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Dunkel pædagogik, udeskole og naturdannelse

Lektor, ph.d., Martin Hauberg-Lund Laugesen

Center for Grundskoleforskning (Bæredygtighedspædagogik)

CUHRE: Centre for Understanding Human Relationships with the Environment

Syddansk Universitet

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Disposition

1) Bæredygtighedsdidaktisk model
2) Naturdannelsens emotionelle komponent
3) ”Guide til undervisning i bæredygtighed”
4) Klimapsykologiens fokus på værdien af negativ affekt
5) Dunkel pædagogik som didaktisk tilgang

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1) Bæredygtighedsdidaktisk model

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Bæredygtighedsdidaktisk model

13 Sustainability teaching

Toward an empirically grounded model

Martin Hauberg-Lund Laugesen and Nikolaj Elf

Introduction

Since the 1980s, Education for Sustainable Development (ESD) has i
disciplinary practices primarily in natural science subjects and, to some
social science subjects as well as "interdisciplinary approaches" (Læssøe,
Simultaneously, other green transition-oriented teaching paradigms, fo
ple Critical Ecopedagogy and Environmental and Sustainability Edu
have emerged and contested the ESD paradigm while offering teachin
tices that accentuate the *whats*, *hows*, and *whys* – that is, the basic
questions of content, method, and justification – of sustainability t
(see McLaren, 2013; Karrow & DiGiuseppe, 2020). On empirical g
we argue that a robust general didactics of sustainability ought to be b
a purposefully vague conception of *action competence* as normative id
can then be practically translated into subject-specific as well as crosscu
and transcurricular contexts. On a fundamental level, sustainability
cross- and transcurricular teaching simply because of the disciplinary c
ity inherent in the phenomenon.

In this chapter, we draw on the ethnographic data from the resear
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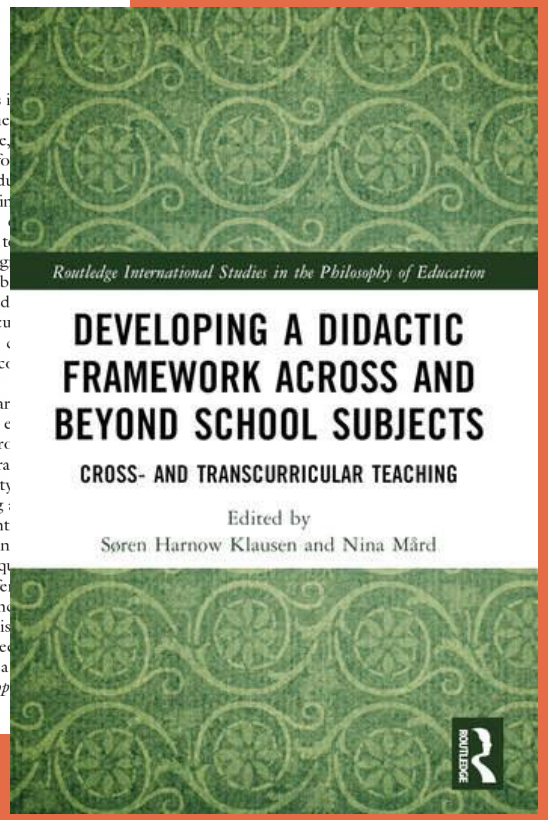
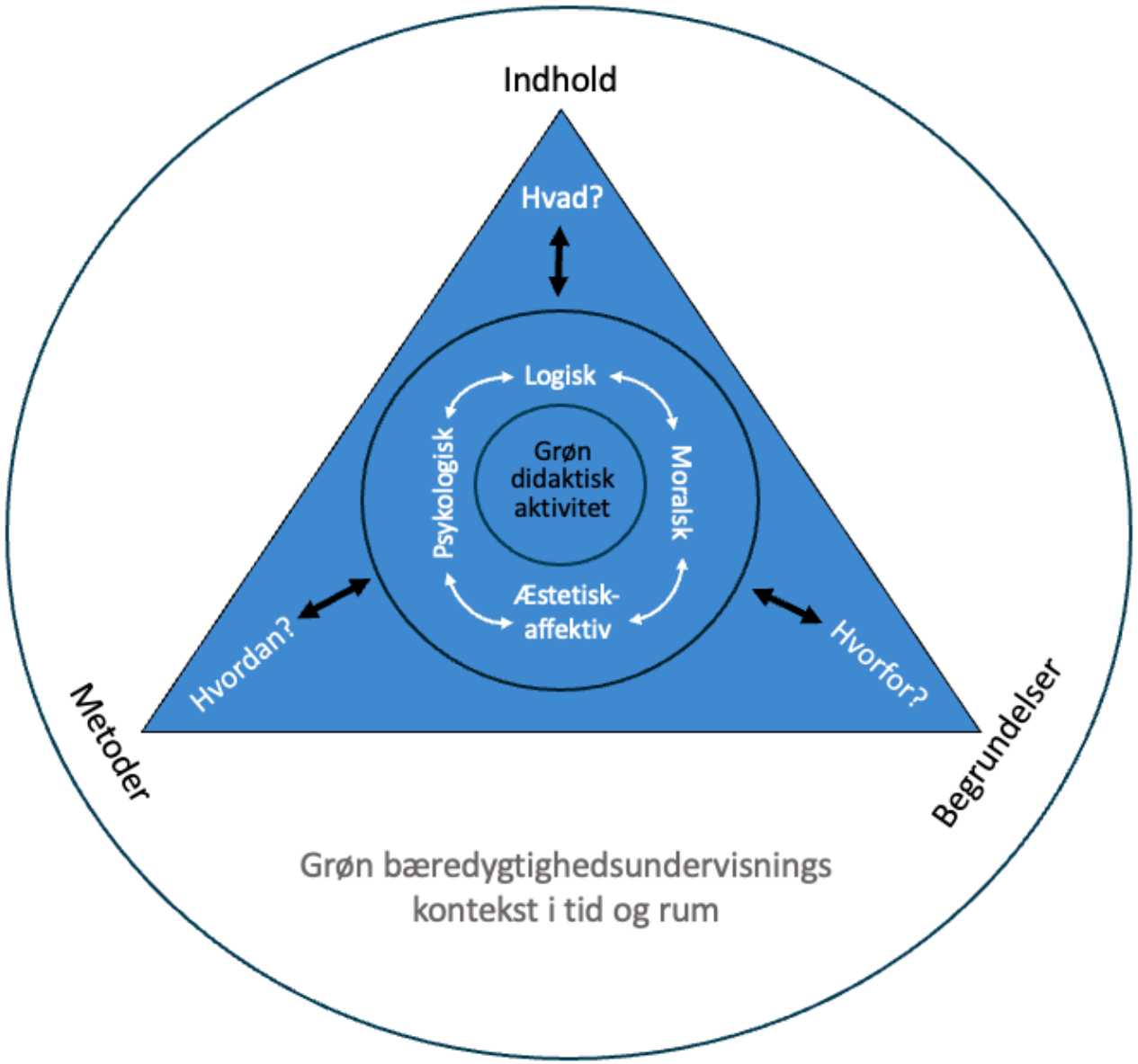
pedagogical and didactic opportunities and challenges involved in cr
transcurricular teaching focusing on sustainability and the green tra
The chapter's main intention is to introduce a model of sustainability
tics reflecting a notion of *quality teaching* in ESD. By way of offering
explanation of what this contested notion of "quality teaching" ent
can say that "quality" is always socially constructed in specific teachin
tions based on teachers' and students' experiences of the teaching in q
Whereas *teaching quality* is used throughout as a neutral concept refe
the quality of teaching, *quality teaching* is used as an analytical con
referring to teaching of high or good quality. We will return to the dis
of quality teaching later in the chapter (see Section "Investigating gre
sition in lower-secondary education"). Our chapter concludes with a
sion of Bildung based on the two cases pointing toward a *post-anthrop*
understanding of sustainability teaching.



