Encouraging true collaboration

Why collaboration?

Family Tree

What is BBC Future? Earth Future Planet Health Gap Sustainability on a Shoestring

FAMILY TREE | PSYCHOLOGY

How can we help kids cope with 'eco-anxiety'?

(Image credit: Getty Images)

RCPCH

Royal College of Paediatrics and Child Health

Leading the way in Children's Health

Get Involved About Nations

Home Membership Education and careers Work we do Resources Key topics News

Home | News and events | News

Children and young people fear Government no longer cares about climate change, says RCPCH report

19 October 2023

Royal College of Paediatrics and Child Health (RCPCH) has published a report detailing children and young people's first-hand experiences and understanding of climate change, revealing a staggering rise in eco-anxiety among younger generations.

Save the Children

Accessibility Tools

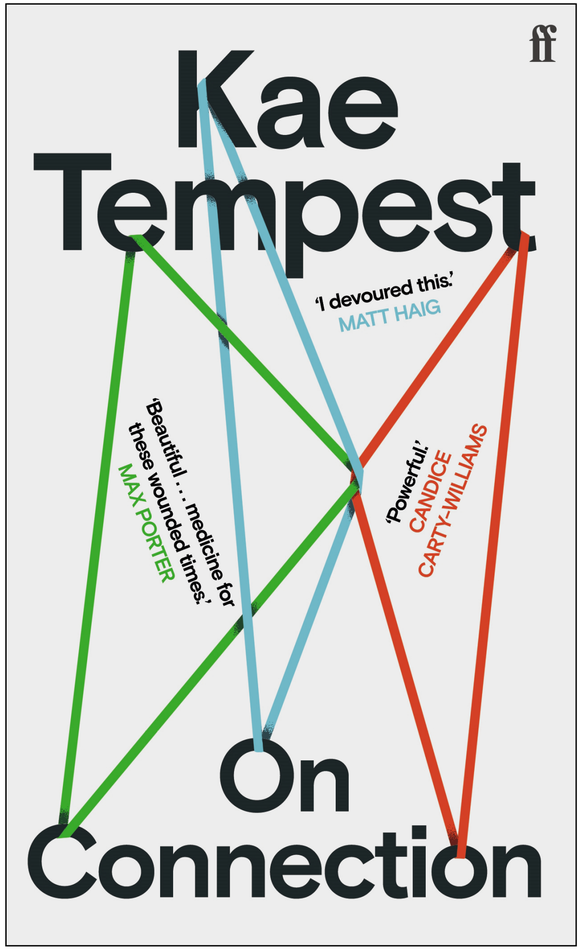
WHAT WE DO HOW YOU CAN HELP EMERGENCIES ABOUT US SHOP

- **70% are worried about the world they will inherit, Save the Children finds**
- **Children available for interview: 'We feel powerless and scared. The government must do more'**

Climate anxiety is rising in children in the UK, with 70% worried about the world they will inherit, new research revealed in the run-up to COP27 this weekend.

A survey of 3,000 children for Save the Children sent a powerful message to Rishi Sunak and other world leaders gathering in Egypt: no fewer than 75% want the government to take stronger action on the climate and inequality crisis.

Some 60% think climate change and inequality are affecting their generation's mental health in the UK. More than half (56%) believe it is also causing a deterioration in child mental health globally.

