



# Emotion line graphs

- 1** If your group is new to the concept of climate change, you can start by asking them what they know about it. Explain that climate change is the long-term shift in average weather patterns across the world. Since the mid-1800s, humans have contributed to the release of carbon dioxide and other greenhouse gases into the air. This causes global temperatures to rise, resulting in long-term changes to the climate. You can find more information on the **Met Office website**
- 2** Introduce the idea of an 'emotion line graph' showing some examples (on slide 2). Explain that an 'emotion line graph' allows us to record our emotions in response to something
- 3** Tell the group that they will be creating their own individual emotion line graph for a film about climate change. Provide them with the template (on page 4), this has hopeful/pessimistic on the vertical axis and time of 6 minutes running along the bottom axis (which is roughly the length of the films). Depending on the level of the group you're working with, you might encourage them to add their own emotions on the vertical axis (i.e. anxious, stressed, hopeful, relieved, happy, sad)



25 minutes



Groupwork



Climate change film



Emotion line graphs presentation

- 4** Show one of the films suggested below and ask everyone to complete the line graph as they watch the film. You might want to pause the film at key moments, to enable young people to record their emotions

**Future weather forecast for the year 2050**

A film from the Met Office, This video illustrates some of the impacts that people and businesses can expect to experience by summer 2050 under a high emissions scenario.

As well as rising temperatures, the video outlines some of the other physical changes in the climate we can expect and how they might impact people, business, and industry.

**Climate Change - How Fast is the World Warming?**

A film from the Met Office about climate change and how it is causing more extreme weather throughout the world. But how much has the world warmed, what has caused this warming and what might the future look like? In the video, Met Office meteorologist Aidan McGivern summarises what the science tells us.

- 5** Split the group into teams of three or four and ask them to share their individual line graphs with their fellow team members, considering where and why their line graphs might be different. You can ask the following prompt questions (on slide 3):

- Is this because some people have more of an emotional response to climate change than others?
- Is this because some people understand climate change more than others?
- Is it important to have hopeful messages about climate change as well as pessimistic ones?

## Optional extension

In this optional extension, young people will explore positive stories about the work being done to address climate change. Explain that there is a line of thought that suggests that unbalanced reporting of climate change stories i.e. sharing climate disaster stories without emphasising positive efforts to mitigate climate change, can actually cause inaction rather than proactivity. Ask the group how they feel when they hear positive stories about the work being done to address climate change.

Ask everyone to research different initiatives, ideas and innovations that people, like scientists and entrepreneurs, have come up with. This will require some online research and use of the school library to look through science publications. They can use some of the websites below:

<https://happyeconews.com/about/>

<https://www.goodgoodgood.co/impact/environment>

Select a time for a few volunteers to share their positive stories with the rest of the group and consider how these could be shared with the rest of the school or in their community alongside other sustainability initiatives.



30 minutes



Groupwork

# Emotion graph