2024



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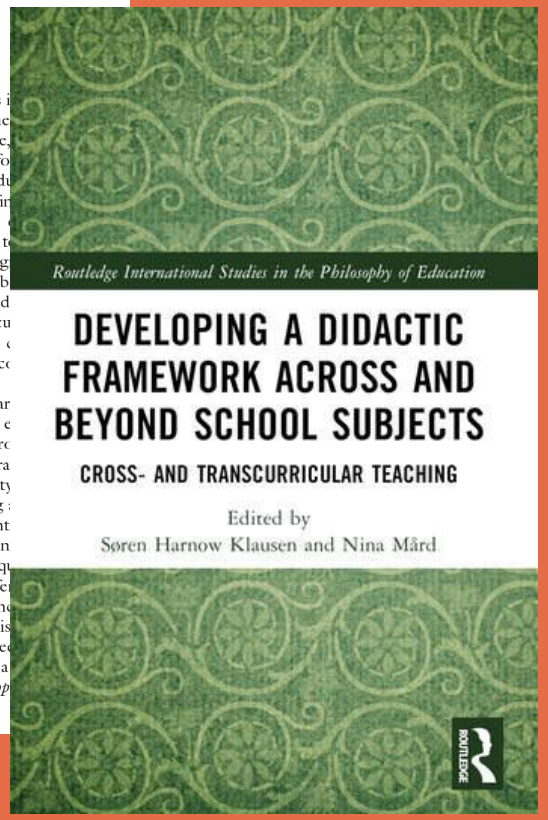

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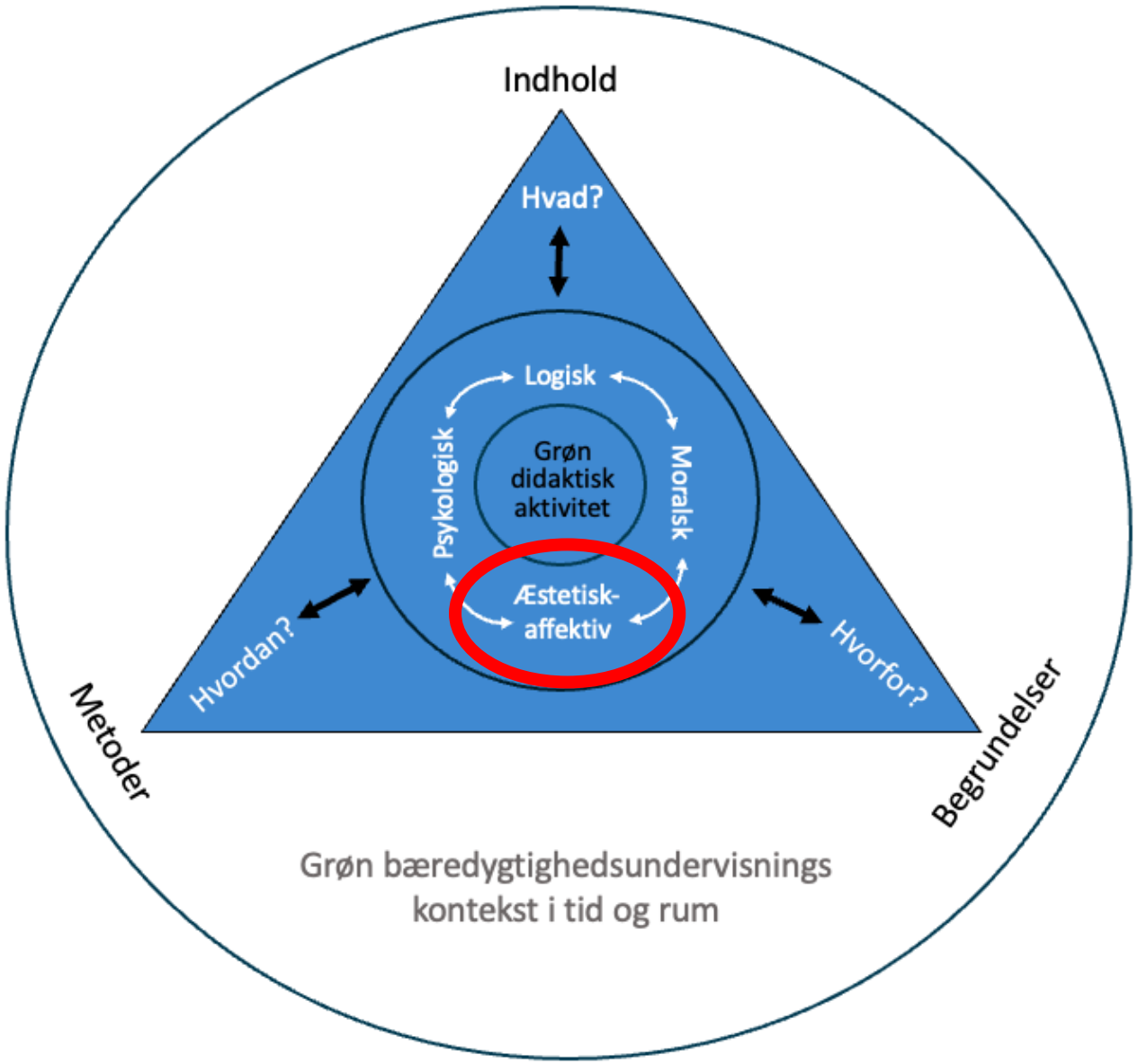

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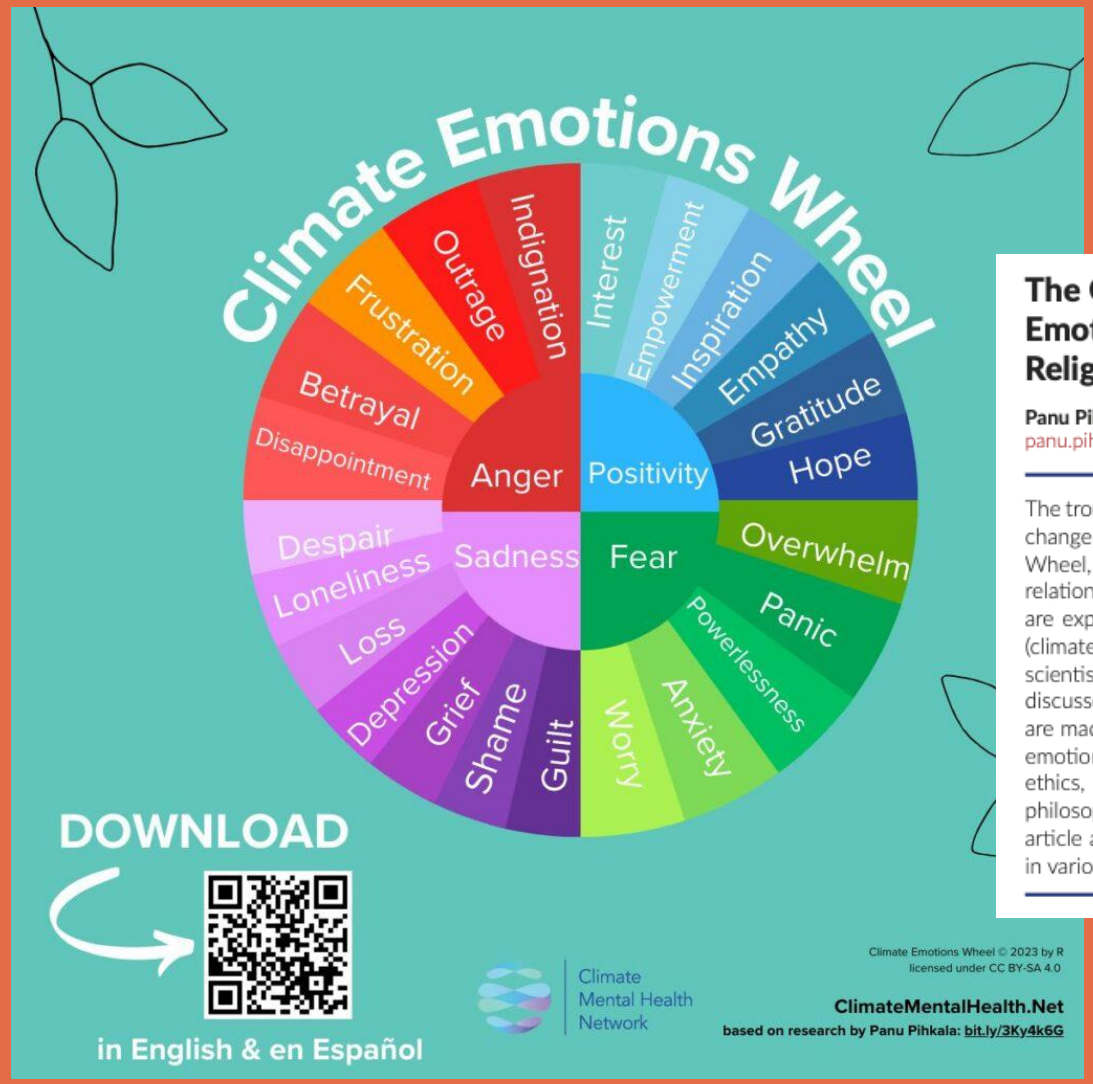

