



# Gone With the Waves: Climate Change and Human Migration from Small Islands

Key Stage 5

Human Geography and Political  
Philosophy

Teacher Guide

2021



# Resource One

## Model Answers



**Answers** 1. Read the community profiles again and highlight the sentences or points that seem to you to be matters of justice. One way of thinking about this could be to think about what comes across as unfair when you are reading it.

I attach examples of quotes that speak to issues of justice.

“Your ancestors have lived here for thousands of years, but now you might lose your home because of a problem that you didn’t cause” (Kiribati Profile) – This should make the students think that those that contribute the most to climate change as the ones to be least affected. Instead, those affected are the ones that have barely contributed. This a matter of justice.

“These people claim the right to drive their cars, but how can this compare to your right to a secure home?” (Kiribati Profile) – Similarly, this quote illustrates the disparity of rights and concerns between contributing parties and affected populations.

“Your way of life is threatened” (Yup’lk Profile) – just an example of the impacts of climate change and them being unfair.

“Indigenous elders have been warning about these changes for decades. It’s time for the world to stop ignoring the lives—and the wisdom—of Indigenous Peoples” (Indigenous People of the Caribbean) – this speaks about issues of procedural justice, which refers to fairness in decision-making processes. Whose voice counts? Who is being listened to and who is not?

2. Summarize each issue that you have highlighted. Either discuss it with a partner or the group or write it in your own words.

If doing this in class, it would be good to get students to share what they have highlighted and for them to explain their reasoning. They can do this in small groups first and then have a more general discussion.

# Resource One

## Model Answers



**Answers** 3. Try to establish commonalities between the different examples. Which ones do you think reflect the same problem or injustice?

Try to see how different quotes speak to the same issue and define what that issue is exactly i.e. disparity in contribution and impact or procedural justice.

There is no right or wrong answers for activities 4, 5 and 6. It would simply be good to take some time to individually reflect on what has been learn from the resource. They could draft a working definition of their understanding of climate justice and brainstorm a range of relevant questions (i.e. who is responsible for climate change? Who will be most severely impacted? Whose voice counts? Etc.). Finally, they can write a short reflecting on their thinking.

## Resource Two Model Answers



**Answers** There are no pre-determined answers to the activities in this resource. This is meant to be a very explorative and fairly creative session, particularly from activity 2 and onwards.

Here are a few examples of potential answers for activity 1:

“still  
there are those  
who see us” – makes me feel hopeful, alive and empowered.

“no one’s moving  
no one’s losing  
their homeland  
no one’s gonna become  
a climate change refugee “ – makes me feel angry and sad.

# Resource Three

## Model Answers



- Answers** 1. From the text above, define the concepts of adaptation and loss and damage

Definitions:

Adaptation: an adjustment to human systems in response to actual or expected climatic stimuli or their effects, which moderates harm or exploits beneficial opportunities.

Loss & Damage: negative effects of climate variability and climate change that people have not been able to cope with or adapt to.

2. What are the reasons why scholars have thought migration should be framed as adaptation?

Migration can be a positive livelihood strategy and transformational opportunity to increase long-term resilience for individuals.

3. What are the reasons why scholars have thought migration should be framed as loss & damage?

Relocation is a negative impact that ultimately results in losses and damages for those affected

4. Reflect on how different ways of framing the same phenomenon emphasizes different aspects. What is prioritized when migration is framed as adaptation? What is prioritized when migration is framed as loss & damage?

Under adaptation, migration is portrayed under a positive light of opportunity. Perhaps this would be a good time to get students thinking about what it the authors might mean by increasing long-term resilience.

Under Loss & Damage, migration is portrayed in a more negative way for affected populations. If they relocate, they will experience more loss and damage than positive opportunities.

## Resource Three Model Answers



**Answers** 5. What are your intuitions? Write a paragraph developing whether you think migration should be framed as adaptation or loss and damage.

There is no model answer for this activity. Students could however, share their initial intuitions with the class, after having had some time to reflect and write a short rationale.



# Resource Four

## Model Answers



- Answers** 1. Think about how migration is portrayed in this report. Is it as a positive or negative phenomenon? Find examples in the report.

Portrayed positively, examples underlined in orange.

*The challenges of migration in the context of environmental change require a new strategic approach to policy. Policy makers will need to take action to reduce the impact of environmental change on communities yet must simultaneously plan for migration. Critical improvements to the lives of millions are more likely to be achieved where migration is seen as offering opportunities as well as challenges.*

- Measures that prevent harmful environmental changes, reduce their impact, and build resilience in communities will diminish the influence of environmental change on migration but are unlikely to fully prevent it.
- Migration can represent a 'transformational' adaptation to environmental change, and in many cases will be an extremely effective way to build long-term resilience. International policy should aim to ensure that migration occurs in a way which maximises benefits to the individual, and both source and destination communities.
- Cities in low-income countries are a particular concern, and are faced with a 'double jeopardy' future. Cities are likely to grow in size, partly because of rural–urban migration trends, whilst also being increasingly threatened by global environmental change. These future threats will add to existing fragilities, whilst new urban migrants are, and will continue to be, particularly vulnerable. Yet this report argues against trying to prevent rural–urban migration, as this could lead to graver outcomes for those who are trapped in vulnerable rural areas.

