



STAGE 3: ENCOUNTER



GOALS

- ✓ To review the work done and become aware and express what issues/themes/feelings and stories stood out to each student through the course of their learning.
- ✓ To gain a greater understanding of how the issue of environmental change and migration is seen in different contexts.
- ✓ To engage in meaningful information and experience exchange with other students and schools and to train intercultural competencies.
- ✓ To promote empathy in students.

Worksheet 5: Preparing the Interschool Exchange / Story Circles



GOALS

- ✓ To make a “stop on the way”: have a look at the work done, concepts learnt, main issues identified.
- ✓ To check some of the main environmental change/migration facts and figures of the country we live in, see where we stand in relation to other countries and realities.
- ✓ To take a moment to reflect on how the journey with this materials has affected students personally: that each student identifies the main triggers in their learning, the main concerns they have come up with, and the main reflections and proposals that have emerged through the teaching-learning process.
- ✓ To prepare for the exchange activity with other students and schools (worksheet 6).

This worksheet serves two purposes in the course. Firstly, it is a chance for students and teachers to reflect on the lessons learned thus far, their feelings, perspectives, and the insights that they gained during the course on environmental change and migration. Secondly, this worksheet will prepare participants for an encounter (in the next worksheet) with students with a different background – from another school, community, or country. Depending on the composition of the groups and possibilities for meeting others, this encounter will take one of four formats:



If the students from both groups share a language/have a suitable number of translators to have a fluent conversation, they will be divided into small groups, and will discuss their individual perspectives and feelings on environmental change and migration.



If the students do not share a language, and need a more structured format, they will give a brief presentation – mediated by teachers or other facilitators – and will answer and ask some prepared questions.

If arranging this kind of online encounter proves difficult (for example due to a lack of reliable internet, electricity, etc.), then students will exchange letters with individuals from another context with their perspectives on the themes discussed here.

Finally, if it is preferable, the group could prepare and record a video presentation to be sent to another context.

The following activities should be conducted with the next stage's format in mind. This is to say, that if students are preparing a presentation, they should take notes/drawings etc. in some format – for example when reviewing the themes identified so far – so that they can have a structured presentation to give during the encounter. If they are meeting in small groups, there is less of a need to keep written material, but students should consider their own individual perspectives, opinions, and feelings on the topics so that they will be able to discuss them during the encounter.



WARM UP ACTIVITY



WARM UP
ACTIVITY



PROPOSED
TIME

10 minutes



PROPOSED
MATERIALS

- ✓ Support to show an internet video to the group

STEPS



Play the following video on the danger of a single story:
<https://www.youtube.com/watch?v=D9lhs24Izeg> (from 2:10 to 5:19 and then 13:11 to 19:16)

This video has been chosen to highlight the importance of this stage. Throughout the course so far, students have received factual information and data but have also been given the opportunity to reflect on their perspectives on difficult issues and to hear the perspectives of others. This video highlights how it is impossible to understand any issue from just one story, or from a limited range of information or perspectives. Through the next two





STAGE	WORKSHEET
3	5

worksheets, the students will be given the opportunity to hear the perspectives, thoughts, stories, and feelings of people who have a different context, background, and situation to them. This will hopefully provide them with more stories, more perspectives, and more understanding in order to more fully appreciate and engage with the issues of environmental change and migration. The video also highlights the dangers of prejudice and a lack of information – both about issues, like environmental change and migration, and about people, such as refugees, migrants, or even the other school/context that the students will meet.



MAIN ACTIVITY: Preparing Interschool exchange and/or Story Circles



MAIN ACTIVITY



PROPOSED TIME 30 minutes



PROPOSED MATERIALS ✓ Posters from all previous lessons displayed

STEPS



The classroom will be divided into groups of 4-6 members. As always, each group should be diverse: teachers need to mix students who reflect a range of characteristics and abilities. Groups will “visit” the posters from the 4 previous activities hanging on the wall of the classroom and, looking at them, they will answer the following questions:

- Which have been the main triggers in learning: which elements have helped in understanding concepts and realising the scope of environmental change and human mobility?
- What are the main concerns that have emerged through the process: which are the issues that students consider particularly relevant?

