



D4.1 Learning tools and contents on environmental issues and climate change

Module 1 - Ecological and Solidarity's Transitions Day



Document Information

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| Issued by | Initiative Développement |
| Issue Date | 28/02/2024 |
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| Dissemination level | Public |

Document History

| Version | Date | Comments and main modifications |
|----------------|-------------|----------------------------------------|
| 01 | 31/01/2024 | Version 1 |
| 02 | | |
| 03 | | |
| 04 | | |

Funding information and disclaimer

The TEAMIT+ project is funded by the European Union (Grant Agreement Nr. 101111560). Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



**Co-funded by
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Learning tools and contents on environmental issues

Introduction – reminder of the four tools used

Since its inception, Module 1 of the “Ecological and Solidarity’ transitions day” has included a number of popular education tools to raise participants’ awareness of issues such as climate change. The tools have varied over the years, and have been redesigned to be as relevant as possible to the TEAMIT program. The young people who take part in TEAMIT are the decision-makers of tomorrow. So it’s important for them to be aware of the environmental and solidarity issues so that they can take them into account when setting up projects.

In our deliverable D3.3 ‘conceptual note’, we present the four tools (or workshops) used during the module from a logistical and training point of view. Here is a short recap of the tools used that you can find the D3.3 deliverable :

The four workshops of the M1 :



CLIMATE ACTION SIMULATION



- **What** : negotiation simulation for climate
- **When** : morning, 2h30
- **Who** : all participants in the 4 events
- **Facilitators** : All ambassadors needed + 4 professionals of the game will be present online/in person in France
- **What logistic needed** : large screen and projector, big room with 8 tables, printed material (exist in english, french, spanish and partly in finnish and greek), 8 computers to use canva and EN-Roads data (as planned in the Grant Agreement), 2 computers for communication
- **Process of formation** : ambassadors/volunteers need to follow a free training (videos, quizzes, information) on their own + with the help of our team and the expert facilitators

CIRCULAR ECONOMY COLLAGE

- **What** : social and solidarity economy
- **When** : afternoon, 2 hours
- **Who** : for the participants that chose this tool, 14 maximum
- **Facilitators** : 1 facilitator for 2 tables (=14 people) in local events and 2 for French event
- **What logistic needed** : 1 smaller room, 2 big tables with 7 chairs for each, 2 big paperboards, colored pen, printed material
- **Process of formation** : the volunteers must individually subscribe to a participation and then to a training.
 - 10th of September participation
 - 30th of September training (5pm to 8pm)



MIGRATION CHAIRS' GAME



- **What** : understanding of migration dynamics in the world and its prejudices
- **When** : afternoon, 2 hours
- **Who** : for the participants that chose this tool, minimum 20
- **Facilitators** : 1 facilitator for the local events, 2 to 3 in French event
- **What logistic needed** : 1 smaller room for the tool, as many chairs as people, printed material
- **Process of formation** : our team will train directly the volunteers on the game

CLIMATE CHANGE, WHAT ABOUT US ?

- **What** : climate justice
- **When** : afternoon, 2 hours
- **Who** : for the participants that chose this tool, 12 to 32 participants
- **Facilitators** : 1 facilitator for local events, 2 to 3 in French event
- **What logistic needed** : 1 smaller room for the tool, printed material, 4 tables for each group and some chairs
- **Process of formation** : our team will train directly the volunteers on the game

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In this deliverable, we will go into more detail about the content of the different tools and how they tackle the climate disruption issues in order to beget debates and actions among the young generation. After recalling in the first part the importance of raising young people's awareness of climate issues, we will look in detail at the themes addressed by the tools, the way in which each game is played and the skills and knowledge that participants acquire through these workshops.

Global warming, a multi-faceted issue

1. An environmental emergency

Given recent events, we are all aware of the urgency of climate change. We now realise that most disasters are not 'natural' but caused by human activity. These disasters, such as the recent cyclone Chido in Mayotte or the devastating fires in Los Angeles, show us that the consequences of such events are catastrophic and deadly for people and biodiversity.

