



OPERATIONAL GUIDE PRESENTING THE ECOREACT RESSOURCES

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Operational guide on the EcoReact Ressources (2026)



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University**



**Co-funded by
the European Union**

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Chapter 1 Introduction

1.1 Project context and objectives

Eco-anxiety among young people is an escalating concern. It refers to a spectrum of emotions directly related to ecological deterioration and climate change, including feelings that range from anxiety, sadness, and fear to guilt and even despair. According to a major 2021 study published in *The Lancet Planetary Health* journal, 45% of young people report that their everyday life is impacted by eco-anxiety. In fact, the 2022 IPCC report reinforces the findings on the severity of eco-anxiety, underlining the intensifying consequences of climate change and biodiversity loss. Although there is growing attention to this issue, educational responses remain inadequate. In Europe, there is still little understanding of ecological anxiety, educational policies are hardly available, while youth workers do not possess the resources and skills that are necessary to support young people facing climate discomfort.

To respond to this shortfall, the Erasmus+ EcoReactEU project was introduced in 2023, the first coordinated European project addressing youth eco-anxiety through education. Its goal is to cultivate youth workers' and the general educational community's competences and to incorporate eco-anxiety into national and European youth policies. Mainstream pedagogical methods, including expression through arts and reconnecting with nature, are considered as efficient techniques which can support young people in sharing their feelings and in dealing with the green issues in a productive manner.

General Objective:

Providing the first constructed training response to the eco-anxiety of young people in Europe, strengthening youth workers with specific know-how, resources and educational techniques.

Specific Objectives:

1. Spreading information on eco-anxiety through the launch of a European resource platform bringing together academic knowledge and hands-on training resources.
2. Enhancing youth workers' competences through a MOOC containing educational materials and ready-to-use tasks to incorporate eco-anxiety into their day-to-day work.
3. Encouraging young people to share their thoughts and participate through the dissemination of novel methods of participatory education and the establishment of safe spaces where young people feel comfortable expressing themselves, exploring ideas, and engaging in action.

These objectives have direct relevance to the EU priorities “Environment and the fight against climate change” and “Youth: strengthening the links between policy, research and practice,” by providing youth workers with the appropriate tools so that they are better prepared to mentor and engage young people in the green transition.

1.2 Purpose and structure of the guide

Through the guide, both youth workers and the broader European educational community have access to concrete, hands-on, and actionable guidelines for introducing eco-anxiety into their work with young people. A core outcome of the EcoReactEU project is the conversion of the project's academic knowledge and educational resources into a manageable toolkit for the youth sector.

The development of the guide aims to empower youth workers to be more aware of and implement the educational resources designed within the project to assist young people suffering from eco-anxiety. It contains specific guidelines on the way to use the MOOC and the educational platform in practice, providing step-by-step instructions and practical examples to simplify their application in youth work environments.

The content of the guide is based on the real everyday life and needs of youth workers, as a group of them in France, Greece, and Italy experimented with the educational tools developed under the project and sent feedback on their functionality and aspects for improvement.

It has been designed in a way that it can be useful to any European organization or youth worker interested in introducing eco-anxiety management practices within their training work, thus promoting the diffusion and long-term visibility of the project's outcomes.

1.3 Target audiences and link with the platform and MOOC

Youth workers are the core target group of the project. Having access to the educational platform and the MOOC, they participated in the pilot and experimentation phase, providing their recommendations and thus making sure that the provided resources are suitable for their training context and the needs of the young people they work with.

Young people aged 15-25 are a main indirect target group, as they benefit both from the more well-informed youth workers they come into contact with and from the opportunity to gain initial experience of the training tools during the experimentation phase.

The wider educational community will also be connected to all available training tools, expanding the project's reach to the general public. On the other hand, policy makers are advised to include addressing eco-anxiety methods in youth and educational policies through the project's training recommendations.

Thus, the involvement of all the above target groups with the educational tools confirms that the latter will be widespread and meet the operational challenges in the field.

The consortium's work concentrated on the national populations of its member countries, France, Italy, Greece, and the Netherlands, and all material, both on the educational platform and in the MOOC, is available in these four languages.

Chapter 2: Understanding eco-anxiety

2.1 Definition and key issues

An important mental health issue, particularly among young people, is eco-anxiety, a direct consequence of the steadily worsening environmental crisis. Although no age group is unaffected, children and young people are highly susceptible because of the increased consciousness that their future is threatened by environmental degradation.

Given the current evidence, eco-anxiety is reflected as a logical response to a global ecological emergency rather than a mental disorder. However, its psychological consequences can significantly affect daily life and well-being. Research reveals high rates among young people in Europe, with nearly half suffering from intense anxiety disrupting their everyday activities.

The main factors that lead to ecological anxiety feelings include both first-hand exposure to environmental emergencies as well as secondary exposition through media reports or community discussions. The lack of accountability on the part of governments is a crucial factor in young people's disillusionment. Plenty of young people are very concerned about tomorrow's generations or are not having kids because of their anxiety concerning the planet's situation, with others directing their concern towards activism or environmentally friendly behaviour.

Coping actions are diverse, involving problem-oriented interventions, emotion-oriented approaches, and meaning-oriented responses that focus on hope and persistence against insecurity. The role of youth workers is particularly important in this regard, both because of their proximity to young people as well as their ability to provide emotional and practical support. However, it seems there is limited capacity among youth workers to cope with youth's eco-anxiety. While many are familiar with the matter and demonstrate likely emotional reactions, there is a common request for further guidance and resources.

Effective assistance to young people requires further consideration of eco-anxiety in different cultural and regional contexts, taking into account the range of emotions involved, and allocation of resources for resilience and effective intervention for both young people and youth workers.

2.2 Main findings from the EcoReactEU study

The EcoReactEU study explored eco-anxiety among young people and youth workers in France, Greece, and Italy, offering some of the first cross-national insights into the emotional, cognitive, and behavioral responses to ecological stressors among these groups.

The EcoReactEU study (2024) on eco-anxiety among young people aged 16 to 25 was carried out by La Ligue de l'enseignement, EKoGreece, Arci, and Utrecht University. It aims to assess the impact of environmental issues on the psychological well-being of young people in France,

Greece, Italy, and the Netherlands, based on a literature review and two questionnaires addressed to young people and youth workers, with 832 responses analyzed. The principal results are summarized below.

- Levels of eco-anxiety

Significant inter-country variations were noted: Italian youth showed lower levels of ecologic anxiety compared to their French and Greek peers, perhaps due to climate awareness or sample diversity, as the Italian sample was more locally specific. Youth workers demonstrated higher levels of eco-anxiety than young people in all countries, raising concerns about both their own well-being and their ability to empower others.

- Disparities in perception between young people and youth workers

Youth workers frequently overestimated the extent of young people's eco-anxiety and its potential causes, mainly the impact of the media and community disengagement. This implies a possible disconnect between youth workers and youth, which might derive from the intense feelings of the youth workers themselves, increased media exposure, or intergenerational disparities in climate-related perceptions. Regardless of these dissimilarities, it is encouraging that youth workers were generally accurate in recognizing the most intense emotions that young people were experiencing and in identifying the coping mechanisms they used.

- Factors contributing to eco-anxiety

Lack of action on the part of the government was the major contributor to environmental concern among young people in all three countries, followed by media coverage of ecological issues and predictions of future consequences. These data are aligned with worldwide research studies underlining low trust in government and media-induced awareness of climate change as prominent sources of concern.

- Coping Mechanisms

Young people mainly adopted coping mechanisms focused on meaning and the problem. Emotion-focused coping techniques appeared lower than anticipated, although youth workers may have overvalued their frequency. This shows perseverance and meaningful engagement among young people, that may be strengthened via focused reinforcement.

- Differences between countries

Despite minor discrepancies in the level and causes of eco-anxiety among young people in Italy, Greece, and France, climate change and plastic pollution stood out as the most pressing ecological concerns for all three groups. Young people in Greece additionally reported wildfires and air pollution as significant problems, reflecting recent regional climate impacts. On the other hand, the youth in France seemed to be particularly worried about biodiversity loss.

- Youth and youth worker support needs

The creation of support structures for eco-anxiety was expressed as an emerging need. Young people were interested in discussion forums, educational workshops, and cafés on ecological anxiety, especially since they do not always feel heard by youth workers. On the other hand, a significant percentage of youth workers indicated a lack of training on ecology-related issues, while several expressed interest in educational resources, psychological support, and mentoring for youth involvement in green initiatives. Therefore, it is essential that both groups receive in-depth information and tools to help them understand each other's perspectives.

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2.3 Implications for young people and youth workers

The EcoReactEU survey presents important data on eco-anxiety among young people and youth workers in Italy, Greece, and France, highlighting the significance for focused assistance, awareness, mentoring and empowerment for both groups.

