



UK Health  
Security  
Agency

# Climate change and mental health: thematic assessment report

## Appendix 3. UK case studies and resources of climate change-related mental health interventions



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## Case studies for climate change-related mental health interventions

To capture UK-relevant interventions that were not within the public domain and to demonstrate case examples of implementation, we published a call for case studies related to mental health and climate change on the gov.uk website. We sought submissions that demonstrated provision of mental health interventions in relation to climate change and extreme weather events. A broad definition of interventions was used to capture as much as possible (for example strategies, tools, resources, programmes, practices or approaches), including clinical or non-clinical interventions. Eligible interventions included those designed at a population or group level, but could be targeted at any level, such as individual, community or the wider system. The call for evidence ran from 4 November 2024 to 17 January 2025.

In total, 39 responses were received, 22 of which were relevant to the call and are listed below. There were some case studies received from therapists which described therapy programmes for individual clients (such as cognitive behavioural therapy to reduce anxiety and distress). These have not been included here as they were developed for and provided to an individual. Similarly, there were submissions which described art and alternative therapies to understand concerns around climate change but were not deemed specific interventions.

# ID01. Therapeutic support

## Name of submitter

Gareth Morgan, Climate Psychology Alliance

## Problem being addressed

Climate Psychology Alliance (CPA) was aware of high rates of distress because of the number of requests being received for therapeutic support. Some people who accessed therapy because of their concerns about the climate crisis sometimes felt their therapist dismissed or did not understand their concerns about the climate crisis. At the same time, there were various therapists, psychologists and psychiatrists willing to offer support, but not sure how to reach people who would benefit from their input.

## Intervention

In 2019, CPA began hosting a [database of registered therapists](#) who were aware of the impact of the climate crisis. People registering on this database were volunteering to offer up to 3 free counselling or therapeutic support sessions to adults whose emotional wellbeing had been impacted by either the direct impacts of the climate crisis, or through the existential challenges that come with recognising the urgency of the climate crisis. All professionals on the database are registered mental health professionals. People seeking support can review the list, identify therapists who might fit for them, and then make direct contact to see if a given therapist has capacity to offer the 3 free sessions.

## Main results

The thematic support service appears to be very well-used and valued.

## Key challenges involved

The service is offered by volunteers, which creates barriers to auditing and evaluating the services offered. It also causes financial challenges for the people offering services, who must also ensure they are paying the registration fees with their relevant professional bodies.

## Key partners involved

The list of accredited therapists willing to volunteer their services is held by CPA. The various therapists volunteering their time will be registered with various professional bodies relevant to

their training, for example the Health Care Professionals Council, the British Psychological Society, British Association for Behavioural and Cognitive Psychotherapies and so on, these organisations are not directly involved in this service.

## Key lessons learnt

There have not been any formal evaluations of the services offered and there have not been the mechanisms in place to collect feedback or audit use of the services offered.

## Next steps

We would like to develop our capacity and IT systems to support us in auditing use of the list of therapists, and to gather feedback on the experiences of people accessing therapeutic support.

## ID02. Climate Café for EMDR trauma therapists

### Name of submitter

Martina Leeven, Chair of Climate Crisis Special Interest Group (SIG), EMDR Association UK

### Problem being addressed

Trauma therapists are facing a future of increasing climate impacted clients, both directly (post-traumatic stress) and indirectly (pre-traumatic stress or eco-anxiety). Eye movement desensitization and reprocessing (EMDR) therapists lack a space to explore and come to terms with their own feelings about the climate crisis and biodiversity loss. Not engaging with this may limit their ability to recognise and attend to eco-distress in others. We will all be impacted by the climate crisis at some point so increasing our resilience as health professionals is essential. The Climate Crisis SIG conducted a [therapist survey in 2023](#), and submissions suggested that a significant majority of therapists are 'concerned' or 'very concerned' about the climate crisis, yet climate matters and related mental health difficulties are not generally being addressed in the therapy room. There is a high level of uncertainty and hesitancy around how to work with climate crisis-related mental health issues.

### Intervention

We began by offering regular online '[Climate Cafés](#)' for EMDR therapists based on the Climate Psychology Alliance (CPA) model (see ID21), with some trauma-informed additions. Climate Cafés are a therapeutic space that offers the opportunity to share and process emotions without jumping into 'fixing'. It is a purely feeling and listening rather than 'doing' space. The groups are facilitated by 2 therapists with a maximum of 10 participants and run for 1.5 hours. As we noted interest from the wider therapy community, the Climate Cafés have now been expanded to psychological therapists more widely and are publicised via the [Climate Minds Coalition](#) network which currently has 23 member organisations including the main professional bodies.

### Main results

Anecdotal evidence suggests that the experience of coming together in listening circles reduces isolation whilst also giving a space for feelings to arise and be made explicit in a supportive environment. Therapists felt a greater sense of understanding of themselves, and awareness of their own feelings related to the climate crisis (such as anger, grief, overwhelm, helplessness). For some, it may have been the first time they openly gave voice to their concerns or distress about the climate crisis and biodiversity loss.

## Key challenges involved

This has been a grass roots initiative run by volunteer therapists (the SIG Committee) and as such, is subject to limitations on time and resources. Whilst we know the interest and need is there for Climate Cafés, as suggested by our survey and the large waiting list for our recent Climate Café, it has been difficult to stabilise attendance. Expanding our reach via the Climate Minds Coalition has meant that we can now reach a wider community of therapists more easily.

## Key partners involved

The Climate Crisis SIG Committee are currently volunteer facilitators of the Climate Cafés, who have all undertaken the facilitation training offered by the Climate Psychology Alliance. Other partners include the EMDR Association UK, psychological bodies and organisations who are currently members of the Climate Minds Coalition, and psychological therapists from a wide range of sectors, psychologists, psychotherapists, counsellors and so on, working in the NHS, privately or for other organisations.

## Key lessons learnt

There is a need for spaces for health professionals to explore their own feelings about the climate crisis. As health professionals, we mainly focus on what to do for our clients, but it is important to recognise that the climate crisis impacts us all, even if unequally so. As health professionals we need to build our resilience for the future. The Climate Cafés have been limited by our resources and capacity as volunteers, and we feel they will need greater support from organisations to expand and maintain them going forward.

## Next steps

We have now opened the Climate Cafés more widely beyond the EMDR Association trauma therapists' community and publicise them through the Climate Minds Coalition. We would like to see other psychological bodies and members of the Coalition take part in running Climate Cafés for the wider therapist community going forward.

## ID03. C-Change conversations

### Name of submitter

Steve Killick

### Problem being addressed

Exploring with health and psychotherapeutic practitioners what the impact of knowing about climate change is having on them both psychologically and behaviourally.

### Intervention

A series of workshops in health, education and community settings to explore both personal and professional impact of climate change. The discussion groups varied in length with 1 to 3 hours with 3 hours the most optimal. In terms of mental health, the intervention would be described as preventative and aiming to engaging interest in climate change.

### Main results

The discussion groups were primarily developmental to find the most effective format and evaluation was limited. However, all groups engaged in the topic. One major impact was seeing that some participants exhibited high levels of expressed emotion particularly anger and anxiety. Equally, others were less concerned. All people found it helpful to hear the views of others.

### Key challenges involved

Allowing time for busy professionals to attend meetings.

### Key partners involved

- Cardiff and Vale University Health Board
- Division of Clinical Psychology, Wales,
- Regents College Integrated Psychotherapy Training
- Cardiff ACT Training Group



## Key lessons learnt

None listed.

## Next steps

I am part of a working group of the British Association of Behavioural and Cognitive Psychotherapies (BABCP) developing a guide of how many therapeutic techniques can be used to help people, both health professionals and patients, reflect on the impact of climate change in their lives and to find ways of coping.