Indeed, the Los Angeles fire (as other ones in Australia, France or Chile) had catastrophic social and environmental consequences: 28 deaths, more than 180,000 people displaced and more than 10,000 buildings destroyed. 16,000 hectares of vegetation were ravaged, in both urban and mountainous areas, causing the death of many animals that we cannot count¹. In addition to the loss of human and animal life and the direct environmental impact, there were other less visible consequences. In particular, the air was heavily contaminated by atmospheric pollutants. The burnt infrastructure released asbestos, copper and lead, toxins that represent a major health hazard for local populations. The water was also contaminated by the air, and through the damage caused to the water network infrastructure. The heat from the fires melted plastic pipes and water meters, releasing dangerous chemicals into the water².

In Mayotte, the island is unrecognisable. The cyclone - the worst to hit the territory of just over 300,000 people in at least 90 years - flattened neighbourhoods, knocked out electrical grids, crushed hospitals and schools and damaged the airport's control tower³. Cyclones, also known as typhoons and called hurricanes in North America, are enormous heat engines of wind and rain that feed on warm ocean water and moist air. Scientists say climate change, driven by humans burning fossil fuels, is making tropical cyclones more destructive as hotter oceans fuel them with more energy and warmer air can hold more moisture, which is wrung out in the form of torrential rain. In this case, the casualties cannot even be counted because the situation in the island's shanty towns makes it impossible to do a real calculation. The local authorities estimate that thousands of

¹ Baumard, M. (2025, 20 January). Incendies à Los Angeles : l'impact majeur sur l'eau, l'air, la faune et la flore. *Le Monde.fr*.

² Admn_Iris. (2025, 23 January). *Incendies à Los Angeles : comment s'adapter face au réchauffement climatique ? - IRIS*.

³ 'It's as if an atomic bomb fell on Mayotte' : Widespread destruction after 100-year cyclone pummels French territory. (2024, 16 December). CNN.

people died as a result of the cyclone and that entire neighbourhoods were razed to the ground.

These two recent examples show that humans, flora and fauna are all affected in extremely violent ways. The impact on biodiversity and on the environment as a whole is enormous and irreversible. These fires, cyclones, droughts, heatwaves, floods and other phenomena are multiplying and worsening as a result of our failure to act. That's why we think it's so important to raise awareness of climate issues among the younger generation, by discussing the causes and solutions and using real examples that affect us all today.

2. A social emergency

What the examples of climate disasters show us is that no one is spared, whether it's the wealthy population of Los Angeles or the poorest territory in the EU, Mayotte. So it's clear that, as well as being an environmental crisis, climate change is also causing a social crisis that requires compensation and justice. Indeed, if we take our 2 recent examples, the populations of these 2 territories have not been affected in the same way. The wealthy residents of Los Angeles may have lost their homes, but they were able to be evacuated and supplied with food and water. The people of Mayotte, many of whom are immigrants from the Comoros, were unable to flee or receive the care they needed during and after the cyclone.

So there is a social emergency that we need to address. It is important for young people (among others) to be aware that the people least responsible for climate change suffer the greatest consequences. Firstly, because these people often live in the worst affected areas; secondly, because they have fewer resources to anticipate the effects of climate change (solid and suitable buildings, awareness-raising on how to behave in an emergency, etc.) and to respond to disasters (fire brigades, first aid workers, doctors and hospitals, etc.); and thirdly, because the so-called 'Western' countries feel less concerned when a disaster occurs in the so-called 'Southern' countries. There is a historical legacy here between countries that have benefited as much as possible from economic development and all that it implies (extraction of resources, intense CO2 emissions, etc.) without suffering too many of the consequences, and countries that are paying a high price and are now being denied the same development because they pollute too much.

Climate change is exacerbating and revealing social and economic inequalities between countries and

within the same country (as in the case of Mayotte, which is a French department but not treated in the same way as mainland France). That's why solutions must not only be scientific but also social and legal, based on the idea that all human beings are born free and equal before the law⁴. Reality reminds us that this is not the case, which is why we believe it is essential to raise our participants' awareness of social and climate justice, an essential element in the fight against global warming.

