the person sitting to the left of them and something they learned about them so far today. (Give time for them to discuss if they need to - they may be sitting next to someone that they have never met before after the game is finished.)

We all bring our own strengths and interests to climate work. These opening activities allowed us to get to know each other better and to prepare to work together. Community is essential for addressing the issues of climate justice - we cannot do this work alone just like we cannot move the cups on our own.

Hour 2

Objective and goals

Begin to explicitly connect the dots between systems of oppression (racism, classism, ableism...) and the climate crisis. Identifying and practicing skills for living with climate emotions (anxiety, grief, rage)

Materials and equipment

5 pieces of poster paper/newsprint to hang around the room, markers/writing materials, paper for each participant, art supplies (crayons, colored pencils, markers, etc)

Introductory activity

- Acknowledge that in this next section, we are going to talk about how systems of oppression impact climate justice. This may be extremely personal for some participants. Address how communication norms should work in these conversations. *slide 8 has some norms that you can adjust as necessary*
- Use slide 9 to have youths start to think about how climate change disproportionately impacts certain groups.
- Share the slide and have them consider what these maps show. When they've had time to think, have them turn to an elbow partner and discuss their thinking. Finally, have volunteers share out what they think the maps are demonstrating. What can be concluded from these maps? What does that make them feel? Do they feel like they have seen something like this in their own area?

- *Note for instructor: the maps of Richmond, VA, show the lasting impact of redlining and how that relates to overlapping oppressions when it comes to climate change. Areas that were redlined (meaning areas in which PGM were allowed to live in, but often not own property) are significantly higher in temperature today than areas that were not. This is often because of a lack of green space, tree cover, or infrastructure that supports a cooler climate.

Direct Instruction

- Hang a poster paper for each category (people with disabilities, low-income communities, people of the global majority, older people, children) around the room or on surfaces which can be written on
- Inform youths that they will be tasked with discussing and adding each poster on how that particular group may be impacted by environmental injustice/climate injustice. There may be many overlapping ideas! Don't worry about writing similar things on different papers.
- Set a timer for 2 minutes and have each youth or a group of youth (depending on participants) start at each poster. With that time, have them write or draw how they see that group being impacted uniquely.
- Rotate and repeat so that each youth has had time at each poster.
- Read out the things that the youth came up with. If there are gaps in their understanding, help lead them to think more deeply (Examples: in natural disaster situations, are all people able to react equally? Are all people equally represented in the decision-making process? Are all people equally healthy?)

Guided Practice

- Give each youth a piece of paper and any kind of drawing materials you may have (crayons, colored pencils, markers etc).
- Ask them to think about how discussions of climate change make them feel. It could be feelings that have come up today so far or from conversations in school, at home or with friends. Perhaps what they have seen on social media has made them feel emotions about this topic.
- Use the timer to give them 6 minutes to create a drawing(s) that reflect their emotions. Encourage them not to use words but to use images or abstract designs to reflect their inner mood. Their color choices can also be reflective of their emotions on this topic.
- When the timer is done, have youth share what came up for them in this activity. If they wish to pass that is fine.
- Share that naming our emotions related to climate change is an important part of processing these feelings. Understanding that we are not the only ones with these feelings helps as well.

- How can we work through these feelings? Work on mindfulness (being present in the moment) and connecting with nature when you can. Focus on solutions more than just negative news and find ways to take action instead of just sitting with negativity.
- The video we are about to watch is a positive view of a potential future, which highlights actions that could be taken to make our world a better one.

Closure

- Share this video with group: [A Message from the Future](#)
- Discuss what the group thought of this vision of the future. What seemed realistic? What seemed out of reach? Who's voices were missing? Was this future one of true climate justice? What emotions did this video make you feel?