The Climate Emotions Wheel and Polycrisis Emotions: A Discussion with Special Emphasis on Religion and Science

Panu Pihkala, Adjunct Professor, University of Helsinki, Helsinki, Finland,
panu.pihkala@helsinki.fi

The troubled state of the world evokes many kinds of emotion. In this article, climate change-related emotions are discussed with the help of the Climate Emotions Wheel, a popular visualization published in 2023. Climate emotions are set in relation to "polycrisis emotions," and impacts of the polycrisis for climate emotions are explored. Special attention is given to how science and religion interact with (climate) emotions, both on their own and in interaction with each other. Climate scientists are used as a case example. Various dynamics of climate emotions are discussed, such as emotion norms and emotional complexity, and observations are made about their relationship with religion, science, and the polycrisis. Climate emotions are connected with issues related to wellbeing, environmental action, and ethics, and they are of interest to a wide range of people, including advocates, philosophers, health workers, scientists, and religious leaders. This interdisciplinary article aims to support in-depth engagement with climate and polycrisis emotions in various fields.

2019

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2) Naturdannelsens emotionelle komponent

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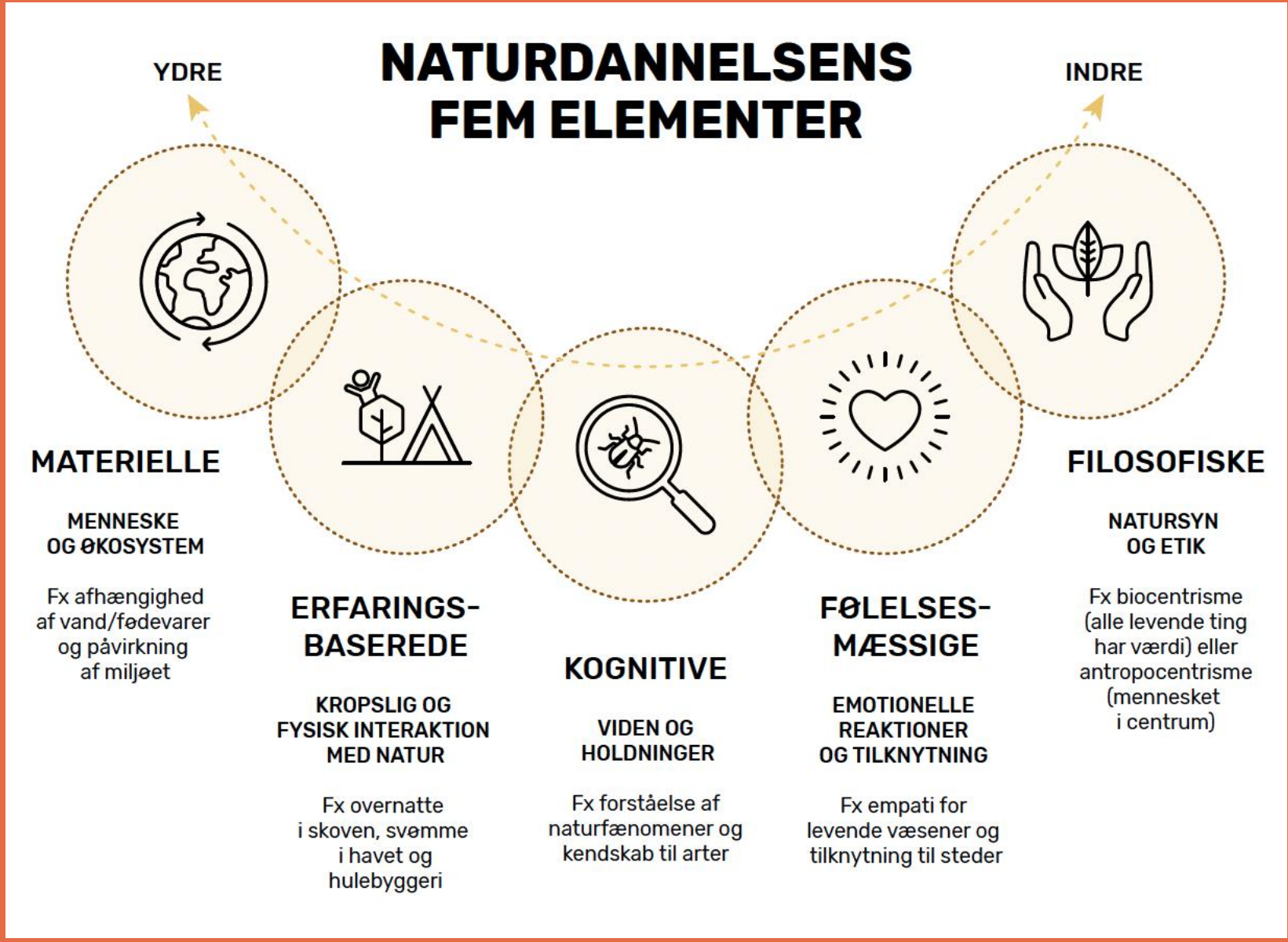
Naturdannelsens emotionelle komponent



2021



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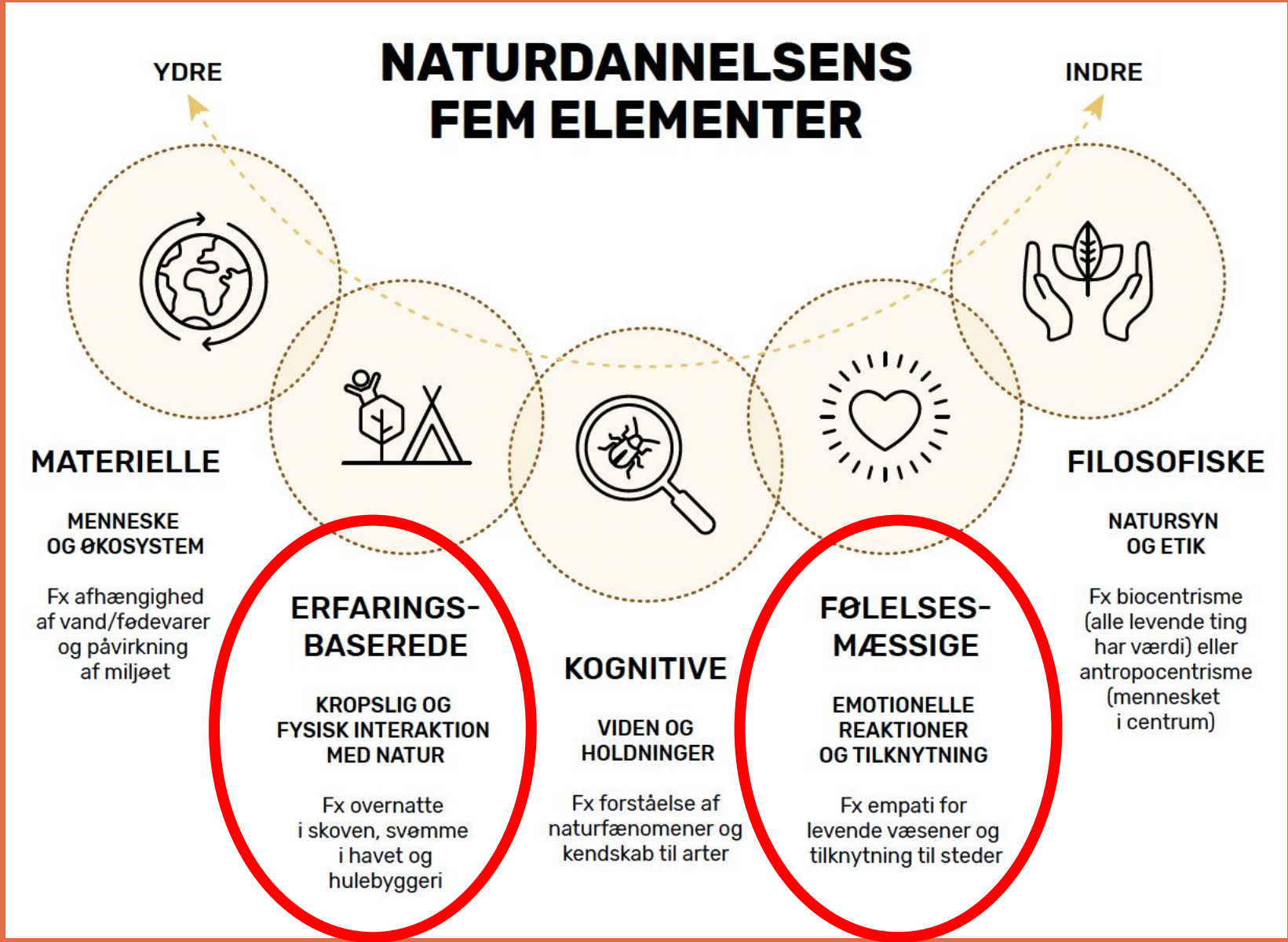
Naturdannelsens emotionelle komponent