## ID04. Borrowed time

### Name of submitter

Andii Bowsher

### Problem being addressed

The rise in anxiety and depression from an awareness of climate change.

### Intervention

Borrowed Time is reflection and mutual support triangulating with research and insights from the various disciplines we are party to.

### Main results

Those who engaged tended to find things in the process and the community that enabled them to find next steps to take and a sense of solidarity. Participants were offered evaluations starting with some specific questions and offering space for free text responses, which have been used to tweak the processes and to help potential participants to evaluate whether it might be for them.

### Key challenges involved

First, "solution" sounds to be an overreach: this is a start or a next step in a lifelong process. It is more in the line of finding resources for an ongoing journey.

### Key partners involved

First ourselves, with online accompanied processes developed to help others to process their own climate feelings, curating materials and insights we had found helpful.

### Key lessons learnt

This is a Christian faith-based spiritual approach where reflection, meditation, prayer and a slow dialogical process has been central. We have learnt that giving permission and space for people to feel a variety of things and to offer their own responses in a non-judgmental atmosphere has been key. We have linked this to central Christian theological and liturgical themes to help mobilise helpfully the resources of their own Christian faith for participants.

## Next steps

We keep in touch with participants and consult on further developments. We encourage them to consider what next steps are suitable for themselves.

## ID05. Mental health support during a flood

### Name of submitter

Geraldine Bruce, Hertfordshire County Council Public Health Team

### Problem being addressed

In Autumn 2023, following a prolonged period of heavy rainfall, a significant flood hit up to 20 houses resulting in residents having to evacuate. The mental health impact was evident, and the public health team had to ensure mental health support was available for residents to access in their time of need and during the recovery phase.

### Intervention

In this instance a local mental health provider attended the rescue centre to provide support and information for residents.

### Main results

Having a trained mental health provider present showed residents that we cared, and we valued the importance of supporting their mental health. Residents were grateful for this, and many took advice leaflets which may have been used during the recovery phase once residents returned to their properties.

### Key challenges involved

At the time there was no clear established pathway for enacting mental health support. Getting senior leaders to recognise the importance of mental health support during the incident was a challenge and should have been seen as a top priority once the safety of residents was secured. Access for the mental health provider may have been an issue if local roads were flooded and so virtual options were considered at one point.

### Key partners involved

Local mental health providers.

## Key lessons learnt

We are updating our Care of People framework to have a stronger focus on mental health and scoping what good practice looks like.

## Next steps

Developing a local pathway and ensuring local response plans have a strong focus on the importance of mental health support.

## ID06: 'Climate Staffroom' for teacher support

### Name of submitter

Louise Edgington, ClimateEdPsych

### Problem being addressed

There are growing calls from young people themselves to have climate issues addressed in schools. Children are feeling distress about climate change and are asking questions or seeking answers online. Many teachers are therefore faced with the task of answering existential questions, without inducing further anxiety or dismissing concerns.

### Intervention

Free monthly '[Climate Staffrooms](#)' for educators were developed to provide online sharing spaces for school staff to candidly share their feelings, fears, and uncertainties related to climate change and their teaching. These facilitated groups provide educators with an essential outlet. Here, they can express their doubts, reservations and eco-anxieties without judgment, find solace in shared experiences, and collectively navigate the emotional landscape of the climate and ecological crisis. They also invite reflection on 'what helps' and solutions, so that educators leave feeling inspired and energised. The approach is a scalable, accessible, and flexible way of addressing the community mental health crisis that is set to be exacerbated by climate change, reducing the burden on public sector mental health support services, as well as protecting the learning and functioning of schools.

### Main results

Participants frequently report that their sense of feeling 'alone' is lessened after attending the sessions, reporting a reduction in anxiety over the course of the call. Unlike a climate cafe, the focus on successes or new approaches to try means that participants often report feeling energised or inspired to carry on with their work with a fresh perspective. Educators often return repeatedly as they understand the need to take care of their own wellbeing, and this is a free and accessible step they can fit in around a busy day.

### Key challenges involved

Funding for the programme is a challenge. Participants often report limited school support time and money, so they are attending in their free time. Marketing and reach are also challenges.

## Key partners involved

Educational psychologists and the Climate Psychology Alliance and participants who signed up to the Climate Majority Project's Climate Courage Campaign mailing list.

## Key lessons learnt

Educators attempting to work on sustainability are under-supported and at high risk of burn-out. We need to start scaling up community-based interventions so that pupils can be supported at the scale required.

## Next steps

For Climate Staffroom support groups to receive funding and official backing of existing educational or CPD programmes to be able to increase the reach and availability to teachers.

## ID07. Positive Imaginings, Under the Sky and The Climate Wellbeing Project

### Name of submitter

Lucy Power, Rowan Environmental Arts CIC (Rea)

### Problem being addressed

The wellbeing of children, young people and their teachers, parents or carers in relation to climate change and biodiversity loss, and their feelings of powerlessness, lack of voice and agency.

### Intervention

[Creative climate education programmes](#) including interactive performances exploring the issues, nature-based workshops and teacher training. Participants are given the opportunity to contribute to a [soundscape of voices](#) (that has been played on radio, TV, and climate podcasts worldwide). Participants are linked with local and global collective climate action initiatives. Low income, diverse and other marginalised communities are prioritised and supported through these programmes.

### Main results

All participants noted an improvement in their wellbeing due to the community connections made and shared feelings of care for the environment (not feeling alone in their feelings). Everyone felt better for spending time in nature and sharing a fun and informative experience. The soundscape enabled the children to feel empowered and listened to, giving them much needed confidence in their agency ahead of the transition to high school. We have been working in collaboration with the University of Edinburgh to monitor and evaluate and take on board feedback throughout the programmes.

### Key challenges involved

Funding.

### Key partners involved

- schools



- community groups
- University of Edinburgh
- local authorities
- The Woodland Trust
- NatureScot
- Youthlink

## Key lessons learnt

More long-term funding is urgently needed to support these programmes.

## Next steps

Continue to fundraise and promote the programmes.

## ID08. The Sustainables Academy: climate mental health resource and curriculum plan intervention and tools

### Name of submitter

Louise Robertson

### Problem being addressed

As an educator, I had (anecdotally) noticed that young children (primary school-aged) were getting quite distressed talking about climate in the context of sustainability and with general news reporting.

### Intervention

Created [The Sustainables Academy](#), a climate mental health resource for educators that is totally free and not for profit, to equip them with knowledge, experience and strategies to address climate anxiety in education.

### Main results

This resource is very new as is the joint working party with Imperial College London and we are not at measurable outcomes stage yet. Educators are engaging and interested, although we are at a very early stage of development.

### Key challenges involved

It is not part of the mainstream curriculum in England and getting distribution to schools and funding.

### Key partners involved

Myself as team leader; I have also joined the Imperial College London 'Climate Cares' team.

### Key lessons learnt

None listed.

## Next steps

The need for funding for the curriculum and programme. Further development of the programme and collaborations with other agencies.

## ID09. The Resilience Project: supporting the next generation of youth climate leaders

### Name of submitter

Daniella Watson, Imperial College London

### Problem being addressed

Whilst the impact of climate anxiety on the mental health of young people is receiving increasing attention and has raised concern among child health professionals, less attention has gone toward analysing methods for mitigation, prevention and management.

### Intervention

[The Resilience Project \(TRP\)](#) was founded in 2020 by young changemakers to create accessible and scalable support to preserve and enhance the resilience of today's youth. It is a youth-led organisation, resourcing young people to become effective and resilient changemakers. Through the 8 to 10-week peer-support 'Resilience Circle' programme, young people are given space for real talk about the climate crisis, to practise resilience techniques and build long-lasting communities of care. TRP primarily worked with young people aged 18 to 24 in the UK but has expanded to mainland Europe and East Africa to deliver weekly online Resilience Circles.