1. For young people

Young people consider climate change the most pressing environmental issue, followed by plastic pollution and biodiversity loss. They are very concerned about government inaction, extensive media reporting and long-term climate change consequences. Thus, the implications are summarised below:

- In projects supporting young people, open discussion about climate change should be promoted.
 - Of particular importance is that current policy strategies for addressing ecological challenges are communicated to young people, as they may not be aware of the measures being taken to tackle climate change.
- It is essential that coping mechanisms capitalize on the current assets of youth, especially the employment of problem- and meaning-focused coping methods, like activism or the conversion of insecurity into hope and purpose.

2. For youth workers

Youth workers, whose involvement is vital to empowering the younger generation, appear to experience greater eco-anxiety than young people themselves. Firstly, this implies the shared nature of the two groups' experience of eco-anxiety and, secondly, it underlines the urgent necessity of supporting youth workers. The findings point to the following:

- Considering the shared emotional experience of both groups, youth workers, with proper guidance on effective and empathetic communication on ecological concerns, are well-positioned to support others.
- Youth workers need personalized training and tools to cope with their own eco-anxiety, such as eco-emotional literacy, resilience training, and peer support networks to ensure they are appropriately emotionally equipped to provide assistance to others.

In conclusion, a dual approach is required: equipping young people with the proper resources to enable them identify and manage their emotions, and supporting youth workers to ensure their ability to support both young people and themselves. This two-pronged strategy will help young people feel understood and youth workers feel like they're in a supportive environment.

Chapter 3. Supporting young people

3.1 Guiding principles

Eco-anxiety is a legitimate reaction to ongoing environmental changes, and deserves to be recognized, listened to, and understood. The starting point for any workshop addressing issues related to eco-anxiety is therefore to recognize the legitimacy of young people's emotions and offer a space where these emotions can be named, shared, and transformed into resources for action and well-being.

Based on the findings of the EcoReactEU project, which shows how young people and youth workers express a wide range of emotions (worry, anger, sadness, helplessness, but also hope) and are calling for more training and opportunities for discussion on eco-anxiety, we can identify some guiding principles for educational work.

1. Legitimize emotions and don't pathologize them

- Present eco-anxiety as a rational response to real problems (climate crisis, biodiversity loss, pollution, environmental injustice), and not as a “disease”.
- Recognize the plurality of emotions: not just fear and anguish, but also anger, guilt, sadness, frustration, loneliness, hope.
- Avoid messages that belittle (“don’t think about it”, “you’re too sensitive”) or, conversely, that overly dramatize (“it’s all lost”).

2. Create emotional and psychological safety

- Establish clear frameworks for our intervention: agree on rules of listening, confidentiality, respect, and the right to remain silent.
- Take care of the setting (a welcoming space, sitting in a circle, relaxed times) and time management (always plan a “gentle” exit from the topic).
- Be aware that some young people may have already experienced traumatic events linked to environmental disasters or socio-economic precariousness.

3. Cultivate initiative, not just awareness

The study published as part of the project shows that perceived inaction by governments and adults is a major cause of environmental anxiety and that many young people feel powerless in the face of the climate crisis.

This is why it is important:

- Moving from the idea of "inevitable catastrophe" to the idea of a "field of possibilities" in which actions, both individual and collective, matter.
- Working across different “spheres of influence” (self, group, community, institutions) to make visible the spaces in which young people can act.
- Promote positive examples, stories of resistance, practices of care and solidarity

4. Integrate the individual, collective and systemic levels

- Value individual choices (such as recycling or conscious consumption) as concrete actions that can have a meaningful impact, especially when they are shared, made visible, and replicated.
- Clearly communicate the role young people can play in contributing to systemic change, showing how everyday actions can grow into collective initiatives, civic engagement, and influence on economic and political systems.
- Always connect personal actions to collective dimensions (movements, policies, local communities), making structural responsibilities explicit (governments, businesses, economic systems).

- Adopting a climate justice perspective: Who is most affected? Who bears most responsibility?

5. Take care of the educators too

The study highlights that youth workers report even higher levels of eco-anxiety-related emotions than young people themselves, and in turn, ask for training and support tools. Therefore, consider that:

- Adults who take on an educational role need space to process their own eco-anxiety, acknowledge it, and not unload it on young people.
- Self-care and teamwork (supervision, peer exchange, and moments of relaxation) are integral to the educational quality of the workshop.

6. Promote relationships and social support

- Effective coping mechanisms often come from meaningful relationships and contexts in which one feels listened to and understood : building contexts that move in this direction is already a first response to eco-anxieties.
- Promote mutual support practices (small group work, peer support, youth “climate cafés”) to combat loneliness and the feeling of being “the only one worrying” by building pathways for horizontal exchange.

7. Support meaning- and problem-oriented coping

The study conducted as part of the EcoReactEU project shows that young people predominantly use a combination of problem-focused coping (taking action, changing behaviors) and meaning-focused coping (making sense, finding motivation and values), and that these approaches are associated with greater well-being and resilience.

The workshops should strengthen both: they should provide tools for action and, at the same time, help build meaningful narratives (“why does it matter to me?”, “what kind of person/community do we want to be?”).

3.2 The support pathway: understanding – expressing – acting

By building a three-phase process— understand, express, act —it's possible to best approach the implementation of the workshops. This isn't a rigid model: the phases can be intertwined or repeated multiple times, but respecting the phases means offering a clear structure to participants and, even more importantly, to the youth workers who must build the process.

Phase 1 – Understanding

Phase objectives

- Building a shared language that allows young people to describe their feelings about the ecological crisis.
- Making the sources of eco-anxiety recognizable by connecting emotions and experiences to concrete elements (environmental context, information, social dynamics, perception of political inertia).
- Normalize and legitimize emotional experience, so that young people understand that what they feel is common and shared.

Educational attention

- Create a safe, listening atmosphere where every emotion can be expressed without judgment.
- Avoid simplistic explanations or reductive interpretations
- Balance information and emotional dimension, avoiding both excessive technicality and dramatization.
- It is important to recognize that eco-anxiety is not a monolithic phenomenon; rather, it manifests differently depending on socioeconomic, cultural, and territorial factors.
- To show how eco-anxiety is not an individual anomaly but an understandable response to a real situation.

Role of the educator

- Offer clear references, based on accurate data and narratives, without creating a climate of alarm.
- Facilitating the understanding of emerging emotions, helping to trace their social, environmental, and political roots.
- Acknowledge and embrace even what remains unsaid: not all young people will feel ready to share.
- Support the creation of a non-competitive, non-judgmental group atmosphere that respects different emotional timescales.
- Making complexity visible: eco-anxiety is intertwined with other aspects of young people's lives (precarity, identity, relationships, future).

Phase 2 – Expressing

Phase objectives

- Make room for climate-related emotions, recognizing the plurality of experiences (worry, sadness, anger, guilt, frustration, hope).
- Strengthen a sense of belonging and connection by showing that emotions do not have to be dealt with alone.
- Counteract silence and isolation, which are among the factors that increase emotional suffering.

Educational attention

- Avoid pressure to share: emotional participation must be voluntary.
- Accept emotions as an integral part of the experience, without trying to “solve” them immediately.
- Ensure that emotional expression takes place in a safe environment, with clear rules of mutual respect.
- Support the emergence of positive or generative emotions (hope, a sense of connection, a desire to care for the world).
 - Emphasise that eco-anxiety is common, and many people share these emotions
- Pay attention to any signs of profound distress, having already mapped out local resources for psychological or socio-educational support.

Role of the educator

- Facilitate ways of expressing yourself that are not invasive or intrusive, respecting each person's limits.
- Giving value to the narrative dimension: personal stories help give meaning to emotions.
- Maintain attentive, empathetic listening, without assuming the role of therapist (this is not the purpose of the workshop).
- Monitor the group's energy and guide it toward forms of expression that do not fuel sensationalism or closed emotional circles.

Phase 3 – Acting

Phase objectives

- Transforming eco-anxiety into a sense of possibility, supporting the perception of individual and collective agency.
- Connect emotions, values, and actions, showing that what we feel can guide meaningful choices.
- Promote a vision of shared change, avoiding the narrative of individual heroism or “it all depends on you.”

Educational attention

- Avoid reducing action to just individual choices: meaningful action is always also collective and systemic.
- Respect group boundaries: disproportionate actions can lead to frustration or burnout.
- Maintaining a balance between realism and hope: acknowledging the gravity of the crisis without falling into fatalism.
- Highlight that action is not just “doing,” but also building relationships, community, and critical awareness.
- Support the idea that every meaningful action requires care, continuity, and alliances.

Role of the educator

- Help the group distinguish between what depends directly on them, what requires collaboration, and what concerns the political-institutional level.
- Facilitate a climate in which it is possible to imagine alternatives and new future scenarios, despite uncertainty.
- Avoid moralistic or performative pressure (“more must be done”), which increase feelings of climate guilt.
 - Emphasise that many people share their concern, and many people already act to address the issues
- Strengthening the collective dimension of participation: action is more sustainable when shared.
- Remember that the goal is not to produce immediate results, but to initiate processes of awareness and involvement.