2021



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3) ”Guide til undervisning i bæredygtighed”

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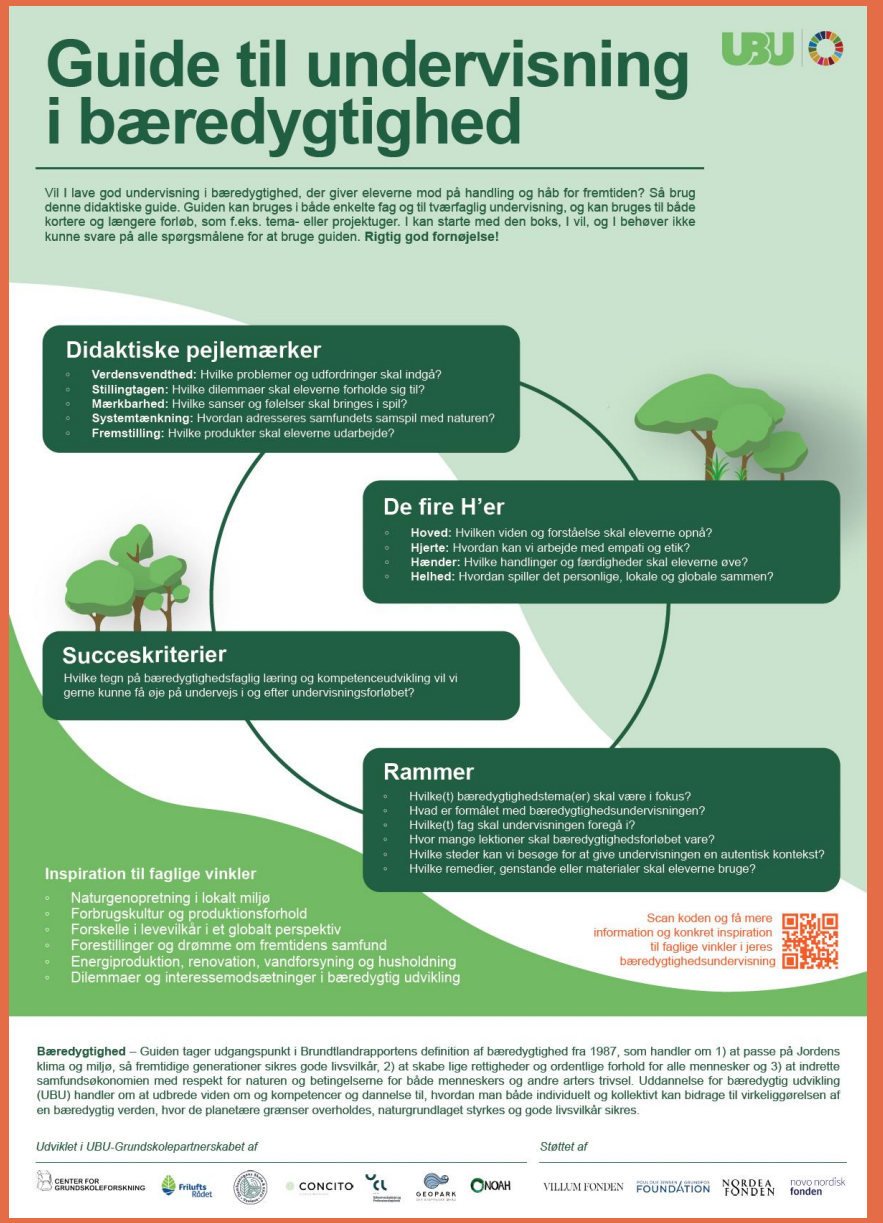
”Guide til undervisning i bæredygtighed”



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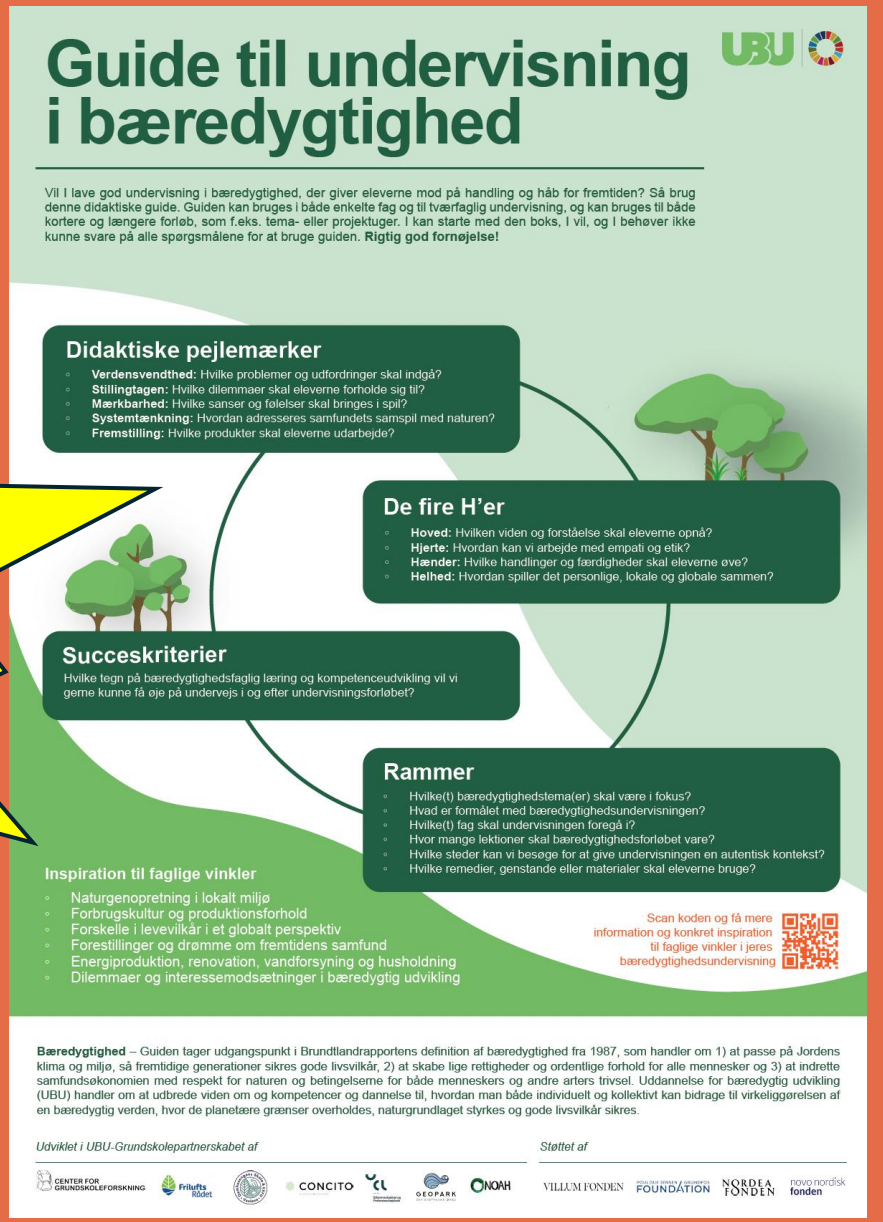
”Guide til undervisning i bæredygtighed”

Lancering fredag d. 4/9-2026!!