### Main results

Preliminary findings suggest participants valued the supportive community and the opportunity to connect with like-minded individuals. The safe and inclusive space allowed for open sharing and emotional support. The program helped participants navigate complex emotions related to climate change, providing tools and strategies for constructive processing and as a result, participants reported increased confidence, resilience, and personal development and a sense of belonging to their community. Co-hosts (young people leading the Resilience Circles) were praised by participants for their empathy, attentiveness, and ability to create a welcoming atmosphere. The structure and content of the sessions were well-received, with a balance of discussions, activities, and reflections. The online delivery allowed for more diverse voices, accessibility and inclusivity.

## Key challenges involved

Some young people found it challenging to balance the program with other commitments, especially the co-hosts who had moments of overwhelm. They suggested more flexible scheduling and shorter sessions. A few young people mentioned difficulties with the Mighty platform used to share announcements and session information for the online Circles and suggested using more familiar communication tools like WhatsApp. There were also calls for more tailored resources and support for participants with diverse needs and learning styles, including those with disabilities. Some participants wished for in-person sessions to build the emotional connection with their community.

## Key partners involved

- the youth-led organisation, The Resilience Project
- the Resilience Project's international Board of Youth, composed of award winners, founders and creatives
- Climate Psychology Alliance, a Charitable Benefit Society of therapeutic practitioners and researchers
- researchers at the Climate Cares Centre at Imperial College London (UK) and Community-minded Interventions for Resilience, Climate Leadership and Emotional wellbeing (CIRCLE) at Stanford University (USA)

## Key lessons learnt

The programme is being evaluated by researchers from Imperial College London (UK) and Stanford University (USA). Most participants reported a highly positive experience, noting the transformative impact of the program on their mental well-being and activism, including their understanding of what it means to be an activist. Many expressed a desire to stay connected with their circles and to continue participating in similar initiatives in the future. The evaluation highlighted challenges that will be addressed for the next round of Resilience Circles in 2025.

## Next steps

We will be analysing the results in more depth, including the quantitative analysis of the pre-, post- and 3-month follow-up survey. We will be writing 2 academic papers and dissemination pieces to showcase our findings, coauthored with the research team and the Board of Youth, with TRP team's support.

## ID10. Youth Support Spaces

### Name of submitter

Gareth Morgan, Climate Psychology Alliance

### Problem being addressed

Various surveys have found extremely high rates of climate distress among children and young people. The Youth Support Spaces were developed to offer a more structured approach for young people; create a 'safe-enough' space for young people to process emotions related to the climate crisis; feel heard and connected; and to develop skills to support their resilience.

### Intervention

The [Youth Support Spaces](#) (created by CPA members Rachael Alexander and Jo McAndrews) were designed to offer young people a space where it is hoped they can: be warmly welcomed; talk about their experiences with people who will not dismiss them; meet other young people who may be in a similar position; and learn resilience-building practices. The Youth Support Spaces have thus far been stand-alone drop-in sessions for 18- to 25-year-olds who are finding it difficult to manage their feelings in relation to the climate and polycrisis. They are delivered online with 2 facilitators. The Youth Support Spaces include content to support young people in understanding why it is important others hear and validate their experiences. They are also encouraged to practise some grounding exercises that can be used to support regulating their distress. Other aspects of the work include a music-based grief or gratitude exercise, and use of breakout rooms to enable young people to practise resonant listening with each other.

### Main results

To date, all young people attending and providing feedback rated the session as either 6 (33%, n=4) or 7 (67%, n=8) out of 7 on a Likert scale asking them how helpful they had found the space (7= 'extremely helpful'; 1= 'not at all helpful'). Attendees' responses also indicated they felt the format was well suited for people their age.

### Key challenges involved

The biggest challenge has been attendance. We are aware of high rates of distress among young people, but we have had few people sign up for the Spaces and fewer still attend. We want to explore reasons for this further. Another challenge has related to having young people from across the globe. This offers the benefit of supporting connection and empathy with people in different parts of the planet. However, there are differences between nations with regards to

how the climate crisis is experienced and these geographical differences might serve to make people less comfortable speaking. Camera use has been another barrier, where we have asked attendees to keep their cameras on for most of the session to support facilitators in checking that people are the approximate age they claim to be; and to support empathy and connection between members. Several young people feel anxious about having their cameras on in online spaces which may have resulted in some young people either leaving or not joining a session.

## Key partners involved

- CPA members
- the Robert H. N. Ho Family Foundation Global
- the Resilience Project

## Key lessons learnt

None listed.

## Next steps

We are planning a qualitative evaluation of the Youth Support Spaces involving interviews with young people who have attended and consented to be contacted about this evaluation. We believe this approach can be adapted for responses to specific climate impacts, for example for groups of young people following fires or flooding.

# ID11. Parenting Circles

## Name of submitter

Gareth Morgan, Climate Psychology Alliance

## Problem being addressed

Many parents and carers are concerned about the existential threats posed by the climate crisis for their own wellbeing, but also commonly experience significant dread for the future of their children, as well as complex feelings (such as guilt and shame) for bringing a child into a turbulent and precarious world.

## Intervention

[Parenting Circles](#) (developed by CPA members Jo McAndrews and Rebecca Nestor) offer a space for parents and carers to feel heard, and to process some of the difficult emotions that come with facing the climate emergency. Each circle is a safe space for a group of 8 individuals to be heard and share feelings about the climate crisis. They are like climate cafés but led by facilitators who understand specific concerns that can come up for parents or carers and the impact that climate distress has on children and young people. These circles are focused on listening and sharing feelings, not offering guidance or advice.

## Main results

We collected feedback from parents on how helpful they found the spaces, which continues to be overwhelmingly positive. On a 7-point Likert scale asking attendees to rate how helpful they found the training (1= 'not at all helpful' and 7 = 'extremely helpful'), 2 people (22.2% of respondents) gave ratings of 6, and 7 (77.8%) gave ratings of 7. Such spaces are important, but a key part of the therapeutic elements underpinning the circles is that they avoid offering advice or focussing on action. One participant observed that there were few fathers attending the space, which warrants further consideration.

## Key challenges

Challenges have related to the content of the spaces bringing up content that is emotionally impactful for facilitators, all of whom are also parents. This has emphasised the value and importance of ongoing peer supervision to support the facilitators, as well as the importance of debrief time after each session.



## Key partners involved

- CPA members
- Robert H. N. Ho Family Foundation Global
- Parents For Future

## Key lessons learnt

Multiple sessions are needed, and ongoing support and supervision for facilitators is also important.

## Next steps

The Parenting Circles approach could be tailored for parents and carers whose children have been impacted by flooding or wildfires, for example. We are planning a qualitative evaluation of the Parenting Circles involving interviews with parents who have attended and consented to be contacted about this evaluation.

## **ID12. Guided activities: offline and online – to help young people process their climate-related emotions, protect their mental health and build climate agency**

### **Name of submitter**

Emma Lawrance, Climate Cares Centre

### **Problem being addressed**

Young people in the UK and globally report distress related to awareness and experience of climate change.

### **Intervention**

The Climate Cares Centre worked with 10 young people from diverse backgrounds spread across the UK, guided by mental health professionals, to co-design a [guided journal intervention](#). This included 20 guided activities designed to be used by the young people over a 4-week period. The journal guides users through 4 areas of self-discovery designed to meet people where they are at, providing users a balance of guidance, space and freedom to explore their own feelings. The 4 themes are:

1. 'Understanding how you feel' (developing deep awareness of your feelings and values in relation to the changing world).
2. 'Taking care of yourself' (developing skills to better cope with climate-related distress).
3. 'Envisioning a better world' (developing a vision of changes in the world you'd like to see).
4. 'Claiming your calling' (finding creative ways to use your individuality to work towards this vision – that is, building agency).