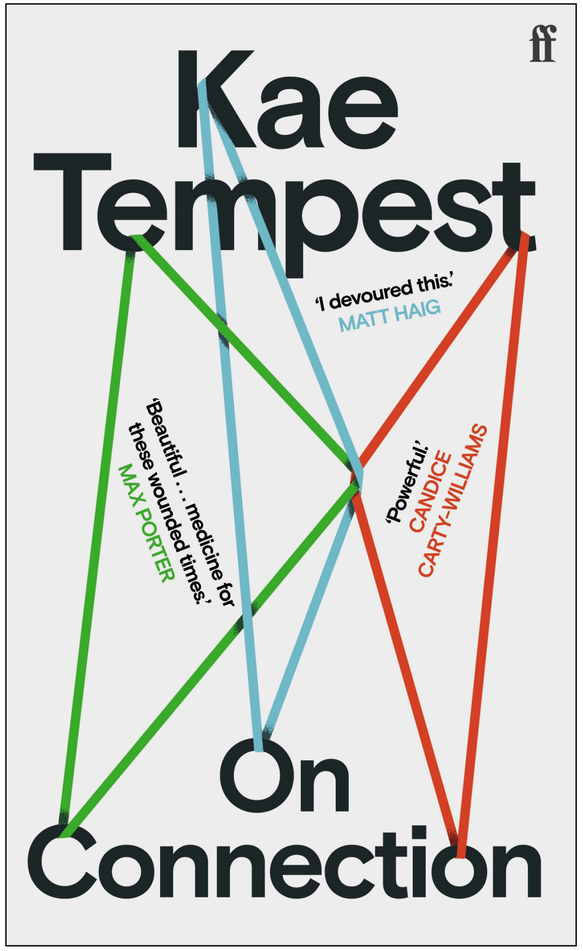


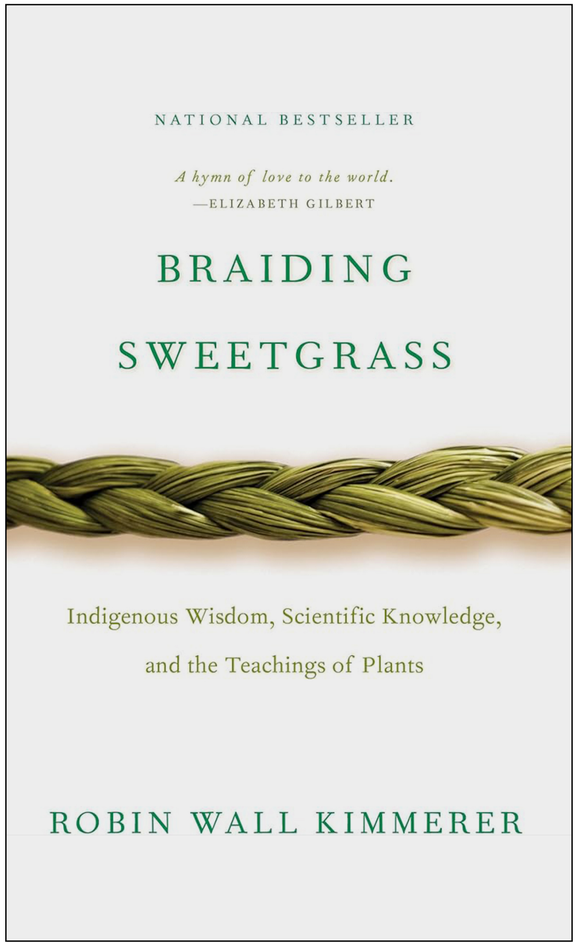
"Creativity encourages connection. And connection to true uncomfortable self allows us to take responsibility for our impact on other people"

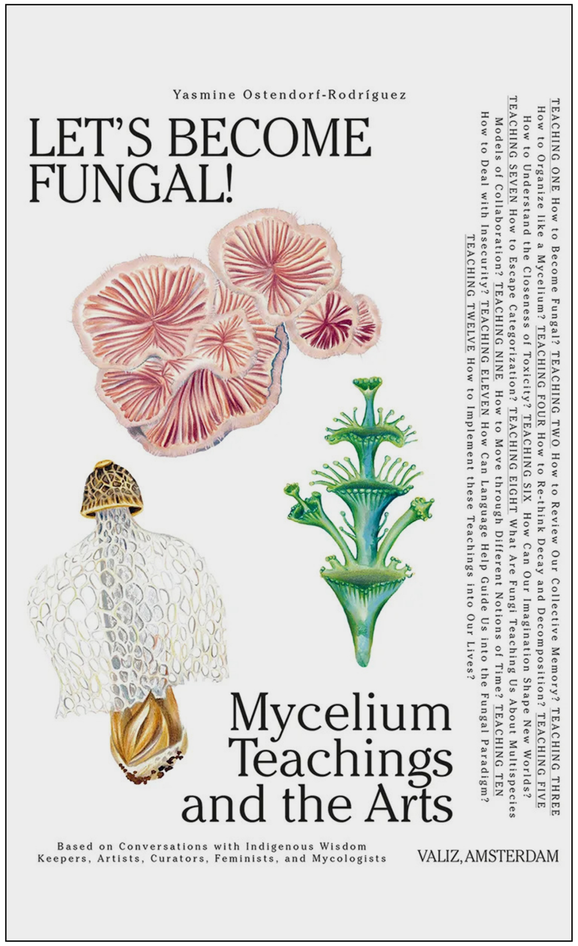
Kae Tempest

"No bird soars too high, if he soars with his own wings […] The most sublime act is to set another before you"