3.3 Connection with the MOOC modules and online tools

The EcoReactEU project has created a European resource platform and a MOOC on eco-anxiety in young people, designed for youth workers. Their purpose is to help integrate this topic into educational practices and to provide practical tools for working with young people. Although the detailed structure of the MOOC may evolve, the content is structured around four main axes, which also reflect the structure of the platform:

1. **Understanding Ecoanxiety**
2. **Tackling climate change**
3. **Supporting young people with their ecoanxiety**
4. **Engaging young people in a positive future**

For educators who run workshops, their engagement with the MOOC and online resources can occur at different levels:

Before the lab

- Use the MOOC's introductory modules to learn more about:
 - definitions of eco-anxiety, main emotions involved;
 - research data (including those from the EcoReactEU study);
 - theoretical frameworks on coping mechanisms.
- Familiarize yourself with the **activity sheets**, videos and podcasts on the platform to select the ones best suited to your context (school, youth centre, association, informal group).

During the workshop

- Integrate some activities proposed in the MOOC directly into the “understanding–expressing–acting” phase: for example, use a video testimonial to open the discussion, a worksheet for mapping emotions, a guided exercise for planning actions.
- Refer participants to self-contained online content (short videos, infographics, interviews) for further study between meetings.

After the workshop

- Suggest that interested parties enroll in the MOOC or parts of it (depending on how access is structured) to further their learning and participate in a larger community of practice.
- Use the MOOC assessment materials (questionnaires, self-reflection grids) as a basis for monitoring the development of skills and emotional well-being in your group.
- Share, where possible, the experiences gained in the workshops (description of activities, adaptations, results) within the project network, contributing to the collective development of good practices.

- In this way, the in-person laboratory and the MOOC are not two separate tools, but parts of a single training ecosystem: the MOOC offers theoretical foundations, tools and community; the laboratories root these elements in real contexts, with concrete faces and stories of young people.

Chapter 4: The use and contents of the EcoReact MOOC and website

This part of the guide aims to introduce the ecoreact.eu online platform and MOOC, both in terms of their use (how to use them as a user?) and their content (what content can you find?). We will also share a selection of activities from the MOOC and the platform that you can use with young people.

The EcoReactEu project has resulted in the creation of two major educational tools:

- **A website** containing educational resources on eco-anxiety among young people, aimed at the general public and education professionals.
- **A MOOC** on eco-anxiety among young people aimed at youth workers.

These two tools were developed by the various partner organisations involved in the project. They were created to help youth workers (facilitators, educators, etc.) understand the causes and manifestations of eco-anxiety among young people and to equip them to support young people through activities.

The MOOC and website are freely accessible, free of charge, and available in five languages (French, English, Greek, Italian, Dutch).

Let's start with an explanation of how to use these two tools.

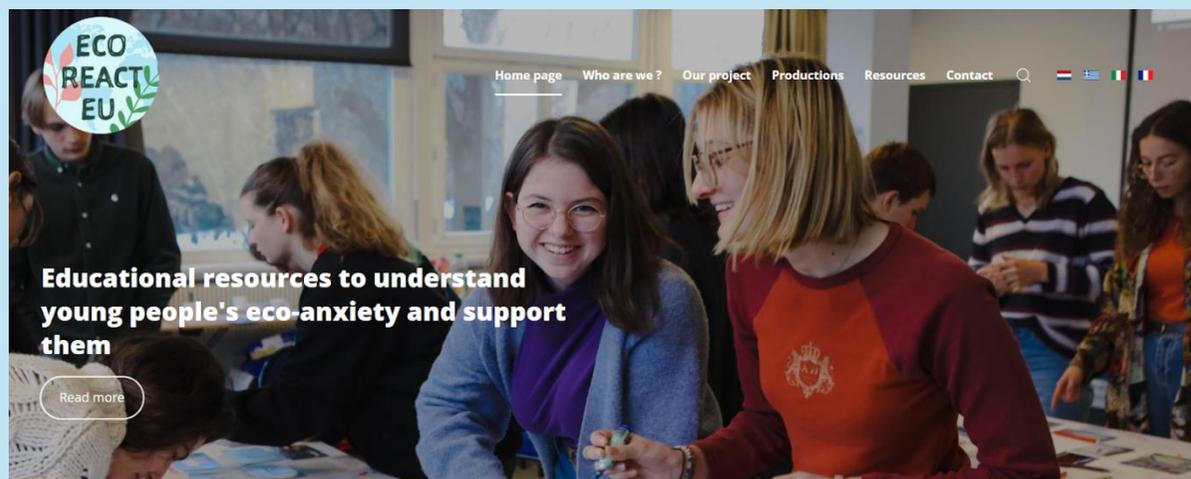
The website

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A. Navigating the ecoreact.eu website: instructions for use

First, enter the website address in the search bar: ecoreact.eu

The Home page

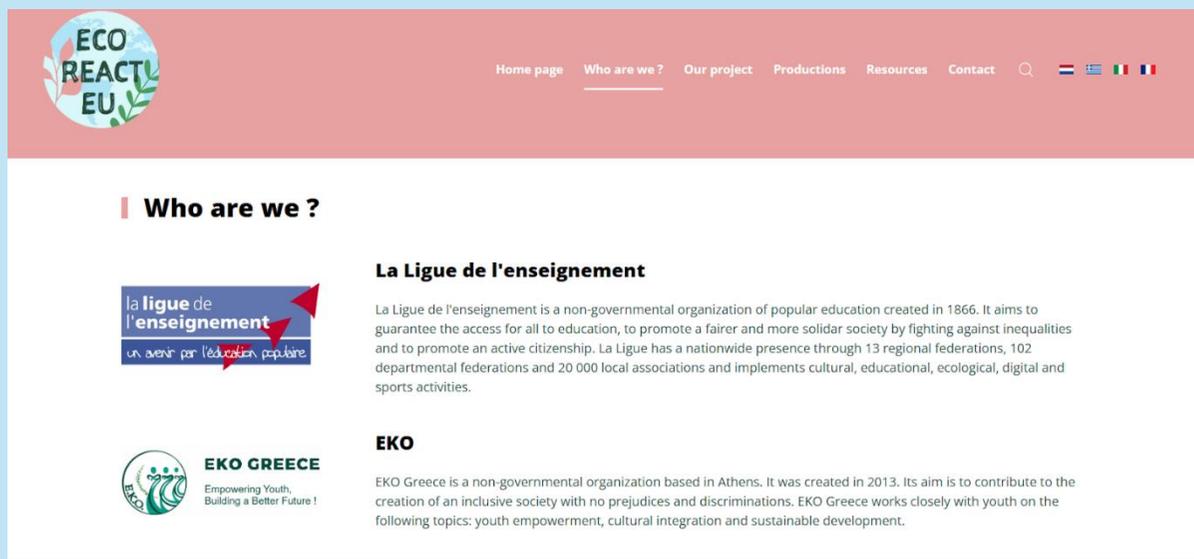


Once you have entered and confirmed the website address in the search bar, you will be taken to the home page, which includes a **summary of the project** and a brief presentation of the partners.

At the top of the screen, you can see the different categories of the site that you can access. You will also find the flags of all the languages in which the website is available. If you wish to change the language, simply click on one of the flags.

Let us focus on each category to guide you in your search.

« Who are we? »



The screenshot shows the 'Who are we?' section of the EcoReactEU website. The header is a solid red bar with the EcoReactEU logo on the left and a navigation menu on the right. The main content area is white and features a section titled 'Who are we?' with a vertical red bar to its left. Below this title, there are two sub-sections: 'La Ligue de l'enseignement' and 'EKO GREECE'. Each sub-section includes a logo and a brief description of the organization's mission and activities.

ECO REACT EU

Home page Who are we ? Our project Productions Resources Contact

Who are we ?

la ligue de l'enseignement
un avenir par l'éducation populaire

La Ligue de l'enseignement

La Ligue de l'enseignement is a non-governmental organization of popular education created in 1866. It aims to guarantee the access for all to education, to promote a fairer and more solidar society by fighting against inequalities and to promote an active citizenship. La Ligue has a nationwide presence through 13 regional federations, 102 departmental federations and 20 000 local associations and implements cultural, educational, ecological, digital and sports activities.

