

## **Expressing Climate Emotions in a Climate-Distress-Workshop: A Thematic Analysis**

Hannah Krähling

Department of Psychology, University of Twente

202000384: Positive Clinical Psychology and Technology

1<sup>st</sup> supervisor: Assistant Professor Dr Heidi Toivonen

2<sup>nd</sup> supervisor: Assistant Professor Dr Yudit Namer

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### Abstract

For this study, a climate distress workshop including reading and writing exercises was conducted with students to gain insights into their emotional experience of climate change. I qualitatively analysed the discussion held in the workshop with thematic analysis concerning how participants made sense of these experiences. Seven themes occurred of which *Anxiety about detrimental climate change consequences*, *Helpfulness of climate-change-group-activities and solidarity* and *Avoiding climate change to manage climate change distress* were the most frequent. Furthermore, participants described wanting to avoid climate change to manage their distress, anticipated emotional adaptation in case of a climate change catastrophe and critically reflected on the productivity of climate emotions. Different from previous literature, participants discussed emotions as highly interconnected and as part of an ongoing emotional process rather than in category-like terms. Concluding, participants shared different complex emotional processes with elaborate explanations regarding their experience of climate emotions and gave positive feedback on the workshop. For the future, I suggest research on the interconnectedness and the processual nature of climate emotions. Moreover, I propose a full-length reading and writing group about climate change to support people with climate distress.

Keywords: climate change emotions; climate anxiety, climate distress, climate distress workshop, cli-fi, reading groups

## **Expressing Climate Emotions in a Climate-Distress-Workshop: A Thematic Analysis**

Climate change is a global problem posing a threat to human civilisation and various ecosystems on our planet (United Nations, 2022). Moreover, dealing with an existential problem on a global scale influences people's mental health, by for example evoking intense anxiety (Pihkala, 2018). In Western society, climate change is highly emotionally-charged and many people feel mental and emotional distress about this issue (Mosquera & Jylhä, 2022; Ojala et al., 2021). However, people often avoid dealing with climate change, for example by de-emphasising its seriousness or distancing themselves (Ojala, 2012). As discussing and reading can help deal with distressing thoughts and emotions (Carney & Robertson, 2022), a reading group in which participants can express themselves about climate change is a potential way for people to cope with this global and personal crisis. In this study, a reading and writing workshop, designed as a trial for a possible longer reading group centring on climate change emotion, was conducted. I analysed how participants discussed their emotional experience of climate change during such a trial workshop.

Processing climate change is often related to experiencing various, often unpleasant emotions ranging from mild forms to pathological states (Ojala et al., 2021; Pihkala, 2022). Scholars describe various different affective phenomena, such as moods, feelings or emotions in relation to climate change with the term climate emotion (Pihkala, 2022). In this thesis, the concept of climate emotions is used broadly including different affective phenomena, as it is common in climate emotion literature (Pihkala, 2022). Furthermore, in line with previous research on this topic, the terms feelings and emotions are used interchangeably, referring both to affective phenomena in relation to climate change. This way, the definition acknowledges the affective complexity of climate emotions, aiming at a holistic exploration of the experiences of climate change including affective phenomena, coping strategies and meaning-making patterns (Pihkala, 2022; Zaremba et al., 2022).

In the literature, the most commonly discussed climate emotions are anxiety, grief, numbness, guilt, and hope (Doherty & Clayton, 2011). Based on previous studies, Pihkala (2022) developed a taxonomy for climate emotions including predominantly distressing emotions, ordering them into overarching categories such as threat-related, sadness-related or surprise-related emotions. Other scholars researched climate emotions in different socio-economic and demographic groups, often discussing the emotional experience of young people and the dissimilarities between people from different geographic locations (Clayton et al., 2023; Ritchie, 2020). Furthermore, scholars also frequently attempted to distinguish emotions and other factors which support climate change action-taking, highlighting the importance of hope and self-efficacy (Clayton, 2020; Schneider et al., 2021).

One frequently mentioned emotional state is climate anxiety. This term is referring to a wide range of challenging emotions due to anthropogenic climate change, which can be experienced in different forms and degrees (Pihkala, 2019, 2022). Emotions like fear, worry, helplessness and overwhelm regarding the existence and implications of climate change, such as rising sea levels or extreme weather events, are commonly experienced (Pihkala, 2019, 2022). Furthermore, other emotions, such as grief, guilt and shame about climate change are often felt in combination with climate anxiety (Clayton & Karazsia, 2020; Pihkala, 2019). Climate anxiety and these connected distressing emotions are most commonly experienced by young people, indigenous communities and people that see themselves as having a strong connection to nature (Pihkala, 2019).

Other climate emotions such as sadness, guilt, and grief, are also discussed in climate emotion literature (Albrecht et al., 2007; Pihkala, 2018). People might experience distress in the form of profound sadness when losing a comforting place, such as their home, which has been or is in the process of being damaged by climate change (Albrecht et al., 2007; Pihkala, 2018). Albrecht et al. (2007) introduced the term solastalgia which refers to the distress

caused by the loss of solace and the isolation and dislocation connected to one's home being threatened. This destructive aspect of climate change has been associated with thoughts of mortality, thinking of one's death, the death of the environment as well as of a potential future of life, even leading to spiritual crises (Pihkala, 2018). Moreover, the question of who is responsible for nature's destruction either on a collective or an individual level may also contribute to this crisis and evoke feelings of guilt and shame (Hickman et al., 2021).

These distressing emotions, especially climate anxiety can evoke cognitive, emotional and behavioural paralysis in which people can feel helpless and overwhelmed regarding climate change on an individual or/and a collective level (Norgaard, 2011; Pihkala, 2018). This might contribute to the formation of collective coping strategies, as described by Norgaard (2011, 2012), which involve denying the magnitude and one's personal involvement to avoid the overwhelming threat, highly distressing emotions, and conflicting values associated with climate change. Avoiding and distancing oneself from climate change as a coping strategy for intense worry has also been discussed by Ojala (2012). However, the before mentioned groups which frequently experience climate distress, such as young people and especially indigenous youth, do often engage in climate action and do not deny the problem (Ritchie, 2020). The interactions between paralysis, avoidance, climate distress, and climate action exhibit a degree of complexity which is debated by scholars. Climate distress, especially the aspect of climate anxiety, is discussed by studies as having both the potential to contribute towards an active approach as well as avoidance, focusing on different mediation factors, such as self-efficacy (Clayton, 2020), hope (Geiger et al., 2021; Pihkala, 2018), or the degree of climate anxiety (Whitmarsh et al., 2022).

Regarding how people experience and make sense of their climate emotions, a few qualitative studies also focused on how participants discuss emotions. For example, Jones and Davison (2021) describe how students construct feelings of disempowerment related to a lack

of power to change the course of climate change, feeling abandoned by older generations as well as fearing the future. Concerning coping with climate distress, Ojala (2012) found that Swedish adolescents discussed coping with their climate distress by promoting hopefulness, using strategies like distancing themselves, trying to contribute to a solution or trusting in various social actors. Soutar et al. (2022) conducted a meta-analysis of qualitative research regarding the discussion on climate distress focusing on the aspect of climate anxiety. Their findings showed that people discuss climate anxiety in a broad variety of ways. Mostly they made sense of their climate anxiety as a future threat to their or future generations' livelihood. Furthermore, helplessness, worry about the lack of climate action, and different distress-managing-strategies, such as distancing themselves, were also frequently described in relation to climate change (Soutar et al., 2022).

Climate distress, meaning the emotional suffering and the psychological impact of climate change, can have profound effects on people's ability to function, for example causing insomnia, decreasing their well-being, and even contributing to mental disorders (Clayton, 2020; Clayton & Karazsia, 2020; Pihkala, 2019). However, climate distress can also be a natural adaptive response as climate change is a real threat involving a lot of uncertainty about the future (Clayton, 2020). For example, as discussed earlier, climate distress can also motivate people to face and prepare for climate change (Barlow et al., 2016; Clayton, 2020). Conversely, maladaptive forms would be intensely distressing emotions influencing people's daily functioning and/or leading to feelings of paralysation regarding climate change, which were discussed previously (Clayton, 2020; Pihkala, 2019).

To address climate distress and give individuals the chance to express themselves, workshops and other group activities featuring reading and writing exercises revolving around climate change have been employed, for example with students or climate scientists (Finnegan, 2022; Pihkala, 2019; Rudd et al., 2019; Toivonen & Nikoleris, in press). Baudon

and Jachens (2021), analysed climate anxiety interventions in a clinical setting, emphasizing the importance of a holistic approach including different layers of participants' emotional experience and social connection, and a focus on grief-related emotions. In other settings, artists, educators or psychologists offer different kinds of group activities also including creative writing and reading to address climate emotions or other aspects of people's climate change experience (Pihkala, 2019; Rudd et al., 2019). In this study, I will analyse a reading and writing group addressing climate distress, which is not intended to serve as a clinical intervention.

Participants can benefit from, for example, discussing their different reading experiences in groups and hearing different interpretations for a more nuanced understanding and insights into different meaning-making processes (Lehman & Scharer, 1996). Furthermore, Carney and Robertson (2022) found that fiction, also involving distressing subjects, can positively influence well-being especially when it is recalled, reflected upon and discussed in a social context. Regarding the denial and avoidance described by Norgaard (2011) and Pihkala (2018), discussing, reading, and writing about climate change in a group setting could help people to break this pattern by processing their climate change emotions supported by the group, carefully selected reading material and the chance to express themselves in creative writing. This support to process climate emotions could also benefit people that approach their climate distress more actively as they can discuss and reflect upon their reading experiences and personal account supported by the social setting.

Empirical research on the effect of reading and writing exercises in workshops on the topic of climate change is limited. Rudd et al. (2019) employed reading and writing as part of a workshop for students to reflect on their personal impact on climate change in schools. They used expressive writing and a digital story, where students could influence the storyline by their own choices. Rudd et al. (2019) found that these elements lead to a reflection of

climate change knowledge, the search for solutions, and increased hopefulness. Similarly, Finnegan (2022) organised digital storytelling workshops in schools in which students created different texts, such as a letter from the future, as well as other materials about climate change to look at different visions of the future, ranging from dystopian to hopeful versions. He also identified the emotions of the students during the workshops, which increasingly became more hopeful, curious, and accepting of the future. Next, Talgorn and Ullerup (2023) employed participatory ecological storytelling over the course of four workshops in which participants created their own environmental stories with human and non-human characters. They found that these exercises led to the creation of empathy for the planet as well as self-reflection.

Regarding climate change and fiction, there are also reading groups involving books that feature climate change. Here, the genre of climate fiction (cli-fi), including a broad range of literature thematising climate change's impact on human societies and the natural world (Johns-Putra, 2016), can be read (Toivonen & Nikoleris, in press). Scholars have often claimed that cli-fi has an impact on the emotions of the reader but there has been little empirical research (Cole, 2022; von Mossner, 2017). Some short-term impacts have been empirically documented by Schneider-Mayerson et al. (2018, 2020) such as influences on the reader's imagination, awareness, beliefs and attitudes regarding climate change. Through the means of fiction, readers might be able to process different emotions by, for example, feeling worried or empowered when reading different pieces of literature (Cole, 2022; von Mossner, 2017). Also, cli-fi has been hypothesised to influence how people feel about or perceive the future (Jensen, 2020). In the context of reading groups, Toivonen and Nikoleris (in press) studied two meetings of an academic climate fiction reading group organized by a Swedish university, which studied one cli-fi book per session, about: "Flight Behaviour" (2012) by Barbara Kingsolver and "Annihilation" (2014) by Jeff VanderMeer. Employing qualitative



analysis, they found that participants, which were mostly climate scientists, reflected on the nature of climate change knowledge in relation to these books, such as the limitation of knowledge. Also, it was shown that knowledge about climate change, as manifested in the group conversations, involved emotional processes, mostly including emotions like grief.

As discussed previously, many people seem to struggle with the emotional and psychological impact of climate change and states of paralysis and collective denial are frequent (Mosquera & Jylhä, 2022; Norgaard, 2011). Finding support for climate-concerned individuals, who are often young people, is important for their well-being (Pihkala, 2018). While there is little research on people's emotional experience regarding climate change reading and writing workshops, existing research on group activities revolving around reading and/or writing suggests that they can be a good opportunity for participants to express and cope with their feelings (Finnegan, 2022; Rudd et al., 2019; Toivonen & Nikoleris, in press). In this report, I will research a reading and writing workshop, regarding how student participants express their emotional experience of climate change. For this, I will use thematic analysis with a phenomenological approach, looking at subjective experiences and meaning-making patterns as they are described by the participants (Braun & Clarke, 2006). This thesis aims to contribute to existing research regarding climate emotions as well as climate-oriented discussion groups. Moreover, this research also targets contributing to the development of a reading and writing group format for climate-distressed students. My research question is *“How do students express their emotional experiences of climate change during a climate distress workshop?”*.

## **Methods**

### **Design**

A semi-structured workshop about climate distress including reading and writing exercises was created and conducted together with my supervisor Dr Heidi Toivonen and

another bachelor student Lauritz Dauer. Dr Toivonen hosted the workshop and guided the participants during exercises and group discussions about climate emotions, cli-fi and perceptions of the future. Supporting the execution of the workshop, Mr Dauer and I took part as facilitators and observers. To analyse the data of the workshop regarding the expression of climate emotions, I applied essentialist thematic analysis, which is a qualitative analysis method, to get a deep understanding of participants' emotional experiences of climate change during this workshop. For the research question concerning climate change emotions, a qualitative analysis seems appropriate as it allows for insights into the personal experiences and meaning-making processes of the participants (Willig, 2019). Moreover, essentialist thematic analysis suitably facilitates the direct interpretation of language regarding meanings and experiences (Braun & Clarke, 2006). I interpret that data from a phenomenological point of view, focusing on the subjective essence of the lived experience to identify core aspects of the discussions of climate emotion (Byrne, 2021; Lester, 1999; Tercelli, 2021)

### **Participants**

For the recruitment of the participants, we, Dr Toivonen, Mr Dauer and I used convenience sampling. We asked our personal and professional network as well as posted an advertisement, generated by DreamStudio on LinkedIn for fellow teachers and researchers (Appendix A). Mr Dauer and I also advertised the workshop in various WhatsApp groups. The inclusion criteria for participation were being a young adult older than 18 years old, having an interest in climate change and feeling distressed about this issue. Due to the nature of the workshop, we searched for a maximum of 8 participants. The completion of the study was ethically approved on the 28<sup>th</sup> of March 2023 by the BMS ethics committee of the University of Twente (application number: 230282). The subsequently recruited participants

were predominantly female, with 5 being female and 3 being male, and were between 21 and 25 years old. All of them were German university students.

### **Material**

Prior to the workshop, we send participants the advertisement (Appendix A), an information letter (Appendix B), an informed consent (Appendix C) and a cli-fi book extract from “The Last Wild Horses” (2019) by Maja Lunde. The cli-fi book “The Last Wild Horses” thematises the fate of wild horses and the people involved with the horses at three different times. The extract that participants had to read before the workshop takes place in a not-so-distant future, the year 2064, where climate change catastrophically impacts life on Earth. It includes 17 pages from chapter 10 in which the climate refugee Louise tells her story to Eva, a woman living in an old animal park with her daughter. The story is set in Norway and Louise is telling how she left her family in France, where it is so hot and dry that survival is difficult, became a climate refugee and keeps heading north.