William Blake


ff
Kae Tempest
'I devoured this.'
MATT HAIG
'Beautiful . . . medicine for these wounded times.'
MAX PORTER
'Powerful.'
CANDICE CARTY-WILLIAMS
On Connection

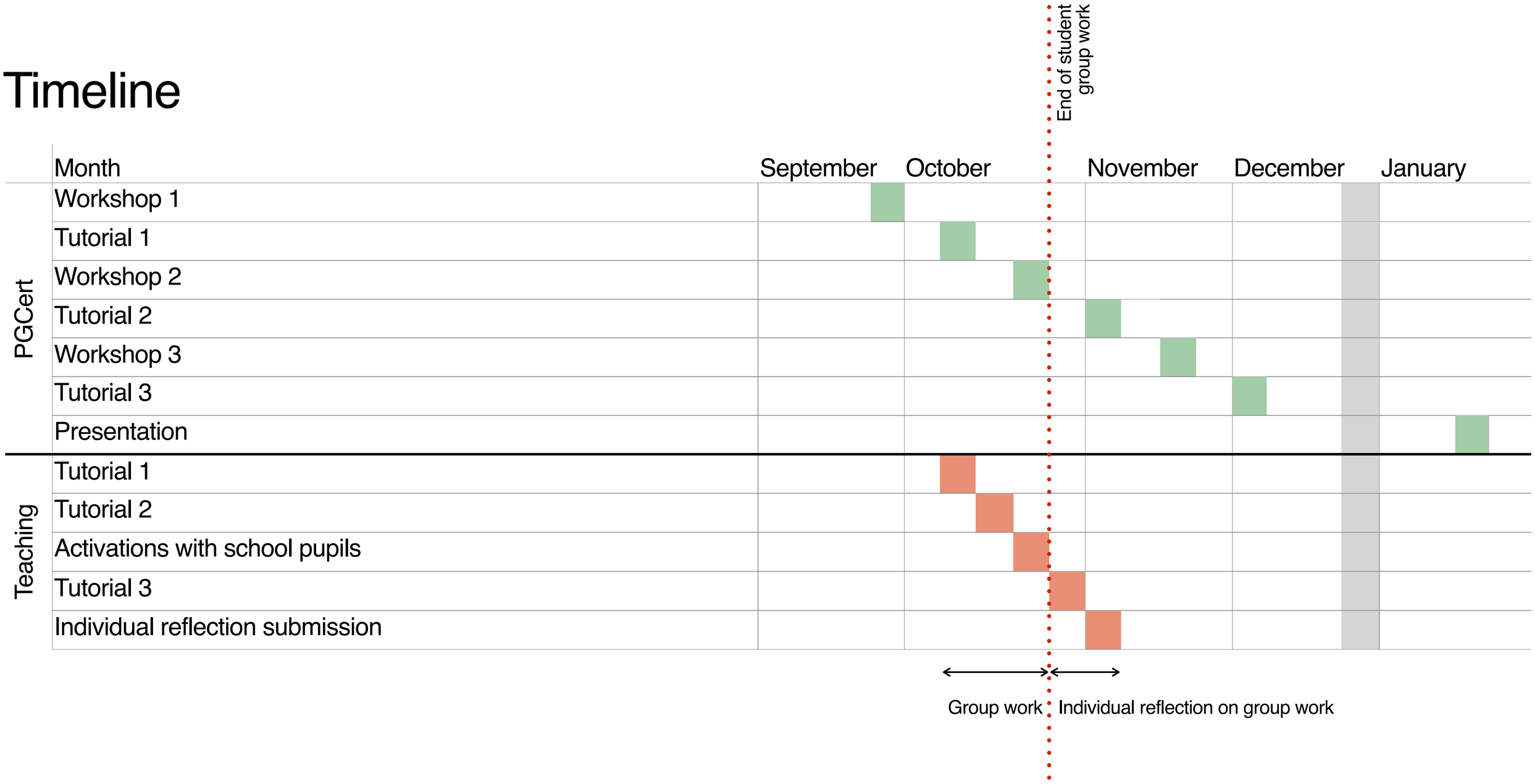

NATIONAL BESTSELLER
A hymn of love to the world.
—ELIZABETH GILBERT
BRAIDING SWEETGRASS
Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants
ROBIN WALL KIMMERER