Nor is there climate justice without social justice. We believe that it is essential for our event to address issues of solidarity that do not seem to be linked to global warming. One of the burning issues of our time is the dynamics of migration. Some (and increasingly so) are linked to global warming and have given rise to the term 'climate refugee'; other types of migration are highly publicised in the media and often give rise to a great deal of prejudice. We have decided to tackle this one of the many issues raised by solidarity. At a time when migration policies are being tightened all over the world, it is crucial to raise awareness among young people and to set the record straight on migration. It is a way of tackling an issue of solidarity and human rights, as well as opening up debate on other related subjects.

3. An urgent calling for action and education

As global temperatures continue to rise, climate scientists predict more frequent and severe extreme weather events, widespread biodiversity loss, and threats to food and water security. These looming threats have led to what experts are calling eco-anxiety or climate anxiety, a phenomenon more and more common among the youth. Eco-anxiety isn't a clinical diagnosis but a term many are using to describe negative emotions associated with the perception of climate change. "In general, younger people do tend to experience more of it," says Susan Clayton, a conservation psychologist at the College of Wooster, who studies how climate change impacts mental health⁵. "I think one of the reasons is simply that they're going to be faced with more of the effects than older generations." In fact, to meet the goals of the Paris Climate Agreement - the international treaty designed to limit global temperature rise below 1.5°C in order to avoid the most

⁴ United Nations. (s. d.). *Universal Declaration of Human Rights* | United Nations.

⁵ Khan, G. (2021, 22 April). "Helping kids deal with climate anxiety". *National Geographic*.

catastrophic consequences of climate change - the average child born today must emit about eight times less⁶ carbon dioxide than their grandparents. Fortunately, this anxious state of mind can be used to take action, as we also know that mobilisation is the best solution to fight eco anxiety.

Solutions do exist, and on several levels. Some ways of actions are an immediate response to some disasters like donations, food distribution, local solidarity groups. They are a reaction to an unbearable event that created the urge to do something, to help and join a bigger movement that seems to have an impact. These actions are helpful during an emergency, but there is also a need to take action before they occur. As it can feel powerless to act on its own, there is the possibility today for young people to join associations and organisations that fight against climate change in one way or another. Some are doing advocacy campaigns, some are participating in meetings and demonstrations, some are putting pressure on their local or national politicians, etc.

However, it is quite overwhelming and scary to take action against a problem that big as is climate disruption and its consequences. Many people know there is a problem but don't know how to help. Other people still don't feel concerned by climate change or worse, they don't "believe" in it. That is why the step of education and raising awareness is crucial to beget action afterwards. It can be adapted to already aware people who want to learn more about climate issues and its solutions, as well as to very dubious people with whom we must start from scratch. Raising awareness is a necessary way of fighting against climate change also because it creates spaces of discussions and debates. These spaces are great to discuss solutions we can do individually and collectively, to share experiences and to avoid this feeling of loneliness and powerlessness in this dangerous mess that is climate disruption.

* * *

We will now see how we tackle these different topics within the four workshops of our event, the module 1 of TEAMIT+ expert course.

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⁶ Pearce, R. (2019, 10 April). "Analysis : Why children must emit eight times less CO2 than their grandparents". *Carbon Brief*.

Presentation of each workshop of the Module 1

Climate Action Simulation

1. Topics covered

This workshop, made by Climate Interactive, introduces many topics through its world climate negotiation. The participants are going to learn a lot of information about clean energy, traditional energy, agriculture, forestry, industry, global trade, transportation, finance etc, all concerning climate change. The information is about the legislation of these fields but also the interests and current trends of each. One sector is about activism and brings another dimension and view to the game. They don't have all the topics at once, but they discovered them by discussing and debating with the others.