In the workshop, a video of Amanda Gorman performing her poem “Our Purpose in Poetry: Or, Earthrise” (2018), which discusses the beauty of our earth and the urgency and power of climate action, was played on a laptop (Sierra Club, 2021). In other parts of the workshop, the participants created mind maps and an unsent letter to the future either on an A4 paper or on their personal laptop.

The workshop was audio and video recorded with a sound recorder, a camera, a phone camera, and a laptop, using the Microsoft Teams recording function. Furthermore, I was taking written notes. Most of the communication and material prior- and during the workshop was in English, however, sometimes German was used by the participants for specific expressions or descriptions. For the analysis, a transcript of the workshop and the mind maps, which were created by the participants to lay out their climate emotions, were used.

## Procedure

At the beginning of the workshop, participants were reminded that the workshop is confidential and to keep an open and friendly attitude towards other opinions voiced during the workshop. The 3-hour long workshop consisted of six different parts including discussing, reading, and writing about climate emotions: Naming climate emotions, discussing climate fiction, writing unsent letters, introducing ways to cope with climate change, listening to a climate poem and giving feedback (Appendix D). Semi-structured questions were used to prompt the discussion. At any point, participants could ask questions or withdraw their participation.

After an opening talk where we introduced the workshop, participants were encouraged to choose emotions that they feel or have felt regarding climate change and organize them in a mind map. For inspiration, they walked around and looked at emotions written on papers lying in different places in the room. These emotions, connections between emotions and how these emotions influence their perception of the future were subsequently discussed. Next, the reading experience of the extract of “The Last Wild Horses” by Maja Lunde was discussed. Participants could freely answer the prompt questions regarding their feelings during reading, the feelings of the characters, the realism of this future version and the depiction of the environment.

After a break, the participants wrote an unsent letter to themselves in the year 2043. Here they were instructed to write about their personal future as well as the future of society and the natural world. The writing experience was discussed with the group. Next, the host presented research about coping with climate change, and these were once more discussed within the group. Discussed research included studies by Ojala, which underline the importance of positive emotions towards climate change, and Lazarus and Folkman’s problem- and emotion-oriented coping. Lastly, the participants saw the video of a

presentation of the poem “Our Purpose in Poetry: Or, Earthrise” by Amanda Gorman. They subsequently discussed the poem and the listening experience together.

In the end, the participants were asked to give feedback on the format of the workshop, and they participated in a short mindfulness meditation.

### **Data analysis**

I transcribed the first half of the audio recordings with the transcription software Trint and checked the transcript manually while listening to the recording. If the audio was inaudible, I consulted the video recording and consequently corrected or marked the section of the transcript as inaudible. I replaced the names of the participants with pseudonyms to anonymize the data. Furthermore, I deleted doubled words or expressions like “uhm”. The second half was transcribed by Mr Dauer, the other student working on the data for his thesis, using Describt and the two halves were consequently merged for the analysis.

The transcript was analysed in Atlas.ti 23 following the six steps described by Braun and Clarke (2006). First, I read through the transcript to familiarise myself with its content again. Then I identified relevant data extracts about participants' emotional experience of climate change. The smallest unit of analysis was one word and the biggest two subsequent sentences. I labelled these units of analysis with mutually exclusive codes which reflected the meaning of the extracts. For example, the text extract “I've been in strong emotions on both ends of the spectrum” was labelled with the code *emotional change* while the extract “anger” was simply labelled with the code *Anger and Disappointment about other people's climate actions*. These short abstracts were meaningful when they were a one-word answer to a question, named shortly while describing the mind map or written in the mind map, keeping the previous or following elaborations of the participants on the nature of this emotion in mind. I studied the codes and revised them when needed. Next, I grouped the codes into preliminary themes based on the core meanings of the codes. While I reread the data, I

revised both the codes and the themes until the themes represented both the patterns of the codes as well as the whole data set meaningfully. Next, I gave the themes names which aimed at reflecting the essence of this meaning-making pattern.

Additionally, I also analysed the mind maps (Appendix E). For this, I looked at how the participants grouped emotions and how they illustrated the connection between the different emotions. I especially paid attention to if they mentioned the same emotions as in the discussions during the workshop. For this, I wrote down the emotions in the mind map and labelled them with codes. The illustration of how emotions are connected, such as with arrows or small notes, was added to one of my themes *Interconnected climate emotions change over time and situations*. I added the codes of the mind map to the themes found in the transcript and revised both codes and themes.

To understand the participant's emotional experience of climate change, the data were interpreted using the phenomenological approach. Throughout the analysis, I paid attention to descriptions of participants' lifeworld, the meaning they attributed to their experiences and focused on having an open and unbiased mindset regarding participants' perspectives (Tercelli, 2021). For my research question, I concentrated on how participants made sense of their emotional experience of climate change, aiming at identifying the essence of participants' lived experience of climate emotions. As these discussions took place in a group setting, I focused on both descriptions of participants' subjective accounts as well as shared meaning-making patterns.

Lastly, I wrote the report. To illustrate a theme as well as the process of the analysis, I cleaned text extracts further and included them in the result section.

## **Results**

The results of the analysis of the discussions in the workshop and the mind maps regarding the emotional experience of participants consist of seven themes (Table 1). The

most common themes were *Anxiety about detrimental climate change consequences*, *Helpfulness of climate change group activities and feelings of solidarity* and *Avoiding climate change to manage climate change distress*. Table 1 displays the themes with a definition, the corresponding codes, a short example, and the frequency. In the table, the abbreviation cc stands for climate change. Themes occurred throughout the workshop except for during the host-led informative part about coping with climate change, in which participants did not talk frequently. For more insights on how the data was organized see the Atlas.ti report and a table about the mind maps in Appendix F and G.

**Table 1***Themes about the Emotional Experience of Climate Emotions in the Workshop*

Main Theme	Participants describe their emotional experience of cc as ...	Codes	Example	N
Anxiety about detrimental cc consequences	... feeling hopeless and/or anxious about, mostly future cc consequences in general and when confronted with cli-fi.	Anxiety about cc consequences Worry about where to live in the future Hopelessness and pessimism Anxiety and reconnection because of cli-fi	<i>"When I see the future, the biggest emotion I have is panic because I do think about cc actively, like every second day or something."</i>	29
Helpfulness of c-c-group-activities and solidarity	...feeling more hopeful and empowered because of participating in group activities about cc, feeling a sense of solidarity and being inspired by others.	Hopefulness due to facing cc with other people Motivation to change something Togetherness and solidarity Empowerment and inspiration Jokes during the workshop	<i>"So, I think this really helped me that it's maybe not the reality [that it is hopeless]. That there are still people that like give me the feeling that there's hope and that not everything [is] as drastic as I maybe see it. So, it really helped me to get a bit out of that pessimistic hopeless vibe."</i>	22
Avoiding cc to manage cc distress	... feelings of distance and/ or avoid thinking about cc to manage their cc distress.	Avoidance to deal with climate distress Disconnection from cc Resignation due to feeling powerless and hopeless Personal relevancy Soothing distress with hope for a good future Numbness Egoism	<i>"I think, as you said, it's like protecting myself from these feelings and not getting them anymore. And this hopelessness and pessimism for me is also very related to my future because I think as much as I avoid thinking about cc, I also avoid thinking about my future."</i>	16



<p>Acknowledgement of complexity and uncertainty of cc leads to reflection on cc emotions</p>	<p>... being uncertain, critical and reflective about what to do and feel about cc because of the potentially different future developments and complicity of the issue.</p>	<p>Uncertainty Less strong emotions due to uncertainty Importance of emotions to be productive Rejecting and negative affect due to simplified cc messages</p>	<p><i>“But the really main thing is that I feel uncertain not just about what's going to happen, but how to impact politics or how to work it out. But I do not think it's connected to very strong emotions.”</i></p>	16
<p>Frustration due to dependency on others for cc action</p>	<p>... feeling frustrated and angry about being dependent on others, society or politics concerning a solution for cc and about their own perceived powerlessness.</p>	<p>Anger and Disappointment about other people's climate action Frustration about own powerlessness Powerlessness and overwhelm about own climate action Guilt about climate action Loneliness</p>	<p><i>“I think my main emotion about that, I also wrote it w[ith] like an exclamation mark [is] anger. And that was connected to frustration and then this connected to powerlessness. So, I feel like I cannot really myself do a lot against climate change.”</i></p>	14
<p>Interconnected cc emotions change over time and situations</p>	<p>... interconnected and continuously changing over time and situations depending on participants' thought processes and perceptions.</p>	<p>Emotional change Emotional conflict</p>	<p><i>“[...] this whole topic was kind of a process of like... In the past, I had different feelings than now.”</i></p>	12
<p>Anticipation of emotional adjustment to cc catastrophe</p>	<p>... anticipating a personal and societal emotional adaption to a new normality in the case of a cc catastrophe.</p>	<p>Personal emotional adjustment CC will change people</p>	<p><i>“I certainly believe that people will stay like that, but more people will go egoistic and more people will like, okay, I need to survive first of all, and then I can care for other people [...]”</i></p>	11

### **Anxiety about Detrimental Climate Change Consequences (n = 29)**

Participants shared their experience of anxiety as relating to the anticipation of catastrophic climate change consequences, for instance, often considering where it is still safe to live. Their accounts revealed emotions of worry, hopelessness, and fearfulness when contemplating the current and future development of climate change as well as when reflecting on the confrontation with the topic, such as by the story used in the workshop. They discussed frequently and with visible emotional engagement how current climate change development worries them and that the possibility of a climate change catastrophe gives reason and intensity to their feelings. The theme occurred most frequently of all themes and was mentioned most during the discussion of the mind map, cli-fi and the poem. For example, “Lisa” describes during the discussion of the extract of “The Last Wild Horses”:

“But *this story was ultimately shocking for me* because it was the first time to really think about it again. And even though I thought it was well-written and I really am interested in the story, *I don't think I would read it because for me personally, I really thought about it afterwards*. I thought about [that] it is not that far away that something like this could happen. Not to us, but maybe one younger generation for example, and that made me *even more hopeless* because the chapter that we had to read was nothing about solutions or something. It was, okay, this is the current situation, and this is [what] you have to deal with [...]. This is where you [are] in. I don't think I would read it, even though I think it's well written, but *it made me anxious.*”

In this excerpt, Lisa connects her distress about climate change to the extract of “The Last Wild Horses”. With the phrase “even more”, Lisa describes that her distress about climate change intensified after reading the story. This reaction to the story was frequently described by the participants, however, some disagreed and also identified hopeful aspects of

the story which they translated into motivation and hopefulness. Lisa's distress seems to be connected to her perception that a future climate catastrophe "is not that far away". Here the core of the theme, that participant's experience of distress connects to the anticipation of future detrimental climate change consequences, can be observed. Lisa discusses this distress as not necessarily connected to her personal future but to one of the younger generations, implying a sense of anxiety relating to a broader context, such as her family's or humanity's future. From a phenomenological viewpoint, Lisa's experience of climate emotions is primarily characterized by hopelessness, which she also described in the discussion of the mind map as "my main emotion is hopelessness". In this excerpt, she expresses feeling "even more hopeless" because the story does not concern climate change solutions, which could be a key factor contributing to her reluctance to read further, which can be observed in the phrase "I don't think I would read it, even though I think it's well written, but it made me anxious." Here, Lisa connects her anxiety about the story to wanting to avoid her climate distress by cutting down on triggers which could intensify her anxiety and hopelessness. In the workshop discussions, this theme occurred often close to another theme revolving around the desire to avoid climate change.

### **Helpfulness of Climate-Change-Group-Activities and Solidarity (n =22)**

Participants discussed a connection between emotional comfort and feelings of togetherness in relation to society or specific groups. In the discussion, participants attributed a special significance to solidarity, motivation, hopefulness, and inspiration when talking about group activities, connecting it both to coping with climate change as well as a collective agency and potential societal change. This theme mostly occurred towards the end of the workshop when talking about the poem and the workshop itself. While this theme of the helpfulness of togetherness occurred frequently participants also indicated that hopeful and empowering emotions constitute a smaller part of their emotional experience of climate

change which is predominated by distressing emotions. For example, “Paula” mentions when talking about the workshop:

“I think it’s really nice that we did this or that I took part in it because I do talk about climate change with my friends and stuff, but never this seriously. Like I don't talk about: ahh, I have anxiety and I have fear and children and future. But it's more like, yeah, we know climate change. It exists, it's bad. That's it. But now *I feel like it was really more private and intimate*, and it was nice to see different views for me. [...] *And it makes me feel like, you know, we're like in a group and it's nice.*”

Paula explains that coming together during the workshop and “seriously” discussing different perspectives on climate change makes her feel better. She experiences the atmosphere as “private” and “intimate”, contrasting her usual conversations about the topic and hinting at a sense of togetherness. At the end of this extract, she articulates how she enjoys this sense of togetherness with the workshop participants more explicitly: “we're like in a group and it’s nice”. This also provides insight into her lived experience during the workshop, in which her feelings of togetherness and intimacy contributed to her positive evaluation of the workshop. The experience of togetherness was highlighted by several participants and connected to hope and support.

Throughout the workshop, participants seemed to actively create a sense of togetherness by making jokes about climate change, climate emotions and the workshop which contributed to group cohesion, observable in laughter, engaged body language and an increasing relaxedness of the participants. When giving feedback on the workshop, participants shared feeling supported in their distress and connected to the group, which they related to their experience of an open and harmonic atmosphere, a sense of togetherness and the opportunity to share their climate emotions. For example, Ben’s feedback on the workshop exemplifies this, as he reflects: “It at least gives you a feeling of community. [...]

At least you just don't feel alone with that. You know, your feelings are shared.”.

Furthermore, discussing cli-fi was described by the participants as helpful in dealing with their distress, especially when hearing a more hopeful interpretation than their own. In general, participants illustrated their experience of hope, motivation, empowerment, and support often in a collective context, emphasizing the importance of groups both for emotional coping as well as agency.

### **Avoiding Climate change to Manage Climate Change Distress (n = 16)**

Participants discussed their climate distress as an emotional state to be avoided. They described their experience of climate emotions as so distressing that avoiding or disconnecting from the topic on an emotional, cognitive as well as a behavioural level is beneficial for their well-being. Often, avoidance was depicted as the result of a long emotional process which was exhausting and distressing for the participant. This theme occurred throughout the workshop, except for in the discussion of the unsent letter and the host-led informative part and was highly interconnected with discussions of anxiety about the future, which is a different theme. For example, “Finn” explained during the discussion of the mind map:

*“I also try to distract myself from this topic. For this whole concept I wrote down, it's more like an egoistic mindset because I don't feel too bad. I don't spend too much time thinking about this whole topic anymore just to protect myself. To not feel anxiety, to [not] feel anger. I benefit from it but also it leads me to not doing as radical changes as I could do [...].”*

Finn expresses wanting to protect himself from distressing emotions and describes how for himself to feel better he disconnects from the problem of climate change. Several participants similarly discussed intensely distressing emotions, such as anxiety or hopelessness as a cause for their avoidance. The concept of “protect myself” which Finn

mentions is central to this theme indicating that avoidance is perceived as a coping strategy for safeguarding wellbeing. Finn expresses that he “[does not] spend too much time thinking about this whole topic anymore” showing that he used to think about it more and that there has been an emotional process leading him to his current emotional state. This theme commonly occurred including this temporal aspect and presenting avoidance as the current state of a long emotional journey.