Yasmine Ostendorf-Rodríguez
LET'S BECOME FUNGAL!
Mycelium Teachings and the Arts
Based on Conversations with Indigenous Wisdom Keepers, Artists, Curators, Feminists, and Mycologists
VALIZ, AMSTERDAM
TEACHING ONE How to Become Fungal? TEACHING TWO How to Review Our Collective Memory? TEACHING THREE How to Organize like a Mycelium? TEACHING FOUR How to Re-think Decay and Decomposition? TEACHING FIVE How to Understand the Closeness of Toxicity? TEACHING SIX How Can Our Imagination Shape New Worlds? TEACHING SEVEN How to Escape Categorization? TEACHING EIGHT What Are Fungi Teaching Us About Multispecies Models of Collaboration? TEACHING NINE How to Move through Different Notions of Time? TEACHING TEN How to Deal with Insecurity? TEACHING ELEVEN How Can Language Help Guide Us into the Fungal Paradigm? TEACHING TWELVE How to Implement these Teachings into Our Lives?

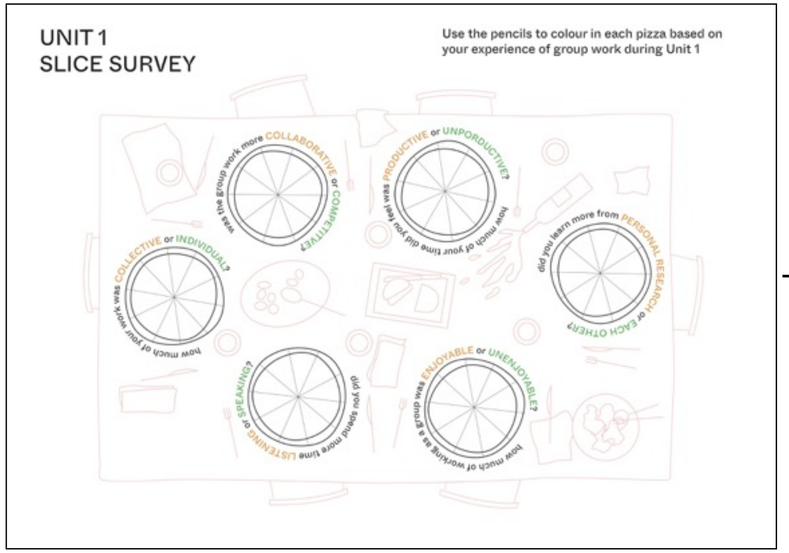
Unit 1: Practicing Ethics

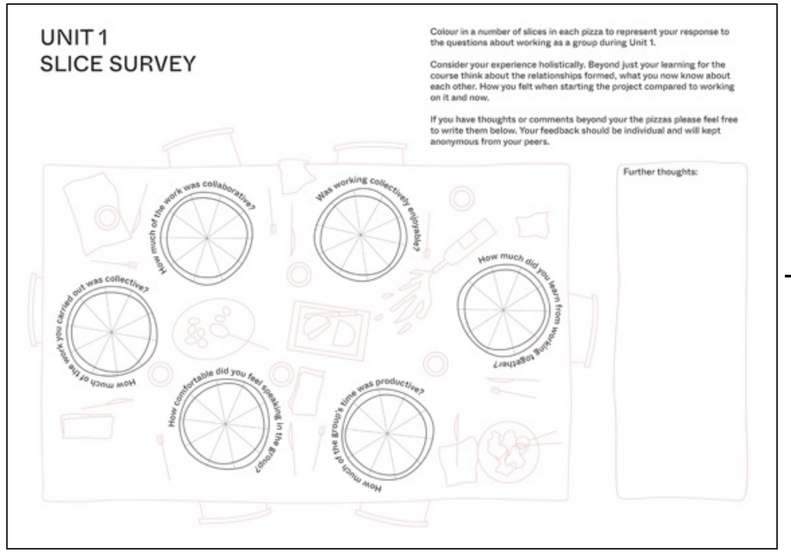
Food Play Machines

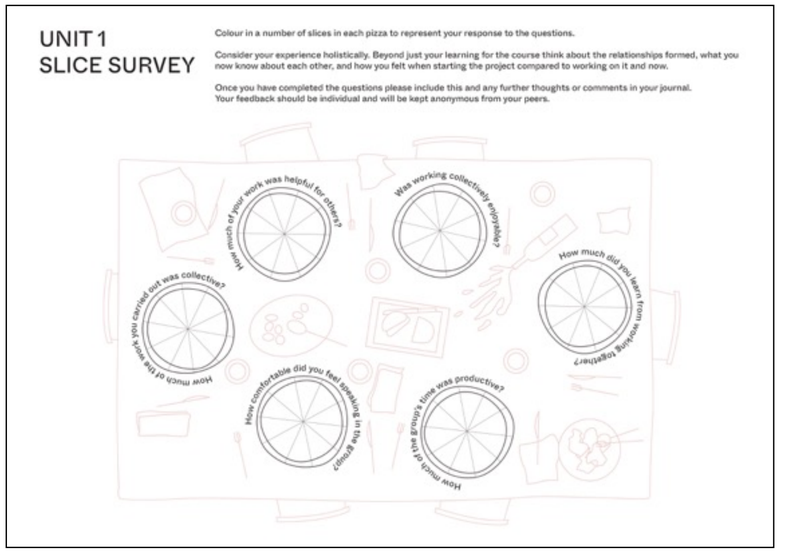
Timeline


End of student group work
Month
September
October
November
December
January
PGCert
Workshop 1
Tutorial 1
Workshop 2
Tutorial 2
Workshop 3
Tutorial 3
Presentation
Teaching
Tutorial 1
Tutorial 2
Activations with school pupils
Tutorial 3
Individual reflection submission
Group work
Individual reflection on group work

Action: Slice Survey







First Iteration

Description:

Series of questions posed as either/or with students required to colour in proportionate amounts to represent responses.

Too dialectic, does not allow for anything but pre-determined results.

Second Iteration