Hour 3

Objective and Goals

creating zines where they imagine a world where we practice climate justice through - envisioning a just climate future

If you, the facilitator, are unfamiliar with zines, [here is a great archive](#) of radical zines

Materials and Equipment

Printer paper, scissors, writing utensils, art materials (crayons, markers, colored pencils, etc), magazines or newspapers to use for collage

Introductory Activity

- Give a brief history of zines: they originated in the 1930s & 40s as a forum for science fiction fans to share their own stories. Later on, rock and roll and punk fans used them to share information about bands or music the mainstream was not covering. A renaissance of sorts happened in the 1990s when the riot grrl movement of 3rd wave feminism took up zines to spread the word on topics important to women. However, there is evidence of political messages being spread using self-published zines since their introduction.

Direct Instruction

- What is a zine? A self-published work which communicates with the community. It may spread information, teach something, connect like-minded individuals or simply entertain.
- How to make a zine? Follow the steps to fold your paper into an 8 page zine.
- What are we making a zine about? Thinking about the video featuring AOC, what would a justice climate future look like to you? Focus on an area of the world you are passionate about - what would it mean for food, or education, or transportation? Your zine should be a vision of what the future could be. What would that just climate world look like?

Guided Practice

- Have youth work on their own zines. This will be the bulk of the time in this activity. They can utilize magazines, newspapers or any other physical materials you provide or create their own visuals. They can collaborate on a zine together if they want or each create their own. Put some music on in the background as they work.

Closure

- Share your zines! Swap around with others or if they want to have them present to the group what they created. Discuss next steps for how they can share these creations with the larger congregation (consider adding a zine section to your congregational library or shared literature area)

Hour 4

Objective and Goals

Articulate through words/visuals/song what needs to happen to get from this moment to that vision of the future

Materials and Equipment

Poster paper, printer paper, writing utensils, chalice (already lit/relit from the beginning of workshop)

Introductory Activity

- Now that we've discussed what we want for our future, we need to think about the steps we need to take to get there. Remember that one of the best ways to fight eco-anxiety or climate grief is to find ways to take action.

- Pass out a piece of paper to each youth and have them create a [bubble map](#) with their name in the center. Branching off of it, what are the actions they themselves can take to make the world a more just place in regards to climate? Give them time to think on their own and fill it out, then have them share out. If there are ideas they heard from others that they like, have them add to their own bubble map.

Direct Instruction

- While individual action is a great place to start, it is not enough to confront the reality of the climate crisis. We have to work in community with others. For our final activity together, we are going to discuss ways our congregation (or simply the youth group within it) can work to create change.
- When thinking of ways to take action, look at what you came up for individuals and consider how that can be scaled up. Ex: if a participant suggested riding their bike more instead of driving, how could that be an action that the congregation takes? Creating a bike to church initiative, installing a bike rack at your church, creating a monthly community ride, or having youth set up a bike repair shop at the church are all ways to take what is an individual action and make it something that impacts and includes the larger community.

Guided Practice

- Using a poster paper/newsprint, place your congregation or youth group's name in the center and create a bubble map.
- This should be a youth directed effort - have them brainstorm together ways in which they may impact change as part of a community.
- Take as many ideas as possible - no bad ideas in a brainstorm
- Have them branch off of their ideas (what would be the steps needed to make that idea happen?)
- Finally, when brainstorming has come to an end, have the group discuss which idea is the most immediately actionable. Which one can have a plan created around it today?
- Work together (mostly youth led) to decide how this idea can actually be put into practice. Assign roles, work out the logistics. This is the call to actual action after a day of talk - make sure all participants feel involved, included and important.
- Finalize next steps and make sure that there is a clear plan in place for what will be done to carry this work out into the world.

Closure

- Now that we have come to the end of our time together, go around the circle and have each participant share one word that describes how they are feeling about the future at the end of this workshop. Acknowledge that some may not be positive words (fear/anxiety/etc).
- Have a participant extinguish the chalice while another reads the extinguishing words:

- We extinguish this flame,
But we keep its light in our hearts,
with its message of love and justice,
Taking it outside these walls to the world we live in,
until we are together again. - Rev. Maddie Sifantus

