



# Bee Well



Maintaining resilience &  
wellbeing in the era of  
climate change

## The Bee Well Program

Theme	Activity description	Purpose
Opening	Administration of pre-intervention measures, consent forms and confidentiality agreements	Pre-intervention measurement
	Arrival, introduction to team, explanation of the plan for the day, housekeeping rules (e.g. be respectful of others opinions in group discussion), opportunity for questions.	Orientation
Session 1 - Finding common ground	<ul style="list-style-type: none"> <li>● <b>Icebreaker:</b> short activity to get to know one another, and gradually move towards eco-anxiety related topics (e.g. "I feel frustrated with the lack of climate action"). Aim is to facilitate participants feeling comfortable, recognising similarities, and respecting differences</li> </ul>	Group processing, building emotional awareness, recognising shared experiences.
	<ul style="list-style-type: none"> <li>● <b>Activity 1:</b> Exploring eco-emotions</li> </ul>	
	<ul style="list-style-type: none"> <li>● <b>Activity 2:</b> Exploring mixed feelings (pt1)</li> </ul>	
Morning break		
Session 2 - Taking action together	<ul style="list-style-type: none"> <li>● <b>Intro:</b> explain the activity and rationale. Briefly explain the benefits of taking action in the alleviation of eco-anxiety. Explain beehive project, what bees are, how resilient they are, how they communicate and work together, how they have gone through floods/droughts. Link to concept of resilient communities and strength found in working together for a sustainable future. Link to resilient communities.</li> <li>● <b>Activity 3:</b> making 'flow hives' together in group. Includes discussion around bees, and also values/relationship with nature, with the focus of working together on a nature restoration task</li> </ul>	
Lunch break		
Session 3 - Coping and cultivating resilience	<ul style="list-style-type: none"> <li>● Introduce coping</li> </ul>	Build adaptive coping skills
	<ul style="list-style-type: none"> <li>● <b>Activity 4:</b> mixed feelings about climate change part 2</li> </ul>	
	<ul style="list-style-type: none"> <li>● <b>Activity 5:</b> 10-minute mindfulness nature meditation/journaling</li> <li>● Group discussion about coping and reflections</li> </ul>	
Afternoon break		
Session 4 - Taking action together and cultivating resilience	<ul style="list-style-type: none"> <li>● <b>Intro:</b> balancing action with rest and self-care in maintaining resilience, the need to incorporate coping into our lives/routines</li> <li>● <b>Continue activity:</b> making 'flow hives' together in group and move into painting if time permits</li> <li>● <b>Activity 6:</b> Group self-care activities brainstorm – what helps when feeling stressed/overwhelmed/low (complete while building/painting Bee Hive)</li> </ul>	Build sense of community and self-efficacy, building resilience
Session 5: Closing	<ul style="list-style-type: none"> <li>● Finish building/painting beehive</li> <li>● Naming the beehive and discuss where they will be located</li> <li>● <b>Activity 7:</b> Reflect on learnings or experiences from the day</li> <li>● Give out psychoeducation material to take away. Suggest option of group chat for ongoing support.</li> </ul>	Reflection, group process
Assessment	Administration of post-intervention measures	Post-intervention measurement

Cosh, S., Ryan, R., Bartik, W., Jefferys, A., Tully, P. & Lykins, A. (2023). The Bee Well Program. School of Psychology, University of New England

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**This manual and program were developed with funding support from the Peregrine Centre**

## Opening

Time	Theme	Activity description
9:00-9:45	Opening	Administration of pre-intervention measures, consent forms and confidentiality agreements
		Arrival, introduction to team, explanation of the plan for the day, housekeeping rules (e.g. be respectful of others opinions in group discussion), opportunity for questions.