Another topic covered is how a world climate negotiation might be running. We often think that taking decisions mustn't be that hard or long. In fact, they experienced the difficulty of finding compromises in the climate agreement. This negotiation also allows them to see the solutions and how each sector can take action in favour of the planet. They discover that solutions for big sectors exist and that they are in fact more effective than individual efforts.

2. Tool sequence

The Climate Action Simulation game is a role-playing game premised on a fictitious climate summit organized by the United Nations Secretary-General to urgently address climate change. The game is run by a trained facilitator acting as the UN Secretary-General who has convened the summit, and who leads participants throughout the experience. Participants are divided into 6 to 8 influential stakeholder groups who have convened at the summit, and their directive is to work together to create a plan to limit global warming to well below 2°C and aim for 1.5°C above pre-industrial levels, the international goals formally recognized in the Paris climate agreement.

We first divide the participants into groups, one for each sector, in the room in front of their printed documents. Afterwards, we explain the point of the game (as written above) and the EN-Roads software that the facilitator will use. It is a global climate simulator that allows users to explore the impact that dozens of

policies - such as electrifying transport, pricing carbon, and improving agricultural practices - have on hundreds of factors like energy prices, temperature, air quality, and sea level rise. En-ROADS helps people make connections between things they care about and the possibilities available to help ensure a resilient future. Participants can quickly see the long-term effects of the global climate policies and actions they imagine.

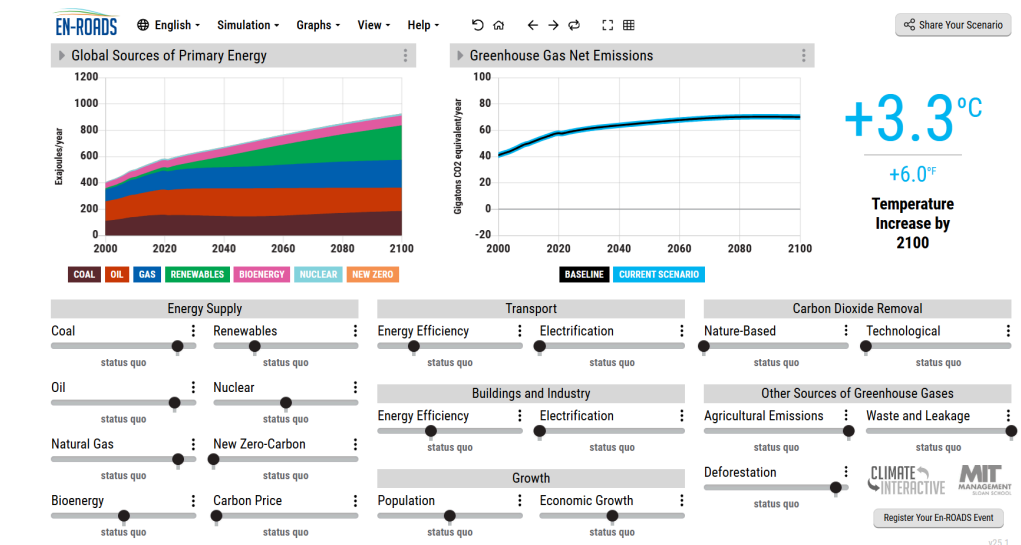


Image of the EN-Roads Simulator

After this presentation, the groups read the documents they have in front of them, and decide within their group only which measure they can take to reduce global temperature. They must take into account the impact on global temperature but also the feasibility for them to make this action. After this time, one spokesperson from each group comes in front of everyone and explains their one measure to the audience. The facilitator, aka, the UN secretary, enters the measure into the EN-Roads Simulator to allow everyone to see the effect on the greenhouse emissions graph. Some measures cancel each other and the participants might disagree when one group favours its own interests.

Then, we allow the groups to have a time of discussions between them. They can form alliances, agree on compromises and have some time to negotiate. It allows them to define another measure per group. After this time of debate, the spokesperson of each group explains their new measure and the participants watch again the impact on global temperature.