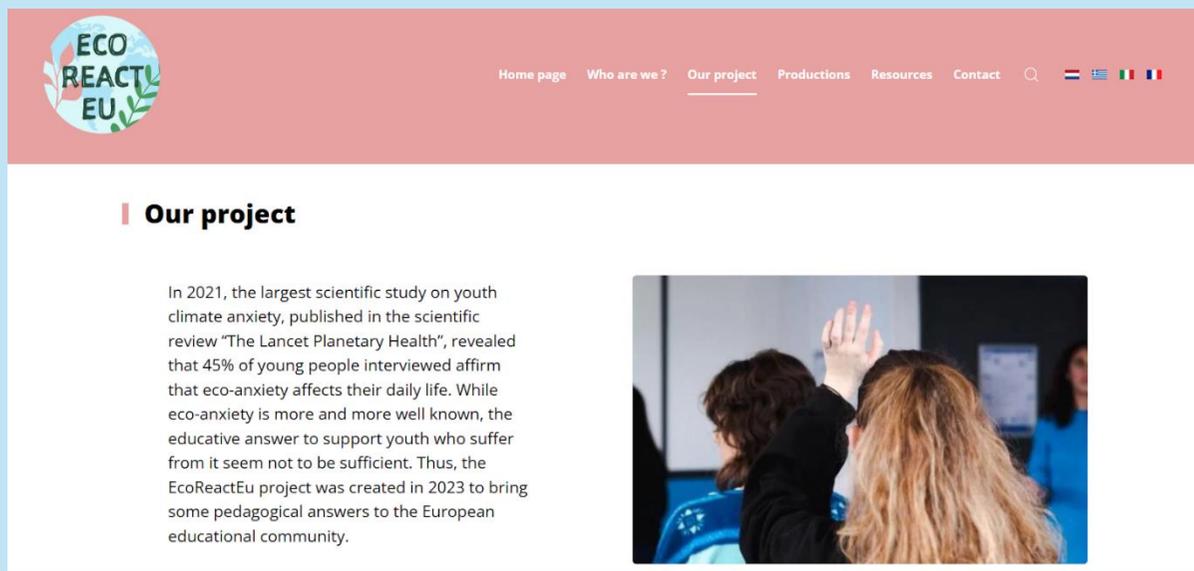
EKO GREECE
Empowering Youth,
Building a Better Future !

EKO

EKO Greece is a non-governmental organization based in Athens. It was created in 2013. Its aim is to contribute to the creation of an inclusive society with no prejudices and discriminations. EKO Greece works closely with youth on the following topics: youth empowerment, cultural integration and sustainable development.

The 'Who are we?' section introduces all the partners involved in the EcoReactEu project. You will find a presentation of the Ligue de l'enseignement, Arci, EKOGreece and Utrecht University: the nature of the organisation (association, university, etc.), the topics they work on, and more.

Our project



The screenshot shows the top navigation bar of the EcoReactEU website. The logo, featuring a globe with the text 'ECO REACT EU', is on the left. The navigation menu includes 'Home page', 'Who are we?', 'Our project' (which is underlined), 'Productions', 'Resources', and 'Contact'. There is also a search icon and flags for the Netherlands, Belgium, and France.

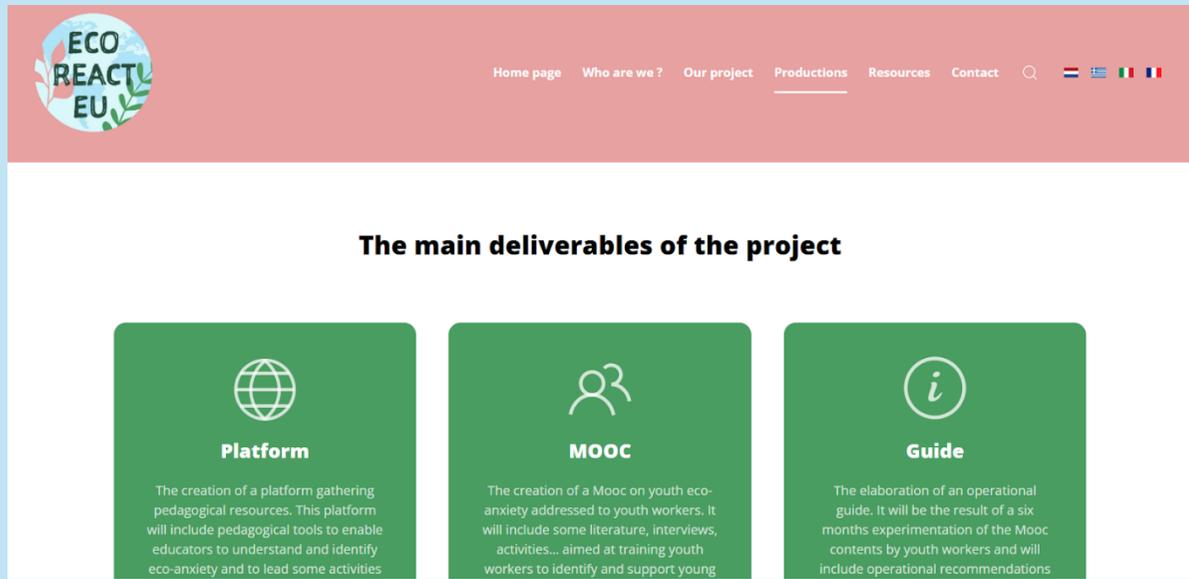
Our project

In 2021, the largest scientific study on youth climate anxiety, published in the scientific review "The Lancet Planetary Health", revealed that 45% of young people interviewed affirm that eco-anxiety affects their daily life. While eco-anxiety is more and more well known, the educative answer to support youth who suffer from it seem not to be sufficient. Thus, the EcoReactEu project was created in 2023 to bring some pedagogical answers to the European educational community.



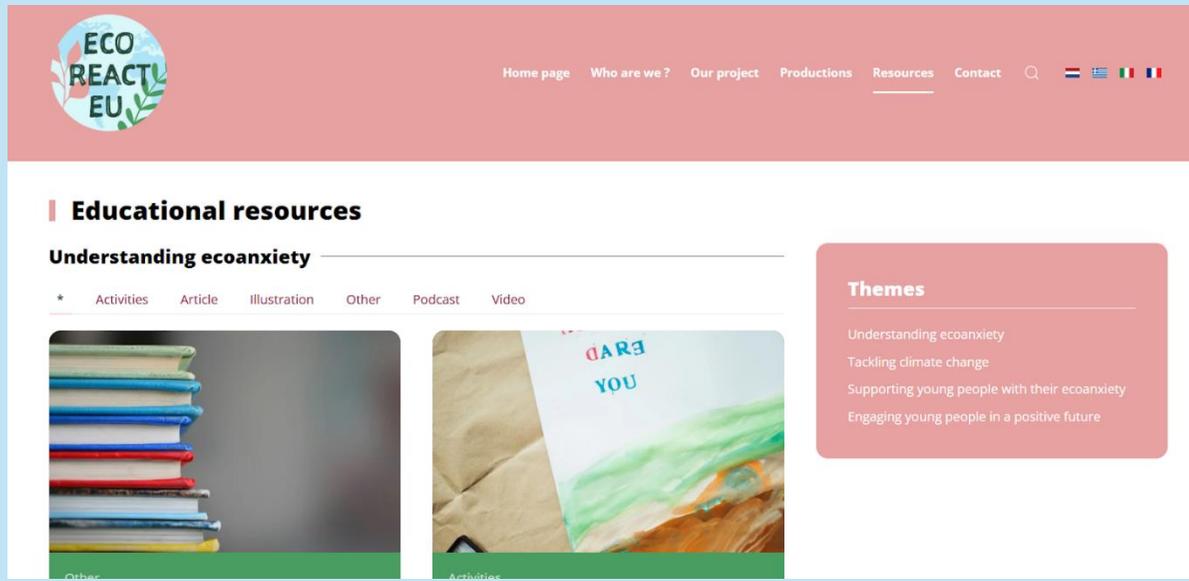
The 'Our Project' section presents the origins of the EcoReactEu project and the reasons behind its creation: why was it created? What challenges does it address?

Productions



The 'Productions' section presents the objectives and content of all EcoReactEu project deliverables: the online educational platform, the MOOC and the guide to operational recommendations for using the project's resources. The 'MOOC' section contains a link providing direct access to the online course: <https://formation.lalique.org/course/index.php?categoryid=49>

Resources



The 'Resources' section includes all of the educational content that has been created and compiled for the project. Resembling a catalogue, you can find all of the resources by theme and category. They are classified into four themes:

-Understanding eco-anxiety: resources to better understand the phenomenon of eco-anxiety among young people, from its causes to its consequences.

-Addressing climate change: resources for talking about climate change with young people and helping them to better understand this complex issue.

-Supporting young people: resources to help young people identify and express their emotions.

-Committing to a positive future: resources to help young people take action and envisage a desirable future.

