

Recognize your own prejudices through reflection



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Before diving into teaching about climate change and migration, it's essential for teachers and educators to engage in self-reflection and awareness. This first step helps to ensure that they present accurate, unbiased information and create a balanced learning environment for students.

1- Engage in Personal Reflection

Take time to reflect on your personal beliefs, assumptions, and knowledge about climate change and migration. This involves asking yourself questions such as:

- What do I think I know about climate change?
- Do I have any preconceived ideas about migrants or displaced persons (e.g., stereotypes, generalizations)?
- How do my personal experiences or background shape my views on these issues?



Action Tip

Write down your reflections and explore how your perspectives have developed over time, and if there are any aspects of climate change or migration where you feel uncertain or biased.

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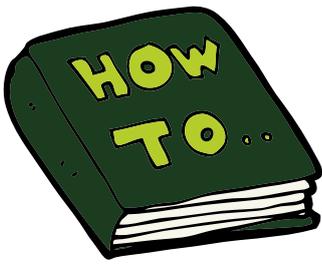
2- Identify potential prejudices and expand your knowledge

Everyone has biases, whether conscious or unconscious, and it's important to acknowledge them. These biases can affect how teachers and educators present the material, what they emphasize, and how they interact with students.

- Common biases could include:
 - Overgeneralizing about migrants or refugees.
 - Viewing migration solely as a negative phenomenon rather than considering it as complex and multifaceted.
 - Having limited knowledge of the global effects of climate change and how it is connected to migration.

Familiarize yourself with the facts and figures and challenge any outdated or false knowledge you may hold. This includes understanding the global scope of climate change and the complex drivers of migration, such as:

- The scientific consensus on climate change, including its human causes and environmental consequences.
- How climate change contributes to displacement (e.g., extreme weather events, sea-level rise, desertification).
- The social, political, and economic factors that shape migration patterns.

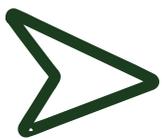


Action Tip

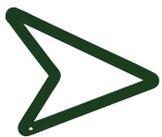
There are numerous valuable resources embedded in the curriculum, such as videos, stories, and case studies.

These materials provide crucial insights and information on the interconnected topics of climate change and human-forced migration. Educators are encouraged to explore these resources to deepen their understanding and to help students grasp the human and environmental dimensions of these issues.

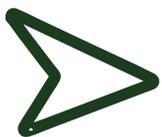
Examples of Resources You Can Use:



Watch documentaries: Explore short films or documentaries that highlight real-life stories of individuals and communities facing the challenges of climate change, displacement, and the dangers of prejudice and lack of information. (See Stage 3 – page 5: [Chimamanda Ngozi Adichie: The danger of a single story](#))



Personal Stories: First-hand accounts from displaced individuals that highlight the human experiences behind migration statistics. (See Stage 2 – Annex 3 page 12: [Balancing climate, culture, and community: Fiji's relocation](#))



Interactive Tools: Infographics, simulations, and mapping tools that illustrate the effects of climate change on global migration patterns. (See Stage 1 – Annex 1 page 11 – [Global Report on Internal Displacement](#))

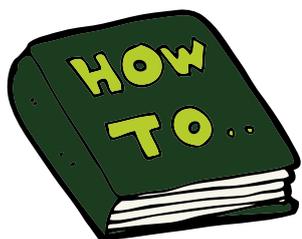
This approach is time-efficient and can help teachers and educators reflect on their assumptions while building foundational knowledge.

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3 -Seek Out Diverse Perspectives

Educators should open themselves to diverse viewpoints on both climate change and migration. This might involve engaging with people who have direct experience with the impacts of climate change and migration, such as:

- immigrants, refugees, or communities affected by climate change.
- scientists, environmentalists, and social activists working in these fields.



Action Tip

To enrich understanding and bring diverse perspectives into the classroom, educators can connect with organizations active in climate change and/or migration or reach out to the project partner for guidance.

- Look for local or national organizations: Organizations like Fridays for Future (focused on climate activism) or Global Refugees youth networks often have regional branch organizations that teachers and educators can contact.
- Engage with Change Environment project national partner in your country: The project partner could support teachers and educators and connect them with activists, environmentalists, or refugee advocates who can share their experiences and knowledge directly.