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”Guide til undervisning i bæredygtighed”

Didaktiske pejlemærker

- **Verdensvendthed:** Hvilke problemer og udfordringer skal indgå?
- **Stillingtagen:** Hvilke dilemmaer skal eleverne forholde sig til?
- **Mærkbarhed:** Hvilke sanser og følelser skal bringes i spil?
- **Systemtænkning:** Hvordan adresseres samfundets samspil med naturen?
- **Fremstilling:** Hvilke produkter skal eleverne udarbejde?



De fire H’er

- **Hoved:** Hvilken viden og forståelse skal eleverne opnå?
- **Hjerte:** Hvordan kan vi arbejde med empati og etik?
- **Hænder:** Hvilke handlinger og færdigheder skal eleverne øve?
- **Helhed:** Hvordan spiller det personlige, lokale og globale sammen?

tenceudvikling vil vi
gsforløbet?

Rammer

- Hvilke(t) bæredygtighedstema(er) skal være i fokus?
- Hvad er formålet med bæredygtighedsundervisningen?
- Hvilke(t) fag skal undervisningen foregå i?
- Hvor mange lektioner skal bæredygtighedsforløbet vare?
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- Hvilke remedier, genstande eller materialer skal eleverne bruge?

Inspiration til faglige vinkler

- Naturgenopretning i lokalt miljø
- Forbrugskultur og produktionsforhold
- Forskelle i levevilkår i et globalt perspektiv
- Forestillinger og drømme om fremtidens samfund
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Scan koden og få mere information og konkret inspiration til faglige vinkler i jeres bæredygtighedsundervisning

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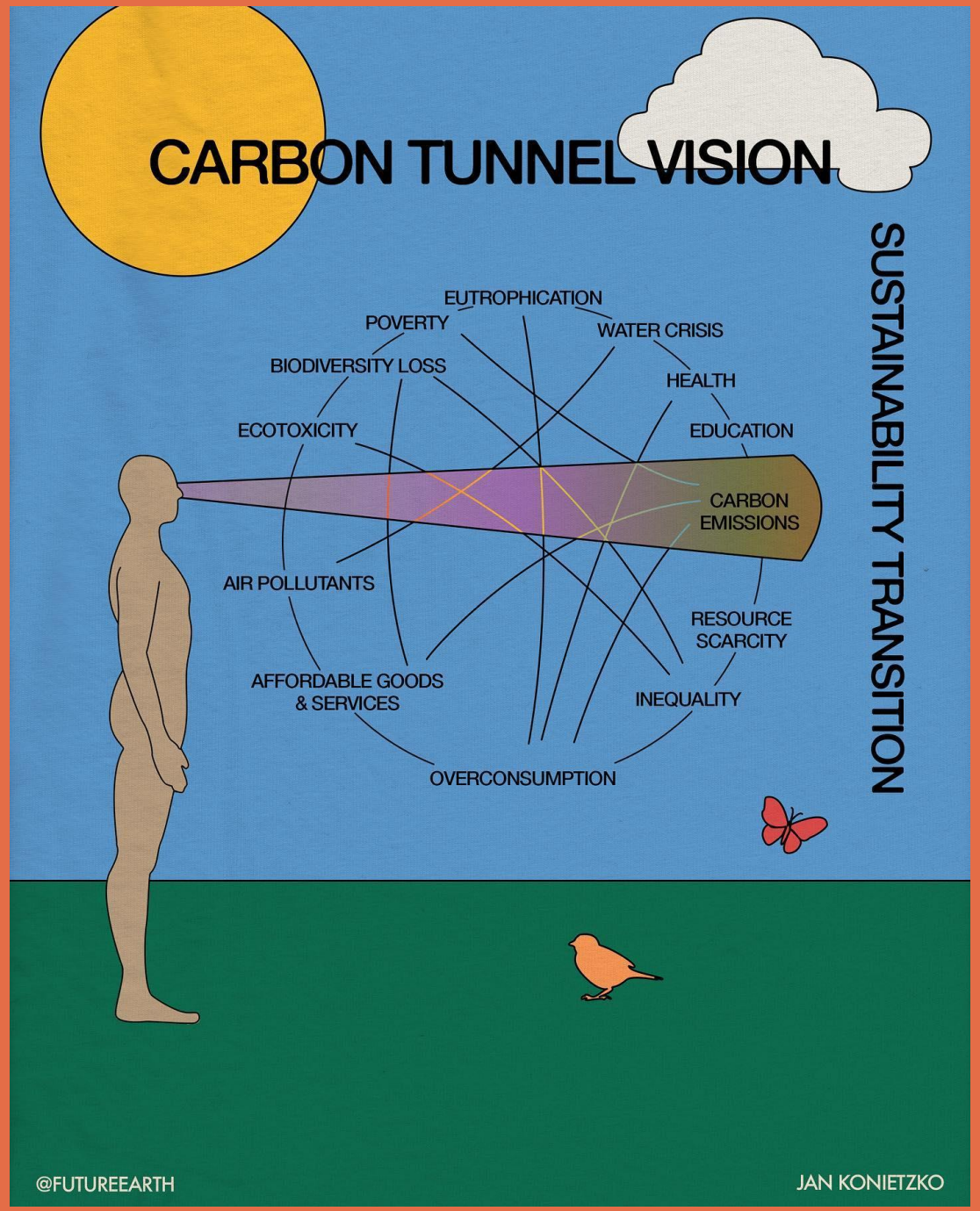

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4) Klimapsykologiens fokus på værdien af negativ affekt

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Klimapsykologiens fokus på værdien af negativ affekt

”When climate anxiety/worry is well-balanced in the individual it is a good thing. 50 years ago, it was only scientists and environmentalists who experienced climate anxiety/worry. The majority of people didn’t even know that they ought to worry, but today we are in a situation where it is almost too late to act. Worry, anxiety and alarm are, in other words, that which shall save us. It is very important to understand that climate worry/anxiety is a healthy human reaction and not a mental illness. On the one hand, it is necessary that people wake up and understand how grave the situation is and feel a degree of fear. But on the other hand, they must not become so anxious that it becomes debilitating.” (Hickman in Garde & Menge 2020, [my translation])



Caroline Hickman

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Klimapsykologiens fokus på værdien af negativ affekt

Beyond "Hope": Constructive Anger as a Force in Sustained Climate Action

Marion Grau[1]

Accepted: 11 December 2024 / Published online: 6 January 2025
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Abstract
This article explores the role of constructive anger in motivating and s
action. It considers relevant research in climate psychology with speci
dynamic between climate-related anger, action, and hope. The psychol
then applied to a reconstruction of the concept of anger and hope in philo
logical approaches. Developing the concept of constructive anger, this ar
such constructive anger can be a factor in moving through apathy, fear, a
mobilizing toward collective climate action. Climate-related anger can b
collective forms of climate action and the sense of collective efficacy t
becoming active. These can become a means to generating resistant, a
forms of hope that can be distinguished from deceptive forms of hope.