Description:

More open questions with space for elaboration. Survey to be filled out retrospectively to help with written reflection.

Fire alarm when survey taking place so lost opportunity to help students prior to their written reflection submission.

Third Iteration

Description:

Same questions posed at commencement of next group work project to facilitate discussion about how to carry out new project together.

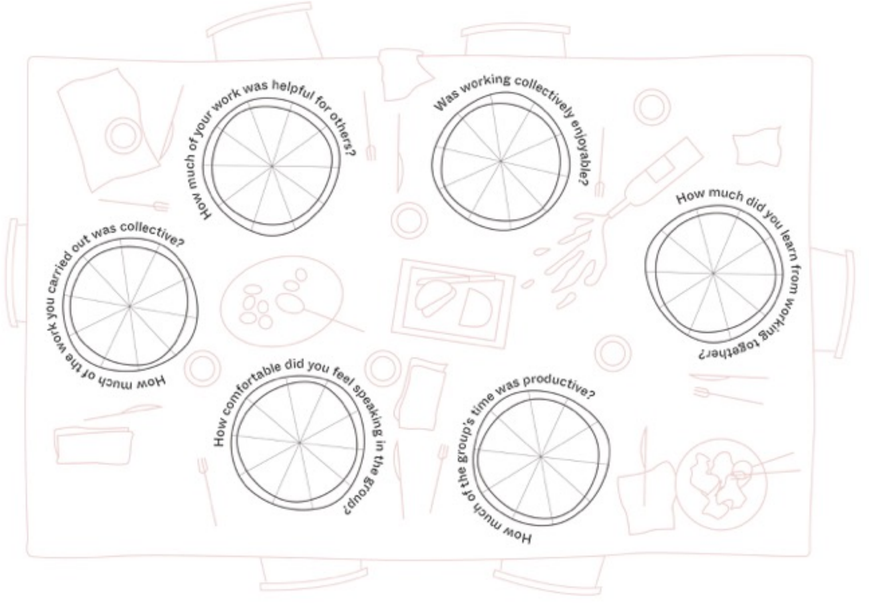
Made the exercise propositional, helping students reflect on past experience to improve with new groups.

UNIT 1
SLICE SURVEY

Colour in a number of slices in each pizza to represent your response to the questions.

Consider your experience holistically. Beyond just your learning for the course think about the relationships formed, what you now know about each other, and how you felt when starting the project compared to working on it and now.

Once you have completed the questions please include this and any further thoughts or comments in your journal. Your feedback should be individual and will be kept anonymous from your peers.



UNIT 1
SLICE SURVEY

Colour in a number of slices in each pizza to represent your response to the questions.

Consider your experience holistically. Beyond just your learning for the course think about the relationships formed, what you now know about each other, and how you felt when starting the project compared to working on it and now.

Once you have completed the questions please include this and any further thoughts or comments in your journal. Your feedback should be individual and will be kept anonymous from your peers.