The end of this 2nd round is the final result of the negotiation. We can see on the simulator the global temperature graph and have a conclusion by the UN secretary. The goal is not only to reach 2°C maximum, but also to learn the connections between each global sector and the compromises possible.

As our module is made in 4 different countries at the same time, we have planned a time of discussions between the different events, to share their reached goal, their debates etc.

3. Skills and knowledge learned

This workshop is excellent to improve teamwork, negotiation and public speaking skills among the participants. They have to work together as one sector but also against and with other sectors. The EN-Roads is a great way of collaboration through digital technologies and data information.

It also gives them a lot of knowledge on environmental policies and legislations. The documents give them crucial information about their sector but the whole game is about learning about the other sectors and making them hear their importance. In this way they also improve their global environmental awareness.

Finally, for this game to work, the participants must demonstrate great listening, some empathy and pedagogy, so that their plea is heard and the negotiation is moving forward.

Circular economy collage

1. Topics covered

This workshop is globally about circular economy but it tackles more specific topics such as waste management, ecological production, linear economy, economic resources, extractivism, plastic pollution, ecoconception, territorial industrial ecology, reconditioning as well as sobriety. Not all these topics are getting detailed but for each of them the participants can learn a figure or an example. The goal is not to make them remember everything but to get a better global approach of circularity and keep some marking examples.



Application of the collage - Finlande 2024

2. Tool sequence

To play this game, we must first start by dividing our participants into teams of 5 to 8 people. In front of each group there will be a big paperboard with the map of the collage. We explain the collage point and that this one is divided into 2 steps : linear economy (our current model) and circular economy.

We distribute to each group the first deck of cards, give them 5 to 10 minutes to place them correctly and then correct them by asking them questions and creating discussions about those cards. We do the same for the 2 other decks of cards. Once the linear economy is complete, we take some time to talk about important cards and concepts and ask them which one was the most important for them.

Then we start the circularity part by explaining the hill of value of an object. It allows us to explain what are the 3 pillars of circular economy (reduce, optimize and circularize) and ask them to take some time to find examples for each pillar. Afterwards we show them the map of the circular economy with the 3 pillars and give the cards corresponding pillar per pillar, taking some time to debate between each of them. We conclude by asking them what is their favorite card from this part and why. We can open the discussion about their own professional project and how this workshop inspires them for it.

3. Skills and knowledge learned

This workshop also requires some good teamwork skills, as they must agree as a group where to put each card. They improve their debate and discussions skills, as well as their listening skills.

In terms of knowledge, this workshop covers a wide range of subjects. The participants have at the end a better idea of circularity and many specific figures and current facts about each card, improving their environmental awareness.

Climate change, what about us ?

1. Topics covered

This workshop addresses the topics of climate justice, responsibility, debts and repairs. Through this game the participants will discover the inequalities and injustices caused by climate change and its social consequences on water access, deforestation, resources, hunger in the world and carbon dioxide emissions.

The topic of climate justice might be new and scary but it is not brought in an activism way. It relies on many figures, maps and facts, showing the differences of responsibility there is in the climate issues. As we saw in the first part, we are all concerned now by climate change but not at the same expense and not with the same involvement. Through roleplay, the game tackles that as well as collective and individual solutions to fight climate disruption and feel less powerless as individuals.

2. Tool sequence

For this tool, we divide the participants in 4 groups and within each group in different roles such as civil society, private sector or government. We then explain the aim of the game, which is the fact that each group is a group of countries concerned by climate change (either aggravating it or enduring it) . The goal is to learn more about each group and try to find solutions together. We let them read the documents, figures and caricature they have for each group.

Within their groups, the participants must decide what are their main interests between their own roles, as well as their issues and paradoxes. Afterwards they explain their features, figures, cartoons and problems at stake to the other groups, who can ask questions. They must explain what they want from the other groups, it can be repairs, money, partnership etc. After the 4 presentations we read to them some consequences of climate change and the participants must tell us if they feel concerned or not and some real examples if they have. The aim here is to see that everyone is affected by climate change in a way or another, but that some of them are more responsible than others. Following this, we start a round of discussion between the 4 groups to create collaboration between all of them, respecting their interests, in order to reach some deals to fight climate change and improve their life's conditions in their groups. We are not asking them to reach a big agreement, but to think of some common ideas that have climatic and social impacts introducing the notion of climate justice.