- What are the main feelings, reflections and proposals that students have brought up through the teaching-learning process?
- What are some key facts and figures that have emerged about the country we are in?

(5 minutes. A possibility is that each member of the group can have the “mission” to take notes on one of the main questions)

2

After remembering the journey done, each group will work on the main information on their country, community and school they would want to share with other schools. They should use objective data and descriptive information both in terms of environmental change and migration. Students need to be aware of who are they presenting this information to, and take into account the fact that they may have to give cultural background so that students from other schools can understand their presentation. (See template in Annex IV) (15 minutes). Guiding questions could be:

- How does our country/community/school contribute to environmental change?
- How are we impacted by climate change? (eg: climate displacement)
- What do we do to reduce/mitigate harm caused to the environment?
- How do we perceive climate change in our country/community/school?
- How do we perceive migration in our country/community/school?
- Have refugees or other people come to or left our country/community/school? What are the background reasons for this?

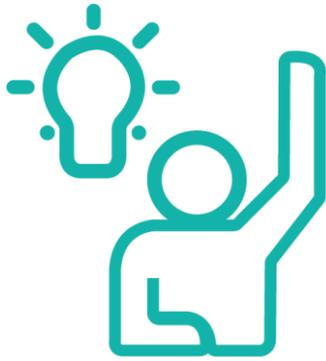


If you will organise a presentation encounter with another school in the next stage (option 2 below), you should encourage students to perform the above activity in a way that will allow them to present their findings to another group.



Teams will also do some research on the country, community, and school they are contacting. Students will compare the data of their own country with that of the school they are meeting with. (10 minutes). They can use the same questions that they tried to answer for themselves.

CLOSURE

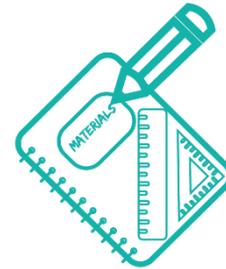


CLOSURE ACTIVITY



PROPOSED TIME

10 minutes



PROPOSED MATERIALS

- ✓ Worksheet 6
- ✓ Depends on the option selected

OPTIONS

According to the option taken in worksheet 6 (Online Encounter with story circles, Online encounter with presentations, Letter Exchange, or Video Presentation exchange), we propose two different closures:

When taking option 1 or 3 in worksheet 6, students will encounter students from another school sharing the same language (the idea is that they will feel comfortable having a fluent spontaneous conversation); or alternatively, will exchange letters with an individual from another schools. They will share their individual findings on their own context and perspectives on environment and migration.

When taking option 2 or 4 in worksheet 6, students will hold a presentation that they wish to share with another school. For this activity, students should prepare this presentation.

1

When taking option 1 or 3 in worksheet 6, the idea is that they (individually) identify the main elements that constitute their own “story” in relation to the environmental and migration program. Here are some questions that may help build their own account of the experience:

- Think about how you would present yourself in front of students from other schools: name (and if it has some particular meaning), characteristics from your community and schools that are relevant to understand where you come from etc.
- What views or knowledge did you have on climate and migration before starting the program? Did you have particular experience, interest and/or sensitivity in relation to environmental and climate change and/or migration? Have your views changed?
- Think about the data, concepts, findings that have been more surprising and/or relevant to you. Share why they have been important in your process.
- Has the program made you reflect about how the reality of environmental and climate change is affecting your community? And about migrations and human mobility? Please share your findings/reflections/questions on this.
- Has the program made you reflect about how your **way of life** and that of your family, community etc. may be affecting climate change? And how might this affect your way of life?
- Has your learning moved you in any way? Are there attitudes you may strengthen, change, etc. in the future?

2

When taking option 2 or 4 in worksheet 6, students should prepare this presentation. The presentation may focus on the findings from the previous activity. Also, each group will select 5 most relevant questions they would want to pose to the students from the school(s) they will be meeting with. Students are encouraged to prepare materials (visuals, ppt...) to guide the presentation.

