



A boy walks to school in Kiribati. © Unicef/Sokhin

SPOTLIGHT ACTIVITY 6: MIGRATION MAPPING

AIM: Young people map the threats of climate change to children in different parts of the world linking actions at home to impacts on children everywhere.

Preparation:

- Review Unicef case studies and [No Place to Call Home, Children and Climate Change](#) and [Unless We Act Now](#) Unicef publications for background understanding
- For in-person presentation, prepare a large map of the world; for remote learning prepare a blank world map as a PowerPoint slide or PDF for young people to map their research

Facilitator Materials & Resources

- Activity PowerPoint 6: Migration Mapping
- [No Place to Call Home, Children and Climate Change](#) and [Unless We Act Now](#) Unicef Publications
- World Map (digital or print)

Participant Materials

- Internet access
- PowerPoint slide for remote mapping, or stickers or marker pens for in-person mapping

FACILITATOR INTRODUCTION

This text can be read out to the young people in your group:

The direct and indirect impacts of climate change can be seen around the world in many ways – extended droughts, melting icecaps, rising temperatures, raised sea levels and extreme weather events such as wildfires, cyclones and floods. More and more, these effects are driving families to migrate to new locations to find ways to meet their needs. Climate change is also causing more competition for the resources people need to survive, such as water. This creates conflict, which is a cause of additional displacement.

Since 2008, approximately 21.5 million people have been forced from their homes every year by climate-related disasters. That's the equivalent of one in three people in the UK ([Forced to Flee](#)).

In this activity, young people will use Unicef examples as a starting point to map out different impacts of climate change around the world that cause families to migrate, further putting children's right to an adequate standard of living at risk (UNCRC Article 27).

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Part 1: Introducing photo stories

1. Introduce the young people to the terms 'migration' and 'displacement' by asking what they think each one means, how they are different and what they think are the linkages to climate change. Conclude the discussion by presenting the following definitions.

- Climate change induced displacement is when a person is forced to move due to an environmental change or event occurring, or the threat of it occurring. This could be related to climate change, such as a drought, or an environmental event, like a flood, hurricane or other natural hazard.
- Migration is still related to movement of people, but normally refers to people moving away to improve their lives as environments change and living standards decrease. People often migrate away from their homes after prolonged periods of drought, recurring natural hazards or as access to food decreases.

2. Using the photo Activity PowerPoint 6, introduce participants to the seven stories of children who are living at risk in different parts of the world due to the effects of climate change.

For each story, ask the young people to consider what the future of a child living in this place might look like? Do you think their family will be able to remain there?

Interactive facilitation option:

As you first look at each photo, before you explain the written Unicef background and caption, facilitate a discussion with the young people using the See, Think, Wonder methodology ([Project Zero Thinking Routines, Harvard](#)).

- What do you see in the photo?
- What do you think about that?
- What does it make you wonder?



Part 2: Migration Mapping

1. Have young people split into small groups of two to four (there should be at least seven groups in order to ensure each of the climate change effects presented in the stories is mapped). Ask each group to choose one of the seven climate effects they've just learned about, ensuring that all of the presented effects are covered (drought, flooding, sea level rise, cyclone/extreme weather, pollution, ice melting, and wildfires).

2. Give each group one hour to discuss and research the climate change effect presented in their story with the mission to find out which other areas of the world are also affected by similar climate events. Ask the young people to mark each of these locations on the group presentation map (or the world map in the room if conducting the activity in person). Young people can use the Unicef [No Place to Call Home](#) and [Children and Climate Change](#) publications as a starting point for their research.