



## STAGE 2: FORMING AND REPRESENTING JUDGEMENTS



### GOALS

- ✓ To present a range of real situations and dilemmas related to environmental change and migration
- ✓ To present a range of different cases of how different communities are facing environmental change, **resources** they have (or have not) to face it, and consequences to those communities.
- ✓ Understand how environmental and climate change affect different countries, communities and people in different ways, and there are therefore highly vulnerable populations.
- ✓ To address **inequality** in the face of environmental and climate change.
- ✓ To train **empathy**.



## Worksheet 3: Case studies



### GOALS

To present and face students with real situations in different territories, contexts and people related to environmental change and migration. The methodology should help students:

- ✓ Understand how environmental and climate change affect different countries, communities and people in different ways, and there are therefore highly vulnerable populations.
- ✓ Get to know a range of different situations and concrete examples that give a more complete vision on how different communities are facing environmental change, resources they have (or have not) to face it, consequences to those communities.
- ✓ Develop the social skill of empathy, which consists of knowing how to put yourself in the place of another person.

## WARM UP ACTIVITY



WARM UP  
ACTIVITY



PROPOSED  
TIME  
7 minutes



PROPOSED  
MATERIALS  
✓ Support to  
show one  
internet video  
to the group

## STEPS



1 Play the video “Beyond borders the threat of climate change available on this page <https://ejfoundation.org/films/p4>.

## MAIN ACTIVITY: CASE STUDY



### MAIN ACTIVITY



### PROPOSED TIME

40 minutes



### PROPOSED MATERIALS

- ✓ Text in Annex II
- ✓ Access to internet to watch videos in group (at least 5)

## STEPS

1

Students will be divided in 5 groups. Each group will work in one of the case studies presented below (see also Annex II). Each student will have his/her reading material. After a personal reading time, the group will get together and they will prepare a summary of the case to present in front of the class. This summary will be portrayed in a poster as a support to the presentation.

2

Each group presents the case they have prepared in front of the rest of the class. Each group will have maximum 5 minutes for the presentation. Students take notes about similarities and differences between case studies (25 minutes).



### **CASES STUDIES (ANNEX II)**

- Arctic climate change and the threat to Sami culture.
- Loss of ground in Bangladesh.
- Climate change affects the human rights of migrants from the Sahel region.
- African Americans and poor women were the most affected by Hurricane Katrina.
- Australian wildfires.



## CLOSURE: CASE STUDIES POSTERS



CLOSURE  
ACTIVITY



PROPOSED  
TIME  
10 minutes



PROPOSED  
MATERIALS

- ✓ Poster paper
- ✓ Coloured markers
- ✓ Other basic stationery

## STEPS

1

Each group should answer the question: What is climate justice? Some of the driving questions can be:

- What are the main challenges that climate change poses to vulnerable communities? What are the causes of these challenges? Which situations strike you as the most alarming and why?
- What role does vulnerability/marginality play in climate displacement?
- How do vulnerable communities show resilience in the face of climate change?
- How would you define Environmental/Climate Justice?
- What are the most influential factors which contribute to the decision, possibility, and will of people to migrate?

- If you were in one of these situations, what do you expect would be the biggest trigger factor for you to migrate?

2

To develop a poster presenting similarities between case studies.

### What is Climate Justice?

Climate change, an inherently social issue, can upset anyone's daily life in countless ways. But not all climate impacts are created equal, or distributed equally. From extreme weather to rising sea levels, the effects of climate change often have disproportionate effects on historically marginalized or underserved communities.

"Climate justice" is a term, and more than that a movement, that acknowledges climate change can have differing social, economic, public health, and other adverse impacts on underprivileged populations. Advocates for climate justice are striving to have these inequities addressed head-on through long-term mitigation and adaptation strategies.

