

How to prepare for the class workshops using the curriculum



How to prepare for the class workshops using the curriculum

Before diving into the project, it is crucial that the teacher is well-prepared.



Familiarize Yourself with the Project

Stage 1:

Learn about environmental issues and their causes and the science behind climate change and migration.

Stage 2:

Dive into the ethical dilemmas related to environmental change, migration, and displacement.

Stage 3:

Understand the process of brainstorming and problem-solving in the context of environmental justice.

Stage 4:

Learn how to guide students in reflecting on the project and advocating for change.

How to prepare for the class workshops using the curriculum

UNDERSTAND THE OBJECTIVES

Make sure you understand the project's goals at each stage.

Know what key knowledge, skills, and values you want your students to develop (e.g., empathy, critical thinking, problem-solving, and advocacy).

In each stage worksheet, you have the stage goals listed.

Review the terminology to be able to use the appropriate words when presenting about climate change and migration (see Introduction-Glossary).

USE A FLEXIBLE APPROACH.

Plan ahead to determine when you will deliver each stage of the curriculum and allocate time to review the material and conduct classroom activities. While the curriculum is designed to be completed in approximately 8 academic hours, the actual time required may vary based on preparation needs, workshop execution, the time available for curriculum activities, and the student's age. Maintain flexibility by integrating the curriculum stages into your academic year planning. This approach ensures the curriculum complements your schedule, becoming an opportunity rather than a burden.



How to prepare for the class workshops using the curriculum



Create a safe environment for students

Environmental issues and displacement can be emotional.

Be prepared to handle sensitive discussions related to migration, poverty, social justice, and climate change.

Create an environment where students feel comfortable sharing their views and engaging in difficult conversations. This may involve setting classroom norms for respectful listening and dialogue.

1

Promote Empathy:

As the teacher, demonstrate empathetic behaviour. Show that you care about students' thoughts and feelings and encourage them to understand and empathize with others' perspectives.

2

No right or wrong answers:

Emphasize that there are often no right or wrong answers to complex questions, especially when discussing ethical dilemmas or personal experiences. This fosters a space for exploration rather than judgment.

3

Know Your Students:

Be aware of students' emotional triggers, especially when discussing topics related to migration, climate change, or displacement. If any students have experienced trauma related to these issues, create space for them to opt out of certain discussions or activities.

4

Foster Inclusivity:

Be mindful of the diverse backgrounds and experiences of your students. Ensure the materials, case studies, and discussions reflect a wide range of perspectives and give every student an opportunity to contribute to discussions, ensuring that all voices are heard, especially those who are quieter or may feel marginalized.

5

Create a respectful environment:

Set clear guidelines for how students should treat each other, especially when discussing controversial or sensitive topics.

How to prepare for the class workshops using the curriculum



Support your students: learning about global issues without getting overwhelmed

Climate change can be a source of significant anxiety for students, especially as they face a future impacted by environmental challenges. It's important for educators to acknowledge and address these concerns in a supportive and constructive way.

By creating a safe space for open dialogue, providing age-appropriate information, and offering opportunities for students to take action, teachers can guide their students through these tough discussions and turn worry into hope.

Focus on Agency and Action:

Shift the focus from feelings of helplessness to the positive impact that students can have. Encourage them to participate in local sustainability projects, raise awareness, or reduce their environmental footprint. Empowering students to take action helps them feel more in control and less overwhelmed.

Provide reliable, age-appropriate information:

Avoid overwhelming students with alarming statistics or catastrophic predictions. Instead, provide clear, balanced, and age-appropriate information about the challenges and solutions to climate change. Focus on progress and the positive steps being taken globally. (See – How to adapt the material per age).

Highlight Solutions and Innovation:

Share examples of innovative solutions and successful environmental efforts. Show how individuals, communities, and organizations are working together to tackle climate change. These foster hope and highlight that change is possible. ([Suggested reading: 8 reasons not to give up hope-and take climate action.](#))

How to prepare for the class workshops using the curriculum

Learn alongside students: from teaching to facilitating



It's okay for teachers and educators to admit they're learning too; *"I'm not an expert on this, but let's explore it together."*

This can model curiosity and lifelong learning, encouraging students to take initiative in their education. Shift from a traditional lecturer role to that of a facilitator.

