



STAGE 4: TAKING ACTION



GOALS

- ✓ To leave students after the course not with a feeling of helplessness, but with alternatives to fully develop their potential if they want to.
- ✓ To provide students with meaningful conversation and inspiration through contact with people who work on minimising environmental damage and/or promoting more inclusive societies.
- ✓ To provide ways and information for students to continue engaging with these themes.
- ✓ To present students with a range of options that will help them to contribute to minimising environmental change and/or developing more inclusive societies.

Worksheet 7: Perspectives on the change we need: world cafe



GOALS

- ✓ To provide students with some meaningful conversation and inspiration through contact with people who work on environmental change and migration issues.
- ✓ To present students with a range of options that will help them to contribute to minimising environmental change and/or developing more inclusive societies.

WARM UP ACTIVITY



WARM UP
ACTIVITY



PROPOSED
TIME
5 minutes



PROPOSED
MATERIALS
✓ No material
required

STEPS



Teacher/Facilitator presents the participants in the Café, their expertise and background, and explains the methodology of the World Café to the students (See below)

MAIN ACTIVITY: World Café



MAIN ACTIVITY



PROPOSED TIME

45 minutes
(3 tables)
60 minutes
(4 tables)



PROPOSED MATERIALS

- ✓ 3/4 tables
- ✓ Chairs
- ✓ Big poster papers or cardboards
- ✓ Pens and colour markers

The World Café methodology facilitates the hosting of large group dialogue. The world cafe has the following moments:

STEPS



Setting up

Create a welcoming environment, with a table for each small group of conversation (see step 3 “small-group rounds”) with enough chairs for the group to sit (6 chairs approximately) and provide paper, coloured pens, and necessary items to take notes.

2

Welcome and Introduction

The teacher/facilitator begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the “Cafe Etiquette” (contribute your thinking and

experience; listen to understand; connect ideas; listen together for patterns, insight and deeper questions; write, doodle, draw...), and putting participants at ease.

3

Small-Group Rounds

The process begins with the first of the rounds of conversation for small groups of people seated around a table. Here we propose to have 4 tables, and in each of them a person that is a host related to the theme of the table.

Each round is prefaced with a **question** specially crafted for the specific context and desired purpose of the World Café. In this case, our proposal involves tackling the following questions, and involving the presence of people directly related to the issues to discuss:

- The importance of **scientific education**: how can **science** help us to face the climatic and environmental change? Which characteristics should educational programs have to help students understand and act in the face of climatic and environmental emergency and migration issues? The host will be a scientist or some scientific background (with knowledge of climate and environmental change).
- What does it mean to be an **environmental activist** (a person who campaigns to bring about political or social change)? Which actions can students engage with to mitigate climate and environmental change? The host will be an environmental activist.
- Which are the characteristics of an inclusive society? What are the practices that help people feel welcome and actively participate in “hosting” societies? The host will be a Refugee/Migrant

- What does it mean to be a migrant rights activist? Which actions can students engage with to defend refugee and migrant people's rights? The host will be a migrant rights activist.

Each group should be diverse: teachers need to mix students who reflect a range of characteristics and abilities in order to benefit from different perspectives. There will be 15 minutes for each round/table. It will begin with a 3-minute intervention from the host, giving his/her personal answer to the question, and then the group engages in conversation.

The group will draw, write or by other means reflect their main conclusions in the cardboard each table has. (Leave the cardboard on the table).

At the end of the fifteen minutes, each member of the group moves to a different new table. Each group will engage with what the previous group has written in the cardboard as an answer to the questions, and make comments to it, complete it etc. Hosts from each table will be able to give the participants insight on the discussion of previous groups and what is written in the cardboard. (Adapted from "The world Cafe" <http://theworldcafe.com/>)

Ideally, we will have at least one member for each profile (refugee, scientist, environmental activist, activist in favour of displaced people). If there is an external profile, we don't find, there can be teachers covering for certain profiles and possible "ambassador actions" (see below) can be presented in each table. In the second year of the project student ambassadors from the previous year can also take part in this.

CLOSURE



CLOSURE ACTIVITY



PROPOSED TIME

10 minutes



PROPOSED MATERIALS

- ✓ Poster or cardboard from the main activity

STEPS

1

Groups return to the first table where they started. They look at the comments from all groups and, with the help of the table host, summarize the main conclusions of the groups and put them in a poster that they hang on the classroom wall.

Worksheet 8: Selection of experiences and making commitments



GOALS

- ✓ To present students with a range of collective options to contribute to minimize environmental change and/or more inclusive societies.
- ✓ To provide students that want to continue engaging with these themes with information, inspiration, and concrete proposals to do so.
- ✓ Objective of the session: to think about and agree on the general lines of two projects to be developed.

WARM UP ACTIVITY



WARM UP
ACTIVITY



PROPOSED
TIME
5 minutes



PROPOSED
MATERIALS
✓ Support to
share internet
video in the
groups

STEPS



Show 4 videos for inspiration on activism: Four women, four continents, four activists:

- Wangari Maathai
(<https://www.youtube.com/watch?v=6vgJKOvEKE4>)
- Berta Cáceres
(<https://www.youtube.com/watch?v=ARlkwx8b0ms>)
- Sara Mora
(<https://www.youtube.com/watch?v=CAKe70qFdiA>)
- Greta Thunberg
(https://www.youtube.com/watch?v=_pnDwRHeuD8)

MAIN ACTIVITY: 4x4x4 methodology



MAIN ACTIVITY



PROPOSED TIME 25 minutes



PROPOSED MATERIALS

- ✓ 6 devices with internet connection
- ✓ Paper and pen for each student

STEPS

1

- The teacher will present some of the ideas provided about “environmental CHANGE and migration project” (5 minutes):
- These example ideas are detailed in Annex IV.

2

4x4x4 methodology (25 minutes)

- Each participant has 4 minutes to individually write down four ideas on a piece of paper (at least 2 should involve climate and environmental change and 2 migration issues). The proposals must have the following characteristics: that they are concrete, feasible, and that they can be carried out

in the school space and time (for example, using a break, a week for preparation and another for "execution").

- The group is then placed in pairs. Each pair comes to an agreement and writes down four selected ideas among the 8 they had (2 of them have to include environmental change issues and 2 migration). This implies a selection (or, perhaps in some cases, grouping) of ideas.
- The next step would be to carry out the same idea selection process but with the group of 4.
- The process is repeated in groups of 8 people. (goes on until, finally, the entire group gets together to share what has been done and select 4 actions (at least 2 should involve climate and environmental change issues and other 2 migration issues; but it is even better if students come up with actions that involve both aspects).

Time: approximate interval of 4-8 minutes, depending on what the facilitator sees in the functioning of the groups.

CLOSURE



CLOSURE ACTIVITY



**PROPOSED
TIME**
15 minutes



**PROPOSED
MATERIALS**
✓ Action Plan
tool

STEPS



4 groups are made, one for each proposal. Each group will start making an action plan on how to carry out the action, following the [CHANGE project action plan](#). This action plan will be written on a poster that will hang in the classroom wall.

The planning of the action, through the action plan document, is likely to take more time than the closing activity. The idea here is that they get an interest and enthusiasm to pursue a project. Ideally, extra time would be allocated to work on the action.



Teachers Students who have the support from teachers and are interested in carrying out the projects can ask advice from “Environmental CHANGE and migration” team for information

