



Climate and environmental changes, driven by human activity, are causing the most pressing global crises of our time, and our younger generations understand that. It is encouraging to see the youth mobilising more and more to raise awareness about the need to protect the environment and fight climate change. We often hear about the causes of these crises as well as potential solutions, and while students often learn about these issues at school, there is a crucial human element that is often ignored: people and communities around the world are having their lives affected by these issues, including the millions of people who are being forced from their homes by environmental change. Climate change is already affecting migration patterns around the world and will increasingly continue to do so in the future - The UN projects 200 million climate refugees by 2050. Environment-related migration is a complex and multicausal phenomenon that requires deeper understanding and further reflection among the youth to prepare them to face this highly politicized and polarized issue.

The Environmental CHANGE course is designed to teach students between the ages of 14 and 18 about the issues of environmental change and human migration, and how they interact.

This course provides a framework for teachers to explore these issues with their students. It includes activities, videos, interactive resources, scientific data, human stories, and other sources which address crucial themes around environmentally-driven displacement. In addition, the course is designed to build crucial skills which will be useful to students in considering these issues and in their broader studies and lives – such as critical thinking, empathy, research skills, and discussion skills.

The course is broken down into four stages (Each stage contains two worksheets. Each worksheet is designed to be completed in one academic hour). As such, the pedagogical material proposes eight academic hour classes to teachers and students. Although each stage addresses the topic in a unique way, and seeks to build different skills, each stage is integrally linked to the others. There are key issues which cut across each stage, and are explored gradually over the course. In addition, the skills and activities in each stage complement each other, and there is a clear line by which students gradually build up their knowledge of the topic, and skills, through the course. As such, while teachers are more than welcome to adapt or add to the course, to best fit their own context, it is recommended that each stage is completed to ensure the best learning experience.

This course is designed for educators across disciplines and they should find all the necessary guidance within the material to teach about climate and migration. There is also an accompanying glossary, to provide some more information on key terms used throughout this course.

Stages 3 and 4 propose encounters and actions with external actors to discuss different perspectives on the course. Teachers should contact their CHANGE Environment Coordinator to be supported in their implementation.

A breakdown of these stages, explaining methodology, key issues, and practical details follows.

Stage 1:

- This stage explores some of the key introductory concepts in migration and environmental change, by presenting key facts and data on the issues.
- It also explores the ideas of inequality in the causes and consequences of environmental change, and looks at the human perspectives of displaced people.
- In worksheet 1, students will explore these issues through participatory activities, and through the group study of key readings on different issues.
- In worksheet 2, students will build on these initial explorations by examining interactive online resources, and performing some initial research into key topics using them.

Stage 2:

- This stage builds upon the knowledge acquired in stage 1, and allows students to explore in greater depth how environmental change causes displacement differently in diverse communities and contexts, through slow-development disasters like sea level rise, or sudden events like floods.
- This stage will build the key skills of critical thinking, posing diverse sources, as well as moral and ethical dilemmas to students and allowing them to discuss and analyse them. It will also build the skills of empathy, by presenting the perspectives and stories of different people around the world affected by environmental change.
- In worksheet 3, students will examine case-studies of different communities and contexts affected by environmental change, showing that these issues affect different people in varied ways.
- In worksheet 4, students will have to consider that these issues are rarely black-and-white, but that there is often an ethical or moral dilemma involved, and will have to grapple with balancing values, principles, and interests.

Stage 3:

- Stage 3 is a crucial part of the course, which will allow students to broaden the knowledge they gained in stages 1 and 2 by encountering, exchanging with, and learning from people with diverse backgrounds to them.
- In this stage, students will prepare for, and complete, an exchange of knowledge, perspectives, and opinions with students from a different school, country, and background, on the issues of environmental change and migration. This will allow them to consider their own perspectives and

context more critically, and to encounter people from a different context to their own.

- In worksheet 5, students and teachers will consider their progress in the course so far and their own context, by thinking about the things they have learned, the issues that have touched them or that seem important to them, and by considering the actual situation of their school, community, or country in relation to environmental change and migration.
- In worksheet 6, classes will encounter students from a different context. This will be completed, depending on the resources available, either online in small groups, online through a structured presentation, or through an exchange of letters.
- Teachers should contact a CHANGE Environment project officer for assistance in organising this stage of the course.

Stage 4:

- Stage 4 allows students to put their learning thus far into action, by providing resources, inspiration, and structure to contribute to solutions on the issues of environmental change and migration.
- This stage allows students to walk away from the course empowered, so that they do not have a feeling of helplessness about the issues they have been addressing. They will be able to explore and take action on the different issues they have examined in the course, and will be able to continue engaging with these issues in their own way after the conclusion of the course.
- In worksheet 7, students can gain further knowledge and inspiration for potential 'actions', by meeting experts in the different issues addressed by the CHANGE Environment course.
- In worksheet 8, students begin to plan their own 'action', whether it is an awareness-raising campaign, a piece of research, or some other activity.
- Teachers should contact a CHANGE Environment project officer for assistance in organising this stage of the course.

Thank you, and good luck!