Guide students through the content while encouraging them to explore, discuss, and reflect on the material. By focusing on facilitation, curiosity, and external resources, teachers can lead meaningful lessons even without prior expertise.

The curriculum is designed in a way that guides step-by-step teachers and educators on how to use the material of the curriculum and deliver the proposed activities, including material needed, time, and class setup.

Encourage Inquiry:

Let students explore, ask questions, and share their thoughts.

Example: Use open-ended questions like, *"Why do you think climate change impacts some people more than others?"*

Use collaborative learning:

Students can work together to research answers to worksheet questions or brainstorm solutions.

Plan for group work:

The project involves collaboration; plan how to manage group dynamics, facilitate discussions, and ensure active participation from all students

Prepare your students



Prepare your students

It's important to involve your students in an active way and guide them through the learning journey. Here's how to do it:



Set Clear Expectations: explain project objective and learning journey

Outline the project methodology:

Explain to students that they will work on the project in four stages. Each stage builds on the previous one, so it's important to engage actively.

Let students know that this will be a hands-on, collaborative project.

They will work together to analyze real-world issues, explore multiple perspectives, and come up with solutions.

Define the learning objectives:

Make sure students understand the goals of the project, what they will learn about environmental change, how they will develop their critical thinking and empathy, and the aim of taking action or advocating for change.

See 'Curriculum Structure' for a description of the stages and proposed activities.

Prepare your students

Set Up Group Roles:

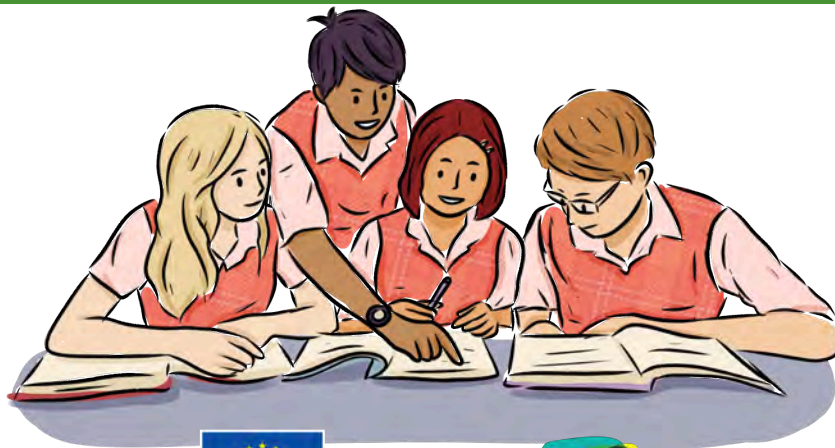
Plan how to organize students into groups for case study analysis, dilemma discussions, and brainstorming solutions; It might be helpful to assign specific roles (e.g., researcher, note-taker, presenter) to ensure that all students have an active role in each activity.

Learning as a Collective Journey:

Throughout the project, regularly review new terminology that may confuse students. Ensure that all students understand the key concepts and take time to explore them further if needed.

This step is essential for fostering a thorough understanding of the stories, concepts, and activities presented in the curriculum.

Refer to the Introduction-Glossary and Stage 1-Annex 1 Jigsaw, for a deeper exploration of terminology and definitions.



Prepare your students

Class set-up and preparation checklist

- Flexible seating:** Arrange the classroom to allow for flexible group work and discussions. Desks can be arranged in clusters or circles to promote collaborative learning.
- Visual aid:** Use posters, maps, and charts to help visualize environmental concepts and migration trends. These can include images of affected regions, climate data, or ethical dilemmas.
- Tech tools:** If available, prepare digital resources such as videos, online platforms for collaborative work, or multimedia tools that can enhance students' understanding.