Finn further describes having an egoistic mindset because of avoiding the topic and he describes not “feel[ing] too bad” about climate change or his mindset. Passivity was frequently discussed by participants; however, the topic of egotism did not occur much. In the descriptions of the mind map, Finn mentions that he has “some kind of fatalistic beliefs”, which indicates that he believes that influencing the development of climate change is out of his control and it does not matter if he does “not [make] as radical changes as [he] could”. Phenomenologically, Finn's account provides insight into his subjective perspective regarding how he justifies his mindset and frames avoiding climate distress due to his limited influence as a logical step. In general, participants expressed an avoidant passivity in this theme, where climate change is ignored on an emotional, cognitive as well as behavioural level, which they perceive as helpful to manage their climate distress and protect their well-being.

### **Acknowledgement of Complexity and Uncertainty of Climate Change leads to Reflection on Climate Change Emotions (n = 16)**

In this theme, participants illustrated how their uncertainty and the perceived complexity of climate change led to a critical reflection on their emotional response regarding this topic. While participants often described uncertainty as worrying, others experienced a less intense emotional response to climate change because the future is unknown and could hold very different and complex climate change scenarios. The later kind of uncertainty was discussed as connected to meta-level reflections about the necessity and appropriateness of

these intense emotions. Participants critically reflected both on their own emotions as well as on emotional messages in media, such as the poem heard in the workshop, criticising the lack of acknowledgement of the complexity of the issue and the unproductivity of some emotional messages. This theme occurred mostly during the discussion of the mind map, cli-fi and the poem. For example, “Daniel” answered the host's question if he perceives the before discussed focus on the human experience in the extract of “The Wild Horses” as positive or negative with the following:

“I don't think it's super productive. Because it's really just to spread emotions. But if you say, the topic is severe enough that we need those sometimes unproductive emotions for the political discourse then it could be productive. I don't know if I'm the right one to judge, but I mean, depends on the perspective if you think it's good or not.”

In this extract, Daniel discusses the cli-fi story in a tool-like manner by describing it as an instrument that can be used “to spread emotions” to influence the political discourse. He highlights the importance of emotions to be “productive”, reflecting on the purpose of emotions as contributors to a solution for climate change. With the phrasing “sometimes unproductive emotions” he refers to emotions, discussed before, about the human experience of a climate change catastrophe. He attributes helpfulness to these emotions, such as anxiety, if “the topic is severe enough”. This way, he depicts distress as a potential resource which can be used to make the political discourse more productive if necessary. Several participants took a similar approach when reflecting on the importance of climate change emotions. They also highlighted the importance of appropriate communication when discussing the poem, emphasising their wish for an accurate portrait of the depth and complexity of the topic.

Elsewhere in the workshop, Daniel discusses how he “from an early age on [...] concerned [him]self with politics and societal issues” and how different views and

uncertainty about climate change led him to not have “very strong emotions about it anymore”. Interpreting his subjective experience from a phenomenological standpoint, his view on dealing with climate change seems to focus on productivity and a thorough understanding of climate change. He places value on a reflective position on climate emotions by emphasizing the existence of different viewpoints and the uncertainty surrounding the future of climate change, leading him to experience less intense emotions. In general, participants expressed the importance of emotions being constructive as well as a sense of cautiousness towards intense emotions due to the uncertainty of the future.

### **Frustration due to Dependency on Others for Climate Action (n = 14)**

In this theme, participants described a connection between their frustration and anger and climate action progress. Participants discussed their emotional experience of this frustration as a result of their disappointment in the perceived indifference of society, politics and from the participants-identified key players, for example, rich people, as well as their own perceived powerlessness to change the course of climate change. While implying a sense of sadness and despair about their powerlessness the participants vividly described anger, disappointment, and frustration about other's passivity. The participants placed themselves in a position with little influence on climate change, attributing responsibility, and guilt to unspecific powerful instances, often to politics in general. This theme occurred all over the workshop, except for in the discussion of the unsent letter and the host-led informative part. For example, Lisa elaborates in the discussion about the mind map:

*“I feel like when you take actions for example, or you try to change something, it's also connected to disappointment because then you see other people, for example, people who are richer or who have more influence or [are] in politics or something that are introducing new projects, for example, that are so harmful to the*



*environment*. So, it's just like, okay, I'm trying to be more climate-friendly, but then such projects are just introduced and it's like, okay, *what am I even doing here?*”

Lisa expresses her disappointment in people with the resources to combat climate change who do not prioritise this cause which makes her question her own climate actions. More than not doing enough to improve the status quo, she depicts powerful players as actively harming the environment by introducing new detrimental projects. With the question “what am I even doing here?” she highlights her perception that her actions seem useless if powerful players do not try to act climate-friendly as well. In this excerpt, the core of the theme can be seen in how Lisa connects disappointment to other people’s actions as well as a sense of powerlessness. Elsewhere in the discussion of the mind maps, Lisa mentions “I’m not even disappointed anymore” when talking about other people’s harmful climate actions. This indicates that the before-described disappointment was a feeling of the past to which she has become accustomed, resulting in a decreased emotional response. Phenomenologically, this provides insight into her subjective experience, in which the high frequency of detrimental climate change actions desensitised her to disappointment. Other participants frequently described their feelings similarly, however, often highlighting that they still feel intense disappointment, anger, or hate.

Interestingly, half of the participants mentioned feeling guilt, also in connection to powerlessness, in the mind map. In the discussion, this potential aspect of this theme did not occur. The mind maps indicate that participants might not only be unsatisfied with other people’s actions but also with their own, however, this point is hard to determine due to the lack of substantiation. In essence, participants indicate to make sense of their frustration and powerlessness by attributing the cause of this distress to the lack of climate action from powerful actors.

### **Interconnected Climate Change Emotions Change Over Time and Situation (n = 12)**

In the theme, participants described their emotions as a complex process that changes over time and is influenced by evolving thoughts and experiences with climate change. Rather than a stiff categorial experience of emotions, participants describe their emotions as fluidly interconnected and as in a constantly ongoing process of change. While participants most frequently discussed an emotional change in the past, they also anticipated it in the future as a continuation of their regular emotional process. This theme was highly interconnected with other themes and occurred all over the workshop, except for in the discussion of the unsent letter and the host-led informative part. In the mind maps, the participants illustrated their emotional process with arrows, showing that one emotion influences or leads to a different emotion, and one participant created a timeline of her emotions, dividing emotions into the categories of past, in-between and present. For example, “Vanessa” describes the following in the discussion of the mind map:

“I have to go through a *process with different feelings because I feel I started to deal with this topic since a few years*. So, I feel I've had a lot of phases with different actions and feelings. I feel *at the beginning I felt a lot of motivation [...] And then that kind of started to switch* because I don't know... I feel like I've read so many things about it, went to demonstrations and actively engaged in dealing with it. In between and it also surfaces a lot of times now, *I feel frustrated, angry and overwhelmed* because you feel very passive even though you're being active because you feel a lot of your destiny lies in the hands of other people. [...] *Now I feel this changed me to being just very avoidant towards the topic* and accepting in a very pessimistic way that nothing will change [...].”

Vanessa discusses an emotional change from motivation and hopefulness to avoidance and frustration. After actively participating in climate action, she shares being discouraged by

her perception that her personal influence is small and that there are many other parties involved in climate change. This specific change of discouragement after a period of being involved in the topic of climate change was frequently described by several participants who were disappointed in the results of their personal or collective climate action. Vanessa illustrates her emotional change with phrases such as “and then that kind of started to switch” or “this changed me to”, highlighting both the interconnectedness but also the input of her experience of the environment around her, such as situations like demonstrations. From a phenomenological perspective, Vanessa’s account reveals how she experiences her climate emotions as contextualized by temporal and situational factors and herself as somebody who frequently engaged with climate change. Vanessa discussed emotional change most explicitly from all participants, also drawing a timeline in her mind map, and frequently mentioned her previous intense engagement, such as in the discussion of the mind map where she mentions: “I was too engaged in the past”. Usually, this theme occurred more implicitly and was mostly implied by the participants by describing concrete emotional changes. In general, participants expressed their experience of emotional change as interconnected, influenced by several factors and a constantly evolving process.

### **Anticipation of Emotional Adjustment to a Climate Change Catastrophe (n = 11)**

Participants shared their anticipation of an emotional adaption to a climate change catastrophe, expecting both a personal change as well as a change on a societal level. They described adapting to a new normality and regulating their emotional response to the conditions and survival requirements of the crisis. While fearing this scenario in the present, they anticipated feeling less fearful and more resilient in that situation. Regarding societal change, they described expecting people to be more egoistic and elaborated on a collective emotional and cognitive mindset change. This theme occurred most frequently during the

discussion of cli-fi and did not emerge in the mind maps. For example, Paula mentions while discussing the extract from “The Last Wild Horses”:

“When I think about the future, I do think about the state of being in the moment, *getting by day after day*, looking that you have some food on the table and not *trying to meditate about past feelings*. Of course, then when she [Eva] saw her [Louise] she was in that sort of quick rage, but then she also forgot about it and immediately gave her milk because, yeah, *you need it to survive*. So yeah, *I think I relate to that*.”

Paula describes how in the case of a climate catastrophe she would try to focus on everyday survival and less on emotions that she might feel. She shares how she can relate to the mindset of the character Eva who let’s go of an old grudge she feels toward Louise and gives her something to drink. With the expression “you need it to survive” Paula highlights the importance of social support and indicates that survival has a higher importance than anger. Several participants described a sense of survival mode in which emotions like fear and anger come second. Regarding the subjective experience of Paula, she also indicates imagining an intense crisis situation and distrust in political structures to keep providing for people’s survival, such as in the discussion of cli-fi where she mentions: “You [are] sort of on your own because even in the refugee camps they do give you a little bit of food, but they run out as well. So, you have to figure it out somehow.” From a phenomenological point of view, Paula’s account reveals that she imagines an intense and life-threatening crisis where survival is more important than emotions, also indicated by the lack of this aspect in the second extract, and where it comes down to her ability to survive alone with the support of private connections to people surrounding her. In general, participants similarly discussed their preparedness to prioritize survival and anticipation of acceptance when being in a situation of a climate catastrophe, however, often stronger emphasising resilience.

## Discussion

To answer the research question “*How do students express their emotional experiences of climate change during a climate distress workshop?*”, I developed seven themes to depict different meaning-making patterns regarding participants' emotional experiences. Overall, participants described their emotions as highly interconnected, changeable as part of an ongoing emotional process and as having many different complex causes or triggers. Mostly, the participants shared their experience of climate change in terms of fearing future climate change consequences, hopefulness when supported by others to deal with climate change and avoidance of this topic to minimize climate distress. Furthermore, they expressed frustration about other people’s lacking contributions to a climate change solution, reflected on the emotional implications of the uncertainty and complexity of climate change, and anticipated adapting emotionally to a climate change catastrophe. In the next section, I will shortly discuss the results in the context of existing literature.

Numerous studies discuss the high prevalence of climate anxiety, which was also described by the participants as a frequently experienced emotion (Hickman et al., 2021; Ojala et al., 2021; Pihkala, 2019). As pointed out by Pihkala (2019, 2022) and Soutar et al. (2022), climate anxiety refers to a broad spectrum of distressing emotions and is often related to the future. Participants expressed their anxiety similarly, such as in terms of hopelessness and panic and often related it to the anticipation of detrimental climate change consequences influencing participants' personal and future generations' life. While this future-related fear is discussed in the literature, the anticipation of a future adaption of this distress in the case of an actual climate catastrophe is not described. Participants anticipated adapting to a new normality and regulating their emotional response, both in terms of having hope for their personal and humanity's future as well as going into survival mode where some emotions are not so important anymore.

Participants also highlighted the value of group activities and the positive influence of experiencing solidarity for their climate distress, making them feel supported and fostering a sense of hopefulness. While several previous studies explored hope as a motivator for collective actions regarding climate change (Harth, 2021; Schneider et al., 2021), participants in this study discussed collective action and group support mainly as motivators and elicitors of hope, aligning with research pointing out this relation such as Spyrou et al. (2022) and Ojala (2012). Ojala (2012) found that students described a sense of collective problem-solving and social support to cope with climate change. This finding is similar to the way participants in this workshop illustrated the helpfulness of group activities, although, participants in this workshop also highlighted the mere feeling of togetherness and solidarity which supports them with their climate distress. While hope might still be an important factor contributing to climate action as discussed by Harth (2021) and Schneider et al. (2021), this finding also supports the importance of group activities to foster feelings of hope and solidarity among climate-distress individuals.

In contrast to solidarity and the helpfulness of collective action, participants also reported being frustrated when taking a collective perspective on climate action. While they experienced support and collective actions as helpful, they also pointed out how angry and disappointed they are in (non)-existing climate change actions, especially concerning politics, and their dependency on others. Feelings related to anger about lacking climate action are also discussed in the literature (Jones & Davison, 2021; Pihkala, 2019). Similar to the results in this study, Jones & Davison (2021) pointed out how participants discussed feelings of disempowerment, relating anger and betrayal to a lack of action and feeling left alone by older generations. In both cases, unspecific, broad and powerful agents (politics, older generations) are attributed with the responsibility and influence to solve climate change and frustration about these agents' passivity and lack of focus on that issue is expressed.

Furthermore, this frustration is in both cases connected to participants' own powerlessness, implying their dependence on others for climate action and their perceptions of their own position as one with little influence on climate change.

The divergent perspectives on collective action and relation to other people seem to reflect an internal conflict. Solidarity and collective actions are perceived as supportive and desirable, however, participants also expressed frustration about being dependent on others for climate action. On one side participants have the desire for more connection to others and on the other side they are frustrated about the collective nature of finding a solution for climate change. The first implies the participant's need for support and social connection, however, the second, contrastingly, hints at a wish for more independence. This could be explained by participant's perception that climate change is a threat to both their own and society's future, thus wishing for other people to care about a climate change solution, and their experience of disappointment in others, leading them to wish that they could solve the problem independently. These collective and individualistic tendencies indicate an internal conflict regarding how to approach other people in regard to climate change, potentially contributing to climate distress.

Participants also addressed trying to avoid the topic of climate change to manage their climate distress which is similar to the avoidance described as a coping strategy by Ojala (2012), the collective denial observed in a Norwegian village by Norgaard (2011, 2012) and the paralysis discussed by Pihkala (2018). In line with Ojala (2012) and Pihkala (2018), taking distance and avoiding climate change because of being overwhelmed by distressing emotions, such as anxiety, and the limitation of personal influence is described as a coping strategy by participants in this workshop. When examining participants' discussions about avoidance, it became evident that they perceived it as an individual, deliberate, and emotional state and less as a collective process influenced by social and cultural aspects as observed by

Norgaard (2011, 2012). However, these findings were also collected in the specific setting of a reading and writing workshop and therefore inherently different to an analysis of the social and cultural structure of a village. Nevertheless, this coping strategy was in this workshop described as a personal, deliberate, and conscious process due to wanting to protect oneself from distressing feelings such as fear, hopelessness, and powerlessness. Furthermore, participants also highlighted that this avoidance was one step on a long and exhausting journey of climate emotions, often discussed as a response to different kinds of climate distress.

Different from previous studies where climate emotions were discussed in categories, participants during this workshop depicted their emotions as highly connected and fluid entities in a constantly evolving process. For example, Pihkala (2022) organized climate emotions in a taxonomy, grouping related emotions into categories. However, participants discussed emotions as often causally connected and emphasised the importance of their elaborate mental and emotional processes and the dynamic nature of their emotions. Their emotions were very nuanced, and the participants described them in a reflected manner. Participants also shared critical thoughts about their climate emotions on a meta-level, often related to experiencing intense emotions or hearing emotional climate messages which do not acknowledge the complexity of climate change. These elaborate explanations and critical thoughts about emotions are more commonly described in qualitative literature, such as by Ojala (2012) and Jones & Davison (2021). It is also important to keep in mind the context of the climate distress workshop when interpreting this result. In the workshop, participants were instructed to discuss their emotions in detail and asked many questions about their experience, facilitating a reflection on climate emotions. Climate emotions might also be discussed and experienced differently depending on the context. However, this result also



shows the potential of group settings that are specifically designed to elicit discussions about emotions to lead to detailed and reflective elaborations about climate emotions.

