

SDG3 Eco-Agency: Supporting Youth-Led Climate Action



Standalone TY Unit

Lesson 5 Societal Impact - Fishing, Tourism and Agriculture

Subject Areas:
Climate Action and Sustainable Development, CSPE, SPHE



Lesson Title and Summary: Societal Impact -

Fishing, Tourism and Agriculture

Eco anxiety affects us all. In industries like, fishing, tourism and agriculture, often in areas most vulnerable to climate change impacts, eco-grief is also being experienced. In this lesson learners will explore the possible effects of eco anxiety on industry locally and in the broader sense.

Vocabulary:

Adaption, Agriculture, Community, Eco-anxiety, Eco-grief, Extreme heat, Fishing, Impact, Industry, Livelihood, Mitigation, Risk, Threat, Tourism

In this lesson, the learner will:

- Explore and discuss the effects of eco-anxiety on the fishing, tourism, and agriculture industries in Ireland and their broader societal impact.
- Make links between resilience, the UN Sustainable Development Goals and the Earth Charter principles.
- Goal 10: Reduced Inequalities and Goal 13: Climate Action
- The Earth Charter Pillars 1.4: Secure Earth's bounty and beauty for present and future generations and 2.6: Prevent harm as the best method of environmental protection and, when knowledge is limited, apply a precautionary approach.

Materials

- Worksheet: Impact Brainstorming
- Worksheet: Impact Goals and Pillars
- Teacher's Notes
- A3 paper
- Coloured Pens

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ACTIVITY INSTRUCTIONS

Activity 1 Industry and Wellbeing (15 mins)

1. Guide learners in a brief grounding exercise to bring focus into the space and to provide a tool for self regulation. See Teacher's Notes for script.
2. Ask learners to share their understanding of how environmental concerns can affect peoples' mental and emotional well-being.
3. Elicit learner understanding of "eco-grief" and how it differs from "eco-anxiety" from their learning in a previous lesson (Loss). Anxiety = fear for future, grief = trauma from lived experience.
4. Divide the class into three groups, one industry per group: Fishing, Tourism, Agriculture, ask learners to discuss and list five ways they think environmental changes impact the industry they have been assigned, leading to stress and anxiety amongst workers and local communities. Set time limit of 10 minutes.
4. Invite a speaker from each group to present their list of challenges. Encourage a brief open discussion with the class and questions after each presentation.

Activity 2 Impact Risk, Adaption and Mitigation (20 mins)

1. Direct learners to Worksheet: Impact Brainstorming. Go through the questions and check understanding.
2. Provide large sheets of paper and markers and in the same groups, have learners create visual impact maps for their assigned industry, highlighting eco-anxiety-related challenges, such as declining fish stocks, extreme weather affecting tourism, or crop failures.
3. Encourage them to think about the broader consequences, including economic, social, and cultural impacts. Encourage them to make the links between worry for the future and grief from lived experience.

Activity 3: Impact Goals and Pillars (15 minutes)

1. Direct learners to Worksheet: Impact Discussion.
2. Tell groups to review the UN Sustainable Development Goals and the two Earth Charter Pillars and discuss the benefits of industries aligning with the UN Sustainable Development Goals (SDG) and the Earth Charter(EC) pillars SDG 10 and 13 and Pillars 1.4 and 2.6
3. Go through the instructions and check understanding. See Teacher's Notes for additional information that can be shared with learners if they get stuck and close activity before reflection with a Gratitude Circle:
4. Sit in a circle and have each student share something they're grateful for from the lesson and from the three industries explored.

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REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

Use Post-its or a mentimeter poll www.mentimeter.com

REDUCTION / EXTENSION ACTIVITIES

Reduction: For a shorter class, set Activity 3 as homework.

Extension: For a longer class, direct learners to the infographics (Media Box) after Activity 2 and have them link the new information into their discussion in Activity 3.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Slides: Fisheries and Aquaculture: <https://www.slideshare.net/bakeralan/climate-change-and-fisheries-and-aquaculture>

Infographic Tourism: https://d3.harvard.edu/platform-rctom/wp-content/uploads/sites/4/2016/11/TOM_Challenge_1_Exh_1.jpg

Infographic Agriculture: https://croplife.org/wp-content/uploads/pdf_files/Climate-Change-Brochure.pdf

LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

1. Research and write a short reflection piece on how eco-anxiety awareness can be raised within local communities to drive positive change.
2. Research and write a short essay on the role of government policies in addressing eco-anxiety and its impact on industries in the learner's country.