Prepare your students

Before class, ensure you have:

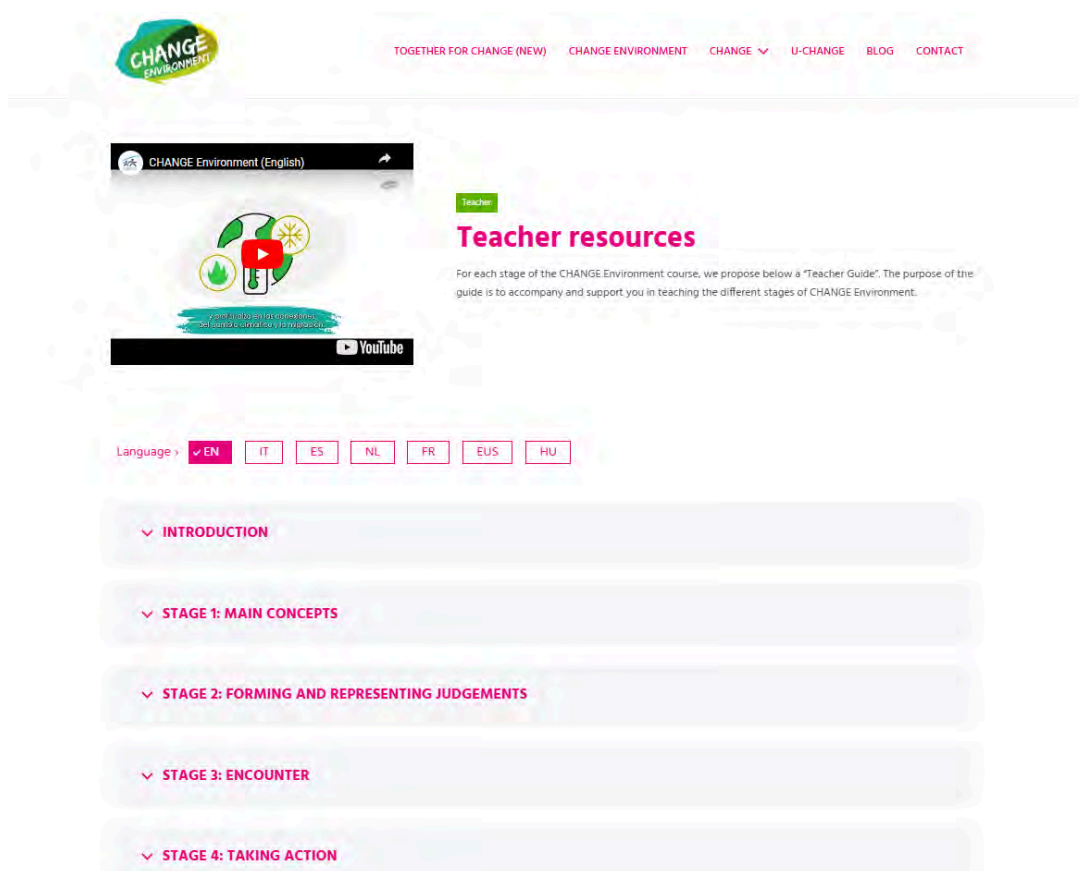
- Copies of the worksheets for all students.
- Visual aids (maps, charts, or infographics about climate change and migration).
- Access to tools to show multimedia resources, such as short videos proposed in the curriculum.
- Key definitions written on the board or in handouts (e.g., climate change, equity, migration).
- A whiteboard or chart paper for brainstorming and group activities.

The structure of the curriculum

The curriculum 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 that address crucial themes around environmentally driven displacement.

The curriculum is structured into four stages, each accompanied by worksheets designed for classroom sessions.

Additionally, it includes four essential documents intended to support both teachers and students.



The structure of the curriculum

1

An Introduction document providing an overview of the stage's objectives and activities.



The structure of the curriculum

2

A glossary of terms provides clear definitions of key terms related to climate change, migration, and environmental issues. It covers terms like "activist," "climate justice," "carbon budget," and "climate migrants," offering insights into the impact of human activities on the environment, such as fossil fuel use, greenhouse gases, and renewable energy. It is designed to aid teachers/educators and students in understanding complex topics within the Change Environment curriculum.



The structure of the curriculum

3

The action plan tool is designed to guide teachers and students in developing practical initiatives that raise awareness or address climate-related issues within their communities.

It helps in organizing ideas by breaking down the process into manageable steps such as setting goals, identifying resources, assigning roles, and creating timelines.

This tool enables students to take ownership and actively engage in promoting sustainability and climate action.

CHANGE ENVIRONMENT

Co-funded by the European Union

PLANNING – WHO? WHEN? WHERE? HOW?