The resources are also organised into categories as listed below:

-Activities

-Articles

-Illustrations

-Podcasts

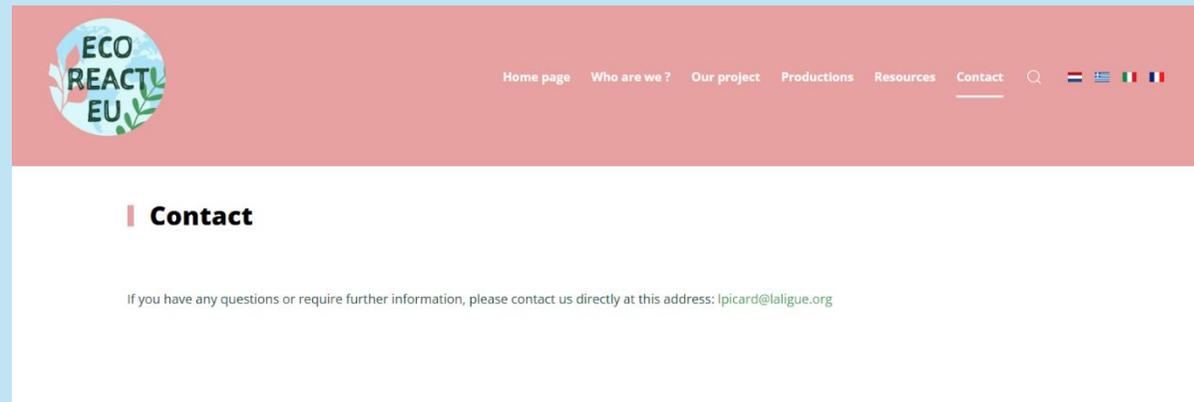
-Video

-Other

Simply click on each category to access targeted resources.

Guidelines were created for each activity in the EcoReact project by the partners. However, youth workers are free to adapt the content and the form of the activities based on their needs, on the context of the activity and on the type of public that participate in the activity. For example, the timing recommended for leading the activity can be extended or shortened.

Contact



The 'Contact' section contains the email address to get in touch for all enquiries relating to the EcoReactEu project and resources.

We have now covered the different sections of the website. Let's move on to using the EcoReactEu MOOC!

The MOOC

B. Navigating the EcoReactEu MOOC: instructions for use

How to access it

The EcoReactEu MOOC can be accessed in two ways:

- Via the MOODLE Ligue website: <https://formation.laligue.org>
- Via the ecoreact.eu website under the 'Productions' tab. *We recommend this route as it is faster and takes you directly to the EcoReactEu course page.*

To access the course, you must first create a MOODLE account via this link: <https://formation.laligue.org/login/signup.php>

Registration is free.

Once you have created your account, you can access the EcoReactEu course in French. You will find that the MOOC is available in five languages.

EcoReactEu English



Are you a youth worker or educator working in the European community with young people aged between 15 and 25? Do you witness manifestations of eco-anxiety in the young people you work with, or are you interested in the rise of eco-anxiety in young people and would like to be able to support them through your activities? Then the MOOC "Understanding eco-anxiety in young people and supporting them" is for you. This 4-hour MOOC is aimed at leaders and educators in the European community. It contains keys to identifying and understanding the different causes and manifestations of eco-anxiety in young people. It also includes expert accounts and a set of turnkey activities to support young people in expressing their eco-anxiety, and help them develop positive and meaningful actions on the ground in favor of the ecological transition.

Organisation of the MOOC

The MOOC is organised into three parts:

Part 1: Understanding eco-anxiety in young people

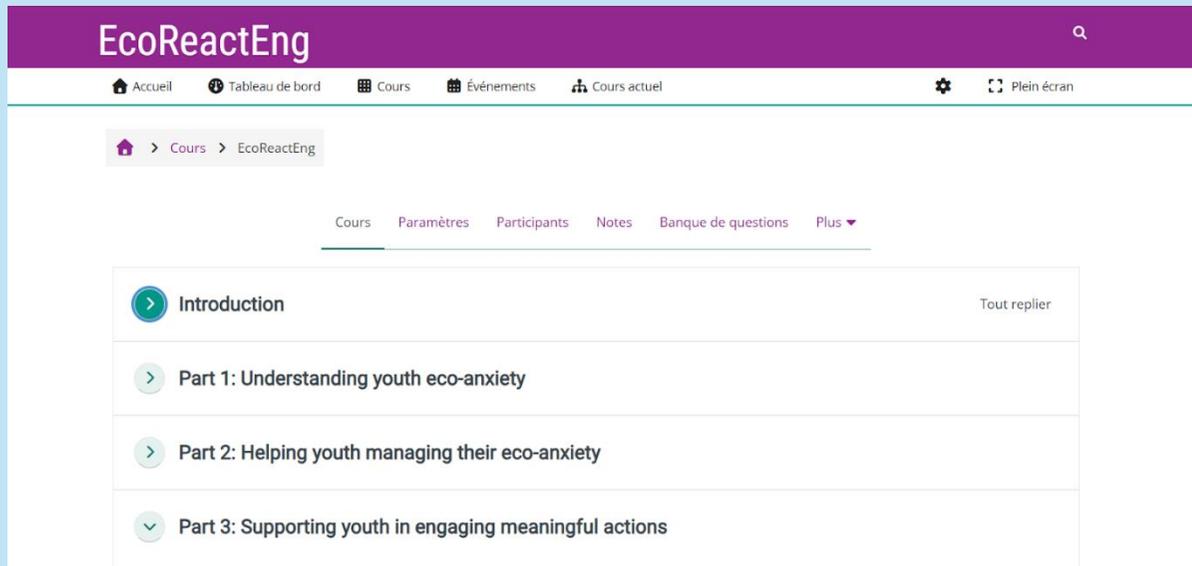
This first part includes testimonials from a child psychiatrist and young people suffering from eco-anxiety, as well as quizzes and additional resources to help identify and understand the phenomenon of eco-anxiety.

Part 2: Supporting young people with eco-anxiety

This second part offers food for thought and tools such as body scanning to learn how to observe and identify emotions in order to manage them better.

Part 3: Guiding young people towards impactful actions

This third and final part offers tools to support young people in taking action through climate-related activities or participatory science.



We recommend that you follow the MOOC in order, although this is not mandatory.

At the end of each section, you will have access to a forum where you can ask questions and share your comments. We have also added additional resources (readings, videos, etc.) at the end of each chapter to allow you to explore the topics covered in greater depth.

Following the MOOC

The total duration of the MOOC is 6 hours. To follow each chapter, simply click on the chapter title, which will take you to a new page. Once you have completed the activity, click on 'Mark as complete' in the green square.

Part 1: Understanding youth eco-anxiety

Chapter 1: Youth eco-anxiety: understanding and supporting it Achèvement ▼

Presentation: In this first chapter, discover the interview of the researcher and child psychiatrist Laelia Benoit for the Ligue de l'Enseignement's media outlet "Joining forces for action". The video aims to help you understand what eco-anxiety is, its causes, and how it manifests in young people. Laelia Benoit also offers initial strategies for educators to help young people manage and reduce their eco-anxiety.

Additional resources Achèvement ▼

Here is a list of additional resources to help you explore the subject in greater depth.

Chapter 2: Being young and eco-anxious Achèvement ▼

Presentation: This chapter focuses on understanding the causes and manifestations of eco-anxiety by giving a voice directly to young people from three different countries: France, Greece, and Italy. In this video, you will discover how these young individuals cope with their eco-anxiety in their daily life and the methods they have identified and implemented to relieve themselves.

Page Paramètres Plus ▼

Chapter 1: Youth eco-anxiety: understanding and supporting it

Marquer comme terminé

Presentation: In this first chapter, discover the interview of the researcher and child psychiatrist Laelia Benoit for the Ligue de l'Enseignement's media outlet "Joining forces for action". The video aims to help you understand what eco-anxiety is, its causes, and how it manifests in young people. Laelia Benoit also offers initial strategies for educators to help young people manage and reduce their eco-anxiety.

Eco-anxiety in youth: understanding a... À regarder... Partager

was needed, but it can also be inspiring to act, so it is

Regarder sur YouTube

When you have completed a chapter, you can move on to the next one without leaving the page by clicking on the course index on the left side of the screen (represented by black dashes):

The screenshot displays a MOOC interface with a navigation menu on the left and a main content area. The navigation menu includes sections like 'Introduction', 'Part 1: Understanding youth...', and 'Chapter 1: Youth eco-anxiety...'. The main content area features a video player titled 'France: Testimonial from Louise' with a 'Marquer comme terminé' button and a description: 'Discover the testimonial from Louise - artistic director at the "L'Et're-Louve" association and company'. The video player shows a woman sitting by a river with the text 'The earth is calling us, we are calling ...' and a 'Regarder sur YouTube' button. The interface also includes a top navigation bar with icons for 'Accueil', 'Tableau de bord', 'Cours', 'Événements', 'Cours actuel', and 'Plein écran'.

You can click on the next activity to get an overview of the MOOC content and your progress.

At the end of each section, you will be asked to take a quiz to test your knowledge of the different chapters studied.

We will now focus on the types of educational resources available on these two platforms and how you can use them. To help you get the most out of them, we have put together a suggested activity plan for specific objectives. This will allow you to choose activities based on the objective they meet.