Climate Cares partnered with environmental scientists at NERC, a Young Person's Advisory Group, Force of Nature and Common Vision to combine adapted versions of certain journal activities with climate and environmental science on what can be done to create a brighter future in an online, interactive platform called [Hold This Space](#). This was targeted at young people and scientists.

## Main results

In the UK we piloted the journal with 40 young people in November 2021, to test the impacts on their mental health and climate agency. We found people who completed the journalling had overall higher feelings of agency to enact positive change and had reduced feelings of anxiety about the crisis. There have been mixed results in the size of impacts through small scale piloting in other places, though [qualitative feedback has been positive](#) (see below). Some [piloting evaluation](#) was also done with Hold This Space, which is available from Common Vision.

## Key challenges involved

Lack of funding and capacity to distribute the solution more widely – for instances Universities have asked us to mail them copies as their students want to use it to support their mental health, particularly when studying climate and environment subjects and experiencing associated distress. Similarly, psychiatrists from the Royal College of Psychiatry have said it would be a very helpful tool for them to use with patients, although there is no funding for this.

## Key partners involved

- a Young Person's Advisory Group
- Royal College of Psychiatrists.
- Imperial College London (UK)
- University of Queensland (Australia)
- Turning Point (Argentina and Spain)
- University of the West Indies (Caribbean)

## Key lessons learnt

Young people want tools to help them support their mental health and build agency in the climate crisis. Ideally, they note this would be paired with community support – like being able to have spaces where they can connect with others doing the journal and have facilitated group discussions.

## Next steps

The Climate Cares Centre is looking to publish the journal and will also potentially be amending and testing the journal further (if sufficient support) in different populations around the world. We are also working with Thrive London to potentially improve and expand the Hold This Space digital intervention and support, if resources allowed.

## ID13. Youth Social Action

### Name of submitter

Claire Arnott, Global Action Plan

### Problem being addressed

Young people care deeply about climate change and feel frustrated at the lack of action to protect our natural world

### Intervention

We designed an approach to [youth social and environmental action](#) that champions compassionate values, normalises collective action and closes the values perception gap. It brings together insights from our research with the best of current practice on environmental changemaking. Since 2021, we have worked in partnership with organisations and schools across Chile, Thailand and the United Kingdom to help 48,825 young people see that acting on social and environmental issues is not the niche but the norm. Normalising taking action helps the values-perception gap to narrow and reinforces the normality of caring. This benefits young people's wellbeing and agency which inspires further action to improve the wellbeing of society and the planet.

### Main results

In comparison to a control group, we found that young people taking part in the youth social action programme experience a statistically significant improvement on all key measures of empowerment for long-term changemakers:

- young people's perception that other young people hold compassionate values increases
- young people's intrinsic motivation to want to help people and nature increases
- young people report feeling their skills, knowledge and confidence to help other people and nature increase
- 70% of young people who took part in the programme felt they could do things to help other people and nature more than they did before the programme
- 68% of young people said they know about things they can do to help other people and nature more than they did before the programme
- 66% of young people who took part in the programme wanted to do things to help other people and nature more than they did before the programme

The [original research](#) and white paper were launched at a panel event targeted at influencers in the education and youth wellbeing space, with more than 550 thought-leader signing up. In 2022, the programme was integrated (in Welsh) into the Welsh Baccalaureate qualification. Resources and research from the programme are being drawn upon in teacher training courses at Oxford Brookes University, University of Plymouth and the University of Gloucestershire.

## Key challenges involved

One significant challenge was that while teachers expressed enthusiasm for delivering the programme, they were often constrained by a rigid curriculum that limited their ability to fully support its integration. Additionally, as a charity, our capacity to expand the programme to reach more schools and young people is limited by resource constraints.

## Key partners involved

- funded by Unilever (Persil UK and Ireland)
- Global Action Plan
- Future Foundations (UK), Kyklos (Chile)
- Jump! Foundation (Thailand)
- University of Reading
- University of Gloucestershire

## Key lessons learnt

Perceptions of others matter. When young people perceive others to be compassionate and to behave in compassionate ways, they are more likely to care themselves, believe they can make a difference and take action. When young people don't see, feel and believe that others in society care about people and nature, their wellbeing suffers, and they worry more about the future.

Global Action Plan, supported by iwill, is currently working directly with schools in Kent and Essex to empower young people to take meaningful social and environmental action in their schools and communities. As part of this programme, we are training educators across Kent and Essex to support youth social action and promote compassionate values. Several factors contribute to the wellbeing of young people, including their perceptions of creativity, their ability to communicate with peers, and feelings of self-efficacy. Participation in the programme in Kent and Essex has increased perceptions of creativity and improved communication skills, which can in turn contribute to enhanced feelings of wellbeing among young people. Initial evaluations of the programme in Kent and Essex have shown:

1. Improvements in young people's self-efficacy after taking part in the programme compared to the baseline.

2. Young people's own compassionate values increased after taking part in the programme.
3. Young people's perception of others' compassionate values increased after taking part.
4. 92% of young people who participated in the programme, so far, intend to take action to help other people and nature after participating in the programme.

## Next steps

Global Action Plan's Good Life Schools programme, funded by the National Lottery Community Fund, builds on our values-based approach, working with young people to reimagine ways of living and learning that are good for us and good for the planet. A new Global Action Plan Education website will soon offer a range of programmes, resources, research and campaigns to support values-based learning across education settings.

## ID14. Force of Nature: from anxiety to agency

### Name of submitter

Sacha Wright, Force of Nature

### Problem being addressed

Increasingly, young people are experiencing climate-related distress and lack safe spaces to discuss how this influences their social and emotional wellbeing. For many young people, this is tied to a feeling of powerlessness, or a lack of agency, which can either exacerbate existing mental health struggles or introduce new ones at the onset of climate events. Furthermore, many young people lack the support, skills and resource to act on the issues they care most about. In the UK, the majority of the young people we work with have experienced climate through vicarious trauma (reading the news, discussing with other young people, watching movies and so on), but increasingly young people in the UK are describing their own lived experience across the spectrum of climate events.

### Intervention

[Force of Nature](#) is a youth non-profit that runs programmes with young people (aged 16 to 35) around the world. We run 2 types of programmes: the first is hosted virtually, with trained facilitators (generally other young people and peer facilitators, or members of the Force of Nature team), running research and evidence-backed workshops on the relationship between our mental health and climate change. These workshops also introduce tools for identifying, articulating, and managing climate-related emotions. The second type of programme are free, self-paced skills-based training programmes, which train young people in a skill of their choosing (facilitation; consulting; speaking) that equips them to act and exercise advocacy on climate. We also have free resources for young people to run their own climate cafés in their communities and have previously provided microgrants to increase accessibility for young people.

### Main results

We followed a cohort of 500 young people who went through our programmes, and found 26% decrease in feeling hopelessness, and 19% decrease in perception of climate change negatively contributing to mental health. We track metrics related to self-reported feelings of agency, perception of climate change affecting your mental health, feeling of connectedness,

and likelihood to act. For our training pathways, we also collect shifts related to self-efficacy and knowledge building in the relevant skillset.

## Key challenges involved

Maintaining and measuring long-term outcomes for young people, who lead complicated and fast-changing lives. Reaching hard-to-reach populations, especially those that generally go underserved or marginalised.