Now you can turn your idea into action by using the Action Plan. Here you can organise and set down all of your ideas to make your action successful.

ACTION PLAN	
ACTION AREA <i>(Accompaniment & Support, Awareness Raising or Advocacy)</i>	
OUR ACTION	
THE CHANGE we want to create through the action	

The structure of the curriculum

4

Quiz for students: The Quiz provided is designed for teachers to use with students and can be used by teachers as an interactive tool to engage students in discussions about climate change, environmental migration, and justice. Teachers have access to a version with answers (see on the project website: Introduction: Change Environment Quiz (teacher version)); this Quiz could be used to kick off the project journey in class!



THE QUIZ

STAGE 1

1 Environmental change is:

- a. A modern issue that is being addressed nowadays
- b. An unchanged issue throughout history
- c. Unrelated to human activity
- d. Something present throughout history, but now increased into a global emergency due to human action

2 The consequences of environmental change affect which people most?

- a. often affect the so-called 'Global South' most, but this does depend on a number of other factors: location, economic resources, gender, vulnerability, and dependence on subsistence agriculture
- b. They affect everyone in the world equally, as everyone is exposed to environmental change and disasters
- c. They only affect those in coastal areas, because they are more likely to experience flooding, rising sea levels, and storms

3 Refugee, Migrant, and Internally Displaced Person:

Tick the most relevant category/categories for each of the following examples:

	Migrant	Internally Displaced Person	Refugee
This person usually has a right to remain in the host country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

 Co-funded by the European Union


Co-funded by the European Union



The curriculum stages

The curriculum is divided into four stages, with each pedagogical stage comprising worksheets (class sessions) and annexes.

The worksheets are designed for teachers, providing them with all the necessary information to implement the activities, such as the stage objectives, key concepts students will learn, timing, and required materials.

These worksheets serve as a practical, step-by-step guide for teachers. The annexes complement the worksheets and include stories, data, definitions, and resources to explore the stage's topics.

Each stage has two worksheets intended to be completed within one academic hour, making the entire curriculum structure equivalent to eight academic hours of class time.



The curriculum stages

CHANGE ENVIRONMENT

TEACHERS

STAGE 1

CHANGE ENVIRONMENT

STAGE 1: MAIN CONCEPTS

GOALS

- Become aware of the reality of forced mobility due to climate change. See the global problem by presenting objective data.
- Show that the consequences of climate change do not affect all countries and territories and all people in the same way.
- Become aware of the need for change.
- Arouse curiosity and desire to know more.
- Putting people at the centre. Revolving an empathic look towards those who have to migrate due to climate change.

1 Co-funded by the European Union



CHANGE ENVIRONMENT

TEACHERS

STAGE 2

CHANGE ENVIRONMENT

STAGE 2: FORMING AND REPRESENTING JUDGEMENTS

GOALS

- To present a range of real situations and crises related to environmental change and migration.
- To present a range of different causes of forced migration, communities and facing environmental change. **Resilience** they have for surviving to face it and consequences to those communities.
- Understanding how environments and climate change affect different countries, communities and people in different ways, and there are therefore highly vulnerable populations.
- To address **Resilience** in the face of environmental and climate change.
- To create **Resilience**.

1 Co-funded by the European Union



CHANGE ENVIRONMENT

TEACHERS

STAGE 4

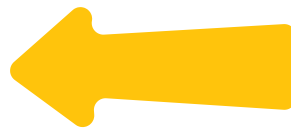
CHANGE ENVIRONMENT

STAGE 4: TAKING ACTION

GOALS

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

1 Co-funded by the European Union



CHANGE ENVIRONMENT

TEACHERS

STAGE 3

CHANGE ENVIRONMENT

STAGE 3: ENCOUNTER

GOALS

- To review the news items and become aware and express what seems to be important and how it would affect each student through the course of their learning.
- To gain a greater understanding of how the issue of environmental change and migration occur in different contexts.
- To engage in meaningful dialogues and academic exchange with other students and schools and to train intercultural competences.
- To promote empathy in students.