This selection is not exhaustive, so we encourage you to browse the website and MOOC to familiarise yourself with all the tools and choose those that best suit your objectives and the audiences you work with.

C. EcoReactEu educational tools: recommended activities

Learning about eco-anxiety

If you would like to learn more about eco-anxiety as a youth worker, here are some resources we recommend you consult before facilitating activities on the subject with young people. You can also view these resources with a group of young people to improve their understanding of eco-anxiety and encourage discussion on the phenomenon.

Young people's eco-anxiety: understanding and supporting it (Video)



Description :

This filmed interview with child psychiatrist and researcher Laelia Benoit, a specialist in the impact of climate change on young people's mental health, was conducted for the Ligue de l'enseignement media outlet 'S'engager pour agir' (Commit to Action). In the interview, she defines the concept of eco-anxiety among young people, as well as its causes and emotional manifestations. She also presents educational approaches for supporting young people who are affected by it.

Where to find this resource:

On the EcoReactEu platform:

<https://ecoreact.eu/fr/ressources/comprendre-leco-anxiete/leco-anxiete-des-jeunes-la-comprendre-et-laccompagner>

In the EcoReactEU MOOC: Part 1 'Understanding eco-anxiety among young people' - Chapter 1.

Eco-anxiety among young people aged 16 to 25 (Study report)



REPORT ON THE ECOREACTEU STUDY ON YOUTH ECO-ANXIETY

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Uchendu, J.O, Goetheer, C.D.J. & van den Broek, K.L. (2024), Report on the EcoreactEU Study on Youth Eco-Anxiety.



Description:

This report was created as part of the EcoReactEU project. It provides an overview of eco-anxiety among young people and how it is addressed by youth workers in France, Italy and Greece. The impacts of environmental issues on young people's mental well-being and the emotions through which their eco-anxiety manifests itself are analysed in detail. Ideas for educational responses to eco-anxiety among young people are also shared.

Reading this report will give you a clear picture of the situation regarding eco-anxiety among young people and youth workers, and provide you with scientific data to support your knowledge of the subject.

Where to find this resource:

On the EcoReactEu platform : <https://ecoreact.eu/en/resources/understanding-ecoanxiety/rapport-detude-leco-anxiete-chez-les-jeunes-de-16-a-25-ans-2>

Linking eco-anxiety to global issues

It is important to understand that eco-anxiety is an issue that affects individuals but is also part of a global phenomenon: young people in every country can be affected by eco-anxiety. One of the major causes of eco-anxiety is climate change, which is a global issue for which responsibility is shared. The activity chosen here allows young people to consider eco-anxiety as a global issue that requires a collective response.

Eco-anxiety takes grips young people (activity)



ECO REACT EU

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la ligue de
l'enseignement
un avenir par l'éducation populaire

Activity sheet

Eco-anxiety grips young people (graph)

Duration : 45 minutes to 1 hour

Number of participants : 16 participants

Age : 16-25 years

Material :

- a printed version of the "pour une Terre solidaire" map (https://catalogue.ccf-d-terresolidaire.org/index.php?id_product=943&controller=product);
- coloured stickers;

Description :

In 2021, the largest study ever conducted on eco-anxiety among young people aged 16 to 25 in 10 countries in the North and South was published in the scientific journal The Lancet Planetary Health. It shows that 45% of young people surveyed are affected by eco-anxiety on a daily basis. A graph summarising the results of the study was published to rank the proportion of young people who are extremely worried and very worried by country participating in the survey.

The activity 'Eco-anxiety takes hold of young people' was created based on this graph to address the issue of eco-anxiety among young people on a global scale. Young people are not equally affected by the effects of climate change depending on the country in which they live, which can significantly impact their perception of environmental issues and their associated emotions. This activity encourages young people to reflect on eco-anxiety as a global phenomenon and to connect it to environmental inequalities between countries.

Where to find the resource:

On the EcoReactEU platform : <https://ecoreact.eu/en/resources/understanding-ecoanxiety/eco-anxiety-grips-young-people>

Addressing environmental issues: findings and solutions

The resources we have selected here enable you to discuss environmental issues, primarily climate change, with young people. These activities provide an opportunity for discussion with young people about the causes of environmental change and the courses of action available to us.

-

Moving debate: What are my views on climate issues? (Activity)



Description:

This activity is inspired by the moving debate technique used in popular education. How does it work? Young people physically position themselves in response to a statement that is open to debate (e.g. 'Individual action is ineffective in combating climate change'), to the right or left of where they are standing, depending on whether they agree or disagree with the statement. Each person takes turns explaining their position and can move to one side or the other depending on how the debate evolves.

Where to find the resource:

On the EcoReactEU platform :

<https://ecoreact.eu/fr/ressources/engager-dans-un-futur-positif/debat-mouvant-queelles-opinions-je-defends-sur-les-questions-climatiques>

Our climate actions (activity)



Description :

This workshop was created by the Association for Low Carbon Transition (ABC). Its purpose is to familiarise participants with the concept of carbon footprint and to guide them towards individual and collective actions to combat climate change. It takes the form of educational sequences consisting of various activities lasting two hours.

As the activity leader, we recommend that you watch this video to familiarise yourself with the concepts of carbon footprint and climate change before the workshop:

Climate change explained by Jamy: <https://youtu.be/dnhMJ3inEks?si=nNMI1sfHhp6WrjBl>

-

Where to find this resource:

In the EcoReactEU MOOC: Part 3: Guiding young people towards impactful actions – Chapter 1 – Teaching kit content Our climate actions.

Helping young people to feel, identify and express their emotions

The activities presented here aim to help young people recognise their emotions and discover tools and methods to manage them better.

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Mindfulness (activity)



Description :

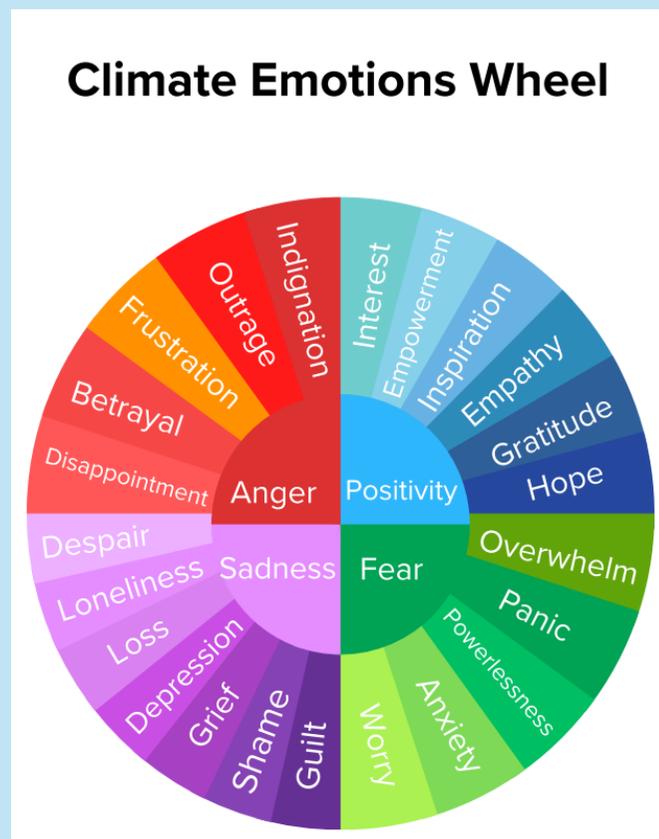
Mindfulness meditation is a technique that involves observing one's bodily sensations and thoughts consciously and without judgement. This introductory mindfulness meditation activity guides young people, step by step, in observing their physical sensations related to their emotions. This practice is a way to calm their anxiety and teach them to experience their emotions more calmly.

Where to find the resource:

On the EcoReactEU platform :

<https://ecoreact.eu/en/resources/supporting-young-people-with-their-ecoanxiety/activite-de-pleine-conscience-2>

The wheel of emotions (activity)



Description:

This activity is based on the wheel of emotions model created from the work of Paul Ekman (1970). The wheel of emotions provides a detailed list of all the emotions that human beings can feel, from our primary emotions (joy, anger, surprise, disgust, fear, sadness) to the most complex ones. This activity helps young people to put their emotions into words and thus clarify their feelings about the environmental situation.

Where to find the resource:

On the EcoReactEU platform : <https://ecoreact.eu/en/resources/supporting-young-people-with-their-ecoanxiety/la-roue-des-emotions-2>

Expressing emotions through art (activities)



Description:

This resource consists of two activities: the first focuses on expressing emotions through drawing, and the second through physical expression. They aim to help young people express their deep emotions in a different and creative way.

