

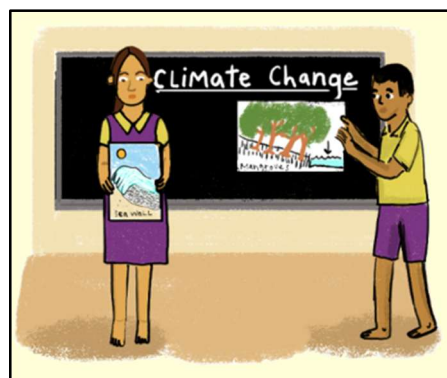
# THE CLIMATE MIGRANT SUITCASE ACTIVITY



TEACHER  
COPY

## OBJECTIVE:

This activity teaches students about climate change and climate migration within a single country/region or internationally. After completing this activity, students will have a better understanding of climate change and climate migration, and may develop greater empathy for those who face such experiences. In preparation for this activity, please refer to the supporting documents on our website.



Begin by reading one of more of the Climigrant stories with your students (<https://climigrant.org/stories/>).

In small groups of 2–4, students will “pack” a suitcase for a climate migrant! This suitcase will either be virtual or a shoebox version.

Each group will choose a character from one of the stories on the Climigrant website (West

Island, Montréal; Kiribati, South Pacific; Dominica, Caribbean) to focus on for the activity.

During this activity, students will be asked to consider what somebody would pack if they were to temporarily move into a hotel nearby or if they had to permanently emigrate to another country.



Before beginning, assess students' sensitivities regarding climate change and migration. Some students may have experienced migration/displacement and/or ecoanxiety.

## MATERIALS YOU'LL NEED

### Shoebox Version:



Shoebox, scissors, glue, pencils, pencil crayons, paper, emotions sheet, magazines, things brought in from home (photos, objects, special items, etc.).

### Virtual Version:



Smartboard, Google Slides, supervised internet research, pencil and paper (for note-taker).

## WHAT GOES INTO YOUR SUITCASE?

-  Photos/postcards
-  Souvenirs
-  Maps
-  Stickers to decorate your "suitcase"
-  Emotions
-  Paperwork (passport, ID...)
-  Money
-  Warm clothing



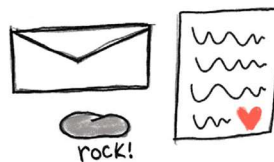
seasonal clothing



games



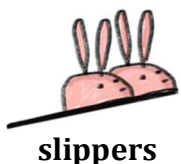
photos



souvenirs



emotions

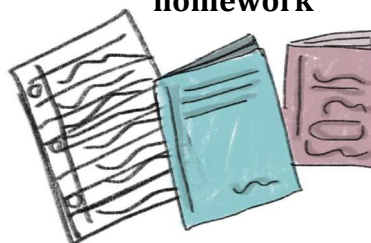


slippers

headphones



homework



backpack



# ACTIVITY STEP-BY-STEP

After having read one or more of the stories with your students, follow these steps:

## 1. CHOOSING YOUR CHARACTER

Invite students to choose one of the main characters from any of the Climigrant stories (<https://climigrant.org/stories/>).

## 2. BRAINSTORMING ITEMS AND CATEGORIES

Have each group designate one member as note-taker. The group can then brainstorm what their character would want to bring while the note-taker writes the list of items on paper or on a computer. Use the questions on the next page for inspiration.

Have the students divide their items into two categories based on the things they think the character will need (clothes, toothbrush, ID...) vs. the things they would like to bring (toys, souvenirs...).

## 3. PACKING YOUR SUITCASE

The students may now gather items for their suitcase! For the shoebox version, they can draw or create collages by gluing pictures from printouts or magazines or small objects onto cardstock. Students can use any materials they have and lots of imagination: for example, they could place a small rock in the box, saying it is a memory of the migrant's home.

For the Virtual Suitcase, check stock-image sites like istock, shutterstock, and others for copyright-free climate change specific images. (See link for examples: [www.unsplash.com/s/photos/climate-change](http://www.unsplash.com/s/photos/climate-change).)

**REMEMBER** – As students fill their suitcases, ask them to consider the items the character will need vs. the items they would like to have (refer to the categories from Step 2), and to choose a selection of items that will all fit in the suitcase.

## 4. EMOTIONS SHEET

Print out the emotions sheet for each group. For the shoebox suitcase, students should use the emotions sheet to select emotions that their character may feel and add these to the box. For the virtual suitcase, they may select emotions from the sheet and add them to their slide presentations. Other emotions not listed may also be added to the suitcase.



## 5. PRESENTATION

Once the suitcases are ready, invite students to present their shoebox/virtual suitcase to their classmates. You can also organize a "gallery visit" where everyone walks around the classroom and asks questions about each others' suitcases.








## 6. NEXT STEPS

As a group, discuss what actions you can take to counter climate change! List all possible actions that you and your students could take to either counter climate change, fight anxiety or help people who have been displaced by climate change. *Your actions matter!*

## 7. DEBRIEF

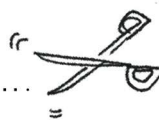
Once the activity is completed, take a moment to ask questions and discuss as a class.

### SOME QUESTIONS

-  What would YOU bring if you had to pack a small suitcase?
-  Did you learn anything surprising that you had not thought about before doing this activity?
-  Have you ever experienced a major storm? Extreme heat? How did you feel?
-  Have you even moved to a new place? What was this like for you? Have you ever visited a country where you did not speak the language?
-  How did you feel at the beginning of the activity?
-  How do you feel now?
-  What makes you feel hopeful?

Questions in this section could also be about temporary and permanent displacement, students' motivations for taking action in the face of climate change, or the emotions they feel when helping someone experiencing displacement/migration.

# EMOTIONS SHEET



<b>CURIOUS</b>	<b>RELIEVED</b>
<b>SCARED</b>	<b>OVERWHELMED</b>
<b>ANXIOUS</b>	<b>DEPRESSED</b>
<b>TIRED</b>	<b>HOPEFUL</b>
<b>UNSTABLE</b>	<b>CONFUSED</b>
<b>EXCITED</b>	<b>SAD</b>
<b>MOTIVATED</b>	<b>PREPARED</b>
<b>ENGAGED</b>	<b>CHALLENGED</b>