## Key partners involved

- Force of Nature core team
- young people themselves, who make up our community
- educators (both in secondary school and higher education)
- Students Organizing for Sustainability (SOS-UK) and Student Sustainability Network (SSN)
- Climate Cares, Imperial College London
- Climate Psychologists, Climate Psychology Alliance, the Good Grief Network and Gen Dread, among others

## Key lessons learnt

1. Young people face financial and social barriers to become engaged with climate action or access interventions on climate and mental health. Care should be taken to reduce financial and temporal costs to young people for interventions.
2. Interventions for young people must be rooted in local social and geographical context. If young people don't see themselves reflected in the interventions or support, they will not derive benefit.
3. The best intervention or solution to climate-related distress for young people is consistent and trustworthy climate action. This is both climate action that engages young people directly, but also climate action from people in positions of power.
4. While climate change is a compounding risk on mental health, there are also compounding benefits (for both our lives and the planet) of climate-action, and these win-wins (or co-benefits) are possible.

## Next steps

We consistently integrate the lessons from collecting impact and feedback data into planning for future programmes. Next year, we are expanding our model to fund even more young people to go through our programmes, deepening partnerships in the educational sector, developing metrics to measure long-term outcomes, and increasing our funding for young people to run climate cafés.



## ID15. Eco-emotions workshops

### Name of submitter

Louise Edginton, ClimatEdPsych

### Problem being addressed

Too often, education focuses on building 'hope' and 'action' and avoids dealing with eco-emotions. Yet, eco-anxiety is in the public consciousness and climate emotions need to be embraced rather than suppressed, showing us what we care about and drive us to act.

### Intervention

ClimatEdPsych developed an ['eco-emotions' workshop](#) consisting of soothing and positive psychological exercises to calm the nervous system and shift perspectives. Workshops offer a chance to practice the psychological tools that can help with emotional regulation - finding out what works for each person, so that tools such as breathing exercises and spotting thinking traps can be implemented.

### Main results

People report that the workshops are very soothing and 'safe'. Others report it's helpful to develop a sense of perspective about what they personally can't and can't control. Quote from a teacher for a workshop to pupils: "Great topics - feelings and environment, perspectives. A calming presence and lovely introduction to meditation".

### Key challenges involved

Funding and time within schools.

### Key partners involved

These workshops have been delivered to some London Children Services staff, the public at community events and wellness festivals, as well as pupils at some state maintained and independent schools.

Educational Psychologists or other school mental health professionals could deliver these workshops to teachers.

## Key lessons learnt

It has been my experience that most people are in some form of avoidance and denial of their emotions about climate and the environment. This would appear to be the single biggest block to large scale societal action and change.

## Next steps

To obtain funding for this in CPD spaces and schools.

## ID16. Climate psychology webinars and talks

### Name of submitter

Louise Edginton, ClimatEdPsych

### Problem being addressed

Understanding human responses to the climate and ecological crisis is key to moving from inertia to meaningful action. It can help to understand why people avoid the topic, how to engage communities, how to handle eco-distress and how to foster empowerment and resilience.

### Intervention

ClimatEdPsych delivers [talks and webinars](#) to a variety of audiences on topics including: the psychology of climate engagement (denial and healthy action), intergenerational issues and connection for climate resilience, eco-emotions and mental health impacts of climate change, and skills for resilience.

### Main results

The talks are very well-received, with people reporting increased engagement in climate action and motivation to 'get involved'. Feedback received from a teacher reported that “workshops were insightful and empowering and provided practical tools to help our pupils and parents manage emotions around the climate crisis, creating a supportive space for building resilience and hope”.

### Key challenges involved

Funding and making this a priority in schools.

### Key partners involved

Talks have been delivered to environmental groups, sustainability professionals and educators including the RSPB, Kew Gardens, Let's Go Zero, NEU, SE First, and London Climate Action weeks

## Key lessons learnt

Feedback has been positive. I have found that people love learning about their own and others' psychology. These talks are always well received.

## Next steps

I would love to see talks like these become part of teacher training, or training for sustainability professionals.

## ID17. Climate wellbeing groups

### Name of submitter

Paul Reeve, Cornwall Mind

### Problem being addressed

Anxiety around climate change with a call to practical action.

### Intervention

We held a series of outdoor groups that focused on conversations around climate anxiety alongside improving the environment. Such as working on an area of woodland (in the summer) to prepare it for community wellbeing activities and repurposing waste plastic (in the winter) to make new items.

### Main results

All participants reported a reduction in anxiety, improved social connections and a feeling of empowerment. At least one person was clear that without the groups, they would have not survived their depression. Improvements in mental health were monitored using the Warwick Edinburgh Wellbeing Scale and feedback testimonials.

### Key challenges involved

Consistent staffing and access to public transport.

### Key partners involved

- Cornwall Mind
- Butterfly Wood
- One Blue Eye, Cornwall

### Key lessons learnt

None listed.

## Next steps

We are looking for opportunities to replicate the work and are currently talking to other partners.

## ID18. Recovery and wellbeing college climate anxiety educational course

### Name of submitter

Vinuri Semini Fernando, Central North West London (CNWL) NHS Recovery and Wellbeing College

### Problem being addressed

Climate anxiety – how do we become more resilient?

### Intervention

Co-production of an educational face-to-face workshop on Climate Anxiety run as a pilot at Milton Keynes Recovery College.

### Main results

Six students completed the outcome 'How do you think this goal has been met?' at the end of the session, 5 of these students reported that the course exceeded their expectations, one student reported that the course was more than expected and 2 students did not complete the outcome scale. An optional 'Your Opinion Counts' form is given to students at the end of courses for voluntary completion to obtain feedback regarding trainer skills, course content, what went well, what could be improved upon.

### Key challenges

Milton Keynes Recovery College promoted the course to all enrolled students and sent information to a range of services and organisations including local colleges, Climate Café's and youth organisations. The students who did book onto the course were enrolled with the college or were staff members in the trust.

### Key partners involved

- private therapist and lead for Climate Cafe Milton Keynes
- associate peer trainer
- senior peer trainer at this time with MK Recovery College (now CNWL Recovery College Deputy Manager Lived Experience Lead)

- senior clinical trainer and deputy manager at Milton Keynes Recovery College

## Key lessons learnt

None listed.

## Next steps

Course piloted in CNWL Recovery and Wellbeing College via Zoom on 30 January 2025.



## ID19. Climate distress in the community: development of interventions and materials

### Name of submitter

Rosemary Randall, Cambridge Climate Therapists

### Problem being addressed

The Cambridge Climate Therapists formed to address concerns around psychological distress in relation to climate change.

### Intervention

Over the last 6 years we have [developed several interventions](#):

- Climate Listening bench – a presence in public places and at public events where members of the public can sit down and talk about their concerns
- What Now, What Next? – 9-week closed group providing a space for members to talk about their experiences and difficulties around the climate crisis
- Climate Cafés – a monthly, facilitated group where people can drop in to talk about climate feelings and concerns
- [Living with the Climate Crisis](#) – groups on understanding the psychological dimensions of the climate crisis and becoming involved in community activity to address it (see ID20 for more information)
- communication workshops – sessions on communicating better about climate issues both with those close to you and with the general public
- talks and workshops on climate distress for organisations that requested them
- training for professionals on working with climate distress
- [videos on coping with the climate crisis](#)
- signposting people to sources of support

### Main results

Feedback from our interventions suggest that they have been successful in helping people to find increased strength, confidence and connection with others. Evaluations conducted after all group events showed high levels of satisfaction from participants. Young people were particularly appreciative of the Listening Bench, expressing gratitude at finding people prepared to listen and care.