Keywords Climate crisis · Emotions · Anger · Hope · Constructive anger

Introduction

This article engages the emerging research on climate emotions to ex
form of anger involved in motivating and sustaining climate action. Th
that climate-related anger is relieved through collective forms of climate
climate action can be a means of generating resistant, active, constructi
that can be distinguished from passivizing forms of hope (Geiger et al., 2

The Journal of Political Philosophy: Volume 31, Number 1, 202

Hope from Despair*

JAKOB HUBER
Philosophy, Free University Berlin

THE public discourse on climate change has long centred around l
narratives pushed by both the media and mainstream enviro
agents from Greenpeace and WWF to Bill Gates and Al Gore.[1] The p
scientific and technological advance in particular, they argue, give us r
hopeful that it is in our hands to halt the incipient climate catastrop
need to roll up our sleeves and get on with it.

In the face of humanity's apparent inability—on display most
COP26 in Glasgow—to adopt the 'rapid and far-reaching changes in
of society' required to at least keep average global temperature incre
1.5°C,[2] this narrative has come under pressure. More radical clima
make the case for an affective shift away from hope in the face of glob
towards darker attitudes such as anger, panic, or fear, or, most s
perhaps, despair. The activist group Extinction Rebellion (XR) has arg
the most vocal in their call for hope to 'die'.[3] Hope, they worry, obscures the truth
about global warming as the single largest existential threat to the planet and
hampers the kind of radical action that would be required at least to rein in its
consequences. 'In facing our climate predicament', they argue, 'there is no way to
escape despair'.[4]

Climate Melancholia

ALFRED SKÖLD
Department of Communication and Psychology, Aalborg University, Denmark

Abstract Emotions play an increasingly central role in debates surrounding the effects
mate change. Among the mental responses to rising mean temperatures, tipping points, s
ing deserts, melting glaciers, and the extinction of species and ecosystems are climate-
grief, anxiety, and depression. While it seems indisputably clear that the ecological crisis
our mental landscapes in negative ways, the degree and forms of this suffering depend o
secting factors including geography, socioeconomic position, and other forces that affec
emotional response. Drawing on psychoanalytical metapsychology and Judith Butler's w
on the intimate relationship between grief and collective action, this text develops the c
of climate melancholia in order to accommodate a widespread contemporary refusal to
nonhuman and futural losses. Even though structural changes are pivotal in the movem
a sustainable future, a mournful relationship to the nonhuman world could be seen as a
tion for the care and solidarity driving such a development. Overcoming the melancholi
lock that we are trapped in is, accordingly, a pivotal enterprise for eluding despair and furt
the hope from which action progresses.

Keywords ecological crisis, melancholia, emotions, ecological grief, hope

Introduction

In *Precarious Life: The Powers of Mourning and Violence*, written in the aftermath
a "response to the conditions of heightened vulnerability and aggression tha
from those events,"[1] Judith Butler argued that indefinite detention and failu
nize human rights, as well as international conventions, was a questioning
category of human life:

Facing Anxiety in Climate Change Education: From Therapeutic Practice to Hopeful Transgressive Learning

Maria Ojala, Örebro University, Sweden

Abstract
This article discusses the need for critical emotional awareness in environmental and sustainability education that aspires to result in transgressive learning and transformation. The focus is on the emotions of anxiety/worry and hope, and their role in climate change education. By disrupting unsustainable norms and habits, hope for another way of being could be evoked, but transgressive learning can also trigger anxiety due to the undecided nature of the future and the gravity of the climate problem. The objective is, on the one hand, to point to the importance of critical awareness of these emotions and the need to disrupt unsustainable emotion regulation strategies when aiming for transformation, and, on the other, to provide suggestions for including these dimensions in climate change education.

Résumé
L'article traite de l'importance de la conscience émotionnelle critique dans l'éducation à l'environnement et au développement durable lorsque l'enseignement vise à provoquer un changement et un apprentissage transformationnel. L'accent est mis sur les sentiments d'anxiété/inquiétude et d'espoir et sur leur rôle dans la sensibilisation aux changements climatiques. Lorsque l'on ébranle les normes et les habitudes non viables, il peut être salutaire d'évoquer l'espoir de trouver d'autres façons de faire. Toutefois, l'apprentissage transformationnel peut également être source d'anxiété, vu l'avenir incertain et la gravité de la situation climatique. L'objectif est, d'une part, de souligner l'importance d'acquérir une conscience critique des émotions et de se débarrasser des stratégies de régulation émotionnelle non viables si l'on veut occasionner une transformation et, d'autre part, de suggérer des façons d'inclure ces différentes notions à la sensibilisation aux changements climatiques.

Keywords: critical pedagogy, emotion regulation, hope, subjectification, transformative learning

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dynamic between climate-related anger, action, and hope. The psychol
then applied to a reconstruction of the concept of anger and hope in philo
logical approaches. Developing the concept of constructive anger, this ar
such constructive anger can be a factor in moving through apathy, fear, a
mobilizing toward collective climate action. Climate-related anger can b
collective forms of climate action and the sense of collective efficacy t
becoming active. These can become a means to generating resistant, a
forms of hope that can be distinguished from deceptive forms of hope.

Keywords Climate crisis · Emotions · Anger · Hope · Constructive anger

Introduction

This article engages the emerging research on climate emotions to ex
form of anger involved in motivating and sustaining climate action. Th
that climate-related anger is relieved through collective forms of climate
climate action can be a means of generating resistant, active, constructi
that can be distinguished from passivizing forms of hope (Geiger et al., 2

The Journal of Political Philo 31, Number 1, 202

Hope from Despair*

JAKOB HU
Philosophy, Free University Berlin

THE public discourse on climate change has long centred around l
narratives pushed by both the media and mainstream enviro
agents from Greenpeace and WWF to Bill Gates and Al Gore.[1] The p
scientific and technological advance in particular, they argue, give us r
hopeful that it is in our hands to halt the incipient climate catastrop
need to roll up our sleeves and get on with it.

In the face of humanity's apparent inability—on display most
COP26 in Glasgow—to adopt the 'rapid and far-reaching changes in
of society' required to at least keep average global temperature incre
1.5°C,[2] this narrative has come under pressure. More radical clima
make the case for an affective shift away from hope in the face of glob
towards darker attitudes such as anger, panic, or fear, or, most s
perhaps, despair. The activist group Extinction Rebellion (XR) has arg
the most vocal in their call for hope to 'die'.[3] Hope, they worry, obscures the truth
about global warming as the single largest existential threat to the planet and
hampers the kind of radical action that would be required at least to rein in its
consequences. 'In facing our climate predicament', they argue, 'there is no way to
escape despair'.[4]

Climate Melancholia

ALFRED SKÖLD
Department of Communication and Psychology, Aalborg University, Denmark

Abstract Emotions play an increasingly central role in debates surrounding the effects
mate change. Among the mental responses to rising mean temperatures, tipping points, s
ing deserts, melting glaciers, and the extinction of species and ecosystems are climate-
grief, anxiety, and depression. While it seems indisputably clear that the ecological crisis
our mental landscapes in negative ways, the degree and forms of this suffering depend o
secting factors including geography, socioeconomic position, and other forces that affec
emotional response. Drawing on psychoanalytical metapsychology and Judith Butler's w
on the intimate relationship between grief and collective action, this text develops the c
of climate melancholia in order to accommodate a widespread contemporary refusal to
nonhuman and futural losses. Even though structural changes are pivotal in the movem
a sustainable future, a mournful relationship to the nonhuman world could be seen as a
tion for the care and solidarity driving such a development. Overcoming the melancholi
lock that we are trapped in is, accordingly, a pivotal enterprise for eluding despair and furn
the hope from which action progresses.

Keywords ecological crisis, melancholia, emotions, ecological grief, hope

Introduction

In *Precarious Life: The Powers of Mourning and Violence*, written in the aftermath
a "response to the conditions of heightened vulnerability and aggression tha
from those events,"[1] Judith Butler argued that indefinite detention and failur
nize human rights, as well as international conventions, was a questioning
category of human life:

Facing Anxiety in Climate Change Education: From Therapeutic Practice to Hopeful Transgressive Learning

Maria Ojala, Örebro University, Sweden

Abstract
This article discusses the need for critical emotional awareness in environmental and sustainability education that aspires to result in transgressive learning and transformation. The focus is on the emotions of anxiety/worry and hope, and their role in climate change education. By disrupting unsustainable norms and habits, hope for another way of being could be evoked, but transgressive learning can also trigger anxiety due to the undecided nature of the future and the gravity of the climate problem. The objective is, on the one hand, to point to the importance of critical awareness of these emotions and the need to disrupt unsustainable emotion regulation strategies when aiming for transformation, and, on the other, to provide suggestions for including these dimensions in climate change education.