To borrow the words of Indian activist Disha Ravi:

*"Climate justice is about intersectional equity. It is about being radically inclusive of all groups of people, so that everyone has access to clean air, food and water. As a dear friend always says 'climate justice isn't just for the rich and white.' It is a fight alongside those who are displaced; whose rivers have been poisoned; whose lands were stolen; who watch their houses get washed away every other season; and who fight tirelessly for what are basic human rights."*



## Worksheet 4: Dilemmas



### GOALS

To present and face students with real situations and dilemmas related to environmental change and migration. The methodology should help students:

- ✓ Develop the social skill of "empathy", which consists of knowing how to put yourself in the place of another person.
- ✓ Recognize conflicts, moral values and other values.
- ✓ Distinguish between the quality of opinions (whether or not they are contrary to my own opinions)
- ✓ Differentiate value problems from technical problems.
- ✓ Differentiate values from interests.
- ✓ Use of dialogue to resolve conflicts.
- ✓ Differentiate moral principles from non-universalizable human values.
- ✓ Knowing one's own scale of values, establishing a hierarchy between them.
- ✓ Articulate one's own feelings and emotions linked to conflicts.



## WARM UP ACTIVITY



WARM UP  
ACTIVITY



PROPOSED  
TIME  
6 minutes



PROPOSED  
MATERIALS  
✓ Support to  
show one  
internet video  
to the group

## STEPS



Play the following video from 33 '29" to 39 '25"  
<https://youtu.be/zbEnOYtsXHA?t=2009>

## MAIN ACTIVITY: VALUES AND DILEMMAS



**MAIN  
ACTIVITY**



**PROPOSED  
TIME**  
35 minutes



**PROPOSED  
MATERIALS**  
✓ Texts in Annex  
III

### STEPS

A **dilemma** is a situation in which a difficult choice has to be made between two or more alternatives, especially ones that carry out undesirable outcomes. A moral dilemma is a situation in which a difficult choice has to be made between two courses of action, either of which entails transgressing beliefs about what is right or wrong.

**IMPORTANT:** In the cases listed below, not only values but interests should be identified. The idea is not to make the two positions equivalent, but to show how choosing one above the other implies sacrificing something.



Students will be divided in 5 groups (or more, if teachers and/or students want to pose more dilemmas). Each group will work in one of the dilemmas presented in Annex III. Each dilemma has at least 2 sides, positions, or choices. Each

group will be divided in two, one for each “role” identified for one of each “side”. Each team will work on the interests, values, and argumentations of the role they have been given (10 minutes)

## 2

Each group will choose 2 members (one from each "side") to carry out a discussion/debate, based on the previous works done, in front of the class. The rest of the classroom will watch, listen and take notes about the main values and main interests posed by each participant from each dilemma. The discussion will be carried out as a role play (5 minutes for each group, 25 minutes total).

**Values** can be defined as the principles or rules that facilitate harmony and coexistence in society. They form the set of virtues of a person to interact and relate to their environment. Human values correspond to ethical, moral or social values, since they indicate the difference between what is correct and what is not.

**Interests** relate to the profit or the utility that can be obtained from something. In this context, the concept of interest is more reduced than the concept of value. Sometimes our interests may be different from our values, and even be conflicting.

Dilemmas are the following (see Annex III for contents of each dilemma):

- The cutting of emissions and the right to environment
- Energy transitions and sacrifice zones
- Migrate or not migrate when a culture is at risk of disappearing
- Livelihood at risk
- Climate refugees

## CLOSURE

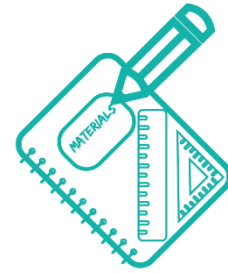


### CLOSURE ACTIVITY



### PROPOSED TIME

10 minutes



### PROPOSED MATERIALS

- ✓ Poster paper
- ✓ Coloured markers
- ✓ Other basic stationery

## STEPS



Each group makes a summary of the main interests, main values, and main argumentations identified by each part in the moral dilemma. Each group then has to choose which one is more convincing for them and why. This is reflected in a poster that is hung in the wall.