## Key challenges involved

- pressures of time and resources – we are a small group trying to do more than is possible, risk of burnout and exhaustion is an issue
- finance
- some unrealistic expectations from those contacting us about what we might be able to achieve

## Key partners involved

- community organisations
- workplaces (Cambridgeshire and Peterborough NHS Trust, North West London and Westminster NHS Foundation Trust, Flora and Fauna, Ministry of Justice, ARU counselling service, Alliance for Sustainability in Education)
- student groups political organisations and national charities (for example, Students for Global Health, Gates Cambridge Scholar Community, Cambridge Labour party, Centre for Alternative Technology, Ethical Consumer, Ashden Trust)
- the Climate Psychology Alliance
- Hatfield and Welwyn Quakers

## Key lessons learnt

Psychological support is essential for young people facing a rapidly changing and terrifying world. There is need for this kind of work to be properly funded. There is a need for psychological professions to expand into community-based and group interventions, using psycho-social methods and principles drawn from community psychology. Training needs to be provided for this.

## Next steps

We continue to seek more therapists and psychological practitioners to join us and to help develop community-based activities in our local area.

## ID20. Living with the Climate Crisis materials and groups

### Name of submitter

Rebecca Nestor, Climate Psychology Alliance

### Problem being addressed

[Living with the Climate Crisis](#) draws on our experience of Climate Café Listening Circles (see ID21), which had been developed to support the processing of psychological defences that occur at the individual and community level. It is significantly adapted from Carbon Conversations, an earlier successful small-group intervention.

### Intervention

The Living with the Climate Crisis materials were developed to support the running of local groups based around processing emotions or defences relating to the climate crisis and taking collective steps towards pro-environmental mitigation and adaptation behaviour. The materials were designed to be used with face-to-face groups in local communities of around 6 to 8 people. The aims of the groups are to help people to: find support for the complexity and pain of their feelings; learn to communicate with empathy and skill about the crisis; find a place in collective action that is personally sustainable; share ways to still find meaning, joy and satisfaction in the precarious world we all now find ourselves in. Living with the Climate Crisis groups provide a space for people to talk, to share, to express and to reflect, and offer tools, ideas and skills.

### Main results

There was lots of positive feedback from participants of the different groups that ran. [Detailed feedback](#) on this group is available online. The materials have been well received by potential facilitators. The Living with the Climate Crisis programme was launched online successfully on 17 April 2023, with over 250 participants from across the world. Since then, the authors have offered 8 Introductory Workshops to CPA and external members, in which people interested in facilitating the Living with the Climate Crisis groups took part in some of the experiential exercises from the programme and had the opportunity to discuss running the groups. Between April and October 2023 more than 70 people from several countries attended these online workshops, which were often fully booked.

## Key challenges involved

A significant challenge of the approach has been the time commitment required. Whilst attendees found the links they made and time spent with others doing the work to be invaluable, it was hard for people to commit to 20 hours of face-to-face content, whilst also doing tasks in-between sessions.

## Key partners involved

- Climate Psychology Alliance
- Cambridge Climate Therapists
- Carbon Conversations project

## Key lessons learnt

The facilitators of the Netherlands group noted that when offering the programme as a day-programme, it is challenging to fit 3 sessions into one day. Although on paper it looks very doable, we found that the high level of emotional work, especially with reflective exercises as drawing the tree and the story of self takes a toll and takes up quite some energy. Feedback from facilitators has also included the suggestion of an abridged version of the materials to enable people to take part in the group over fewer sessions, and for standalone modules to be offered.

## Next steps

The materials are freely available, and we are keen to support any groups or facilitators who might want to make use of them.

## ID21. Climate Cafe Listening Circles

### Name of submitter

Rebecca Nestor, Climate Psychology Alliance

### Problem being addressed

[Climate Cafe Listening Circles](#) were developed to support with engagement with the climate crisis and to support with the indirect impacts on emotional wellbeing.

### Intervention

Climate Café Listening Circles are spaces that can be held online or in person in local communities. They are not therapy spaces but facilitated sessions enabling people to speak about their feelings relating to the climate emergency, whilst also listening to others' feelings. Key to the process is an emphasis on the space being a listening and feeling space.

### Main results

Feedback from attendees has been very positive. It has been common for participants to speak of feeling heard for the first time, or finding the process liberating as it enabled them to speak to feelings and worries that they felt they did not have permission to speak to in their day-to-day life. We send feedback forms out to all attending Climate Cafe Listening Circles. During 2023 and 2024, 83% of respondents reported feeling heard in the space (17% were 'not sure'); 71% would recommend the session to others (21% selected 'maybe' and 4% selected 'no'). Additional feedback suggested people felt 'lighter' and listened to, and attendees enjoyed listening to other people's experiences of coping.

### Key challenges involved

People come to a Climate Café Listening Circle with different levels of awareness of the urgency of our situation. Some participants might, for example, be talking about their stress worrying which products have less of an environmental impact, whilst others may be speaking about how they are anticipating near-term social collapse. This can result in some participants hearing for the first time how urgent the climate crisis is. Other challenges relate to when people move away from speaking about their own feelings and instead speak to actions, climate science, or their beliefs about what should be done at a policy level. The role of the facilitator here has been to support a person to move back to speaking about their own feelings and thoughts in relation to the climate crisis.

## Key partners involved

Climate Psychology Alliance.

## Key lessons learnt

Whilst feedback on the Cafés has been very positive, some attendees have spoken about wanting more guidance on what actions they can do, or feedback about ways they can regulate their feelings. Feedback that young people can find the spaces too unstructured led to members developing the Youth Support Spaces (ID10), whilst the Living with the Climate Crisis materials (ID20) were developed based on the feedback that some people wanted guidance on things they can do in addition to space to process their feelings. Few people attending the training go on to set up groups in their area and there has been feedback that attendees would like more training to help them address issues that can arise during group processes, and to better attend to safeguarding and equality and anti-discriminatory practice issues that might arise. We also have learnt about the importance of ongoing support for facilitators. We offer monthly peer supervision for Climate Café Listening Circle Facilitators.

## Next steps

The training for facilitating Climate Café Listening Circles is being revised to take place over 3 sessions, instead of one. It is hoped the additional sessions will enable facilitators to have more opportunity to practice facilitating and reflect on their own reactions to content that emerged when doing so.

## ID22. Impact of Norfolk and Waveney Mind sUStain Project from 2021

### Name of submitter

Ruth Taylor and Paula Colombo, Norfolk and Waveney Mind

### Problem being addressed

This case study describes the experience of [Norfolk and Waveney Mind's \(NWM\) sUStain Project](#), delivered in collaboration with the Climate Psychology Alliance (CPA), which offers a pioneering approach to support adults and young people affected by climate distress. The project was delivered between December 2021 and March 2023 with a grant from the Cooperative Resilience Fund via national Mind and is still ongoing thanks to NWM funding.

### Intervention

The project aimed to reach 145 participants affected by eco-anxiety, climate grief and related eco-emotions in Norwich and North Norfolk to help them increase mental wellbeing, social connection and encourage positive action and self-care, rather than leaning into despair and helplessness. It included awareness-raising events, informing our target audience and recruiting participants, starting local public discussions about climate distress while normalising these concerns. We also offered monthly 'Climate Café' sessions, which invite community conversations about the psychological impacts of climate change (rather than focusing on what action can be taken, such as campaigning and conservation – vital though this is – there are dedicated spaces for this elsewhere. Lastly, to explore more deeply how we can harness and transform these feelings for greater agency and self-kindness, we offered a bespoke, co-designed version of our Mindfulness and Active Hope (MAH) course.

### Main results

We delivered a pioneering project which provided support for climate anxiety for adults and young people. Overall, the project was very successful, and it demonstrated that this is a very real issue that needs addressing in our community. We gathered feedback with a standard form based on the Warwick-Edinburgh Mental Wellbeing Scale, The Rosenberg Self-Esteem Scale and the Social Provisions Scale. The results mostly refer to 122 participants of 47 Climate café sessions. The project was rated 8.3 out of 10 and all indicators across 3 different scale were extremely positive.