## Session 1- Finding common ground

Time	Theme	Activity description
9.45-10.30	Session 1 - Finding common ground	• <b>Icebreaker</b>
		• <b>Activity 1:</b> Exploring eco-emotions.
		• <b>Activity 2:</b> Exploring mixed feelings (pt1)

### Icebreaker

For part 1 (would you rather), have participant stand up for the first answer, or sit down for the second, part 2 (have you ever), stand up if the answer is yes

- *Would you rather have the ability to see 10 minutes into the future or 150 years into the future?*
- *Would you rather have everyone you know be able to read your thoughts or for everyone you know to have access to your Internet history?*
- *Would you rather be chronically under-dressed or overdressed?*
- *Would you rather swim in a pool full of Nutella or a pool full of maple syrup?*
- *Would you rather give up air conditioning and heating for the rest of your life or give up the Internet for the rest of your life?*
- *Would you rather have a personal maid or a personal chef?*
- *Would you rather be royalty 1,000 years ago or an average person today?*
- *Would you rather lounge by the pool or on the beach?*
- *Would you rather wear the same socks for a month or the same underwear for a week?*
- *Would you rather get trapped in the middle of a food fight or a water balloon fight?*
- *Would you rather be in a zombie apocalypse or a robot apocalypse?*

- **Have you ever....**

- *Hid the last of a snack so you would be the one to eat it*
- *Gotten into an argument over how to pronounce a word*
- *Imagined your wedding to a celebrity*
- *Shouted out commands to characters in a horror movie*
- *Pretended that your video wasn't working on a Zoom call*
- *Had a crush on your friend's sibling*
- *Lied about your age*
- *Broken something at someone's house and hid it*
- *Forgotten a friend's birthday*
- *Spent most of a party playing with the host's pets*
- *Accidentally shown someone an embarrassing picture on your phone*
- *"Cleaned" by shoving a mess into a closet*
- *Lied to ditch plans so you could go to sleep early*
- *Worn the same clothes for a week straight*
- *Freaked yourself out over a noise outside and slept with all the lights on*
- *Been scared of a shadow*
- *Been scared by the wind*
- *Felt scared for no reason*
- *Got mad at a friend for not putting something in the recycling*
- *Thrown litter on the ground and then felt really guilty about it*
- *Worried about if you are recycling properly*
- *Felt mad watching other people do things that aren't good for the environment*
- *Felt guilty about flying somewhere when you know planes are bad for carbon emissions*
- *Felt sad about seeing something in nature die e.g. a dead tree*
- *Felt sad knowing that parts of nature are being ruined, like the great barrier reef*
- *Felt sad about climate change*
- *Felt worried about climate change*
- *Felt angry about climate change*
- *Felt stressed about the future because of climate change*
- *Tried to ignore that climate change is real and pretend everything will be ok*
- *Felt powerless because of climate change*
- *Felt a bit hopeless about the future because of climate change*

### **Activity 1: Exploring eco-emotions**

- *People often have a lot of different and complex emotions in relation to climate change*
- *It is an important first step to understand and recognise your own emotions about climate change*
- *Sharing these emotions can also help you to feel less alone and have a sense of community*

**Task:** Questions will be placed in box. Ask participants to pass around the box/throw the box to another person in the group. Each person takes out a question and ask to the whole group to answer. Go around in the circle and each participant provides a quick off the top of their head answer (the next person cannot just repeat what the previous person said, but should add to or deepen the group's response). Then they pass/throw the box to the next person and continue until all questions have been asked:

#### *Grief and Loss Questions:*

- What makes you angry [or frustrated, or enraged] about the world?
- What makes you scared about the future?
- What is something that you are afraid of losing?
- What's hard about talking about climate grief?
- What is one way you can be hard on yourself?
- How do you feel about your relationship with nature?

#### *Healing and Coping Questions:*

- What do you love about the world?
- What gives you hope for the future?
- What is one way you cope well with your feelings about climate?
- What is something you would like to let go of?
- What are some supports in your life?
- What is a way that you take care of yourself?
- How do you connect with nature?