Worksheet 6: Interschool exchange /Story Circles/Letter Exchange



GOALS

To organize an exchange between students from schools that are taking part in “Environmental CHANGE and migration” project to:

- ✓ Climatic Know how students from other schools have worked and reflected on the same topics and under the same program.
- ✓ Gain a greater understanding on different perspectives and realities in relation to environmental change and migration.
- ✓ Exercise open and respectful exchange of views between individuals and groups from different contexts.
- ✓ Exercise the right to be heard and the responsibility to listen



GOALS

If carried out directly by student participation in small groups, the methodology should also help students to:

- ✓ Practice listening for understanding
- ✓ Demonstrate respect for others
- ✓ Cultivate curiosity about their similarities and differences with others
- ✓ Increase cultural self-awareness
- ✓ Develop empathy
- ✓ Treat differences as resources rather than barriers.



- ✓ Engage in critical reflection on one's own interculturality, as well as in the field of intercultural experience.
- ✓ Develop relationships with other people of different cultures

WARM UP ACTIVITY



WARM UP
ACTIVITY



PROPOSED
TIME
5 minutes



PROPOSED
MATERIALS

- ✓ Support to share video in groups.
- ✓ For online encounters, enough electronic devices

OPTIONS

1

Show this Video on Story Circles
<https://www.youtube.com/watch?v=QUQcA-FKWqg> (2´28")

2

Prepare for the presentation by loading Powerpoints, videos, other presentation material, etc. that students have.

3

Students reflect on their notes, posters, and materials from the previous stages, in order to help them in writing their letters.



Prepare for the presentation by loading Powerpoints, videos, other presentation material, etc. that students have.

If taking Option 1, 2, or 4, teacher/facilitators from each school will make a welcome. Each facilitator will make a brief presentation of the school.



MAIN ACTIVITY: interschool exchange and/or story circles



**MAIN
ACTIVITY**



**PROPOSED
TIME**
40 minutes



**PROPOSED
MATERIALS**
✓ Minimum 6
devices with
internet
connection

OPTIONS

1

If students from both schools share a common language (for example if all students are fluent in English) and/or there are enough students who could take a translation role, there will be small zoom meetings with groups of a maximum of 6 students, and they will follow the methodology of story circles. (40 minutes) (See Annex V).

2

If it is not possible for students to carry out a conversation on their own, teachers/facilitators will organize the session calling students up front to make different presentations. In this case each group of students could prepare a particular intervention (see previous worksheet option).

3

For those schools that may have difficulties in the internet access or any other school that would like this option best, instead of an online meeting we propose an exchange of letters. Each student will write a letter to a student from another school he/she does not know. The letter should contain a personal presentation, the presentation of the school context, and their own reflection about the environmental and migration program, the learning they have had, and questions they would want to pose to the students of the other school etc. To write this letter they will be able to use the work done in the previous session (worksheet 5: poster summary, school template, closure notes).

For this third option is also important to be in contact with a technician from the project, so we know in advance which exchange are you having: which language are you are intending to use, for example.



4

Video presentation of the school. This can also be used for situations in which it is difficult to organize an online meeting, either for connection reasons or because of time schedules, language matters etc. The video should contain some presentation of the students who make it, a presentation of the school context, and the main reflection about the environmental and migration program, and the particular challenges the program poses for the context in which students are, and questions they would want to make to the other school students. For this, students will be able to use the work done in the previous session (worksheet 5: poster summary, school template, closure notes).

CLOSURE



**CLOSURE
ACTIVITY**



**PROPOSED
TIME**
10 minutes



**PROPOSED
MATERIALS**
✓ Depends on
the option
selected below

OPTIONS

1

At the end of the Story circle, students do a last round on the following questions:

- What common themes did you identify in the stories?
- And what differences did you identify?
- Are those common/different issues related to different context or are more differences among individuals?
- What surprised you?
- What challenged you in the stories you heard?
- What did you learn about yourself through this experience?

2

Teacher and students sum up main questions relating to:

- Which are the main similarities between the 2 schools/communities
- Which are the main differences?

Students can also discuss about:

- What surprised them?
- What challenged them?

3

Prepare the material to be sent. Maybe include something that may be special from the school: an information pamphlet, a photo from the classroom, a particularly interesting sentence they use a lot... Make it intriguing, personal...

4

Teacher and students sum up main questions relating to:

- Which are the main similarities between the 2 schools/communities
- Which are the main differences?

Students can also discuss about:

- What surprised them?
- What challenged them?