When the participants gave feedback on the workshop, they shared perceiving it as helping to relieve some of their distress and give them hope, which is similar to Finnegan (2022) and Rudd et al. (2019) who describe observing more hopeful emotions towards the end of their workshops involving reading and writing about climate change. In general, participants discussed their experience of the harmonic atmosphere, a sense of togetherness and an opportunity to talk about their feelings as most helpful. Interestingly, participants did not disagree with each other a lot during the workshop and also addressed this point when they gave feedback. It was stated that the harmonic atmosphere was caused by the focus on climate emotions instead of climate change solutions, which would have caused more conflict. Participants indicated enjoying that everybody had similar emotions regarding climate change and perceived being understood on an emotional level, leading to agreement and harmony.

Furthermore, participants elaborated on the helpfulness of discussing cli-fi and different perspectives on the story, especially if the other perspective highlighted a hopeful aspect. These results seem in line with the claims by Carney and Robertson (2022) and Lehman and Scharer (1996) that discussion about fiction can help to deal with distressing emotions and contribute to a more nuanced understanding. In the workshop, the extract of “The Last Wild Horses” by Maja Lunde and the poem “Our Purpose in Poetry: Or, Earthrise” by Amanda Gorman seemed to be successful triggers for discussion on future scenarios regarding climate change and climate change emotions and participants discussed cli-fi itself as influencing their emotions, such as increasing their hopefulness or anxiety. This is similar to both theoretical and empirical claims made in previous literature about cli-fi’s influence on

the reader's attitude and emotions (Cole, 2022; Schneider-Mayerson, 2018; von Mossner, 2017).

When discussing these findings in relation to other literature, it is also important to consider the limitations of this study. For instance, social desirability has potentially influenced the discussion in the workshop. The participants mentioned feeling guilt in written form, but this was not a topic during the discussion. It might be that some emotions are more socially accepted while other thoughts and emotions are perceived as less socially desirable. Admitting guilt regarding their actions and thoughts could make the participants vulnerable to their peer's judgment and in turn, lead them to leave some topics out and focus on others. Furthermore, during the workshop, some participants were a lot more talkative than others. These participants seemed to have more influence throughout the conversation than others which was observable in the frequent agreements or the continues elaboration on the participant's point by other participants. Here social desirability as well as other group dynamics could have influenced discussions of individual experiences.

Next, not all participants came prepared and had read the whole extract of "The Last Wild Horses". This might have influenced the results in the discussion of cli-fi because less prepared participants might have had difficulties following the discussion of the extracts, leading to a decreased engagement, as well as a more superficial understanding of their reading experience and the connection between their emotions and the extract. Moreover, the structure of the workshop could have influenced how the participants discussed their emotions. For example, the extract of "The Last Wild Horses" could have prompted thoughts about survival and the future, leading participants to discuss their emotions as future-related as well as anticipating adapting to a climate catastrophe, which was indeed mostly discussed in relation to cli-fi. Lastly, most participants knew each other before participating in the workshop. These previously established relationships, of which some were also friendships,

could have influenced the discussion in the workshop and the result of the analysis, affecting factors like group atmosphere and increasing group cohesion.

For the analysis of the individual account, I applied the phenomenological approach, for which the influence of external factors like group atmosphere or social desirability can pose difficulties in group settings (Webb & Kevern, 2001). However, according to Bradbury-Jones et al. (2009), group discussions such as in the workshop can stimulate open discussions and when critically reflecting on potential influences, in this case, social desirability and group dynamics, a phenomenological approach can be an insightful method. Furthermore, the benefits of analysing climate emotions in a group setting with a phenomenological approach can include a deeper and more nuanced understanding as participants cross-check with each other, clarify each other's points as well as reveal how participants express shared meaning-making patterns (Bradbury-Jones et al., 2009). Concluding, when reflection upon difficulties such as group dynamics the phenomenological approach in a group setting can enrich the understanding of the individual perspective.

In the future, it would be interesting to conduct a longitudinal study to observe emotional changes regarding climate change over time. This study captures only one point in time in which participants described having experienced emotional change, but it would be beneficial for a deeper understanding of the nature of these changes to observe the difference in the data at several points in time. Furthermore, using a mixed-method approach to relate the analysis of the lived experience of climate emotions in a climate distress workshop to the larger population, putting these findings from a group from a similar social background into context would be helpful for a more large-scale understanding of climate change emotions. I suggest research to investigate how participants from different social, cultural, and age groups make sense of their climate emotions in a climate distress workshop or group to assess their needs, such as emotional support or a stronger appeal for engagement, regarding this

topic. This could also contribute to understanding the nature of the inner conflict regarding social support and dependency on others by seeing if it and how it also emerges in other groups. The results of these studies might help to implement more tailored support for different people experiencing climate change distress in the form of group activities.

Further, in this study, young adults highlighted the importance of collective activities for dealing with their climate distress and they gave positive feedback on the climate distress workshop including reading and writing. Based on their description of the helpfulness of feelings of solidarity and opportunities to explicitly talk about climate emotions, it could be fruitful to implement a reading and writing workshop for a longer period at universities. This workshop can focus on the discussion of climate emotions, similar to the workshop in this study, and add a stronger focus on community-building and personal connections. For example, by giving more time to participants to introduce and talk about themselves to get to know each other and including various small group exercises for social bonding, participants with climate distress could feel supported by feelings of togetherness regarding dealing with climate change.

Concluding, reading and writing-oriented groups can trigger nuanced and complex discussions about climate emotions. In this context, climate emotions were described as interconnected and as part of an ongoing process which included diverse stages like avoiding climate change to not feel climate distress, frustration about other people's climate action, and feeling anxious about the climate future. While describing their climate emotion experiences, participants' accounts showcased complex, nuanced, reflected and critical perceptions of their emotional states. Furthermore, participants gave positive feedback on the format of the workshop and highlighted the importance of togetherness in dealing with climate distress. For research and practice, I recommend considering the process-like nature

of emotions as well as the importance of solidarity in dealing with climate distress when designing new studies and implementing climate distress support.

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## Appendix A

**Figure A1**

The Advertisement posted on social media and in the personal network of the researchers

### Do you feel distressed about climate change?

We invite you to our climate distress workshop including:

- group discussions on climate-related emotions
- reading short climate fiction stories
- imagine and write about your own climate-related future

See you there!

- 12.04.2023; 1-4 pm; Cubicus building Utwente
- maximum of 8 participants (only with sign-up)

There will also be some vegan food ;)

Contact us:  
Heidi Toivonen: [h.k.toivonen@utwente.nl](mailto:h.k.toivonen@utwente.nl)  
Lauritz Dauer: [L.k.b.dauer@student.utwente.nl](mailto:L.k.b.dauer@student.utwente.nl)  
Hannah Kräling: [h.m.kraehling@student.utwente.nl](mailto:h.m.kraehling@student.utwente.nl)

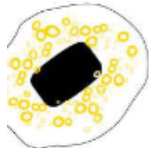


The illustration depicts a central globe of the Earth surrounded by a vibrant, multi-colored rainbow. Two figures are shown sitting on the rainbow's arches, one on the left and one on the right, both holding books and appearing to read. Below the globe, five stylized human figures are shown from the back, looking towards the globe. The background is a bright blue sky with white clouds, a yellow sun, and a crescent moon.

## Appendix B

### Information Letter

## UNIVERSITY OF TWENTE.



### Information Sheet

Research Project: *From Climate Emotions to Developing a Climate Distress Storytelling Intervention*

Many people feel distress in regard to climate change as it is a real global threat. Therefore, we are hosting a climate emotions workshop that helps us design a climate change-focused reading and writing group.

This research project, conducted at the **University of Twente**, at Psychology, Health, and Technology, investigates the experiences and perceptions of people who are dealing with climate emotions. Assistant Professor Heidi Toivonen will host the workshop and she is assisted by two bachelor students who work on the workshop as part of their thesis.

The research involves the collection of oral and written data during the workshop which will be held in English. The data is collected for students' bachelor's theses and can eventually be used for scientific publications by Dr. Toivonen and possibly other scholars.

Naturally, participation in this research is voluntary. The workshop will take three hours. Additionally, the participant will be asked to read one short story concerning climate change prior to the workshop which is expected to take another half an hour. During the workshop, the participants can engage in different exercises related to climate emotions. These involve identifying and naming climate emotions, discussing climate fiction and writing and discussing climate emotions. The participant can decline to participate and **withdraw from the research at any time**, without any negative consequences, and without providing any reasons.

The workshop will be audio- and videorecorded. The recorded data will be fully anonymized upon transcription, and all participants will be referred to with pseudonyms throughout the analysis and in the final written works produced from the data. Individual participants cannot be identified from the assignments, theses, or articles written using this data.

The BMS ethical committee / Domain Humanities & Social Sciences at the University of Twente has approved this study (application number 220077). The data will be stored safely according to the data policy of the University of Twente until 10 years after the research has ended.

Responsible researcher and contact person for questions about the research and rights of research participants: Assistant Professor Heidi Toivonen [h.k.toivonen@utwente.nl](mailto:h.k.toivonen@utwente.nl)



## Appendix C

### Informed Consent



FROM:  
H.K. Toivonen  
P (+31) (0)6 189 20135  
h.k.toivonen@utwente.nl

DATE  
12-3-2023  
OUR REFERENCE

PAGE  
1 of 2

SUBJECT  
**Consent for Participation in a Climate Distress Storytelling Workshop**



1. I volunteer to participate in a research project concerning climate change distress. I understand that the project is designed to gather information about people's experiences and thoughts on climate change, the emotional experience of climate change and the general experience of a climate distress workshop. Furthermore, I understand that I will take part in that workshop about climate distress, which includes discussing, writing, and reading about climate change. I understand that as part of the workshop, I will discuss my emotion regarding climate change, read fictional texts, write myself, discuss and learn about ways to cope with climate distress and give feedback on the format of the workshop.

2. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without any negative consequences. If I decline to participate or withdraw from the study, no one will be told, and it will not affect my relationship with the University of Twente.

3. I understand that most participants will find the discussion and exercises interesting and thought-provoking. If, however, I feel uncomfortable in any way during the workshop I have the right to decline to participate in parts or end my participation in the workshop.

4. Participation involves discussing, reading and writing about climate change in a group of 5-8 people guided by a clinical psychologist, Dr. and Assistant Professor Heidi Toivonen and two students conducting their bachelor thesis. The workshop itself will last approximately three hours. In addition, approximately half an hour will be spent on reading a section of climate

## UNIVERSITY OF TWENTE.

DATE  
12-04-2023

OUR REFERENCE

PAGE  
2 of 2



fiction in preparation for the workshop. Notes will be taken during the workshop and the meeting will be video and audio recorded. An anonymized transcript will be made based on the recording which will be used for research purposes.

5. I understand that the researcher will not identify me by name in any reports using information obtained from this workshop and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions. I can request that the final thesis and/or book chapter(s) will be sent to me when it has been accepted/published.

6. The data will be destroyed 10 years after the end of the project (that is, in December 2033), or at any time at my request.

7. No one outside of the project or not involved with writing assignments, theses, or papers using this data, will have access to the raw notes, recordings, or transcripts.

8. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I give my consent to participate in this study.

9. I have been given a copy of this consent form.

Signature of the participant



.....  
Signature of the supervisor, Assistant Professor Heidi Toivonen

Heidi Toivonen



## Appendix D

### Climate Emotions Storytelling Workshop Outline

Due to time reasons, we differed minimally in practice: Topic 1, Topic 2, Break, Topic 3 (first letter than discussing coping) and then Topic 4.

Duration: 3 hours with breaks

Pre-preparation: Reading a short climate fiction story

Group: 8 students, closed group, one meeting, the language in the workshop is English

Facilitators: Heidi Toivonen, Hannah Krähling, Lauritz Dauer

### Outline of the meeting:

- Welcome to the group! Explaining the point of the workshop (a trial for a longer climate emotions reading group, serves as data for two BSc thesis writers)
  - Everyone's emotions and opinions must be respected
  - Conversations in this group must remain confidential
  - Introducing the BSc thesis writers, Lauritz and Hannah
  - This is not a mental health intervention, nor are we here to label or diagnose

### Topic 1. Identifying and naming climate emotions.

- **Intro talk:** Most people have some kind of emotions about climate change and environmental destruction. Climate emotions are also a topic of growing interest in climate psychology. The first thing we do here is try and acknowledge all the different kinds of emotions we have.
- The participants are shown names of various climate emotions in papers on a table.
  - Fear
  - Anxiety
  - Frustration
  - Anger
  - Helplessness
  - Hopefulness
  - Hopelessness
  - Grief
  - Sorrow
  - Confusion
  - Uncertainty
  - Powerlessness
  - Numbness
  - Guilt

Shame  
 Feeling motivated/inspired  
 Togetherness  
 Overwhelm  
 Disappointment  
 Indifference  
 Panic  
 Loneliness  
 Feeling disconnected/isolated

- They are asked to write down any emotions that they recognize having had and write any other emotions they have. They are encouraged to make it into a mind map: different emotions can be written in a different font and connected to each other with arrows or illustrated with figures.
- Discussing in a group. Which feelings do I have? How does it feel to have these feelings? Are they constructive or not? Would I want to change something about them or are they fine as they are?
- Emotions related to climate change often tie into the future and what we think about that. How do you see the future? What does it make you feel?

### **Topic 2. Discussing climate fiction and writing.**

- It has often been said that reading climate fiction can help us make sense of the future and psychologically cope better. Reading can help you understand your own feelings, imagine new alternative futures, or even get inspired.
- **Reading talk 1.** Sharing our experiences of reading the story before the workshop. What kind of emotions did you feel while reading the text? Did reading the story change anything in your feelings about climate change? What do you think were the emotions of Isa? Could you relate to her emotions?  
 How does it feel to think back and talk about the story right here and now?  
 How did you perceive the environment in the story?  
 Could you imagine the future looking like that?  
 How would it feel to live in such an environment in the future?

### **Topic 3. Discussing climate emotions and coping with them.**

- **Intro talk:** Research has shown that learning about and living in the middle of global problems such as climate change can trigger deep feelings of for example anxiety, helplessness, and hopelessness. The best known coping theory that you all probably have heard of, comes from Lazarus and Folkman. It underlines two main ways of coping: 1. Problem oriented and 2. Emotion oriented. Usually, the problem-oriented way of trying to solve the problem has been found to be better for well-being, whereas the emotion focused coping has negative effects for psychological wellbeing in the long run. We know from research that climate change is often handled using emotion-focused strategies such as denial or externalization of responsibility.
- A researcher called Ojala has studied coping with climate change and writes about meaning-oriented coping. When using meaning-oriented strategies,

people draw on their beliefs, values, and existential goals to sustain well-being. It involves strategies such as positive reappraisal, acknowledging the stressor but being able to reverse one's perspective. Do you recognize ever having done something like that in terms of climate change -changing your perspective about it and framing your experience in a way that lead you feel more positive?