### **Activity 2: Identifying mixed feelings**

- *We often have complex feelings in relation to climate change*
- *It's not uncommon that we have more than 1 feeling about a certain situation, especially when it comes to things like climate change*
- *Sometimes it can feel like a tug-of-war with one feeling pulling us one way, and another feeling pulling us the opposite way*

- *For example, sometimes you might feel like going out with friends, but also want to stay home at watch TV instead*
- *Sometimes this is tricky with our climate change feelings. For example, sometimes we hear people your age say things like, I want to get my Ps but I'm also worried about doing so many hours of driving because I know that cars add carbon emissions to the atmosphere*
- *So sometimes different feelings and desires can exist at the same time*
- *It's helpful to recognise these different and mixed feelings*

**Task:** Participants to complete the mixed feelings worksheet Part 1 (5 questions identifying mixed feelings)

*E.g. I want to go to soccer practice, but I also want to avoid driving too much because cars emit carbon*

*E.g. I want to go to get my Ps, but I also want to avoid driving too much because cars emit carbon*

1. I need/want to \_\_\_\_\_,  
but I also need/want to \_\_\_\_\_
2. I need/want to \_\_\_\_\_,  
but I also need/want to \_\_\_\_\_
3. I need/want to \_\_\_\_\_,  
but I also need/want to \_\_\_\_\_
4. I need/want to \_\_\_\_\_,  
but I also need/want to \_\_\_\_\_
5. I need/want to \_\_\_\_\_,  
but I also need/want to \_\_\_\_\_

## Session 2

Time	Theme	Activity description
10:45 - 12:15	Session 2 – Taking action together	<ul style="list-style-type: none"><li>• Intro to activity</li><li>• Activity 3: making 'flow hives' together in group</li></ul>

- *Finding meaning and meaning focused coping can help us to manage climate anxiety*
- *There are lots of ways that we can look to finding meaning and engage in meaning-focused activities*
- *One way of doing this can be to engage in nature restoration*
- *Nature restoration can help us to feel more empowered to help with nature, can help us to feel that we are part of supporting nature, can help show that we care about nature, and can help us to feel more connected with nature*
- *When we connect with nature, we tend to feel better – it can improve our mood, as well as give us more space to think and reflect*

### **Activity 3: Making Flow Hives together**

Task: Introduce task of making flow hives – explain that we will be making the hive, but also have some discussion while we do the activity

Have the group work together to create the flow hives. While you are building the hives, lead the following discussion:

- Explain the benefits of acting in the alleviation of eco-anxiety
- Explain beehive project, what bees are, how resilient they are, how they communicate and work together, how they have gone through floods/droughts.
- Link to concept of resilient communities and strength found in working together for a sustainable future
  - *Doing these sorts of activities can also help us to connect with our values around nature and the environment as well*
- Lead discussion/reflection on participants' relationship with nature
- Identify any key values around nature and the environment (e.g. sustainability, caring for future generations, animal rights, a fulfilling future etc)
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## Session 3

Time	Theme	Activity description
13:00-14:00	Session 3 -Coping and cultivating resilience	<ul style="list-style-type: none"> <li>• Introduce coping</li> <li>• <b>Activity #4:</b> mixed feelings about climate change part 2</li> <li>• <b>Activity #5:</b> 10-minute mindfulness nature meditation/journaling</li> <li>• Group discussion about coping and reflections</li> </ul>

- *Sometimes it can feel hard to know how to cope with feelings around climate change and we can feel pretty powerless*
- *Doing actions that are in line with our values around nature can be one way that we can start to feel better about climate change*

### **Activity 4: Mixed feelings part 2**

- *Sometimes we need to review goals in light of current circumstances – so this might mean changing exactly what the end goal is to fit within our lives.*
- *This might mean reducing our carbon footprint, but understanding that we can't remove it entirely and we can't solve what everyone else is doing*
- *We also might need to reorder priorities based on our values and know that we can't do everything we might want to improve climate change, but pick a few key things to focus on*
- *We can use our values to help guide what those might be*
- *This can help us to feel a bit more in control and a bit better about things*