The 2nd part of the game starts with the reading of a text by the facilitator in order to launch a debate on climate justice. The participants altogether will share their feelings and thoughts about this notion, its recent news, inequalities, legislation, repairs and solutions. We divide the participants in 3 groups and ask them to choose one individual solution and one collective solution, before creating an action plan for each of them. They must not stay too general in this part and say only "reduce meat consumption", they have to find ways to implement this solution (maybe create a law, start initiatives in schools or in the neighborhood etc).

We conclude the game by insisting on its 2 main notions : justice and repairs, individual VS collective action.



The 4 groups of the game being runned - France 2024

3. Skills and knowledge learned

The workshop improves the participants' role play skills as well as their debate's skills. This latter requires to listen, to speak in front of a group, to analyse the data they have and to show empathy for the realities of others. It also forces them to find solutions and to plan how to take actions as a group and as a person.

The game is also full of facts and information about climate change realities that can only bring new perspectives to the participants about climate justice.

Migrations chairs' game

1. Topics covered

Through this workshop, we aim to broach a burning issue of solidarity and human rights that is still linked in some ways to climate change. The game tackles many topics that concern migrations : global population, global wealth, wealth inequalities, areas of origin and asylum, reasons for migrations such as climate disruption, war, economy, oppression, etc. The goal is to debunk the prejudices we have about migrations, especially the speech of some western countries and public figures that claim that "we welcome all the misery of the world". With specific figures and examples, we see what is true or not in our preconceived ideas.

2. Tool sequence

To play this game, we must first remove all the tables of the room, have a chair for each participant, and pin the printed material on the walls. Once it is done, we explain the aim of the game and the fact that we will tackle our prejudices about migrations and debate about them. We give some time for the participants to read the signs on the wall about the different world areas.

After that, we ask them to distribute themselves in each area, as they think the global population is proportionally distributed. After letting them debate for some time, we give them the correction and ask them

what surprised them or not. We ask them to do the same with the global wealth distribution by moving the chairs in each different area. We do the same correction, by presenting figures and asking for their reaction.

Then we start migrations distribution with a small introduction about definitions. We give them red suitcases and ask them to distribute them according to the asylum countries/areas. Again we give them the correction, the figures and graphs and have some time to discuss their reactions and the gap between their reality and the right one.

Finally, the most important distribution is the one of the black suitcases, according to the asylum countries/areas. We take more time in this correction by giving them more figures and examples and letting them discuss more about the gap between their distribution and reality. We ask them where their reality is from and how they feel now with these numbers. The debate should take some time here.

The conclusion is about the importance of keeping critical spirit and prudence about what we see in the media and how some information may be relayed. There is also the topic of the responsibility of these migrations and how we may act in order to do more.



Debate time in the migrations chairs game - Finland 2024

3. Skills and knowledge learned

The main skill learned in this tool is critical spirit, especially about a topic as hot as migrations nowadays and with media information everywhere. Keeping a place of debate and discussions to fight prejudices is a great skill that this game offers, as well as always checking the true data and the source of a topic.

Finally, the game offers a lot of figures and examples about migrations. It doesn't describe personal testimonials or emotional information (that can be really helpful too) but presents a lot of data that reveals the truth behind this social and human phenomenon.

Conclusion

In conclusion, we can say that our tools in Module 1 attempt to answer as effectively as possible to the climate and social issues of our time. They address key concepts such as circularity, climate justice, global agreements and migrations. These are hot topics that need to be brought to the attention of young people. Our tools also provide young participants with skills such as public speaking, negotiation, listening and teamwork, as well as factual knowledge about the subjects addressed by the tools. We hope that our module meets the key issues of our time, the need to raise young people's awareness, and their need to develop their skills.

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