Activity Summary
Use this activity to help students practice strategies for managing their emotions and developing self-regulation skills when discussing complex emotions during the climate crisis.

### Instructional Overview

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Elementary - College</th>
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<tbody>
<tr>
<td>Instructional Time</td>
<td>5-10 min</td>
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- To make the connection between diverse emotions and climate topics.
- To create a safe and supportive space for emotions that arise when processing the impacts of climate change.
- To provide language and validation for the range of emotions that can arise when discussing climate change.

### Social-Emotional Learning Focus

- Identifying one’s emotions (CASEL Core Competencies: Self Awareness)

### Strategies

1. Self-care
2. Listen and validate feelings
3. Use social, emotional, and positive coping skills

### Materials

- Writing paper and utensil

### Sources and Research

- [https://practicalpie.com/the-emotion-wheel/](https://practicalpie.com/the-emotion-wheel/)
- Strategies for managing climate change discourse for classrooms in which teaching climate change may be controversial: [https://cleanet.org/dev/clean/literacy/tools/controversy.html](https://cleanet.org/dev/clean/literacy/tools/controversy.html)

### Instructional Process

1. Show the emotions wheel to students. Give students 1-2min to sit quietly and think about what emotions they have when processing climate change. Have students write down what emotions they are experiencing.

2. Have students share what emotions they wrote down with a student sitting next to them. Let students know it is perfectly fine to feel whatever emotions they are feeling.
Notes: Each level of the wheel, moving from the center outward, adds a layer of complexity. For younger students, consider only using the center ring. Include more rings (layers of complexity) depending on students’ ages and abilities. Consider printing the wheel as a handout for students to refer to in any applicable classroom activity.

Closure

Once all pairs have had a chance to share, invite each group to highlight any common emotions and/or major differences.