*In summary, the key message of this report is that migration in the face of global environmental change may not be just part of the 'problem' but can also be part of the solution. In particular, planned and facilitated approaches to human migration can ease people out of situations of vulnerability. In light of this, international policy makers should consider the detailed evidence from this report in a range of areas, with the following of particular priority:*

1. Many of the funding mechanisms for adaptation to environmental change are currently under discussion. It is imperative that these mechanisms are not developed in isolation from migration issues and, furthermore, that the transformational opportunities of migration is recognised.
2. Whilst the twin challenges of population growth and environmental change will pose an increasing threat to urban areas in the future, cities in many countries are already failing their citizens. Action is required before the situation becomes irreversible, to build urban infrastructure that is sustainable, flexible and inclusive.

*The cost of inaction is likely to be higher than the costs of measures discussed in this report, especially if they reduce the likelihood of problematic displacement. Giving urgent policy attention to migration in the context of environmental change now will prevent a much worse and more costly situation in the future.*

2. Why do the authors of the report argue it is beneficial to think about migration as an adaptation measure?

Ask students to reflect on how this information related to previous resources (i.e. aligned with resource 3 reasoning on adaptation, in opposing to affected populations resistance to move).

## Resource Four Model Answers



**Answers** 3. Try to compare the messages in the extract above with what you learnt about affected populations. Do the messages align or contrast? In what ways?

Potential Objections:

1. following from last point above, affected populations do not actually want to move. Then, is it fair to frame migration as a solution?
2. Burden is placed on affected populations, who ought to develop a set of skills to become adaptable
3. Prioritizes effectiveness over justice concerns

4. Can you raise any objections or critiques to the ideas established in the report?

Idea is the students continue to revisit their initial positions and build/advance their arguments according to the new information learnt.

5. How does what you have learnt shape or modify your initial position on whether migration should be framed as adaptation or loss and damage?

Idea is for the students to reflect on their initial ideas based on what they learned in resource three and compare those to what they learned from the data source in resource four.



# Resource Five

## Model Answers



**Answers** 1. How are adaptation and loss & damage understood in the data presented above?

Adaptation is understood as living in the same, with the risks, mitigating the risk and make it liveable. Moving from that area is not adaptation. [...]You are moving somewhere to find a solution or because of that problem, you have to move. If I have to categorise migration under one of these, it definitely is loss and damage.

2. How is justice understood on the quotes?

I think just would be recognising that we don't want to move to another person's territory, just would be recognising that it is a right to be there, because we, it was not us who did this.

3. How do islanders feel about the prospect of climate-related migration?

They reject the idea of having to migrate due to climate change.

4. What do you think islanders were representing in their images of loss? Try to think about this in terms of material values, everyday practices and meanings.

Physical/Material: fishing as livelihood, seafood, coconut palms for cooking and building materials, houses.

Practices: Fishing as a traditional activity, relaxing at the beach, place for socialising.

Meanings: quietness of the roads, beauty, peacefulness, freedom, identity.

(I would encourage students to think very freely here and think about all the possible values that these picture can represent. The teacher could ask, what do you think islanders do in these different places? How do they feel about them? Etc)

# Resource Five

## Model Answers



**Answers** 5. How does the information on the quotes and images relate to the extract on the resource above?

Again, relating this information to previous resources. Are there similar messages/ideas than in the poems? The policy report?

6. Add your reflections on how what you have learnt from this resource shapes your position on how migration should be understood.

Ask students to continue to develop their ideas on whether migration should be thought of adaptation or loss and damage, and if appropriate, share with the class.

# Resource Six

## Model Answers



### Answers 1. What are reparations?

Reparations are one way of pursuing corrective justice. When an individual or a group has been wronged, the perpetrator holds a responsibility to repair the wrong.

### 2. Why are reparations appropriate in the context of climate change?

The ability of reparations to express moral force is what makes reparations so compelling in the climate change context.

### 3. What are the different forms of reparations and which one do you think best suits the case of climate related migration?

Restitution, compensation and satisfaction. Compensation and satisfaction are most suitable for climate change. Importantly, both are needed. Considering some losses will be incommensurable. Compensation alone is not sufficient and must be accompanied with satisfaction measures.

### 4. What measures would you suggest to respond to the losses that you identified in the activities of Resource 5?

The idea is that students get creative here too. This will depend on what losses were identified in the previous resource and on reflections from previous resources. Some examples:

1. If islanders think migration is not just, a satisfaction measure might be a public apology from the perpetrators.
2. If islanders are going to lose fishing as a profession and food, some form of compensation would be appropriate here, like training in a new skill or a monetary award.
3. Similarly, if their houses are lost, monetary or material awards to compensate of the loss of the house would be required.

# Resource Six

## Model Answers



### Answers

4. If they lose things of aesthetic value, such as the beauty of their islands, perhaps a form of satisfaction could be a monument or some form of permanent structure to remind them of their home islands.

5. In what ways does the information on this resource inform your view of climate justice?

Students can return to what they learnt of climate justice in the first resource (distribution and impact disparities and procedural justice as key elements of climate justice) and add that another important consideration is this element of repair or 'corrective justice'.



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