Résumé
L'article traite de l'importance de la conscience émotionnelle critique dans l'éducation à l'environnement et au développement durable lorsque l'enseignement vise à provoquer un changement et un apprentissage transformationnel. L'accent est mis sur les sentiments d'anxiété/inquiétude et d'espoir et sur leur rôle dans la sensibilisation aux changements climatiques. Lorsque l'on ébranle les normes et les habitudes non viables, il peut être salutaire d'évoquer l'espoir de trouver d'autres façons de faire. Toutefois, l'apprentissage transformationnel peut également être source d'anxiété, vu l'avenir incertain et la gravité de la situation climatique. L'objectif est, d'une part, de souligner l'importance d'acquérir une conscience critique des émotions et de se débarrasser des stratégies de régulation émotionnelle non viables si l'on veut occasionner une transformation et, d'autre part, de suggérer des façons d'inclure ces différentes notions à la sensibilisation aux changements climatiques.

Keywords: critical pedagogy, emotion regulation, hope, subjectification, transformative learning

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5) Dunkel pædagogik som didaktisk tilgang

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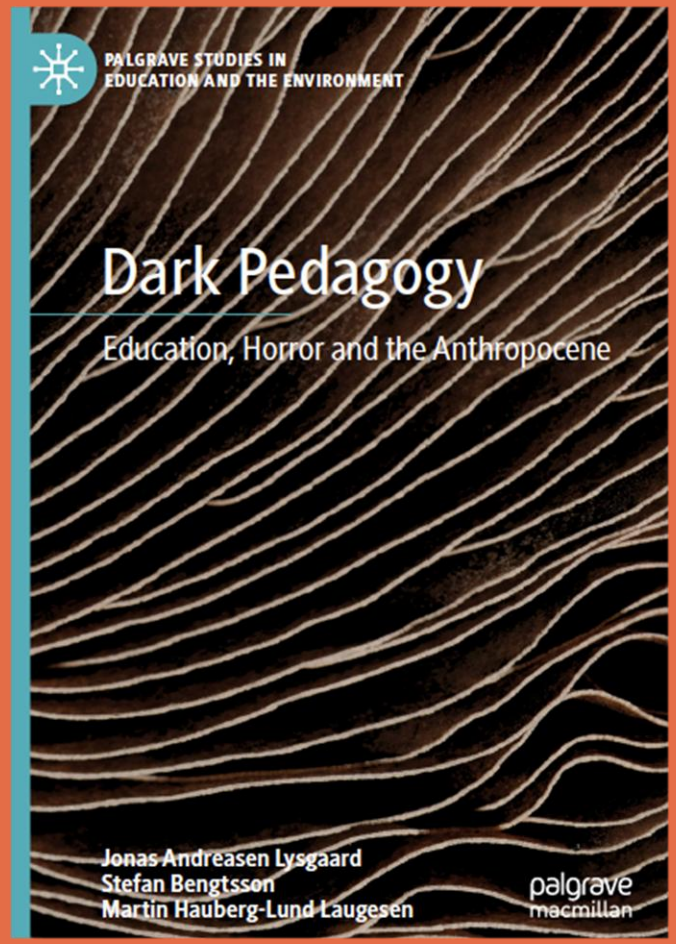
Dunkel pædagogik som didaktisk tilgang



Jonas Lysgaard
Aarhus University





Stefan Bengtsson
Uppsala University

Dark Pedagogy:
Education, Horror & the Anthropocene (2019)

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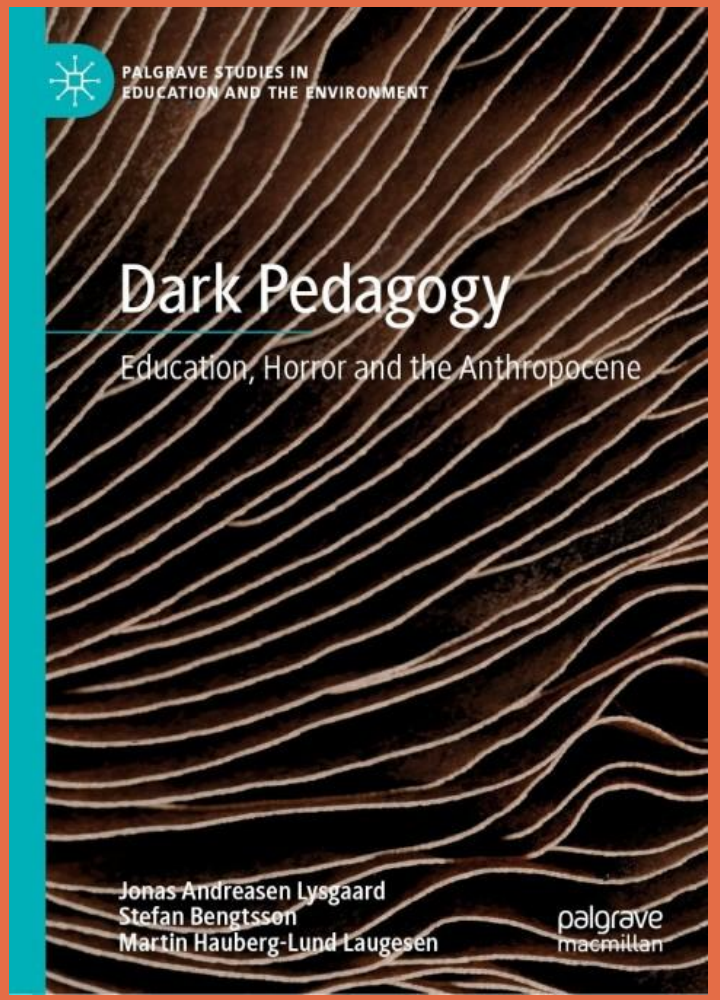
Dunkel pædagogik som didaktisk tilgang

Fem centrale træk ved dunkel pædagogik:

1) Intense mere eller mindre 'negative' oplevelser der engagerer eleverne sanseligt og følelsesmæssigt
2) Undervisning og læring i spændingsfeltet mellem chok og mening
3) Facilitering af fagligt relevante konfrontationer med liv, død og foruroligende forhold
4) Realistisk og usentimental omgang med fakta ift. klima- og biodiversitetskrisen
5) Fokus på ikke-menneskelige aspekter af virkeligheden (dybtidsskalering, andre levevæsener, miljømæssige dynamikker, osv.)



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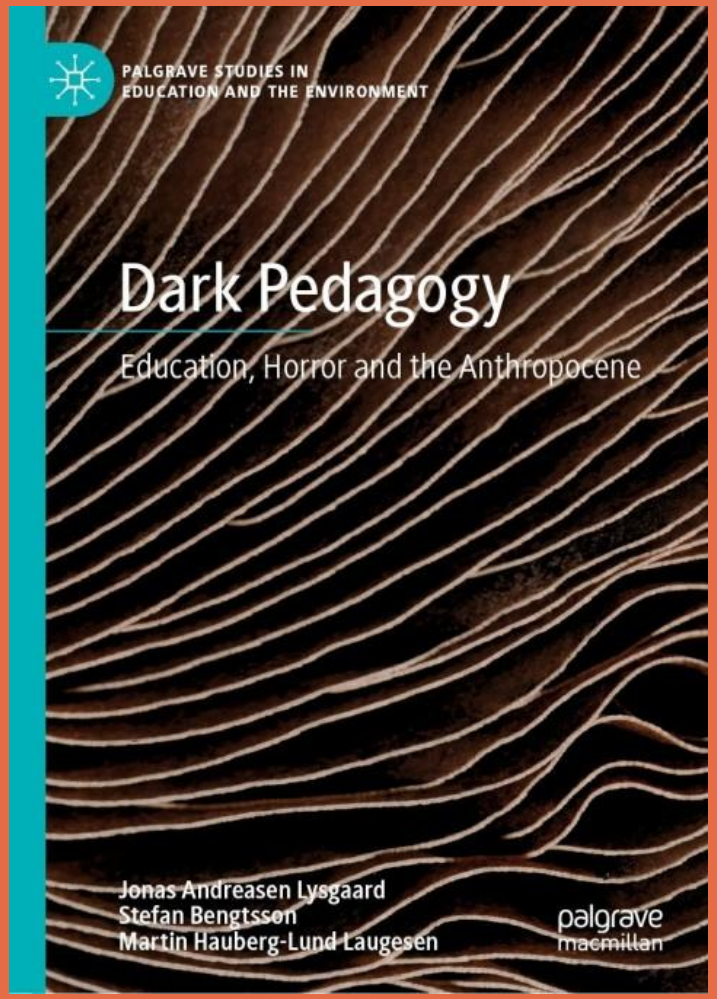
Destination Slaughterhouse