To better understand how art can be a tool for expressing emotions, you can watch the videos from the MOOC EcoReactEU – Part 2 'Supporting young people's eco-anxiety' – Chapter 2:

Video 1: Interview with Elisa Pezzolla, art therapist

Video 2: Interview with Elena Dragonetti, actress and theatre director

Where to find the resource:

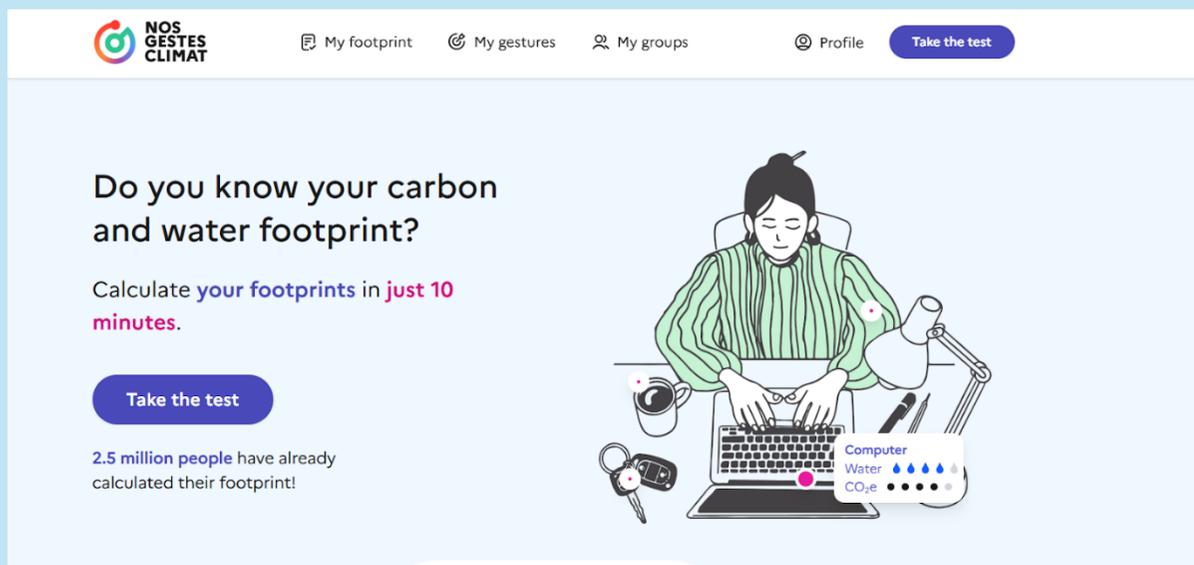
On the EcoReactEU platform :

<https://ecoreact.eu/en/resources/supporting-young-people-with-their-ecoanxiety/exprimer-ses-emotions-a-travers-lart-2>

Turning eco-anxiety into a driving force for action

The tools we present here are geared towards encouraging young people to take action. They guide them towards meaningful actions that have an impact in a context of environmental upheaval.

Our Climate Actions (Online calculator tool)



The screenshot shows the homepage of the 'Nos Gestes Climat' website. At the top left is the logo, which consists of a stylized 'G' made of green and blue circles next to the text 'NOS GESTES CLIMAT'. To the right of the logo are navigation links: 'My footprint', 'My gestures', and 'My groups'. Further right is a 'Profile' link with a person icon and a blue button labeled 'Take the test'. The main content area features a large heading: 'Do you know your carbon and water footprint?'. Below this is a sub-heading: 'Calculate your footprints in just 10 minutes.' A blue button labeled 'Take the test' is positioned below the sub-heading. Underneath the button, it says '2.5 million people have already calculated their footprint!'. To the right of the text is an illustration of a woman with dark hair in a bun, wearing a green striped shirt, sitting at a desk and typing on a laptop. On the desk are a white mug, a pair of keys, and a desk lamp. A small floating window next to the laptop shows a progress indicator with three blue water droplets and three black dots, labeled 'Computer', 'Water', and 'CO₂e'.

Description:

Nos gestes climat (Our climate actions) is a free online calculator tool created by the French Environment and Energy Management Agency (ADEME). It aims to calculate individuals' carbon footprint (greenhouse gas emissions from consumption) and water footprint (amount of water used to produce the goods we consume) using an online test. At the end of the test, users learn about their annual carbon and water footprint and are given access to solutions for reducing it.

Completing this fun test with young people and the facilitator can be a way to initiate discussions about solutions to climate change. Knowing your carbon and water footprint allows you to see where you stand in relation to the average and identify the efforts you need to make to improve it without feeling guilty. It also gives young people and facilitators information that they can track and develop over time as a result of the changes they make.

The activities in the 'Nos gestes climat' educational kit presented above and included in the MOOC can be used after the calculation to explore solutions for combating climate change.

Where to find this resource:

In the EcoReactEU MOOC: Part 3 'Guiding young people towards impactful actions' - Chapter 1 – Additional resources

<https://nosgestesclimat.fr/>

-

Photographic monitoring of pollinating insects (SPIPOLL) (activity)



Description:

SPIPOLL is a citizen science activity. Citizen science programmes are scientific observation programmes open to the public, which aim to observe and collect information on the biodiversity of a given area. This information is essential for researchers who have a more detailed understanding of biodiversity and the issues affecting it. They can then use these observations to inform biodiversity conservation policies. Whether you are a specialist or an amateur, anyone can participate in a participatory science programme.

The SPIPOLL participatory science programme was co-founded by the National Museum of Natural History, the Office for Insects and their Environment (OPIE), and the French Office for Biodiversity (OFB). It aims to photograph pollinating insects for 20 minutes within a 5-metre radius of the observer. Participants upload their photographs to the SPIPOLL website, identifying the species. Their data is sent to researchers registered on the site.

Where to find this resource:

In the EcoReactEU MOOC: Part 3 'Guiding young people towards impactful actions' - Chapter 3 – Discovering participatory science.

The MOOC includes two other participatory science activities: 'Biolit, coastal observers' and 'Wildlife on my street'. If you would like to find out more about participatory science programmes, you can visit the online directory of the National Museum of Natural History Open: <https://www.open-sciences-participatives.org/home/>

Chapter 5. Recommendations and perspectives

5.1 Good practices and key considerations

The results of the study conducted as part of the EcoReactEU project clearly indicate two converging needs: on the one hand, young people desire training, discussion spaces, and concrete activities on eco-anxiety; on the other, youth workers feel only partially able to support them, in turn demanding tools, training, and educational resources.

Based on this evidence, we can formulate some operational recommendations.

1. Create structured spaces to talk about eco-anxiety

Create regular, voluntary, and protected spaces—such as talking circles or facilitated discussions—to help bridge the gap between young people’s experiences of eco-anxiety and adults’ perceptions.

2. Integrate eco-anxiety into ordinary practices, not just special projects

Youth eco-anxiety management is not an “extra training module” to be added to the program, but a transversal dimension of working with young people when addressing environmental, social, and future-related issues.

Educational programs on climate and the environment should always include moments of emotional exploration, coping and self-care activities, and space to plan realistic and meaningful actions.

3. Train and support youth workers

The study conducted as part of the EcoReactEU project shows that over 80% of operators have not received any specific training on eco-anxiety.

It is therefore recommended:

- include modules on eco-anxiety and the emotional dimension of the ecological crisis in initial and continuing education programs;
- propose moments of supervision, exchange of practices, peer groups also focusing on the emotional experiences of the operators;
- enhance the MOOC and the platform as stable tools for updating oneself and feeling part of a larger community.

4. Promote meaning-oriented coping

The educational practices envisioned in the project go beyond simply "getting people to do things," but help young people understand why those actions are important to them and the community. The activities are designed to support narratives of the future that recognize risks but also the possibilities for change and mutual care.

5. Recognize and discuss structural factors

According to the young people interviewed, government inertia, the lack of adequate policies, and climate injustice are among the main causes of eco-anxiety.

It is therefore essential to avoid placing all the burden on individual behavior: educational approaches should clearly emphasise that individual behaviours can have a real and meaningful impact, especially when they are shared, amplified, and connected to collective action and existing policies.

Making visible the many people, initiatives, and policy frameworks already addressing these challenges helps counter feelings of helplessness, supports young people's sense of agency, and fosters critical thinking, civic participation, and constructive dialogue with institutions.

For this reason, it is important to recognise and openly discuss the structural dimensions of the ecological crisis, while at the same time avoiding narratives that reinforce feelings of powerlessness. Educational approaches should emphasise that individual and collective behaviours can have a real and meaningful impact, especially when they are connected to broader social movements, public debate, and institutional change. Making visible the many initiatives, policies, and actions already in place at local, national, and international levels helps young people understand that change is already underway and that they can actively contribute to it. In this way, education can support critical thinking, civic participation, and ongoing dialogue with institutions, including forms of disagreement that remain constructive and oriented toward change.

6. Involve parents and community

The report suggests including parents, teachers, and community organizations in support strategies to prevent young people's experiences from being isolated within a single project. Possible actions to implement include:

- information evenings and discussions with families;
- intergenerational workshops;
- collaboration with local organizations committed to climate, mental health, and social justice.