Three- Minute Guided Meditation Script using BREATHING

- I'd like you to pause , take a deep breath and place your feet flat on the floor. Really FEEL your feet in contact with the ground underneath you.
- Now place your hands on your stomach and take 2-3 deep breaths, noticing your stomach rising and falling with each in and out breath.
- And when you feel comfortable, close your eyes.
- Now, as you keep breathing deeply into your stomach, I'd like you to breathe in for a count of 5, then hold your breath for a count of 5, and breathe out slowly for a count of 5. And keep breathing, in for 5, hold for 5, out for 5. [Pause for about 1 minute]
- [Softly] Great. I'd like you to now slowly bring your attention back to the room, noticing the sounds around you and begin to open your eyes [pause].
- So, how are you feeling?

This simple 3-minute guided meditation script helps revitalise AND relax the learner. The deep breathing helps to oxygenate their blood while the simple focus on the breath calms them and brings them into the present moment.

Source: <https://www.thecoachingtoolscompany.com/de-stress-series-relax-clients-in-under-5-mins-guided-meditation-scripts/>

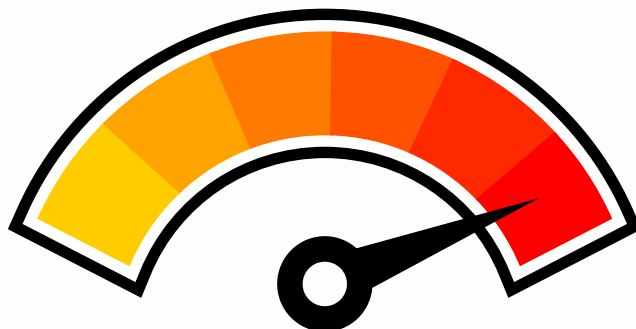
L5 Worksheet:IMPACT Brainstorming

3 GOOD HEALTH
AND WELL-BEING



Consider the consequences of global climate change. For this exercise consider the following threat on your industry: fishing, tourism or agriculture:

EXCESSIVE HEAT



IMPACT

WHAT MIGHT BE SOME OF THE DIRECT AND INDIRECT IMPACTS BE FOR PARTICULAR INDUSTRIES?



DIRECT

heat stress



INDIRECT

threat to health
and wellbeing

RISKS?

WHAT RISKS DO
THESE IMPACT
POSE?

ADAPTIONS?

HOW CAN WORKERS AND
COMMUNITIES OF THESE
INDUSTRIES MITIGATE AND
ADAPT TO CLIMATE CHANGE?

MITIGATION?

WHY AND HOW WOULD THESE
IMPACTS AND RISKS AFFECT
HEALTH AND WELLBEING?

HOW CAN THEY BECOME MORE
RESILIENT AND COPE BETTER
WITH ECO-ANXIETY/ECO-GRIEF?

L5 Worksheet: IMPACT Goals and Pillars

3 GOOD HEALTH AND WELL-BEING



Goals and Pillars Overview



- The UN Sustainable Development Goal 10 focuses on reducing inequalities within and between countries.



- The UN Sustainable Development Goal 13 focuses on taking urgent action to combat climate change and its impacts.



- The Earth Charter Pillar 1.4 related to Respect and Care for the Community of Life: Secure Earth's bounty and beauty for present and future generations. and focuses on acknowledging that the actions of each generation must consider the well-being of future generations. Passing down values, traditions, and institutions that promote the sustained prosperity of both human and ecological communities on Earth.



- The Earth Charter Pillar 2.6 relates to Ecological Integrity: Prevent harm as the best method of environmental protection and, when knowledge is limited, apply a precautionary approach and focuses on acting proactively to prevent environmental harm, even when scientific evidence is lacking, requiring those advocating for activities to prove they won't cause significant harm, holding them accountable for any damage, considering the long-term, indirect, global, and cumulative effects of human actions when making decisions and stopping pollution and the accumulation of harmful substances in the environment.



DISCUSS

How might industry alignment to the UN Sustainable Goals and the Earth Charter support workers and communities in these industries experiencing eco-anxiety and eco-grief?

Link your ideas to SDG 13 and 10, Earth Charter pillars 1.4 and 2.6