- Other meaning-oriented strategies are, according to Folkman (2008), finding benefits in a difficult situation, revisioning goals, and believing in a higher power. According to him, meaning-oriented coping is especially important when the stressor cannot be removed or solved but still asks for your continuous involvement.
- Challenges about coping with climate change come from the fact that nobody can solve it instantly in any given moment and nobody can do it alone; in addition, most of us with our Western lifestyles are part of the problem (Ojala, 2007). Other challenges I have noticed personally are the feeling that if you think about climate change too much, you just paralyzed with anxiety -one has to take some distance from it. In addition, there is not one clear solution to it, but all solutions and acts we can do are something that don't show direct effects.
- Ojala (2012) has suggested that when doing meaning-focused coping with climate change, people don't deny or avoid the problem but try to activate some positive emotions that help them bear the worry. It is also very important to find a purpose or meaning in life that will help buffer even a high degree of environmental worry from turning into low well-being. Meaning-focused coping has been found to have a connection to positive feelings, pro-environmental behavior, and environmental efficacy (the feeling I can do something about climate change).
- What do you think about the idea of meaning-oriented coping? The idea of exploring your feelings, values, and beliefs and working to find a sense of purpose and a chance to feel something positive?

### **Break time! 15-20 minutes, ask the group**

**Topic 3 continues.** We do an exercise of meaning-oriented coping.

- Write a letter to yourself in the future 2043. Try to imagine how your life will be considering the evolvement of climate change. What are the impacts on your personal life, on the society and on the whole planet? The letters will be collected to serve as data for the BSc thesis of Lauritz. You have 20 minutes.
- Discussing in a group. How did it feel to write the letter? Did it make you aware of some new feelings?

### **Topic 4. Closing of the session.**

- One positive feeling that can be part of meaning-oriented coping is hope. To tune into this feeling (or other positive feelings), let's listen and read together the poem "Our Purpose in Poetry: Or, Earthrise" by Amanda Gorman

([Earthrise poem by Amanda Gorman | Sierra Club](#)). The poem is shared on paper for the participants.

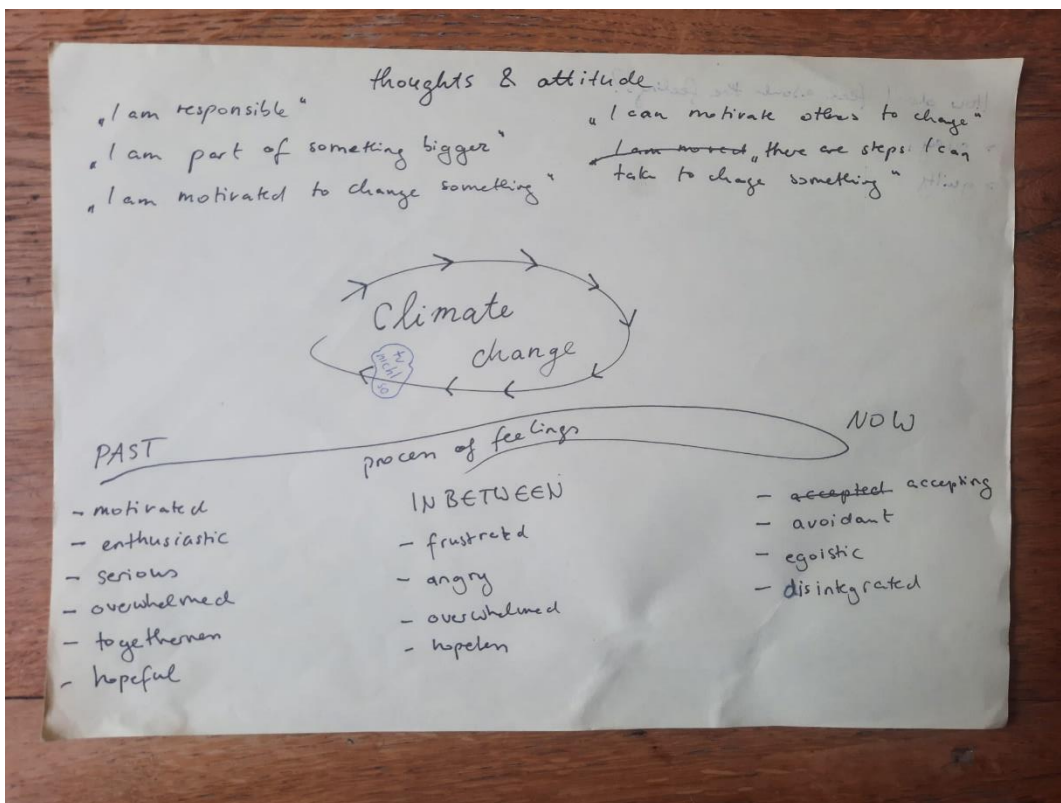
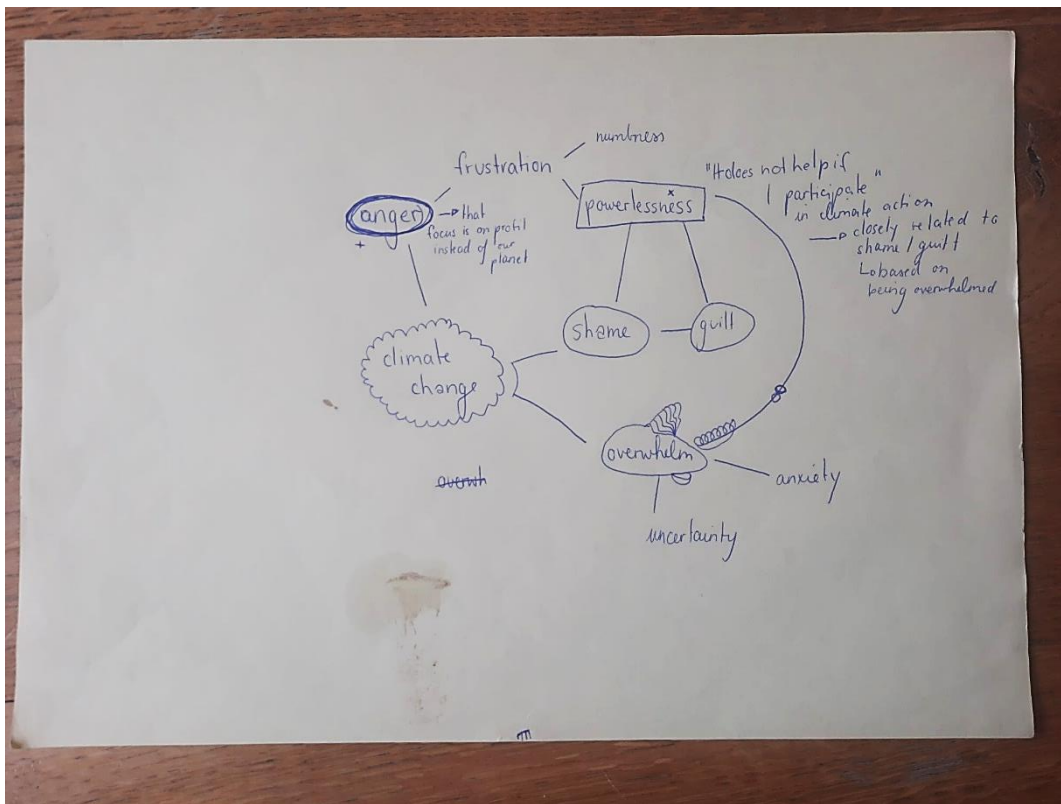
- Discussion. What emotions did the poem awaken in you? What emotions do you think Amanda was feeling when she performed the poem?

**Topic 5. Feedback and brainstorming.** What are you taking with you from this meeting? If we had a climate emotions storytelling group, what kind of things should be involved? What would you like to do more, what less?

- Closing of the session with a mindfulness meditation.

## Appendix E

### Example of Two Mind Maps



## Appendix F

**Table 3**

*Themes emerging in the mind maps.*

P's.	Interconnected cc emotions change over time and situation	Avoiding cc to manage cc distress	Anxiety about detrimental cc consequences	Helpfulness of c-c- group-activities and solidarity	Acknowledgement of the complexity and uncertainty of cc lead to reflection on emotions	Frustration due to dependency on others for cc action
Lisa	Arrows: motivation → frustration, shame → helplessness & frustration, helplessness → shame	Numbness	fear, overwhelmed	Motivation	Uncertainty	Anger, shame, disappointment, feeling disregarded, frustration, helplessness, disappointment
Paula	Emotion depends on in what context she thinks about climate change	-	Relating to her & her family: panic, anxiety, fear, helplessness Relating to politics: hopelessness, overwhelm	Relating to technological advancements: hopeful	Relating to her and her family: uncertainty	Relating to politics: anger, powerlessness, frustration, disappointment Relating to poorer nations: guilt, shame
Finn	Arrows: powerlessness → fatalism & overwhelm,	Resignation, self- protective	Overwhelm, hopelessness as main emotion	-	-	Powerlessness, fatalism, frustration

	Resignation & frustration both ways, Stoicism → distraction	indifference, distraction, stoicism				
Vanessa	Created timeline of feelings (past, in-between, now)	Now: accepting, avoidant, egoistic, disintegrated	Past & in-between: overwhelmed, hopelessness	Past: serious, motivated, enthusiastic, togetherness, hopeful	-	In-between: frustrated, angry
Daniel	-	Numbness, indifference	Hopelessness, sadness, anxiety	Hopefulness, inspiration	Uncertainty is main emotion	Anger, guilt
Ben	-	-	Hopelessness, Fear, Anxiety, Panic	Hopefulness, Motivation	.	Anger, Hate, Frustration, Powerlessness
Anna	Comment: emotions are based on each other	Numbness	Overwhelm, anxiety		uncertainty	Powerlessness, shame, guilt, anger, frustration
Jenny	-	Numbness, avoidance	Hopelessness, pessimistic, fear, overwhelm	Togetherness, hopefulness	Confusion, uncertainty	Powerlessness, anger, disappointment, frustration

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## Appendix G

### Project: Bachelor thesis

Report created by Hannah Krähling on the 18/06/2023

### Code-Report – Sorted by: Code groups

All (29) codes

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### Acknowledgement of the complexity and uncertainty of cc leads to reflection on cc emotions

#### 4 Codes:

##### ○ Importance of emotions to be productive for ca

#### 1 Groups:

Acknowledgement of the complexity and uncertainty of cc leads to reflection on cc emotion

#### 5 Quotations:

##### 1:150 ¶ 286 in Transcript\_Workshop\_both parts

I don't think it's super productive. Because it's really just to spread emotions.

##### 1:151 ¶ 286 in Transcript\_Workshop\_both parts

But if you say, the topic is severe enough that we need those sometimes unproductive emotions for the political discourse then it could be productive. I don't know if I'm the right one to judge, but I mean, depends on the perspective if you think it's good or not.

##### 1:153 ¶ 290 in Transcript\_Workshop\_both parts

I think is actually can actually be very helpful and also taking action towards it because once I think you have to be aware first of your emotions in order to be, like what I said, to know how to take actions because if you don't have any maybe bad emotions to hurt them, then you also don't see the need to act on it

##### 1:155 ¶ 290 in Transcript\_Workshop\_both parts

I think it's good to also experience those emotions.

##### 1:329 ¶ 508 in Transcript\_Workshop\_both parts

usually I really don't like that because it's very unproductive in a way. Mm-hmm. But I thought it was productive because, um, it was never aimed at being specific.

##### ○ less strong emotions due to uncertainty



**1 Groups:**

Acknowledgement of the complexity and uncertainty of cc leads to reflection on cc emotion

**3 Quotations:****1:63 ¶ 98 in Transcript\_Workshop\_both parts**

But it's never goes to the strong, as I never feel completely

**1:68 ¶ 98 in Transcript\_Workshop\_both parts**

I do not think it's connected to very strong emotions

**1:73 ¶ 106 in Transcript\_Workshop\_both parts**

I really kind of put myself there in one strong place

○ **rejecting and negative affect due to simplified cc messages****1 Groups:**

Acknowledgement of the complexity and uncertainty of cc leads to reflection on cc emotions

**6 Quotations:****1:34 ¶ 501 in Transcript\_Workshop\_both parts**

I'm, and probably I'm not insulting her of that, but I always think this is kind of, a blend, yeah, it's, it's like those are all things I've heard so many times now and like we have so much, it, it's so superficial.

**1:35 ¶ 502 in Transcript\_Workshop\_both parts**

But I also agree with Ben because I feel like the video also like really draws you in, in a way. Mm-hmm. So you're like very like, immersed into the video and then if you, like right now get out of the video again, it's like, like very hard contrast in a way because you can't uphold this attitude or like this meaning of the poetry and like this, uh, power, like all the time.

**1:279 ¶ 512 in Transcript\_Workshop\_both parts**

I've listened to such stuff like since so early and I've heard a couple of stuff like this. I'm sorry.

**1:280 ¶ 512 in Transcript\_Workshop\_both parts**

I've heard this a couple of thousand times now already

**1:306 ¶ 501 in Transcript\_Workshop\_both parts**

I think also I'm like blue and and green plants. It's like, like, I don't know, man. I would like to go more into depth, but it might be because. This might be, or maybe like for a younger and more audience that just gets into climate change and the problems of that.

**1:307 ¶ 512 in Transcript\_Workshop\_both parts**

I was bored

## ○ uncertainty

### 1 Groups:

Acknowledgement of the complexity and uncertainty of cc leads and reflection on cc emotions

### 19 Quotations:

#### 1:31 ¶ 478 in Transcript\_Workshop\_both parts

I, uh, for me it was hard to imagine myself cause I cannot imagine myself in the future because I simply don't know how it will be.

#### 1:32 ¶ 483 in Transcript\_Workshop\_both parts

it's just very characterized by a lot of uncertainty, but also maybe like a little bit of hope, but not in a way that like things would change, but more like, I don't know that like.

#### 1:58 ¶ 98 in Transcript\_Workshop\_both parts

my biggest topic was uncertainty

#### 1:67 ¶ 98 in Transcript\_Workshop\_both parts

the really main thing is that I do feel uncertain not just about what's going to happen, but how to impact politics or how to work it out

#### 1:74 ¶ 110 in Transcript\_Workshop\_both parts

I agree there's a lot of uncertainty

#### 1:75 ¶ 110 in Transcript\_Workshop\_both parts

when you try to plan something, you don't really know how far you can go or before, for example, or people plan like, do you want to have kids or something like that

#### 1:77 ¶ 110 in Transcript\_Workshop\_both parts

There's a lot of uncertainty

#### 1:130 ¶ 210 in Transcript\_Workshop\_both parts

it's not that much of an only dark picture but a lot of uncertainty as we talked about

#### 1:158 ¶ 300 in Transcript\_Workshop\_both parts

I think this also described like a lot of the uncertainty about like she didn't know what was happening outside there and what's happening to her. So these emotions are really like I could relate to them.

#### 1:199 ¶ 74 in Transcript\_Workshop\_both parts

uncertainty

**1:218 ¶ 102 in Transcript\_Workshop\_both parts**

And so how can I be very certain about my emotions and the thoughts I have about it right now?

**1:230 ¶ 210 in Transcript\_Workshop\_both parts**

I imagine to have lived 50 years ago. I feel like my future would have been a lot clearer and more boring right now

**1:269 ¶ 478 in Transcript\_Workshop\_both parts**

And also I don't know what I want to be in 2043. Yeah. So I wrote a lot about that. I simply cannot imagine and I just hope you're happy and having a good life basically, but not specific things.

**1:272 ¶ 485 in Transcript\_Workshop\_both parts**

But, um, but like, um, um, I mean it's, it's like, it's so hard to imagine oneself like 20 years in life with all those climate and what is, what is going on. Like what, what will your life will be?