1 Co-funded by the European Union

The curriculum stages



Each worksheet (class session) is divided in three parts:

CHANGE ENVIRONMENT TEACHERS STAGE 1 WORKSHEET 1

WARM UP ACTIVITY

WARM UP ACTIVITY **PROPOSED TIME** 10 minutes **PROPOSED MATERIALS**
✓ Paper
✓ Colour markers

STEPS

- 1 Ask students to share ideas on "Should we Migrate?" Teachers should then write their ideas on the board or other support visible to the class.

Encourage students to discuss their reasons for wanting to migrate (economic, political, social, etc.) and to write down their reasons.

NOTE TO TEACHERS

- 2 When you have collected enough reasons, ask students to group the findings in categories (for instance social, political, cultural, economic, demographic...). They should be encouraged to come up with each category's narrative with help from teachers.

3 Co-funded by the European Union



1. Warm up activity

2. Main activity



CHANGE ENVIRONMENT TEACHERS STAGE 1 WORKSHEET 1

MAIN ACTIVITY: JIGSAW

MAIN ACTIVITY **PROPOSED TIME** 30 minutes **PROPOSED MATERIALS**
✓ Jigsaw reading texts (annex 1)
✓ Paper and pen for each student
✓ Poster paper
✓ Coloured markers

There are 5 jigsaw pieces (see annex 1):

1. Some misatches
2. Climate change and sea level rise
3. Climate change
4. Human projection, Mitigation and Adaptation
5. Stories of climate displacement

STEPS

- 1 Expert group (15 minutes)
The class will be divided in 5 groups (made of 4-6 students each) one for each "jigsaw reading". This will be called the

5 Co-funded by the European Union

CHANGE ENVIRONMENT TEACHERS STAGE 1 WORKSHEET 2

CLOSURE

CLOSURE ACTIVITY **PROPOSED TIME** 10 minutes **PROPOSED MATERIALS**
✓ Poster paper
✓ Coloured markers
✓ Other basic stationery

STEPS

- 1 After debate, each group makes a poster summarising the meaning of the concepts they have been given, and the main figures of the country they are in.

18 Co-funded by the European Union



3. Closure: collective / personal reflection

The curriculum stages

Additionally, each worksheet includes brief comments / clarifications / tips for teacher to better implement the class session

CHANGE ENVIRONMENT

TEACHERS

STAGE	WORKSHEET
1	2

NOTE TO TEACHERS

Most graphics use data sets that are based on territory and not consumption emissions and per capita data, so Europe always ends up looking much better than it is, and China looks much worse. This is because Western countries consume a large amount of – for example – goods, which are produced elsewhere, and which therefore are often shown as falling under the emissions of the countries where they are produced. For example: Most media coverage of climate change points to China as the world's worst emitter of CO₂. The figures require some adjustment to get an exact picture of who is causing the emissions. However, the map of emissions looks quite different if the emissions are calculated as 'consumption emissions'. This means that if a European buys a product that was made in China, then the emissions that occur because of their consumption are counted as European, not Chinese. This way of calculating emissions accounts for the major industrial powers 'outsourcing' of the external costs of their lifestyle and is, therefore, fair and representative. If emissions are only calculated 'territorially', then China has 30% of the volume of CO₂ emissions and Europe has 10%. If emissions are calculated based on consumption, then China only bears 24% responsibility for the CO₂, and the EU (28) bears 12% of the responsibility.

17

Co-funded by the European Union

Stage 1:

Main Concept - Introduction to Climate Change and Migration



The objective of this stage is to introduce the basics of climate change and its impact on migration, emphasizing the connection between environmental changes and human displacement. This stage includes 2 worksheets and one annex:

Worksheet 1: Environmental Change, Climate Emergency, and Migration

- **Explores the Link Between Environmental Change and Forced Migration:** Helps students grasp how shifts in the environment contribute to displacement, especially in vulnerable regions.
- **Examines the Impact of Climate Emergencies:** Highlights how climate-related disasters such as floods, droughts, and rising sea levels lead people to leave their homes in search of safety.
- **Encourages Empathy Through Real-World Stories:** Connects these global issues to personal accounts and narratives of communities or individuals who have been directly affected by environmental crises.

Stage 1:

Main Concept: Introduction to Climate Change and Migration

Worksheet 2: Equity Issues in a Global and Systemic Problem

- **Introduces the Concept of Equity:** Explains the importance of equity and its relevance to addressing global environmental challenges.
- **Examines Systemic Vulnerabilities:** analyzes how systemic issues, such as poverty and unequal access to resources, exacerbate certain populations' vulnerability to environmental crises.
- **Encourages Critical Thinking:** prompts students to reflect on fairness and justice in creating solutions to climate challenges, fostering a deeper understanding of equitable approaches.