Still to this day I remember. I remember the pressing heat and the vapour. I remember the wet smell of meat. I remember the piercing sound of power tools. Back in seventh grade some of my teachers had arranged a school excursion to the local slaughterhouse, *Delika*, in my hometown Hammel in Jutland, Denmark. The year was 1999. My classmates and I had been talking about the excursion for days, and a lot of us were quite excited. Excited that we were to go on a trip to a slaughterhouse, but also simply because we had to physically be somewhere else than in our everyday classroom surroundings. For most kids that is usually in itself exciting, and so it was for us.



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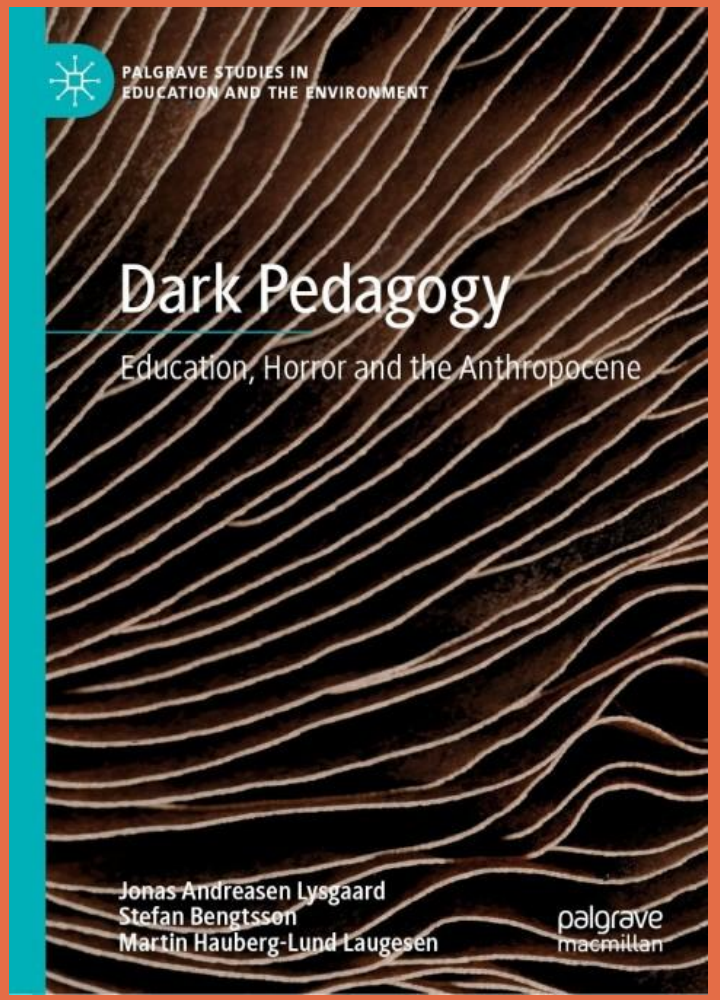
Afgørende pædagogisk hensyn: **Målgruppeafstemthed**

- → Alder/klassetrin
- → Elevsammensætning
- → Diagnoser
- → Faglig kontekst
- → …



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Dunkel pædagogik som didaktisk tilgang

VIDENSKAB DK

28. FEB. 2025

Må man skræmme børn for at engagere dem i klimaet?

Negative følelser som chok, bekymring, vrede og sorg er nogle af grundstenene i den såkaldte 'dunkel pædagogik', der skal få flere unge til at kæmpe for klimaet. Men hvad med børn og unges tro på fremtiden?



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Foreslår å skremme barn for å engasjere dem i klimakampen

Unge viser mindre klimaengasjement enn før. Dansk forsker mener at bruk av sterke, negative opplevelser i undervisningen kan være løsningen.



Linn Merethe Ophaug
Journalist

Ulvhild Søyland Due
Journalist

Publisert 6. mai kl. 05:34

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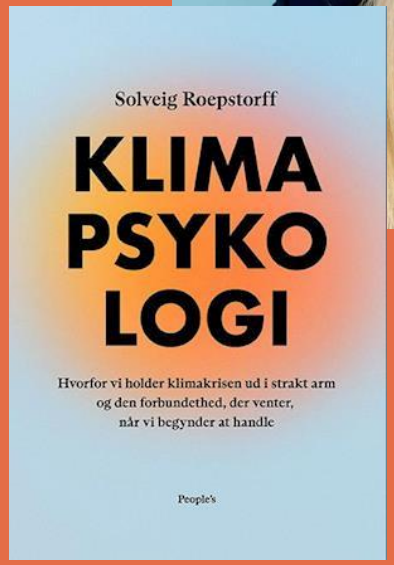
Dunkel pædagogik som didaktisk tilgang

”For få år siden troede jeg stadig, at vi via oplysning, viden, nye erkendelser og samtaler ville nå frem til at ændre vores adfærd. Men nu tror jeg desværre, at vi er nødt til at komme meget længere ud, før vi handler på en måde, der gør en forskel. Jeg er blevet mere og mere irriteret over det dér med, at man skal huske håbet, eller altid slutte med noget håbefuldt. Jeg synes ikke, at vi skal være bange for at gå lidt ned ad den sti, hvor der er fortvivlelse og sorte scenarier. Jeg advokerer ikke for, at man sidder i et sort hul og forholder sig til katastrofescenarier, men at stikke tæerne ned i det sammen med andre er med til at forbinde os til de realiteter, der findes i langt den meste forskning: at vi allerede lever med et forandret klima. Når vi sammen og doseret begynder at forholde os til det, kommer vi også i kontakt med, hvad der så giver mening at kaste ind i verden og bruge tid og kærlighed på, mens vi er så heldige at være her.”

- Solveig Roepstorff (Information (d. 31/10-2025))





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Dunkel pædagogik som didaktisk tilgang

Dunkel pædagogik i tværfagligt samspil

– om sanser og følelser i klima-, miljø- og bæredygtighedsundervisningen



Martin Hauberg-Lund Laugesen, SDU

MONA
Matematik- og Naturfagsdidaktik – tidsskrift for undervisere, forskere og formidlere

Abstract: *For grundskolelærere kan elevfølelser ofte opleves som et besværligt og udfordrende element i undervisningen. Mange lærere oplever desuden ikke at have de fornødne lærerfaglige og relationelle kompetencer til at gå ind i elevernes følelser sammen med dem på fagligt meningsfulde måder. Denne artikel argumenterer imidlertid for, at der er store pædagogiske potentialer i netop at arbejde intentionelt og målrettet med sanselig-følelsesmæssigt aktiverende undervisning – ikke mindst når det kommer til at sikre kvaliteten af klima-, miljø- og bæredygtighedsundervisning. Artiklen gennemgår et håndgribeligt case-eksempel på dunkel pædagogik i tværfaglig kontekst for at illustrere denne overordnede didaktiske pointe.*

Del 2: Didaktik og pædagogik

Dunkle følelser i folkeskolen:

klima-, miljø- og bæredygtigheds-undervisning i spændingsfeltet mellem chok og mening

Martin Hauberg-Lund Laugesen



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En flok skoleelever skal dissekere døde bier. Men midt i arbejdet begynder nogle af bierne pludselig at bevæge sig.
Oplevelsen bliver et uventet møde med det sanselige, det ubehagelige – og det mørke.