**1:273 ¶ 485 in Transcript\_Workshop\_both parts**

I hope you settled somewhere and I mean somewhere cause like, I, I just cannot imagine a place where I would be in 20 years.

**1:294 ¶ 537 in Transcript\_Workshop\_both parts**

People are not able to like, maybe take also the word of like the sense-making Yeah. Or meaning-making that people are not able to do that. And I feel like, um, maybe yeah, there's a lack of guidance in a way.

**1:304 ¶ 481 in Transcript\_Workshop\_both parts**

So it's more like, okay, you don't know what your future will look like. Will you have, I don't know, a husband and children or will you even like be able to do the job that you want to do right now?

**1:305 ¶ 481 in Transcript\_Workshop\_both parts**

So you're like imagining scenarios and asking yourself

**1:327 ¶ 459 in Transcript\_Workshop\_both parts**

that would be in my opinion also like even more of an extreme situation and we don't really know how most people would react there.

**Anticipation of emotional adjustment to cc catastrophe****2 Kodes:**

- cc can change people

**1 Groups:**

Anticipation of emotional adjustment to cc catastrophe

**7 Quotations:****1:187 ¶ 406 in Transcript\_Workshop\_both parts**

I certainly believe that people will stay like that, but more people will go egoistic and more people will like, okay, I need to survive first of all, and then I can care for other people instead of trying to help other people first and then seeing where oneself stays I guess.

**1:250 ¶ 423 in Transcript\_Workshop\_both parts**

there would be people who are very egoistic and you can never be sure that at least I feel like that people would still adhere to any morality and just like, yeah, be egoistic and take something because they're scared that they won't have it in two months or three months.

**1:263 ¶ 443 in Transcript\_Workshop\_both parts**

it does make me like scared in a way, but more also like what it does to people in a way

**1:266 ¶ 451 in Transcript\_Workshop\_both parts**

And then we will like people will be confronted with the challenge of maybe accepting people into their region, like the region is like does not belong to anyone, but people will move. So there will be people like meeting each other that haven't met before.

**1:268 ¶ 459 in Transcript\_Workshop\_both parts**

if you have like a view of humans of being like egotistic. Human animals basically.

**1:324 ¶ 443 in Transcript\_Workshop\_both parts**

Like how people will change in reaction to the climate change in a way.

**1:325 ¶ 443 in Transcript\_Workshop\_both parts**

So that like starts to change people. And I think climate change can definitely have like a similar impact as wel

○ **personal emotional adjustment****1 Groups:**

Anticipation of emotional adjustment to cc catastrophe

**15 Quotations:****1:33 ¶ 483 in Transcript\_Workshop\_both parts**

Trying to make the best of it and try to, I don't know, find good in the bad in a way.

**1:91 ¶ 122 in Transcript\_Workshop\_both parts**

I feel like most feelings that are like, felt in a way are kind of connected to the future

**1:132 ¶ 210 in Transcript\_Workshop\_both parts**

I just, I know what's going to happen and I'll just kind of only put together my resources to be able to adapt to everything that might come. And that's also an adventure

**1:136 ¶ 262 in Transcript\_Workshop\_both parts**

I was a little bit more sceptical and I think it gave me back a little bit more power because I thought, Oh, okay, I would do this differently and make what's available to me with my resources.

**1:142 ¶ 274 in Transcript\_Workshop\_both parts**

And then I was also wondering, like, how I would actually feel if I was in the situation,

**1:144 ¶ 274 in Transcript\_Workshop\_both parts**

But when I would actually be in the situation, it would be different and I would just like be there and live with it, I guess

**1:164 ¶ 308 in Transcript\_Workshop\_both parts**

she was so in survival mode already that she was like there's no point hanging on to these feelings that she left and she was just like going about her daily business again. And I feel like that's something I could relate to as well.

**1:165 ¶ 326 in Transcript\_Workshop\_both parts**

And that's sort of what you know about kids here as well. So it did seem like a bit not so different for her because she doesn't know anything else

**1:166 ¶ 330 in Transcript\_Workshop\_both parts**

It was normality because she also had to brush her teeth and everything like this. And that just kind of seems like the normal thing. Like a routine is still there

**1:238 ¶ 308 in Transcript\_Workshop\_both parts**

When I think about the future, I do think about the state of being in the moment, getting by day after day, looking that you have some food on the table and not trying to meditate about past feelings

**1:239 ¶ 308 in Transcript\_Workshop\_both parts**

Of course, then when she saw her she was in that sort of quick rage, but then she also forgot about it and immediately gave her milk because, yeah, you need it to survive. So yeah, I think I relate to that.

**1:248 ¶ 419 in Transcript\_Workshop\_both parts**

You sort of on your own because even in the refugee camps they do give you a little bit of food, but they run out as well. So you have to figure it out somehow.

**1:314 ¶ 312 in Transcript\_Workshop\_both parts**

I agree a 100%.

**1:317 ¶ 362 in Transcript\_Workshop\_both parts**

we're adaptive and also the children like they kind of adapt to the situation and for them it's normality.

**1:319 ¶ 382 in Transcript\_Workshop\_both parts**

they just accepted it as it is and they just try to find their way through it.

## Avoiding cc to manage cc distress

### 7 Kodes:

○ **avoidance to deal with cc distress**

#### 1 Groups:

Avoiding cc to manage cc distress

#### 18 Quotations:

**1:42 ¶ 84 in Transcript\_Workshop\_both parts**

then also avoidance. Because for me, it's like I avoid thinking about it because I'm at peace with the fact that for me, there's not a lot of things to do.

**1:54 ¶ 90 in Transcript\_Workshop\_both parts**

I also kind of try to distract myself from this topic

**1:56 ¶ 90 in Transcript\_Workshop\_both parts**

I don't spend too much time thinking about this whole topic anymore, just to protect myself, to not feel anxiety, to feel anger.

**1:83 ¶ 120 in Transcript\_Workshop\_both parts**

it's like protecting myself from these feelings and not getting them anymore

**1:86 ¶ 120 in Transcript\_Workshop\_both parts**

I avoid thinking about climate change, I also avoid thinking about my future

**1:87 ¶ 120 in Transcript\_Workshop\_both parts**

I'm just like. Like decisions that I'm pushing away

**1:90 ¶ 120 in Transcript\_Workshop\_both parts**

I don't want to feel that

**1:96 ¶ 122 in Transcript\_Workshop\_both parts**

I'm just trying to deal with it in a way to like, accept it and also maybe avoid some of the feelings in a way

**1:137 ¶ 266 in Transcript\_Workshop\_both parts**

I have more like this avoidance, um, um, coping mechanism of the whole topic.

**1:145 ¶ 278 in Transcript\_Workshop\_both parts**

And yeah, I wanted to say that, as you said, like before, but I also try to avoid it

**1:210 ¶ 78 in Transcript\_Workshop\_both parts**

just being very like, avoidant towards the topic and very like accepting

**1:221 ¶ 122 in Transcript\_Workshop\_both parts**

I like wrote down so many things and some of the things that I'm feeling now are not like actually feelings, but they're more like dealing with it in a way.

**1:232 ¶ 278 in Transcript\_Workshop\_both parts**

, I don't think I would read it because for me personally,

**1:257 ¶ 427 in Transcript\_Workshop\_both parts**

This makes me not want to think about my future

**1:260 ¶ 431 in Transcript\_Workshop\_both parts**

But reading this and talking about and thinking about it also makes you realise that then maybe the future is not that far away.

**1:262 ¶ 439 in Transcript\_Workshop\_both parts**

for me at least, it's quite hard to imagine also because I think I don't want to imagine it

**1:312 ¶ 294 in Transcript\_Workshop\_both parts**

I wanted to say that especially it was weird because if you're, like, prone to be avoidant towards the topic

**1:333 ¶ 78 in Transcript\_Workshop\_both parts**

but also feel like I have to like, be myself, not, you know, like just accept it and not be involved in that anymore.

○ **disconnection from cc**

**1 Groups:**

Avoiding cc to manage cc distress

**13 Quotations:****1:26 ¶ 531 in Transcript\_Workshop\_both parts**

So that can be frustrating, but I feel like I'm more like accepting right now

**1:52 ¶ 90 in Transcript\_Workshop\_both parts**

fatalistic beliefs build up like, well, yeah, it doesn't matter what I do

**1:66 ¶ 98 in Transcript\_Workshop\_both parts**

indifference

**1:93 ¶ 122 in Transcript\_Workshop\_both parts**

but most of the time you don't actually, you're not like angry

**1:106 ¶ 146 in Transcript\_Workshop\_both parts**

But I didn't even think about it. And I also then realised I can't because this doesn't even I don't let it in my mind I think that there could be a place where living is not possible

**1:107 ¶ 146 in Transcript\_Workshop\_both parts**

I just pushed it away

**1:108 ¶ 146 in Transcript\_Workshop\_both parts**

So this also this situation made me realise that when I think about future, I don't think about climate change

**1:109 ¶ 146 in Transcript\_Workshop\_both parts**

Yeah, I just don't think about it.

**1:212 ¶ 78 in Transcript\_Workshop\_both parts**

And also I feel a bit like disconnected from like this activism thing, even though I'm kind of still engaged,

**1:283 ¶ 517 in Transcript\_Workshop\_both parts**

And that can be, come to, everything I do is worthless, but also everything I do doesn't matter. No. Like, like it can be such of a relief that like I, I can do whatever I want, and nothing really matters

**1:284 ¶ 517 in Transcript\_Workshop\_both parts**

It's totally fine what I do, but in this way, like this is also what I think.

**1:322 ¶ 435 in Transcript\_Workshop\_both parts**

I think this is a huge step between what where we are right now and where we could be in in the future

**1:323 ¶ 439 in Transcript\_Workshop\_both parts**



It is hard to imagen.

○ **egoism**

**1 Groups:**

Avoiding cc to manage cc distress

**2 Quotations:**

**1:55 ¶ 90 in Transcript\_Workshop\_both parts**

it's more like an egoistic mindset because I'm. I don't feel too bad

**1:57 ¶ 90 in Transcript\_Workshop\_both parts**

So it's probably more like an egoistic mindset

○ **numbness**

**1 Groups:**

Avoiding cc to manage cc distress

**1 Quotations:**

**1:65 ¶ 98 in Transcript\_Workshop\_both parts**

numbness

○ **personal relevancy**

**1 Groups:**

Avoiding cc to manage cc distress

**9 Quotations:**

**1:189 ¶ 146 in Transcript\_Workshop\_both parts**

And they also didn't think about it because I think they thought, okay, by the time that maybe living is not possible there anymore, they will not be alive anymore. So for them it was not maybe such a big problem

**1:222 ¶ 130 in Transcript\_Workshop\_both parts**

And then I felt like, okay, yeah, my parents have like a house in this area that's like very, like settled in a way

**1:227 ¶ 140 in Transcript\_Workshop\_both parts**

And they just didn't think about and they were like, Oh yeah, that is, that is actually like a thing we need to consider

**1:259 ¶ 431 in Transcript\_Workshop\_both parts**

But for me, it's very far away because I feel like I'm still very young. So for me, the future still seems very far away

**1:261 ¶ 435 in Transcript\_Workshop\_both parts**

are quite privileged in what we have and what kind of resources we have. So I think it's almost impossible to, or not impossible, but it's hard to imagine that we will be at the point what it's described in the story, because what we have right now is quite a lot, I would say, compared to other people and the world

**1:264 ¶ 443 in Transcript\_Workshop\_both parts**

And that will, I think, have like huge impact on different societies, like depending on like what resources they have, how wealthy they are and where like where they are graphically and what they experience in a way.

**1:311 ¶ 144 in Transcript\_Workshop\_both parts**

I didn't feel angry about that. I was like: parents yeah don't think about that.

**1:326 ¶ 447 in Transcript\_Workshop\_both parts**

I think it's important to have like more also a global view like a global scope because I think we are in a really, as you already said, like a really privileged position geographically, financially.

**1:330 ¶ 504 in Transcript\_Workshop\_both parts**

So for me it was, I, um, did not change something. Mm-hmm. I feel like did not change that much right now

○ **resignation due to feeling powerless and hopeless**

**1 Groups:**

Avoiding cc to manage cc distress

**2 Quotations:**

**1:51 ¶ 90 in Transcript\_Workshop\_both parts**

resignation

**1:80 ¶ 114 in Transcript\_Workshop\_both parts**

I'm not even disappointed anymore

○ **soothing distress with hope for a good future**

**1 Groups:**

Avoiding cc to manage cc distress

**3 Quotations:**

**1:115 ¶ 164 in Transcript\_Workshop\_both parts**

I still do have like I kind of tried to soothe myself with it, but oh, maybe that's going to be something. Maybe some crazy technology or something which will kind of flip the whole thing and everything will be fine again.

### **1:116 ¶ 164 in Transcript\_Workshop\_both parts**

And I think this is also some kind of coping mechanism, just like this little hope that something will happen, which is unexpected, which will change the whole situation.

### **1:223 ¶ 130 in Transcript\_Workshop\_both parts**

So I kind of felt safe in a way, but maybe it's also like an illusion or something I'm telling myself to feel better about it or something

## **Anxiety about detrimental climate change consequences**

### **4 Kodes:**

- **anxiety about the future**

### **1 Groups:**

Axiety about detrimental climate change consequences

### **21 Quotations:**

#### **1:8 ¶ 70 in Transcript\_Workshop\_both parts**

fear and anxiety about it

#### **1:9 ¶ 70 in Transcript\_Workshop\_both parts**

anxiety

#### **1:10 ¶ 70 in Transcript\_Workshop\_both parts**

t I think what a lot of people have that they are like mainly scared about that

#### **1:17 ¶ 74 in Transcript\_Workshop\_both parts**

when it comes to me and my family and people I'm close to, I think the biggest emotion would be fear and anxiety, because no matter what politics do now, we will experience something so and we're not quite sure what it will be.

#### **1:89 ¶ 120 in Transcript\_Workshop\_both parts**

this makes me then anxious

#### **1:97 ¶ 128 in Transcript\_Workshop\_both parts**

when I see the future, the biggest emotion I have is panic, because I have this like I do think about climate change actively, like every second day or something

**1:98 ¶ 128 in Transcript\_Workshop\_both parts**

I look out the window and I think, how will this look like in 50 years? Is there going to be crazy storms or are we going to look out the window and there's going to be a fire?

**1:100 ¶ 130 in Transcript\_Workshop\_both parts**

it made me like uncomfortable because it was windier than normally, I guess

**1:101 ¶ 130 in Transcript\_Workshop\_both parts**

I guess normal weather, but maybe it's like it got worse in the past year, I don't know. But that also made me uncomfortable

**1:105 ¶ 140 in Transcript\_Workshop\_both parts**

Making one anxious

**1:113 ¶ 158 in Transcript\_Workshop\_both parts**

my mind was so occupied with it and thinking about it so much and then maybe, yeah, that was not like, good for my

**1:114 ¶ 164 in Transcript\_Workshop\_both parts**

I have an innate feeling the future is going to look grim and that it's not going to be great and that things in many ways will harm society

**1:148 ¶ 278 in Transcript\_Workshop\_both parts**

it made me like anxious

**1:160 ¶ 304 in Transcript\_Workshop\_both parts**

and also anxious because I don't know if you feel like basic human needs you have like trouble to fulfil.

**1:162 ¶ 304 in Transcript\_Workshop\_both parts**

And then if someone like leaves you in a way you just feel very anxious.