7. Take care of accessibility and inclusion

To carry out activities of this type it is essential:

- pay attention to linguistic, cultural, economic, gender, and ability barriers;
- adapt language, examples, activities and times to the needs of those participating;
- ensure that laboratories do not reproduce dynamics of exclusion or blame.

5.2 Adapting to different contexts and audiences

Not all experiences of eco-anxiety are the same: they vary based on age, social and economic context, local area, culture, and access to information. An operational guide must therefore offer criteria for adapting proposals.

1. Age and stage of development

Teens (13–17)

- Strong emotional resonance, identity in formation, need to belong to the group.
- Useful expressive, artistic, theatrical activities, peer education, and forms of visible collective action (school campaigns, events).

Young adults (18–25)

- Concerns related to the future (study, work, parenting), greater capacity for abstract and political thinking.
- More suitable spaces are those for critical discussion, planning advocacy actions, and reflections on work, mobility, and life choices.

2. Educational contexts

Schools and universities

- Need to integrate workshops into teaching programs, in dialogue with teachers and management .
- Greater attention to time, space, and curriculum constraints; the ability to connect existing disciplinary pathways.

Youth centers, associations, informal groups

- Greater flexibility of approach, possibility of experimenting with non-formal education methodologies.
- Greater freedom to build medium/long-term paths with the same group.

Online or hybrid areas

- Use the platform's digital resources and the MOOC to fuel remote discussions.
- Pay even more attention to communication rules and emotion management (chats, comments, any hate speech).

3. Territories and socio-economic conditions

- In areas directly affected by extreme weather events (fires, floods, droughts), eco-anxiety can be intertwined with recent traumas: a more cautious approach is needed, in networks with psychological support services and civil protection.

- In contexts of severe economic insecurity, immediate priorities may seem to be in competition with environmental concerns: it is important to connect environmental concerns with social justice, living conditions, health, and employment.
- In different rural or urban contexts, direct experiences of pollution, loss of nature, extreme heat change: workshops should start from local realities

4. Cultural and linguistic diversity

- Adapt examples, metaphors, and visual materials so that they are culturally sensitive and not centered solely on “Western” or metropolitan imageries.
- Promote the ecological narratives and knowledge of the young people's communities of origin

5. Level of experience and sensitivity of the group

- Groups that are very active in climate may need to work more on healing, burnout prevention, and conflict management within or outside the organization.
- Groups with little exposure to the topic may first need basic information, storytelling, and activities that bring the ecological crisis closer, while avoiding sensationalism.

5.3 Evaluation and follow-up of initiatives

The study conducted as part of the EcoReactEU project recommends developing tools to assess support for eco-anxiety, monitoring progress in young people's emotional well-being and coping mechanisms.

To make the workshops truly transformative, it is essential to provide evaluation opportunities and follow-up actions.

1. What to evaluate

Various dimensions can be identified:

Knowledge

Understanding what eco-anxiety is and the main environmental problems.

Emotional skills

Ability to recognize, name and share one's emotions.

Ability to use at least one or two learned coping strategies.

Agency and participation

Perception of being able to influence, at least in part, what happens.

Willingness to participate in collective initiatives.

Relationships and support

Feeling of being heard and understood by adults and peers.

Overall well-being

Any changes in perceived stress, hope, motivation.

2. Evaluation tools

Short pre/post questionnaires

Simple questions, on a Likert scale (1–5), about emotions, sense of agency, knowledge.

Possibility of using or adapting some scales already tested in the project (e.g. frequency of emotions when thinking about environmental problems).

Self-reflection journals or sheets

Between sessions, participants can note down moments when they experienced eco-anxiety and how they responded.

Qualitative observation

The educator keeps notes on observable changes in the group (participation, way of talking about the topic, ability to manage conflict).

Focus groups and evaluation circles

At the end of the process, you can spend a meeting "evaluating together": what worked? What helped the most? What could be improved?

3. Ethical principles in evaluation

Ensure anonymity and confidentiality, especially when collecting data on emotions and well-being.

Avoid turning the assessment into an "exam": it is a tool for improving the process, not for judging participants.

Make it participatory: involve young people in defining what makes sense to evaluate.

4. Follow-up: keep the journey alive

The topic covered in the workshops will not be exhausted once the workshop itself has ended. It's helpful to imagine some of the following from the beginning:

Recall meetings

A follow-up meeting 1–3 months after the end of the program to understand what has remained, what has changed, and what new questions have emerged.

Permanent groups or spaces

Transform the laboratory into a group that meets periodically (monthly, bimonthly) to update each other, support each other, and plan new actions.

Connection with the MOOC and the platform

Suggest that interested young people continue their training through online modules, perhaps in small groups following the same path.

Connection with external networks and projects

Facilitate access to participation opportunities (climate projects, citizen initiatives, campaigns) where young people's skills and energy can find continuity.

5. Also evaluate the impact on educators

Collect systematic feedback from workshop leaders: what worked, what emotional and organizational challenges they encountered, and what skills they felt they had developed.

Use this feedback to update the guide, the MOOC modules, and the training proposals for youth workers.*

Annexes

A. Lexique et références / Glossary and references

Biodiversity loss

Diminishing species, habitats, and ecosystems, acknowledged as one of the most significant environmental issues for young people.

Climate change impact

Long-term consequences of climate change, including severe weather phenomena, wildfires, and sea level rise, leading to environmental anxiety.

Coping mechanisms

Strategies for coping with eco-anxiety:

- Focus on the problem (becoming active)
- Focus on emotions (emotional management)
- Focus on meaning (goal-setting or developing hope)

Eco-anxiety

A range of emotional responses — such as fear, sadness, anxiety, guilt — associated with becoming aware of ecological devastation and the climate crisis.

Eco-emotional literacy

Being able to recognize and share feelings on ecological topics in a meaningful way.

EcoReactEU

A European project that started in 2023 offering tools and guidance to address young people's eco-anxiety.

Educational platform

A virtual space compiling scientific evidence, resources, and pedagogical content about environmental issues.

Environmental crisis

Worldwide destruction of ecosystems caused by contamination, climate change, and loss of biodiversity.

Government inaction

What is considered to be a gap in political intervention on ecological challenges, leading to a growing sense of eco-anxiety among young people.

Green transition

Turning to sustainable habits and social policies.

Media exposure

News and social media coverage of ecological challenges frequently heightens environmental concerns.

MOOC (Massive Open Online Course)

Open online course providing educational content and hands-on activities for youth workers on eco-anxiety.

Participatory education

Instructional practices include active student involvement in dialogue, decision-making, and tasks associated with ecological topics.

Resilience

Adaptability and capacity to bounce back from environmental stressors.

Safe space

A safe place for young people to openly share their thoughts and feelings.

Support structures (for eco-anxiety)

Forums, workshops, cafés, coaching communities, or similar settings created to support youth and youth workers in addressing emotional responses to ecological concerns.

Youth advocacy

Activities under the leadership of young people seeking to impact climate policy or raise awareness.

Youth workers

Professionals or volunteers empowering, guiding, and training young people, who perform a crucial role in addressing eco-anxiety.

B. Contacts et partenaires du consortium / Consortium contacts and partners



- **La Ligue de l'enseignement**

La Ligue de l'enseignement is a non-governmental organization of popular education created in 1866. It aims to guarantee the access for all to education, to promote a fairer and more solidar society by fighting against inequalities and to promote an active citizenship. La Ligue has a nationwide presence through 13 regional federations, 102 departmental federations and 20 000 local associations and implements cultural, educational, ecological, digital and sports activities.



- **EKO**

EKO Greece is a non-governmental organization based in Athens. It was created in 2013. Its aim is to contribute to the creation of an inclusive society with no prejudices and discriminations. EKO Greece works closely with youth on the following topics: youth empowerment, cultural integration and sustainable development.



- **Arci**

Arci is the most important Italian organization of social promotion. It was founded in 1957 and is represented on the entire Italian territory through 17 regional committees, 115 local committees and more than 4 000 local clubs. Its main fields of actions are:

- Education and training activities
- Migrations, right of asylum and fighting against all forms of discrimination and racism
- Cultural activities

ARCI defends more globally citizens rights, access to culture, solidarity, social justice and democratic values.



- **The Copernicus institute**

The University of Utrecht was established in 1636, which makes it one of the oldest universities in the Netherlands. The Copernicus institute of sustainable development, part of the university, works on the development of relevant knowledge for helping citizens to have a positive impact on the environment. It carries out and publishes academic works for influencing political decisions and companies strategy.

C. Liens directs vers les ressources EcoReactEU / Direct links to EcoReactEU resources

- European platform of resources, gathering pedagogical resources. This platform will include pedagogical tools to enable educators to understand and identify eco-anxiety and to lead some activities with young people. <https://ecoreact.eu/en/>
- Online course (MOOC), addressed to youth workers. It will include some literature, interviews, activities... aimed at training youth workers to identify and support young eco-anxiety. <https://formation.laligue.org/FF>