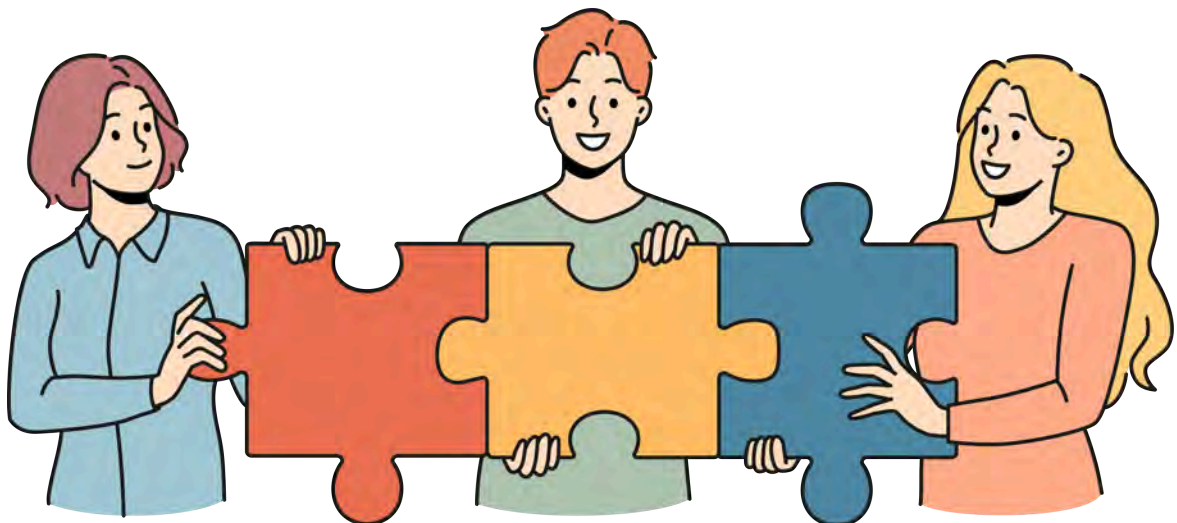
Stage 1:

Main Concept: Introduction to Climate Change and Migration

Annexe 1-Jigsaw is designed to educate students on climate change through interactive learning activities.

It includes five "Jigsaw Pieces," each focusing on different aspects of climate change:

- **Metaphors:** Highlights the severity of climate change through relatable narratives, such as Aron Ralston's survival story, to emphasize the pressing need for migration driven by environmental crises.
- **Carbon Budget and Tipping Points:** Explains the concept of the carbon budget and the dangers of crossing climate tipping points.
- **Climatic Migrations:** discusses the definitions and challenges related to climate-induced displacement.
- **Human (In)action:** Covers the Anthropocene and the psychological barriers to climate action.
- **Stories of Climate Displacement:** Presents historical and contemporary examples of communities displaced by environmental changes.



Stage 1:

Main Concept-Introduction to Climate Change and Migration

Additional Information for Teachers:

Explore the topic: here are some helpful resources for further learning on climate change and migration!



Climate Change Basics:

Resource: [What Is Climate Change? - NASA Science](#)

Time: 20-30 minutes to explore.

Purpose: Provides a clear overview of the science behind climate change, including causes, effects, and evidence from climate data. This can help teachers explain the scientific background in simple terms.



Migration Overview:

Resource: [Climate change and displacement | UNHCR](#)

Time: 15-20 minutes to read key sections.

Purpose: Offers insights into how climate change contributes to forced migration, helping teachers contextualize the issue for students.

Stage 2:

Forming and representing judgements



The objective of this stage is to deepen students' understanding of how environmental changes cause displacement across various communities.

It fosters critical thinking and empathy by presenting case studies of different communities affected by disasters like sea-level rise or sudden events like floods. Teachers and students will analyze ethical dilemmas, and explore the complexities of these environmental issues.

This stage encourages discussion and reflection on diverse perspectives and the moral implications of environmental change.