**1:197 ¶ 74 in Transcript\_Workshop\_both parts**

anxiety, fear

**1:220 ¶ 120 in Transcript\_Workshop\_both parts**

Because for me it's like if I would think about my future and then I would realise what can happen and also what you said of like having kids for example

**1:246 ¶ 414 in Transcript\_Workshop\_both parts**

Maybe the only way I can survive is to be self-sustainable and your job being normal. No normal jobs like in the like uni or something like just a job, but providing and like having a garden and something like this.

**1:247 ¶ 414 in Transcript\_Workshop\_both parts**

So trying to survive, having like food in summer and maybe live off this in winter. But then again, if you have one bad season with the weather and it's bad again so people are very dependent on the weather all the time.

**1:249 ¶ 423 in Transcript\_Workshop\_both parts**

I think pretty scary,

**1:251 ¶ 423 in Transcript\_Workshop\_both parts**

Very uneasy feeling about living in a future like that.

○ **anxiety and reconnection because of cli-fi**

**1 Groups:**

Anxiety about detrimental climate change consequences

**12 Quotations:**

**1:138 ¶ 266 in Transcript\_Workshop\_both parts**

I think reading this kind of exposed me again with this scenario and I felt some anxiety again because I was like, Oh man, this, I mean, probably not exactly like this, but something in this direction could happen

**1:139 ¶ 266 in Transcript\_Workshop\_both parts**

I felt some kind of anxiety again reading it and also I was thinking man maybe I have to uh, kind of inform myself more again with the whole topic

**1:141 ¶ 274 in Transcript\_Workshop\_both parts**

I feel like it's not particularly written like emotionally, it was like very subtle in a way, but it still made me feel something kind of a little bit anxious

**1:143 ¶ 274 in Transcript\_Workshop\_both parts**

when I read the story, I feel like I'm more anxious because I'm like, Oh, that sounds so scary

**1:146 ¶ 278 in Transcript\_Workshop\_both parts**

But this story was like ultimately shocking for me because it was then the first time to really, like, think about it again.

**1:149 ¶ 282 in Transcript\_Workshop\_both parts**

this really forces one to the particulars of it, the human experience of the potentially disastrous future. So this really just even just burying parts of it really evoked sad emotions and like simplified the whole thing in a way

**1:154 ¶ 290 in Transcript\_Workshop\_both parts**

I think that even though it might feel you might feel anxious by reading it

**1:156 ¶ 294 in Transcript\_Workshop\_both parts**

you like kind of forced to experience those feelings and then they kind of resurface. And then, I don't know. Yeah, I maybe like I was forced to think about those things again and yeah, I don't know. For me that was kind of weird. Never mind.

**1:178 ¶ 378 in Transcript\_Workshop\_both parts**

So this was really I think it really made me anxious. And also. Yeah, well something I haven't thought about before.

**1:180 ¶ 394 in Transcript\_Workshop\_both parts**

I think generally for me, it felt depressing. I think in one part she described how all the plants are dead because of the heat and the drought and everything

**1:181 ¶ 394 in Transcript\_Workshop\_both parts**

And also it felt kind of dreadful because it gives you this post-apocalyptic society falling apart vibe. But still it didn't feel as dreadful as other fictional stuff about society falling apart for whatever reason

**1:233 ¶ 278 in Transcript\_Workshop\_both parts**

I was it was like, I really thought about it afterwards and yeah, I thought about it. And it is not that far away that something like this could happen, not to us, but maybe one younger generation with something

○ **hopelessness and pessimism**

**1 Groups:**

Anxiety about detrimental climate change consequences

**23 Quotations:**

**1:7 ¶ 70 in Transcript\_Workshop\_both parts**

this also creates, like, a feeling of hopelessness

**1:23 ¶ 534 in Transcript\_Workshop\_both parts**

And this is why my view from our whole generation was more like, okay, everyone, everyone thinks, everyone thinks like me and is very hopeless and very pessimistic

**1:25 ¶ 531 in Transcript\_Workshop\_both parts**

my, like conversations I have with friends are kind of different because I feel like they're more serious actually, and more like, um, not like dragging me down because I feel like, Already, like very like accepted, very pessimistic views that like things will not change quickly enough

**1:41 ¶ 84 in Transcript\_Workshop\_both parts**

For me, my main emotion is hopelessness. Like, really big

**1:43 ¶ 84 in Transcript\_Workshop\_both parts**

And then another, like it's a lot of my feelings are very pessimistic

**1:45 ¶ 84 in Transcript\_Workshop\_both parts**

but mainly hopelessness.

**1:46 ¶ 90 in Transcript\_Workshop\_both parts**

also my main emotion is hopelessness

**1:47 ¶ 90 in Transcript\_Workshop\_both parts**

I think it's based on the belief that, yeah, it's hopeless

**1:62 ¶ 98 in Transcript\_Workshop\_both parts**

hopelessness

**1:84 ¶ 120 in Transcript\_Workshop\_both parts**

hopelessness

**1:85 ¶ 120 in Transcript\_Workshop\_both parts**

pessimism for me is also very related to my future

**1:88 ¶ 120 in Transcript\_Workshop\_both parts**

I'm right now my state of hopelessness

**1:147 ¶ 278 in Transcript\_Workshop\_both parts**

that make me even more hopeless because the chapter that we had to read was nothing about solutions or something. It was just like, okay, this is the current situation and this is you have to deal with it.

**1:211 ¶ 78 in Transcript\_Workshop\_both parts**

in a pessimistic way that nothing will change

**1:217 ¶ 98 in Transcript\_Workshop\_both parts**

hopeless

**1:252 ¶ 427 in Transcript\_Workshop\_both parts**

I don't want to live there. And when this is like, something that can become reality, then the future is nothing I want

**1:253 ¶ 427 in Transcript\_Workshop\_both parts**

pessimistic

**1:254 ¶ 427 in Transcript\_Workshop\_both parts**

hopelessness,

**1:255 ¶ 427 in Transcript\_Workshop\_both parts**

the future is nothing I want to see when it's like this

**1:258 ¶ 427 in Transcript\_Workshop\_both parts**

And then everything else also seems like why.

**1:285 ¶ 518 in Transcript\_Workshop\_both parts**

I can do whatever I want, but it doesn't matter. But then also the actions that I take don't matter so also Hopelessness.

**1:290 ¶ 522 in Transcript\_Workshop\_both parts**

Because sometimes I think if everybody thinks it's gonna go down anyway, then it's so depressing.

**1:293 ¶ 534 in Transcript\_Workshop\_both parts**

I'm a very pessimistic person in general. And also the friends I generally talk with I think are more pessimistic.

○ **worry where to live in the future**

**1 Groups:**

Fear of detrimental climate change consequences

**19 Quotations:**

**1:99 ¶ 128 in Transcript\_Workshop\_both parts**

And maybe I'm not even going to be able to settle at one place, but maybe I have to move where it's safe.

**1:102 ¶ 130 in Transcript\_Workshop\_both parts**

it's like, sounds like such like a survival thought because you actually think about, okay, what would happen to my area if, like, the sea level rises or if there like a lot of things happening?

**1:134 ¶ 220 in Transcript\_Workshop\_both parts**

War is way more detrimental at first but Climate change is a more fundamental thing. So you could still plan to live in Germany at that particular place.

**1:135 ¶ 220 in Transcript\_Workshop\_both parts**

you said you're worried about even living in that geographic location

**1:176 ¶ 378 in Transcript\_Workshop\_both parts**

the situations, as you said, with the soldiers and the boarder this was really extreme for me.

**1:177 ¶ 378 in Transcript\_Workshop\_both parts**

This was very like, extreme. And this really was something that reminded me also of, like, war and like, fleeing and like seeking refugee



**1:188 ¶ 410 in Transcript\_Workshop\_both parts**

I feel like countries are very likely to close on their borders because it's like, okay, what are the people that are actually already in the country supposed to live off? Kind of the, God, kind of questioning whether or not the resources are enough of more people come there?

**1:191 ¶ 128 in Transcript\_Workshop\_both parts**

So I feel like that's the main picture I have that I might not be stationary but trying to find somewhere where it's comfortable still to live at

**1:224 ¶ 130 in Transcript\_Workshop\_both parts**

But then I also thought, okay, like. kind of kind of what areas in the world are, like, safe or not safe, like in weather and a kind of weather question, because, for example, weather forecasts also say that, for example, Spain will be so hot that people probably also have to move because it's going to get too hot

**1:225 ¶ 130 in Transcript\_Workshop\_both parts**

So I don't know, you just think about those geographic things in a way

**1:226 ¶ 140 in Transcript\_Workshop\_both parts**

if you want to build a house, do it like somewhere south, like way south, because this is nothing where I can live.

**1:228 ¶ 140 in Transcript\_Workshop\_both parts**

I would like to settle somewhere and yeah, again, this is like, is that even possible when the time would be that I could settle

**1:241 ¶ 378 in Transcript\_Workshop\_both parts**

And this was really drastic for me, but maybe this is the reality, but this was just an aspect I haven't thought about.

**1:256 ¶ 427 in Transcript\_Workshop\_both parts**

And that with the drought and like making yourself aware of it that it can happen and that can happen, that you cannot live where you want to live.

**1:267 ¶ 451 in Transcript\_Workshop\_both parts**

So that will that can also like cause like migration has always caused problems, but that can also be a challenge in a way.

**1:292 ¶ 531 in Transcript\_Workshop\_both parts**

So, the things with like moving around and also, um, thinking about, okay, is it safe to live like in the future where, for example, my parents live or where I live right now, and those are thoughts.

**1:309 ¶ 134 in Transcript\_Workshop\_both parts**

Like, this is like, if you say, we're thinking about like building a house so my brother and I could live, like one of us could live in it. I was like at a time where I

would have children that it is not unlikely that this place is just like 20 meters underwater.

**1:310 ¶ 140 in Transcript\_Workshop\_both parts**

I think about it constantly, if I feel like, okay, where do I maybe want to settle?

**1:315 ¶ 318 in Transcript\_Workshop\_both parts**

I don't want to move and only find a place where I can survive. And this would really make me think about it, that this is a really big change to what we are thinking about the future right now

## **Frustration due to dependency on others for climate action**

### **5 Kodes:**

○ **anger and disappointment about other people's climate (in)action**

**1 Groups:**

Frustration due to dependency on others for climate action

**10 Quotations:**

**1:3 ¶ 70 in Transcript\_Workshop\_both parts**

I think my main emotion about that, I also wrote it was like an exclamation mark with anger

**1:11 ¶ 70 in Transcript\_Workshop\_both parts**

I am mainly angry at people who are not like who are like in positions that could actually do something against climate change

**1:13 ¶ 70 in Transcript\_Workshop\_both parts**

mostly anger

**1:14 ¶ 74 in Transcript\_Workshop\_both parts**

anger, frustration

**1:64 ¶ 98 in Transcript\_Workshop\_both parts**

anger

**1:78 ¶ 110 in Transcript\_Workshop\_both parts**

I feel like when you take actions, for example, or you try to change something, it's also connected to disappointment because then you see other people

**1:79 ¶ 110 in Transcript\_Workshop\_both parts**

people who are richer or who have more influence or in politics or something that are like introducing new projects, for example, that are like so harmful to the environment. So it's just like, okay, I'm like trying to be more climate friendly, but then such projects are just introduced and it's like, okay, what am I even doing here?

**1:82 ¶ 120 in Transcript\_Workshop\_both parts**

Think I used to be very disappointed and I was very angry

**1:92 ¶ 122 in Transcript\_Workshop\_both parts**

I watch something and I kind of get angry

**1:207 ¶ 78 in Transcript\_Workshop\_both parts**

angry

○ **feeling inadequat regarding climate action**

**1 Groups:**

Frustration due to dependency on others for climate action

**2 Quotations:**

**1:111 ¶ 158 in Transcript\_Workshop\_both parts**

I am more like the person that tries to cope with it by actively doing something but failing at that as well.

**1:112 ¶ 158 in Transcript\_Workshop\_both parts**

Not even failing, but feeling like I fail in a way, I don't know

○ **frustration about own powerlessness**

**1 Groups:**

Frustration due to dependency on others for climate action

**6 Quotations:**

**1:4 ¶ 70 in Transcript\_Workshop\_both parts**

like, connected to frustration

**1:15 ¶ 74 in Transcript\_Workshop\_both parts**

frustration

**1:50 ¶ 90 in Transcript\_Workshop\_both parts**

frustration

**1:206 ¶ 78 in Transcript\_Workshop\_both parts**

I feel like and then also like surfaces a lot of times right now, like being frustrated

**1:214 ¶ 84 in Transcript\_Workshop\_both parts**

frustrating

**1:295 ¶ 541 in Transcript\_Workshop\_both parts**

if some issues are like not in your hands or you don't have like the resources to change them, then like, problem solving can be frustrating. And very, Yeah, annoying.

○ **lonliness****1 Groups:**

Frustration due to dependency on others for climate action

**3 Quotations:****1:161 ¶ 304 in Transcript\_Workshop\_both parts**

I feel like left

**1:235 ¶ 304 in Transcript\_Workshop\_both parts**

You maybe feel the need for more social support or something.

**1:313 ¶ 300 in Transcript\_Workshop\_both parts**

The one who waited for the other one to come back. And I think her emotions were really well written because I really could relate to her being stuck there

○ **powerlessness and overwhelm regarding own climate agency****1 Groups:**

Frustration due to dependency on others for climate action

**15 Quotations:****1:5 ¶ 70 in Transcript\_Workshop\_both parts**

this connected to powerlessness

**1:6 ¶ 70 in Transcript\_Workshop\_both parts**

I feel like I cannot really myself do a lot against climate change

**1:16 ¶ 74 in Transcript\_Workshop\_both parts**

powerlessness. I think especially related to the politics about climate change.

**1:38 ¶ 78 in Transcript\_Workshop\_both parts**

And then it was also connected to feelings of being overwhelmed and also like a seriousness that I feel like I have to be responsible for something

**1:48 ¶ 90 in Transcript\_Workshop\_both parts**

that nothing I can do will change this

**1:49 ¶ 90 in Transcript\_Workshop\_both parts**

I also have this feeling of powerlessness

**1:53 ¶ 90 in Transcript\_Workshop\_both parts**

What I do won't change anything to the bad or to the good.

**1:94 ¶ 122 in Transcript\_Workshop\_both parts**

I have this feeling of not being able to do something

**1:95 ¶ 122 in Transcript\_Workshop\_both parts**

You're not like, you don't have like agency, but you're like more like a passive player in like a whole system or like a game or whatever

**1:208 ¶ 78 in Transcript\_Workshop\_both parts**

overwhelmed because you feel very passive in a way, even though you're being active because you feel like a lot of your, um, I would say this a lot of your destiny, in a way, lies in the hands of other people. But then also, no one really feels responsible in a way, or there's like a lot of parties involved.

**1:215 ¶ 84 in Transcript\_Workshop\_both parts**

very like overwhelming,

**1:242 ¶ 382 in Transcript\_Workshop\_both parts**

So just like the nature is kind of like the overall power, I would say, and then the people are just like players in it. And I feel like it felt like they were just like actors and like this play.

**1:281 ¶ 516 in Transcript\_Workshop\_both parts**

I think it can be relieving, but for me it's even more overwhelming. Because then you feel like, okay, when I'm such a small part, of course when a lot of small people do stuff together, it can have a big impact, but then you feel much more powerless. It was for me, and no, it was not the idea to give me that feeling, but maybe I'm also the wrong audience.

