**Online session plan: Reflection on Nature and taking notice (Discover/Explore stages)**

**Aim**: Getting young people to think about how the current situation might have changed their appreciation for natural spaces

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| **Activity** | **Delivery suggestions** | **Aim**  | **Resources**  |
| **Code of conduct**  | * What this space is used for
* Establishing an agreement of how to work together in an online setting
* What is expected from youth worker
* What is expected from young people

<https://londonyouth.org/safeguarding-young-people-online-during-the-covid-19-lockdown/>  | Setting up ground rules to establish a safe and fun co-working environment.  | Internet Phones  |
| **Cloud of Emotions** | * Explain that you understand that this current situation can cause a lot of mixed emotions and that you would like to understand how the young people are doing at this current moment.
* This can be done in various ways to make it more interactive: use to create a word cloud and share on your screen to watch emotions form and grow

Alternatively, you can use the chat function and insert an emoji of your choice to best describe your mood; Or show them a picture of a heart chart that you can create beforehand Or ask them to type a number from 1 (lowest) to 10 (highest) explaining how they feelThe other option is to ask people to share one by one and explain how they are feeling and why. * Capture these emotions and check in with them after if they are not feeling great
* Explain that all the feelings are completely normal in these circumstances
 | Understanding people’s current emotions and gauging what support they might need | <https://www.mentimeter.com/features> / menti.com |
| **Reflection on their access to nature**  | * Have a conversation about how much access each of them have to nature at the moment and how it makes them feel?
* Are they appreciating nature differently now to before?
* Have they spent much time outside? If they have, what have they been doing? (Going for walks, playing football, cycling etc?)
 | Getting young people to reflect on the benefit nature has on their wellbeing (this will hopefully stimulate them to thinking about wildlife and nature in a more caring way later down the line) |  |
| **Nature meditation for wellbeing**  | * A lot of parks have now shut especially in central London and some wild spaces are not as accessible to young people so give them the opportunity to tune into a short nature meditation:
* Ask them to put their phones on mute, find a comfortable position and watch a snippet of the video, or just listen with closed eyes: Play only a couple of minutes: <https://www.youtube.com/watch?v=Qm846KdZN_c>
* Ask them to take a deep inhale and exhale before continuing the session.
* Reflect how these couple of minutes made them feel
 | Getting young people to link how being in nature can support their wellbeing and giving them some access to wildlife when they don’t have any parks around them.  |  |
| **Taking notice** | Give them a creative task to do when going outside next with the aim to take more notice of wild spaces. This could be done in lots of different ways for example: * Ask them to take some colourful pens and paper and sit by their window or outside to draw nature in an abstract way with all its colours
* Ask them to pay attention to the sounds of nature and maybe record some bird song and share it in your group or with you as a youth worker
* Get them to notice all the different colours of nature
* Sit somewhere for 10 minutes and count how many animals come across them in that time.

Ask them to share this information with the group when you meet for the next session.  | Getting young people more aware of their surroundings, more present and more appreciative of the wild spaces they have access to.  | Older young people (16+) or youth workers might be interested in this Ted Talk by Bernie Krause: <https://www.ted.com/talks/bernie_krause_the_voice_of_the_natural_world?language=en> |

**Online session plan: Understanding the impact Covid-19 has on the planet and our communities and creating a small pledge (Discover/Explore stages)**