Stage 2 includes 2 worksheets (3 – 4) and 2 annexes, one with case studies and one with dilemmas on environmental change.

Worksheet 3: Case studies

This worksheet aims to present students with real-world situations involving environmental change and migration across various territories, contexts, and populations. The methodology focuses on helping students:

- **Understand the diverse impacts of environmental** and climate change on different countries, communities, and individuals, highlighting vulnerable populations.
- **Explore various concrete examples** to gain a comprehensive understanding of how different communities are coping with environmental change, the resources they have (or lack), and the consequences they face.
- **Develop empathy** by learning to put themselves in the shoes of others, and understanding the experiences and challenges faced by different people.

Stage 2:

Forming and representing judgements

Worksheet 4: Dilemmas

This worksheet presents students with real situations and dilemmas related to environmental change and migration. The methodology aims to help students:

- **Develop empathy by learning** to understand and relate to others' perspectives.
- **Recognize conflicts**, moral values, and other key values and recognize the difference between universal moral principles and non-universal human values.
- **Evaluate opinions**, including those that differ from their own and differentiate between value-based issues and interests.
- **Use dialogue as a tool to resolve conflicts** and articulate emotions and feelings connected to conflicts.



Stage 2:

Forming and representing judgements

Annex 2: Case Study

The Case Study annex presents various case studies related to environmental issues, highlighting specific situations that explore sustainable practices and environmental challenges. Each case study includes practical examples and questions aimed at engaging students and educators.



Annex 3: Dilemmas

The Dilemmas annex presents different environmental dilemmas, encouraging critical thinking and discussion. Each dilemma involves conflicting perspectives on environmental issues, pushing students to explore complex ethical and practical decisions. The goal is to foster deeper understanding and engagement.

Stage 2:

Forming and representing judgements



The role of Critical thinking on empowering students



Teachers should encourage students to use critical thinking when approaching the Change Environment materials. Critical thinking for students involves analyzing information, questioning assumptions, and evaluating evidence to form reasoned conclusions. Practicing critical thinking helps students become more effective problem-solvers and better decision-makers. This can include skills like logical reasoning, creativity, interpretation of complex concepts, and self-reflection on their own beliefs.

- **Resource:** [What Is Critical Thinking? \(And Why Do We Need To Teach It?\)](https://www.weareteachers.com/what-is-critical-thinking/)([weareteachers.com](https://www.weareteachers.com/)).
- **Time:** 20-30 minutes to explore tools and strategies.
- **Purpose:** Provides resources on how to teach critical thinking, which is essential for helping students analyze complex issues like climate change and migration.

Stage 3: Encounter



This stage focuses on expanding students' knowledge by facilitating an exchange with peers from different schools, countries, and backgrounds on environmental change and migration.

Through this exchange, students reflect on their own context and consider diverse perspectives.

This stage includes activities like reviewing their progress and understanding of key issues and engaging in an exchange (online or via letters) with other students. Teachers are encouraged to collaborate with the project's national partner to organize these peer-to-peer exchanges.

The stage includes 2 worksheets (5 – 6) and Annex 4 with Stories cycles.

Worksheet 5: Preparing the Interschool Exchange / Story Circles

This worksheet focuses on reflecting, contextualizing, and preparing for collaborative exchange. It involves:

- **Reflection on Progress:** Reviewing the work completed so far, understanding key concepts, and identifying the main issues related to environmental change and migration.
- **Comparative Analysis:** Exploring national facts and figures on environmental change and migration and comparing them to global contexts
- **Personal reflection:** encouraging students to:
 1. **Identify key learning triggers** that impacted them most.
 2. **Express their main concerns** related to the topics studied.
 3. **Reflect on ideas and proposals** that emerged during discussions.
- **Preparation for Exchange:** organizing thoughts and learnings to engage meaningfully in interschool exchange activities (covered in Worksheet 6), promoting dialogue, and sharing learning with their peers.