## Key challenges involved

It was a challenge to promote our activities due to time constraints of our part-time project coordinator and priorities of our communications team. Initially, it was difficult finding suitable venues for our Climate Cafés, which require a balance of being accessible and visible but not too noisy. The considerable positive national media attention the project garnered was welcome but at time a little overwhelming! We learnt from our Climate Café programme and our MAH course in North Norfolk, that coastal communities feel neglected about the considerable psychological impacts of coastal erosion, and more work is needed to understand what support is required. Creating a legacy for the Climate Café sessions at UEA was more challenging than anticipated, due to the transient nature of the student population: facilitator retention was low, as our newly trained student facilitators often took their skills with them on completion of their studies. It was also difficult to reach students effectively with so many competing demands at the start of term, with the limited time our coordinator had, and led to our co-design group lending a hand with this promotion. We learnt that using creativity to engage participants with the subject at public events would have helped us to reach more students from the outset. With regards to our MAH course, whilst we had a very positive evaluation by the University of Bath, it detailed that it was difficult to find the right balance of session content and reading material, as well as home practice of mindfulness skills, in what was a relatively short course. Interest was expressed in bringing in more exposure to nature in both climate cafés and on our MAH course.

## Key partners involved

- Climate Psychology Alliance
- University of East Anglia (UEA)
- Department of Psychology, University of Bath
- North Norfolk District Council
- Sheringham Quakers
- Social Prescribing and Community Connectors Teams - North Norfolk and Norwich
- Norwich Eco Hub
- The Small Sticks Café Happisburgh

## Key lessons learnt

Whilst there was very good uptake, the programme could be enriched and sustained by including: further opportunities to engage with nature, to reflect the course material which invites a deepening of our sense of ecological self; exploring climate emotions which often manifest during this connection; trialling creativity as a way to further bring to life to a variety of potential imagined futures (which is a key part of the MAH programme), as well as drawing on creative activities as an effective 'hook' to engage people in themes around climate emotions.



## Next steps

We are currently delivering a pioneering wellbeing project, sUstain Coastal, exploring the psychological impacts for villages experiencing the devastating coastal erosion in North Norfolk. Funded by the Coastwise Coastal Transition Fund, this is part of the Government's Coastal Transition Accelerator Programme. An extended version of our MAH course, including a greater focus on nature connection practices, with slimmed down reading expectations, has been developed through a further co-design process with UEA students. We are now repeating that process with older participants to include intergenerational perspectives. We continue to develop our creative partnerships – including the next phase of a collaboration with Anglia Ruskin University (ARU) and a local community theatre group, focussed on the expression of climate emotions and the power of theatre, to tell new stories about our collective vision for more regenerative futures. We are currently delivering a season of Climate Cafés at the Sainsbury Centre for Visual Arts to include both art and nature connection, integrating their stunning parkland sculpture trail. Lastly, we are exploring how best to mitigate climate distress when engaging in nature connection activities and are delighted to have secured a PhD studentship from ARU to research this.

## Resources

During the intervention's literature review, 53 resources were identified, including 34 during the screening process for an evidence review, and an additional 19 from a previous review (see main report).

The resources, which are listed below, provide supplementary insight into the types of interventions, practices, and materials currently available or under development, several resources have been identified and provided below.

Resources were included that provided relevant information on mental health or wellbeing in the context of climate change or extreme weather, including guidance, tools, frameworks, programmes, articles, and educational materials.

Resources were broadly defined and could relate to prevention, support, education, communication, or service delivery, and they varied on scope and format, including examples of public guidance, self-help tools, educational frameworks, pastoral care approaches, and strategic documents.

This is not an exhaustive list of the resources available, but a compilation of those identified during the review process that could not be included in the systematic reviews.

## Table of resources

| Resource type                | Title                                            | Target population | Brief description                                                                                                                     |
|------------------------------|--------------------------------------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Advice or guidance network   | <a href="#">The Transition Network</a>           | All               | A community or network webpage about transition groups that bring local groups together for action and change.                        |
| Advice or guidance network   | <a href="#">The work that reconnects network</a> | All               | Global community of facilitators to provide support, connection and inspiration.                                                      |
| Advice or guidance network   | <a href="#">Project Inside Out</a>               | All               | A community providing guidance tools and principles for dealing with mental health and climate change.                                |
| Advice or guidance network   | <a href="#">Climate Psychology Alliance</a>      | All               | A website of resources for different people supporting climate change and mental health.                                              |
| Advice or guidance network   | <a href="#">Climate Café Network</a>             | All               | Climate café network hub website providing advice, guidance and support resources for climate cafés.                                  |
| Advice or guidance network   | <a href="#">Deep Adaptation Forum</a>            | All               | Website of resources around the principles of 'deep adaptation' – a set of ideas for how to deal with societal disruption and change. |
| Advice or guidance network   | <a href="#">Good Grief Network</a>               | All               | Website for peer support programme network.                                                                                           |
| Advice or guidance network   | <a href="#">All We Can Save</a>                  | All               | Website for a programme of discussion circles for climate dialogue.                                                                   |
| Advice or guidance community | <a href="#">One Earth Sangha</a>                 | All               | Website for an online community and set of resources for dealing with the climate crisis through Buddhist principles.                 |

| Resource type                | Title                                                                                                           | Target population | Brief description                                                                                                                                                                          |
|------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Advice or guidance community | <a href="#">Eco-anxious Stories</a>                                                                             | All               | Website for a community of storytelling around climate change and mental health – providing resources and discussion.                                                                      |
| Guidance self-help tools     | <a href="#">Rural Adversity and Mental Health Programme</a>                                                     | All               | Rural Adversity Mental Health Programme (RAMHP) website – based in New South Wales, Australia. Provides an example of a programme of resources and support services for rural populations. |
| Guidance or framework        | <a href="#">Thrive LDN: driving change for a mentally healthier London through energy, action, and movement</a> | All               | Document outlining a framework for mental health prevention, a toolkit for integration and a series of action areas specific to London.                                                    |
| Guidance or framework        | <a href="#">Mental health and climate change: policy brief</a>                                                  | All               | World Health Organization (WHO) policy brief on priority areas for research and action.                                                                                                    |
| Overview article             | <a href="#">Climate anxiety is on the rise – here’s what we do about it</a>                                     | All               | World Economic Forum article on climate anxiety and unlocking climate action.                                                                                                              |
| Overview article             | <a href="#">How psychology can help fight climate change and climate anxiety</a>                                | All               | Article describing climate anxiety and how to empower climate action.                                                                                                                      |
| Overview article             | <a href="#">Climate change and mental health: a London perspective</a>                                          | All               | Article from Good Thinking, talking about addressing climate change and mental health with a London focus.                                                                                 |

| Resource type                   | Title                                                                                                                | Target population                     | Brief description                                                                                                              |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Overview chapter                | <a href="#">Climate change and youth</a>                                                                             | All                                   | Book chapter giving an overview of climate change and mental health for youth populations.                                     |
| Self-help tool online community | <a href="#">Climate Awakening</a>                                                                                    | All                                   | Climate emotions self-help book and climate and mental health storytelling.                                                    |
| Self-help tools                 | <a href="#">Climate Cares guided journal</a>                                                                         | All                                   | Blog article describing a Climate Cares guided journal tool for people to understand their feelings around climate change.     |
| Guidance or framework           | <a href="#">Eco-anxiety and pastoral care: theoretical considerations and practical suggestions</a>                  | Caregivers (a focus on pastoral care) | Article outlining pastoral care approaches to addressing eco-anxiety.                                                          |
| Advice or guidance network      | <a href="#">The Rest of Activism</a>                                                                                 | Climate activists                     | A burnout prevention and recovery programme supporting world healers and changers.                                             |
| Advice or guidance network      | <a href="#">The Resilient Activist</a>                                                                               | Climate Activists                     | A programme of activities and guidance for climate activists to recover and connect.                                           |
| Guidance or framework           | <a href="#">Designing learning environments for promoting young people's constructive coping with climate change</a> | Educators                             | A book chapter discussing the development of interventions within an educational setting for mental health and climate change. |