**1:282 ¶ 517 in Transcript\_Workshop\_both parts**

I'm small, nothing that I do matters

**1:308 ¶ 514 in Transcript\_Workshop\_both parts**

she also gives a feeling of that they are something bigger like that we are very, very small part on the earth and that like, when she starts talking about like the picture of the earth from above, I think when you see it more as like a global thing and not think about your personal experiences and your personal influence, maybe then you can see that it's like a, like a big thing

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## Helpfulness of c-c-group-activities and feelings of togetherness

### 5 Kodes:

#### ○ empowerment and inspiration

#### 1 Groups:

Helpfulness of c-c-group-activities and feelings of togetherness

#### 16 Quotations:

##### 1:61 ¶ 98 in Transcript\_Workshop\_both parts

inspiration

##### 1:121 ¶ 178 in Transcript\_Workshop\_both parts

Inspiration

##### 1:127 ¶ 198 in Transcript\_Workshop\_both parts

But maybe like sense of agency in a way that you're able to do something like

##### 1:129 ¶ 206 in Transcript\_Workshop\_both parts

Going to, like, a lecture about climate change or something, or going on a demo or something, but, like, just to the extent that it's possible because I don't do it that often, but when I go, I feel very involved

##### 1:131 ¶ 210 in Transcript\_Workshop\_both parts

And so empowerment can also be a if you are a very optimistic person, if you don't know what the future of like looks like

##### 1:175 ¶ 362 in Transcript\_Workshop\_both parts

I also like that we talked about the positive aspect because when I read the story I was more so focused on the negative ones and now talking about the positive things I really liked and I feel like it helps

##### 1:274 ¶ 502 in Transcript\_Workshop\_both parts

. So it's not like wholly negative, like I was kind of very impressed also by her voice and her power, and also her determination

##### 1:276 ¶ 504 in Transcript\_Workshop\_both parts

I thought that it was quite, uh, powerful

##### 1:277 ¶ 504 in Transcript\_Workshop\_both parts

I enjoyed listening to it and also make the, um, how we said, uh, the importance of the issue a bit more. Not clear, but yeah, the focus was on it in the way how she,

through the way, how she expressed it, I felt like, so I thought that was quite powerful.

**1:278 ¶ 508 in Transcript\_Workshop\_both parts**

It was just a very powerful picture for everyone to get, I think. Mm-hmm. And, and in that I really liked.

**1:291 ¶ 526 in Transcript\_Workshop\_both parts**

I also liked that it was kind of encouraging and motivating because like a lot of times when we talk about this, It's more negative and like kind of dragging you down, but then you sometimes also have this positive, uh, like input as kind of, or input. Then it's, I guess nice because then you kind of get bit of positive associations with it.

**1:301 ¶ 74 in Transcript\_Workshop\_both parts**

inspiration, but it's rather small.

**1:303 ¶ 522 in Transcript\_Workshop\_both parts**

Yeah, for me it was really, uh, inspiring.

**1:316 ¶ 326 in Transcript\_Workshop\_both parts**

So I was quite positive about reading her part

**1:331 ¶ 510 in Transcript\_Workshop\_both parts**

Like a sense of we can still do something.

**1:332 ¶ 522 in Transcript\_Workshop\_both parts**

I don't think it makes me feel like, uh, it's so big that a small change is no change, but, uh, the opposite, like every little thing is good.

○ **hopefulness due to facing ccc with other people**

**1 Groups:**

Helpfulness of c-c-group-activities and feelings of togetherness

**15 Quotations:**

**1:18 ¶ 74 in Transcript\_Workshop\_both parts**

when you think about what humans can do and what technology can help us in advance, there's definitely a little bit of hopefulness.

**1:22 ¶ 537 in Transcript\_Workshop\_both parts**

But that also, yeah, maybe through this meaning making, you can like develop a hope out of like the negative feelings.

**1:24 ¶ 534 in Transcript\_Workshop\_both parts**

So, I think this really helped me that it's maybe, maybe not the reality that they are still people that like give me the feeling that there's hope and that it is not everything as drastic as I maybe see it. So it really helped me to get a bit out of that pessimistic hopeless vibe.

**1:27 ¶ 531 in Transcript\_Workshop\_both parts**

So I think the whole, um, workshop kind of relieved the feelings. Not relief, but like I could relive the feelings. Mm-hmm. And then now I feel relieved

**1:44 ¶ 84 in Transcript\_Workshop\_both parts**

a little bit of hope is there because we're in this together.

**1:60 ¶ 98 in Transcript\_Workshop\_both parts**

hopefulness

**1:117 ¶ 168 in Transcript\_Workshop\_both parts**

I do not think that without system change there can be a solution to climate change. But I'm still hopeful that that something like that can happen.

**1:119 ¶ 168 in Transcript\_Workshop\_both parts**

And I do certainly believe that there is hope

**1:168 ¶ 340 in Transcript\_Workshop\_both parts**

Like I think talking about it and like speaking about it makes it more like it also brings to me aspects of it that I did not notice before. The thing with Isa, it's like a routine and like, it's normal

**1:183 ¶ 394 in Transcript\_Workshop\_both parts**

So it wasn't as dreadful, okay, survival of the fittest. Everybody's against is everybody.

**1:186 ¶ 406 in Transcript\_Workshop\_both parts**

I think this is like a good sign of like having to see people also being nice to each other and then like helping in certain situations and stuff like that and really like bad situations. It's good to see.

**1:192 ¶ 262 in Transcript\_Workshop\_both parts**

that's not how I imagined it, because I thought at this point humanity would have been a bit further and would be a little bit more self-sustainable

**1:200 ¶ 74 in Transcript\_Workshop\_both parts**

when you think about what humans can do and what technology can help us in advance, there's definitely a little bit of hopefulness. Hopefulness

**1:286 ¶ 520 in Transcript\_Workshop\_both parts**

, it's kind of hopeful



**1:289 ¶ 522 in Transcript\_Workshop\_both parts**

we forget that we're so many good humans on earth, each really creative that maybe we together, can do something.

○ **jokes in workshop****1 Groups:**

Helpfulness of c-c-group-activities and feelings of togetherness

**7 Quotations:****1:103 ¶ 134 in Transcript\_Workshop\_both parts**

And you know also you kind of like from a region where this over sea level is not given at all like the places of most likely our parents are like, can I swear? fucked.

**1:104 ¶ 134 in Transcript\_Workshop\_both parts**

Like I'm not a fish. I cannot live there.

**1:125 ¶ 192 in Transcript\_Workshop\_both parts**

Not a happy boat. Sad ass boat.

**1:174 ¶ 360 in Transcript\_Workshop\_both parts**

All in the same sad boat

**1:185 ¶ 406 in Transcript\_Workshop\_both parts**

No, not everyone is an asshole

**1:190 ¶ 13 in Transcript\_Workshop\_both parts**

Emotional windows

**1:240 ¶ 356 in Transcript\_Workshop\_both parts**

Togetherness. (laughing)

○ **motivation to change something****1 Groups:**

Helpfulness of c-c-group-activities and feelings of togetherness

**10 Quotations:****1:12 ¶ 70 in Transcript\_Workshop\_both parts**

gives me some motivation to change this

**1:37 ¶ 78 in Transcript\_Workshop\_both parts**

So I feel like at the beginning I felt like I like a lot of motivation, that I was also enthusiastic because I felt like I could change a lot in a way

**1:118 ¶ 168 in Transcript\_Workshop\_both parts**

And therefore, I always try to work like politically or like actively against something like that and try to sometimes talk to my friends about that and organise and so on and so on

**1:120 ¶ 176 in Transcript\_Workshop\_both parts**

Motivation

**1:121 ¶ 178 in Transcript\_Workshop\_both parts**

Inspiration

**1:122 ¶ 178 in Transcript\_Workshop\_both parts**

Enthusiasm

**1:204 ¶ 78 in Transcript\_Workshop\_both parts**

I feel like I have to be responsible for something, but also like with the hopefulness that I felt like I could say something.

**1:229 ¶ 168 in Transcript\_Workshop\_both parts**

but it's like one needs to do something about that.

**1:287 ¶ 520 in Transcript\_Workshop\_both parts**

it's not like, um, like she judges anybody, but it's more like motivating in a way.

**1:288 ¶ 522 in Transcript\_Workshop\_both parts**

Yeah, for me it was really, uh, inspiring

○ **togetherness and solidarity**

**1 Groups:**

Helpfulness of c-c-group-activities and feelings of togetherness

**22 Quotations:****1:19 ¶ 542 in Transcript\_Workshop\_both parts**

It at least gives you a feeling of community. Mm-hmm. I'd say, because then if, if at least. You just don't feel alone with that

**1:20 ¶ 541 in Transcript\_Workshop\_both parts**

maybe seeing that other people struggle with the same, yeah, I think I know what I wanna say, struggle with the same things or have like the same thoughts, but maybe knowing that they also don't know exactly what to do makes this not being able to solve the problem, maybe less burdening because no like, if no one knows how to solve the problem

**1:21 ¶ 541 in Transcript\_Workshop\_both parts**

It's possible to find a solution together or something, and then you can't blame people or specific people for not doing anything.

**1:28 ¶ 531 in Transcript\_Workshop\_both parts**

I actually never pronounced really like it was just in my head and talking about it made them like surface and made them more real in a way, and also felt good to see that other people also have similar thoughts because sometimes I thought, okay, maybe that's like crazy to think about that because we're like not actually in a situation like this and maybe it's just my own anxiety that's like just surfacing.

**1:29 ¶ 531 in Transcript\_Workshop\_both parts**

And it was nice to see how normal maybe those thoughts actually are. And um, yeah, to just see like how we can all maybe yeah, categorize them or like, um, yeah, what relevance they have, like in general, like in the bigger, bigger circle or in the bigger picture.

**1:30 ¶ 530 in Transcript\_Workshop\_both parts**

. But now I feel like it was really more. Uh, private and intimate, and it was nice to see different views for me. Um, yeah. And it makes me feel like, you know, we're like in a group and it's, it's nice.

**1:123 ¶ 184 in Transcript\_Workshop\_both parts**

I had togetherness, but only because we are in this together. but I didn't think about something positive.

**1:124 ¶ 188 in Transcript\_Workshop\_both parts**

togetherness just meant that we are all in the same situation and all having to deal with climate change, but for a not hopeful background

**1:126 ¶ 198 in Transcript\_Workshop\_both parts**

I want to say togetherness,

**1:170 ¶ 346 in Transcript\_Workshop\_both parts**

I do like talking about it and hearing other opinions.

**1:171 ¶ 350 in Transcript\_Workshop\_both parts**

I think like seeing that other people also have thoughts about it and also maybe similar thoughts makes you like feel more like the feeling you have is kind of normal in a way

**1:172 ¶ 350 in Transcript\_Workshop\_both parts**

Or that people react like similarly to you and that like maybe creates a feeling of like, I don't want to say belonging or something exaggerated, but like something in that way.

**1:173 ¶ 354 in Transcript\_Workshop\_both parts**

Maybe like togetherness

**1:213 ¶ 84 in Transcript\_Workshop\_both parts**

Like we're all very in this situation

**1:244 ¶ 394 in Transcript\_Workshop\_both parts**

Because still people were like, to some extent helping each other

**1:270 ¶ 483 in Transcript\_Workshop\_both parts**

Like find people that you love and support you and stuff like that.

**1:296 ¶ 542 in Transcript\_Workshop\_both parts**

You know, your feelings are shared. And then, um, yeah. 'Geteiltes Leid ist halbes Leid'. Is there, is there a translation for that?

**1:297 ¶ 543 in Transcript\_Workshop\_both parts**

I Shared suffering is only half suffering.

**1:298 ¶ 546 in Transcript\_Workshop\_both parts**

So we, you know, that, uh, when you at least suffer together, it's not that hard

**1:299 ¶ 547 in Transcript\_Workshop\_both parts**

d it was interesting to see that the emotions actually somewhat similar, even though there would've been even in this room, which is quite homogeneous

**1:300 ¶ 547 in Transcript\_Workshop\_both parts**

. Even there, there would've been quite some conflict, but the underlying emotions are in a way similar.

**1:321 ¶ 394 in Transcript\_Workshop\_both parts**

Was the people were human to some extent to each other, so didn't feel too dreadful.

**Interconnected cc emotions change over time and situations****2 Kodes:**

- emotional change

**1 Groups:**

Interconnected cc emotions change over time and situations

**18 Quotations:****1:1 ¶ 9 in Transcript\_Workshop\_both parts**

this whole topic was kind of a process

**1:2 ¶ 9 in Transcript\_Workshop\_both parts**

In the past I had different feelings than now.

**1:36 ¶ 504 in Transcript\_Workshop\_both parts**

. But, uh, um, even though, for me at least to evoked some emotions. And I think that's also maybe the aim of it, to uh, evoke some emotions in people.

**1:39 ¶ 78 in Transcript\_Workshop\_both parts**

And now I feel like this change to me

**1:40 ¶ 78 in Transcript\_Workshop\_both parts**

And then that kind of started to switch because I don't know.

**1:59 ¶ 98 in Transcript\_Workshop\_both parts**

I used to have quite strong emotions about it, but I do not really have very strong emotions about it anymore

**1:69 ¶ 102 in Transcript\_Workshop\_both parts**

I've been in strong emotions on both ends of the spectrum

**1:70 ¶ 102 in Transcript\_Workshop\_both parts**

So it feels not true to myself to stay at one side of the spectrum, but to acknowledge that the ideas I have about the topic now will definitely be changing in one year down the line.

**1:71 ¶ 102 in Transcript\_Workshop\_both parts**

I will probably have different ideas about it in one year.

**1:128 ¶ 206 in Transcript\_Workshop\_both parts**

Not so often but I feel like, um. I used to feel that more.

**1:152 ¶ 290 in Transcript\_Workshop\_both parts**

I would also say that what you just said, that being or getting more aware of the emotions related to climate change through the reading the book

**1:167 ¶ 340 in Transcript\_Workshop\_both parts**

I think it's not as bad anymore

**1:169 ¶ 340 in Transcript\_Workshop\_both parts**

So I think it's now not as overwhelming as it was before.

**1:201 ¶ 78 in Transcript\_Workshop\_both parts**

I have to, like, go through like a process with different feelings because I feel like I started to like deal with this topic, like, since a few years

**1:202 ¶ 78 in Transcript\_Workshop\_both parts**

So I feel like I've had like a lot of phases with different actions and feelings.

**1:216 ¶ 98 in Transcript\_Workshop\_both parts**

spectrum

**1:231 ¶ 274 in Transcript\_Workshop\_both parts**

those are like maybe two different feelings

**1:318 ¶ 362 in Transcript\_Workshop\_both parts**

So it doesn't seem as bad.

○ **emotional conflict**

**1 Groups:**

Interconnected cc emotions change over time and situations

**5 Quotations:**

**1:72 ¶ 106 in Transcript\_Workshop\_both parts**

I feel like sometimes I listen to someone, I think, yeah, that makes a lot of sense. And then I listen to the complete opposite, and then that also makes sense

**1:110 ¶ 150 in Transcript\_Workshop\_both parts**

I think I know it will not be fine, but I think it will be fine.

**1:219 ¶ 106 in Transcript\_Workshop\_both parts**

very different perspectives, you know, always conflict.

**1:236 ¶ 304 in Transcript\_Workshop\_both parts**

I don't know, you maybe have like different needs that are just competing with each other

**1:275 ¶ 502 in Transcript\_Workshop\_both parts**

So for me it's like very, like a big contrast and I think that's why I also was like yeah. During the video, like I, I really liked and I also liked the poet, poet poem, um, I also liked the poet but poem a lot but, uh, yeah, it's very, like, it's hard to integrate into my own mindset.