How much of the work you carried out was collective?

How much of your work was helpful for others?

Was working collectively enjoyable?

How much did you learn from working together?

How much of the group's time was productive?

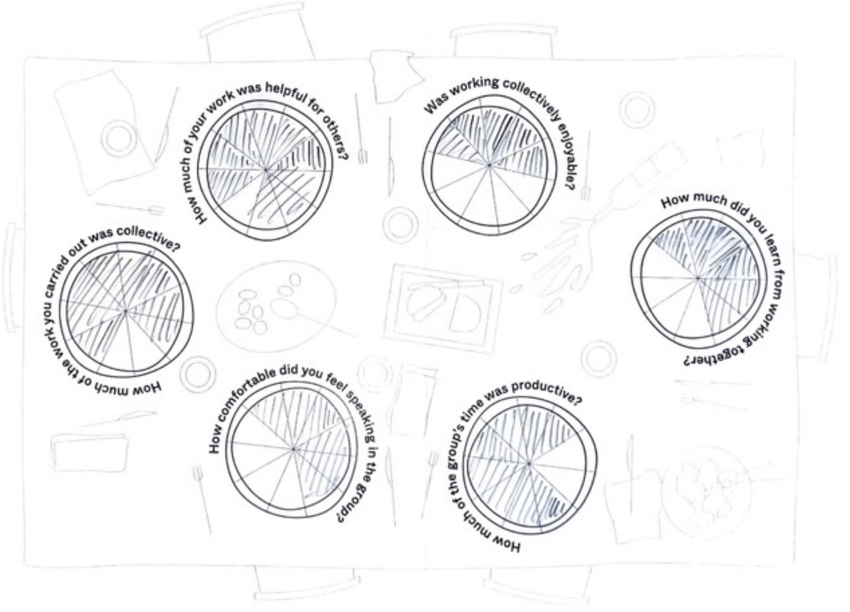
How comfortable did you feel speaking in the group?

UNIT 1
SLICE SURVEY

Colour in a number of slices in each pizza to represent your response to the questions.

Consider your experience holistically. Beyond just your learning for the course think about the relationships formed, what you now know about each other, and how you felt when starting the project compared to working on it and now.

Once you have completed the questions please include this and any further thoughts or comments in your journal. Your feedback should be individual and will be kept anonymous from your peers.



UNIT 1
SLICE SURVEY

Colour in a number of slices in each pizza to represent your response to the questions.

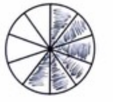
Consider your experience holistically. Beyond just your learning for the course think about the relationships formed, what you now know about each other, and how you felt when starting the project compared to working on it and now.

Once you have completed the questions please include this and any further thoughts or comments in your journal. Your feedback should be individual and will be kept anonymous from your peers.

How much of the work you carried out was collective?

How much of your work was helpful for others?

Was working collectively enjoyable?



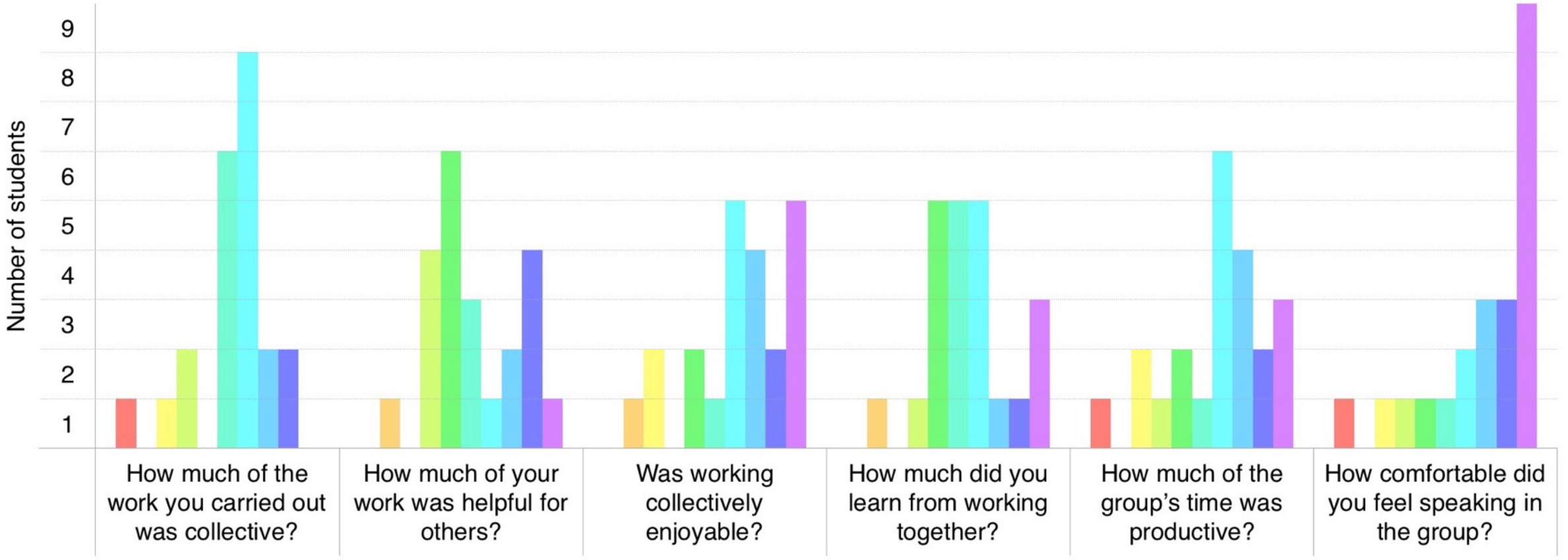
How much did you learn from working together?