| Resource type                      | Title                                                                                                                               | Target population | Brief description                                                                                                                                                          |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Guidance or framework              | <a href="#">The importance of teaching climate-health literacy in psychotherapeutic training and continuing education</a>           | Educators         | Article describing how teaching climate health literacy can be useful and conducted during training of health professionals.                                               |
| Handbook                           | <a href="#">Climate doom to messy hope: climate healing and resilience a practical handbook for climate educators and community</a> | Educators         | Resource connecting information about wellbeing, strategies and action in relation to climate change. A focus on climate justice, trauma-informed pedagogy and resilience. |
| Toolkit – book                     | <a href="#">The existential toolkit for climate justice educators</a>                                                               | Educators         | This book provides resources for developing emotional and existential tenacity in college classrooms so that students can stay engaged.                                    |
| Advice or self-help tool           | <a href="#">Climate change taking a toll on your mental health? How to cope with ‘eco-anxiety’</a>                                  | General public    | Advice article on the symptoms of eco-anxiety and how to cope.                                                                                                             |
| Advice or self-help tool – website | <a href="#">Hold This Space</a>                                                                                                     | General public    | A self-guided website for emotional reflection in response to climate change.                                                                                              |
| Advice or self-help tool           | <a href="#">What is climate anxiety and what can we do about it?</a>                                                                | General public    | Article from Mental Health UK describing advice on what to do about climate anxiety.                                                                                       |
| Advice or self-help tool           | <a href="#">Coping with climate distress toolkit</a>                                                                                | General public    | Online toolkit from climate psychiatry alliance designed to help people cope with climate distress.                                                                        |

| Resource type            | Title                                                                                                                                                                                                                                   | Target population                                          | Brief description                                                                                                   |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Advice or self-help tool | <a href="#">Coping with climate change distress</a>                                                                                                                                                                                     | General public                                             | Australian Psychological Society toolkit for coping with climate distress.                                          |
| Advice or self-help tool | <ul style="list-style-type: none"> <li>• <a href="#">Coping with distressing events in the news</a></li> <li>• <a href="#">Dealing with anger for 11 to 18 year olds</a></li> <li>• <a href="#">Nature and mental health</a></li> </ul> | General public                                             | Advice from Mind.                                                                                                   |
| Advice or self-help tool | <a href="#">If climate change keeps you up at night, here's how to cope</a>                                                                                                                                                             | General public                                             | Article from Harvard Medical School on climate anxiety.                                                             |
| Advice or self-help tool | <a href="#">Eco distress for children and young people</a>                                                                                                                                                                              | General public, individuals, parents, carers and educators | Online resource for dealing with eco-distress in children and young people from the Royal College of Psychiatrists. |
| Guidance or framework    | <a href="#">Nursing strategies to help children cope with eco-anxiety</a>                                                                                                                                                               | Health professionals                                       | An overview article for health professionals describing strategy on how to help children manage eco-anxiety.        |
| Guidance or framework    | <a href="#">Housing insecurity and homelessness: considering implications of climate change for mental health</a>                                                                                                                       | Homelessness workers                                       | Book chapter outlining a framework of climate change, housing insecurity, homelessness and mental health.           |

| Resource type                        | Title                                                                                                        | Target population           | Brief description                                                                                                                                                                          |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Book                                 | <a href="#">Why an orientation to global mental health training and practice for learners and educators?</a> | Learners and educators      | Introduction to the field of global mental health, including the issue of climate change.                                                                                                  |
| Book                                 | <a href="#">Being a therapist in a time of climate breakdown</a>                                             | Mental health professionals | This book introduces readers to the known psychological aspects of climate change as a pressing global concern and explores how they are relevant to current and future clinical practice. |
| Guidance or framework                | <a href="#">How should we address the psychological impacts of climate change?</a>                           | Mental health professionals | Article from the Australian Psychological Society on how professionals can address psychological impacts of climate change.                                                                |
| Guidance or framework                | <a href="#">Practicing mindfulness in addressing the biodiversity crisis</a>                                 | Mental health professionals | Article demonstrating application of mindfulness practices in relation to biodiversity loss and climate change.                                                                            |
| Guidance or framework – book chapter | <a href="#">Applying emotional regulation strategies to manage climate distress</a>                          | Mental health professionals | Book chapter giving an overview of climate distress and strategies to manage this.                                                                                                         |
| Guidance or framework article        | <a href="#">Acceptance and commitment therapy to alleviate climate-induced psychological distress</a>        | Mental health professionals | An article to demonstrate the potential relevance of the acceptance and commitment therapy (ACT) model for alleviating climate-induced psychological suffering.                            |



| Resource type                 | Title                                                                                                                                          | Target population                                     | Brief description                                                                                                                                                               |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Guidance or framework article | <a href="#">From eco-anxiety to eco-hope: surviving the climate change threat</a>                                                              | Mental health professionals                           | Turning eco-anxiety into an adaptive coping mechanism.                                                                                                                          |
| Guidance or framework article | <a href="#">Acceptance and commitment therapy to alleviate climate-induced psychological distress</a>                                          | Mental health professionals                           | An article to demonstrate the potential relevance of the acceptance and commitment therapy (ACT) model for alleviating climate-induced psychological suffering.                 |
| Guidance or framework         | <a href="#">My climate story</a>                                                                                                               | Parents, carers, educators                            | Tool for educators or carers to help children learn about climate change and deal with climate related feelings.                                                                |
| Advice or self-help tool      | <a href="#">Coco's Fire book</a><br><a href="#">Coco's Fire video</a>                                                                          | Parents, carers, educators, children and young people | Resource for children and young people – a book and video tool to help children understand climate distress and how to deal with climate distress.                              |
| Advice or guidance book       | <a href="#">The Conceivable Future</a>                                                                                                         | People looking to start a family                      | Book about how to navigate family planning and maintaining a family during the climate crisis.                                                                                  |
| Guidance or framework         | <a href="#">Community-based resilience: the influence of collective efficacy and positive deviance on climate change-related mental health</a> | Public health professionals                           | Book chapter providing examples and tools to develop psychosocial resilience in relation to climate change. There is also a separate <a href="#">website</a> for the programme. |
| Advice or guidance network    | <a href="#">Circularity</a>                                                                                                                    | Students                                              | Website of accessible support resources particularly for students of historically underserved backgrounds                                                                       |
| Advice or guidance network    | <a href="#">The Resilience Project</a>                                                                                                         | Young people                                          | A community and network webpage providing mental health leadership support and resources.                                                                                       |

| Resource type              | Title                           | Target population                 | Brief description                                                      |
|----------------------------|---------------------------------|-----------------------------------|------------------------------------------------------------------------|
| Advice or guidance network | <a href="#">Force of Nature</a> | Young people (16 to 35 years old) | Community to empower young people to drive climate action and justice. |

# About the UK Health Security Agency

UK Health Security Agency (UKHSA) prevents, prepares for and responds to infectious diseases, and environmental hazards, to keep all our communities safe, save lives and protect livelihoods. We provide scientific and operational leadership, working with local, national and international partners to protect the public's health and build the nation's health security capability.

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Prepared by: Centre for Climate and Health Security  
For queries relating to this document, please contact: [climate.change@ukhsa.gov.uk](mailto:climate.change@ukhsa.gov.uk)

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