Stage 3:

Encounter

Worksheet 6 : Interschool Exchange / Story Circles / Letter Exchange

This worksheet focuses on fostering collaboration and dialogue between students from different schools participating in the Environmental Change project. The goals include:

1. **Sharing Insights:** Learning how peers from other schools have approached and reflected on the same topics.
2. **Gaining Perspective:** Understanding diverse views and realities related to environmental change and migration.
3. **Encouraging Respectful Dialogue:** Practicing open, respectful exchanges of ideas, ensuring both the right to be heard and the responsibility to listen.
4. **Building Skills in Small Groups:** Through direct student participation, emphasize:
 - Listening for understanding.
 - Respecting differing opinions.
 - Cultivating curiosity about shared experiences and differences.

Annex 4

"Story Circles," outlines how to conduct "Story Circles," both in-person and online, where participants share personal experiences related to environmental change and migration. The activity involves storytelling, active listening, and group discussion to reflect on common themes, differences, and insights. The goal is to enhance cultural awareness, empathy, and respect through sharing and listening.

Stage 3: Encounter



Additional Information for Teachers:
Empathy Building for better engaged students



Building empathy in classrooms is essential because it helps students understand and connect with diverse perspectives, fostering a more inclusive and supportive learning environment. Empathetic students are more likely to engage in positive social behaviours, reduce bullying, and create a collaborative atmosphere.

Empathy also encourages emotional intelligence, critical thinking, and better communication, allowing students to reflect on global challenges like climate change or migration from a human-centred perspective.

This understanding empowers them to become more compassionate and responsible global citizens

- **Resource:** [4 ways to cultivate empathy in the classroom](#) | [TED-Ed](#)
- **Time:** 10-15 minutes to read and explore resources.
- **Purpose:** Offers strategies and activities for fostering empathy in the classroom, which can be particularly useful for preparing students for the encounter with migrants.

Stage 4: Taking Action and Raising Awareness



Stage 4 empowers students to apply their knowledge by creating awareness campaigns and taking action within their school or community.

This stage includes a "World Café" methodology (See worksheet 7 page 4) for structured group dialogues on topics like environmental activism, scientific education, and inclusive societies.

The stage also provides tools for brainstorming, encouraging students to develop feasible action plans to address climate and migration issues within their school or community.

The stage includes 2 worksheets (7-8) and Annex 5 on Taking Action

Worksheet 7 Summary: Perspectives on the Change We Need-World Café

This worksheet engages students in meaningful discussions with experts and practitioners working on environmental change and migration. Its objectives are:

- 1. Inspiration Through Interaction:** Facilitate conversations that inspire students by exposing them to real-world efforts and insights in addressing these issues.
- 2. Exploring Solutions:** Present students with practical options and strategies to contribute to reducing environmental change and fostering more inclusive societies.

Stage 4: Taking Action and Raising Awareness

Worksheet 8 Summary: Selection of Experiences and Making Commitments

This worksheet focuses on empowering students to take action by:

1. **Exploring Collective Options:** Introducing students to various ways they can contribute to reducing environmental change and fostering inclusive societies.
2. **Encouraging Continued Engagement:** providing information, inspiration, and actionable ideas for students who wish to stay involved with these themes.
3. **Planning Projects:** collaboratively deciding on the main framework for two projects to be developed as a group.



Stage 4:

Taking Action and Raising Awareness

Annex 5: Taking Action

This document provides a variety of examples and ideas for students to take climate-related actions. It includes creative initiatives like mural painting, fundraising events like the "Refugee Walk," social media campaigns, storytelling, and podcast creation.

It also encourages advocacy for climate refugees and offers resources for organizing role-playing games or research projects to raise awareness and advocate for change on climate and migration issues.



Even without deep knowledge, teachers can guide discussions about:

- **Empathy:** *"How do you think it feels to lose your home due to a flood?"*
- **Responsibility:** *"What small actions can we take to reduce waste or help others?"*

This shifts the focus from teaching facts to fostering understanding and empowerment.

- **Active Citizenship:** Fostering active citizenship among students is crucial because it teaches them to engage with their communities, understand social and environmental challenges, and become advocates for positive change. Active citizenship helps students develop leadership, empathy, and a sense of responsibility toward global issues like climate change. It equips them with the skills needed to participate in democratic processes and make informed decisions that impact society.
- **Resource:** <https://plus-project.eu/active-citizenship-encourage-civic-engagement-classroom/>
- **Time:** 15-20 minutes to explore.
- **Purpose:** Provides ideas and strategies for engaging young people in civic activities, which is essential for empowering students to take action on climate change and migration.