How much of the group's time was productive?

How comfortable did you feel speaking in the group?

Analysis: Quantitative

How much of the work you carried out was collective?	How much of your work was helpful for others?	Was working collectively enjoyable?	How much did you learn from working together?	How much of the group's time was productive?	How comfortable did you feel speaking in the group?
3	10	7	5	3	9
7	6	8	5	7	8
9	5	10	6	10	10
4	5	8	7	10	10
9	8	10	7	8	10
7	5	8	6	8	9
7	6	5	6	7	8
8	9	7	10	7	10
7	6	3	10	4	10
6	5	9	8	7	10
7	2	10	9	8	10
7	4	9	10	10	5
6	9	7	5	5	4
6	7	7	5	9	10
6	4	10	7	5	7
6	5	3	7	7	8
7	8	7	7	6	7
7	9	10	6	7	9
4	4	6	4	3	3
8	9	5	6	8	6
6	5	8	5	9	10
1	4	2	2	1	1


Number of students
9
8
7
6
5
4
3
2
1
How much of the work you carried out was collective?
How much of your work was helpful for others?
Was working collectively enjoyable?
How much did you learn from working together?
How much of the group's time was productive?
How comfortable did you feel speaking in the group?

Learnings from quantitative measurement of group work

— Comparison
— Nuance
— Action

Analysis: Qualitative

How much of the work you carried out was collective?

How much of your work was helpful for others?

Was working collectively enjoyable?

How much did you learn from working together?

How much of the group's time was productive?

How comfortable did you feel speaking in the group?

STUDENT 1

I think our team cooperated very well in the whole project, both in the early stage of the basic guide and in the later stage of the final model production, we showed the team spirit very well, especially when we encountered problems, good communication and the call of inspiration helped us get the most perfect solution in the shortest time.
Especially in the survey of some flat terrain, we are very regularly responsible for their own parts and the final data is well summarized together, which greatly improves our work efficiency to a certain extent, and makes the data extremely accurate. However, we also have some problems in this process, such as our lonely idea can not be unified in the shortest time, so that many people do not know that we have changed the new scheme and spent a lot of time on the measurement of the old scheme, so that we have technical bottlenecks in the production of models.
What is more commendable to me is the unity of each team member. Everyone has their own ideas and expectations for the model. However, when facing difficulties together, everyone can give way to each other and consider the most balanced design plan together, and there is no quarrel in this process. This is also a big reason that helped us get this model successful.

Summary:
Positive experience with group problem solving and division of labour. Generally efficient. Members able to give opinions and hear others.

Improvements:
- *Assist in establishing good communication at the start to ensure efficiency and avoid abortive work.*
- *Encourage division of labour as smaller groups rather than as individuals to account for differing levels of comfort with presenting findings/work/opinions.*

How much of the work you carried out was collective?

How much of your work was helpful for others?

Was working collectively enjoyable?

How much did you learn from working together?

How much of the group's time was productive?

How comfortable did you feel speaking in the group?