**Task:** Go back to the mixed feeling worksheet, now have participants complete part 2 – Solutions and Feelings

Have participants write a possible solution for each of their 5 statements

- *E.g. I want to go to soccer practice, but I also want to avoid driving too much because cars emit carbon – Solution: I can carpool with others, or when the weather is good I can walk there with friends*
- *E.g. I want to go to get my Ps, but I also want to avoid driving too much because cars emit carbon – Solution: I can try and do something good for the environment for every hour spent driving (e.g. water a plant, plant some seedlings in the garden, grow some vegetables)*



Then have participants complete the Feelings side: “How do you feel when you know you’re taking action to offset your carbon foot print?”

- Lead brief discussion to review activity
- Ask them to consider if the solutions fit with their values
- Ask them to reflect on how doing solutions that fit with their values would make them feel/what they responded on the feeling page

### **Activity 5: Nature journaling**

- *We can do certain things to make us feel better and improve our mood*
- *Something that can be really good for us is to actually spend time in nature*
- *Being in nature, has been shown to be beneficial for improving mood, reducing distress, and allowing space for reflection*
- *Even just looking at images of nice nature scenes can help us to feel better, although being in real nature is even better*

**Task:** Have participants find a place in nature and undertake the journaling activity

#### **Nature Journaling**

- Find a comfortable position to sit where you can be looking at nature
- Take a moment to pause as you notice sensations you are experiencing in this place
  - What are the sounds, smells, sights, what can your body feel (e.g., a gentle breeze)?
- Bring to mind what most delights you about this place in nature
- Now begin to journal about what you are feeling, thinking and experiencing about being in this place in nature

- Lead brief review/recap

## Session 4

Time	Theme	Activity description
14:15-15:00	Session 4 -Taking action together and cultivating resilience	• <b>Intro:</b> self-care and coping
		• <b>Continue activity:</b> making 'flow hives' together
		• <b>Activity #6:</b> Group self-care activities brainstorm

### Activity 6: Self-care/coping brainstorm

**Task:** Have participants brain storm coping and self-care options as a group.

On the paper write the following 5 categories for self-care:

1. Supporting wellbeing
2. Supporting healthy self-image and defending against negative inner judgement
3. Allowing for pleasure and enjoyment (e.g., relational, sensory, intellectual, creative)
4. Supporting healthy sleep and rest
5. Asking for help

Ask the group what they understand each category to mean/how they define each category

Participants are invited to share ways in which they struggle with self-care in each category. Participants are then asked to brainstorm ways of addressing these challenges/ways to cope in these categories

## Session 5

Time	Theme	Activity description
15:00-15:15	Session 5: Closing	• Finish building/painting beehive
		• Naming the beehive and discuss where they will be located
		• <b>Activity #7:</b> Reflect on learnings or experiences from the day

## Activity 7: Peeling the onion

**Task:** Prepare the ‘onion’ in advance – this is like pass the parcel, but with questions placed in each layer. The questions pertain to key take home messages, reflections and lessons learnt from the day.

Participants throw the ‘onion’ around the group.

Each person removes a layer – and reads out the question on the paper and the task.

They then answer that question, do the task, and then throw the onion to the next person.

Time	Theme	Activity description
15:15-15:45	Assessment	<ul style="list-style-type: none"><li>Administration of post-intervention measures (clinical psychology students to assist).</li></ul>
15:45-16:00	Departure/bus back to town	

## References

- Climate Therapy Alliance (2019) *Emotional Resilience Toolkit for Climate Work*
- Leslie Davenport (2017) *Emotional Resiliency in the Era of Climate Change*
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- [Gunasiri et al. \(2022\)](#) Hope, Coping and Eco-Anxiety: Young People’s Mental Health in a Climate-Impacted Australia
- [Stanley et al. \(2021\)](#) From anger to action: Differential impacts of eco-anxiety, eco-depression, and eco-anger on climate action and wellbeing
- [APA \(2017\)](#) Mental Health and Our Changing Climate
- [APS](#) Coping with Climate Change Distress