**Aim**: Understanding how we can change small things to enable nature and wildlife to continue thriving in the future

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| **Checking in**  | * Explain that you understand that this current situation can cause a lot of mixed emotions and that you would like to understand how the young people are doing at this current moment.
* Use the “wheel of feelings” for them to describe how they feel **or**
* Use one of the tools from the reflection session to capture the young people’s emotions and check in with them after (perhaps use a different tool to before to switch it up)
* Explain that all the feelings are completely normal in these circumstances
 | Understanding people’s current emotions and gauging what support they might need | <https://www.mentimeter.com/features> / menti.com<http://feelingswheel.com/> |
| **Animals in Groups (Icebreaker)** | * Use the attached [Slideshow](https://drive.google.com/file/d/1xxy_hHXAjPBezsVWxTwkF1Ogb2zdSN5y/view?usp=sharing) and share the screen with young people so that they can guess the names of animals in groups and find out a fun fact.
 |  Getting young people into the right frame of mind for this Keeping it Wild session and getting them to learn something new and fun | Keeping it Wild slide “Collective Animals” and this beautiful video of a murmuration in the end: <https://vimeo.com/31158841> |
| **Headlines**  | * Create a slideshow or use the London Youth provided PowerPoint to look at different Headlines affecting the environment locally and globally in the past weeks since the pandemic was announced.
* Have an open discussion about what they have heard about this topic, how they feel about it and anything else to add.
* Capture their initial reactions to understand where their fears and passions lie and if they might want to pick up some of these issues to work on later
* Discuss how young people would like the headlines to sound for the Future using the chat box. For example: “London to be the first capital with more bicycles than cars” or “Wildlife count shows a steady increase in biodiversity across the globe”. Etc.
* Discuss with them what would need to happen for these positive headlines to come true? What would need to be put in place?

  | Understanding young people’s knowledge and opinions on certain local and global topics related to nature and getting them to think a little more about the consequences.  | See attached [LY Headlines slideshow](https://drive.google.com/file/d/1WQg86aSHRmYGzTrIlddEYKC2Yi3fGtwv/view?usp=sharing) or create your own. Supporting videos: Cleaner air/water: <https://www.youtube.com/watch?v=HVwjs_D_kRI>Goats: <https://www.youtube.com/watch?v=xcDvM3PdVsc>Older young people (16+) or youth workers might be interested in this Ted Talk by Bernie Krause: <https://www.ted.com/talks/bernie_krause_the_voice_of_the_natural_world?language=en> |
| **Pledge** | * What are the topics about nature that they care about the most? Use mentimeter to create a word cloud to see what the biggest issues environmental issues are in their minds.
* If they could do one thing differently that would help towards making the environment better for wildlife and their communities, what would it be?
* Ask them what hinders them from doing it? If they are worried that one small gesture won’t change anything show them this video: <https://www.youtube.com/watch?v=ysa5OBhXz-Q>
* Give them the task to create a small pledge on how they will help protect nature/wildlife in their communities. Do this on a piece of paper in a creative way, either using magazines to create a collage or paint or whatever their way of getting creative is (it could also be as a poetry or spoken word, a song they create etc etc). Ask them to send you a picture, a video etc once they did this.
 | Getting young people to take the first step into creating actions  | When wolves change rivers: <https://www.youtube.com/watch?v=ysa5OBhXz-Q> |

**Online session plan: Understanding Community and generating project ideas**

**Session aim:** To support young people to explore what community means to them and look into environmental issues they would like to tackle

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| **Community to you**  | * This could be done by each young person individually drawing and using images to create their own communities, then potentially sharing with the rest and seeing what is held in common
* This could also be done by the group sharing in pairs/small groups (breakout space on zoom) what is in their community or what community means to them and seeing where there are similarities
 | To explore different ideas of community and find something the group hold in common | Paper, Pens, Magazines, Scissors, Glue… whatever they feel like.  |
| **Exploring issues**  | * Ask young people to reflect on the pledges they might have wrote (see previous session plan) and what issues came up or:
* Ask young people to talk in pairs or small groups about the environmental issues that most affect them as young people or they feel affect the community
* Share these as a whole group and use a voting system to decide on the most relevant issues (you can again use mentimeter for this (please explore beforehand).
 | To start to understand what issues are relevant and could form the basis of an online project  | Mentimeter (<https://www.mentimeter.com/>)  |
| **How can we create change?**  | * Explain that the task is to create a social impact that benefits wildlife and wild spaces in London and the communities they live in. This could be done in lots of different ways: - Through a social media campaign - Creating digital media, like an awareness raising podcast, a YouTube clip, IGTV or similar - or Getting creative and inspiring others to do so as well Find the full guidance and tools in the attachment
 | For young people to understand that there are things they can do to create an impact at home and involving the community.  | “Digital SAP Guidance Doc” and the accompanied document “Spreading the word using Social Media” – see in pack or attached. |
| **Finding out more**  | * Support the young people to do research on the areas they are interested in – can they look up groups in the community that work in that area? Can they look up what actions others are taking?
 | To find out more about their issue |  |