STUDENT 1

I think our team cooperated very well in the whole project, both in the early stage of the basic guide and in the later stage of the final model production, we showed the team spirit very well, especially when we encountered problems, good communication and the call of inspiration helped us get the most perfect solution in the shortest time.
Especially in the survey of some flat terrain, we are very regularly responsible for their own parts and the final data is well summarized together, which greatly improves our work efficiency to a certain extent, and makes the data extremely accurate. However, we also have some problems in this process, such as our lonely idea can not be unified in the shortest time, so that many people do not know that we have changed the new scheme and spent a lot of time on the measurement of the old scheme, so that we have technical bottlenecks in the production of models.
What is more commendable to me is the unity of each team member. Everyone has their own ideas and expectations for the model. However, when facing difficulties together, everyone can give way to each other and consider the most balanced design plan together, and there is no quarrel in this process. This is also a big reason that helped us get this model successful.

Summary:
Positive experience with group problem solving and division of labour. Generally efficient. Members able to give opinions and hear others.

Improvements:
- *Assist in establishing good communication at the start to ensure efficiency and avoid abortive work.*
- *Encourage division of labour as smaller groups rather than as individuals to account for differing levels of comfort with presenting findings/work/opinions.*

Teaching improvements to facilitate better collective work

— Emphasise the aim of group work being about helping others rather than having them help you.

— Encourage recognition of the value of all voices and allow space for relationship-building within the design process.

— Encourage respectful discussion around cultural and societal differences to promote mutual learning in a safe space.

— Assist in establishing good communication at the start to ensure efficiency and avoid abortive work.

— Recommend initial development of ideas be done through group discussion rather than as individuals to encourage cohesion, consideration and a ‘common goal’.

— Encourage division of labour as smaller groups rather than as individuals to account for differing levels of comfort with presenting findings/work/opinions.

— Emphasise responsibility to others, aiming towards taking responsibility for one’s own contribution to the group.

— Encourage efficiency of work but also culture of learning through rotating roles for a range of experiences.

— Assist in planning of project development to help set realistic responsibilities and timescales.

— Encourage continued reflection upon individual learning from collective work, and recognise the help of others whether in individual or group work.

Thank you

Bibliography

— Allport, G.W. (1979) The Nature Of Prejudice: 25th Anniversary Edition. Anniversary edition. Reading, Mass: Basic Books.

— Blake, W. (1975) The Marriage of Heaven and Hell. Oxford: Oxford University Press.

— Children and young people fear Government no longer cares about climate change, says RCPCH report (2023) RCPCH. Available at: https://www.rcpch.ac.uk/news-events/news/children-young-people-fear-government-no-longer-cares-about-climate-change-says (Accessed: 3 January 2025).

— Glausiusz, J. (2022) How can we help kids cope with ‘eco-anxiety’? Available at: https://www.bbc.com/future/article/20220315-how-eco-anxiety-affects-childrens-minds (Accessed: 3 January 2025).

— Gray, C. and Malins, J. (2004) Visualizing research: a guide to the research process in art and design [electronic resource]. Aldershot: Ashgate. Available at: https://arts.idm.oclc.org/login?url=http://www.vlebooks.com/vleweb/product/openreader?id=UALONDON&isbn=9780754680017&uid=^u (Accessed: 16 December 2024).

— Kara, H. (2015) Creative Research Methods in the Social Sciences: A Practical Guide. Bristol, UNITED KINGDOM: Policy Press. Available at: http://ebookcentral.proquest.com/lib/ual/detail.action?docID=6193498 (Accessed: 16 December 2024).

—Kimmerer, R.W. (2020) Braiding Sweetgrass. London: Penguin.

— Osborne, J.W. (2008) Best Practices in Quantitative Methods. SAGE.

— Ostendorf-Rodríguez, Y. (2023) Let’s Become Fungal!: Mycelium Teachings and the Arts: Based on Conversations with Indigenous Wisdom Keepers, Artists, Curators, Feminists and Mycologists. 1st edition. Amsterdam: Valiz.

— Survey reveals scale of climate anxiety among British children (no date). Available at: https://www.savethechildren.org.uk/news/media-centre/press-releases/survey-reveals-scale-of-climate-anxiety-among-british-children (Accessed: 3 January 2025).

— Tempest, K. (2020) On Connection. Main edition. London: Faber & Faber.

— Tesch, R. (1990) Qualitative Research: Analysis Types and Software. London: Routledge.

— Tufte, E.R. (1990) Envisioning Information. First Edition. Cheshire, Conn: Graphics Press USA.