

# YOU HAVE ARRIVED

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## ABSTRACT

“You Have Arrived” is an arts-based research project that employs autoethnography, using personal life histories to explore social phenomena, and puppetry to explore climate-induced displacement through an educational performance designed for children and youth. Addressing a gap in existing scholarship, the project investigates how puppetry can foster young audiences’ understanding of the interconnected social, environmental, and human dimensions of climate change and forced migration. Grounded in arts-based research and critical pedagogy, or a philosophy of education and social movement, this study uses puppetry as both an educational medium and a research method to translate complex scientific and sociopolitical concepts into developmentally appropriate narratives. Methodologically, the project integrates creative performance with qualitative inquiry, focusing on audience responses such as reflections and discussions, artist-researcher journals and field notes, and performance documentation such as video recordings and scripts. Guided by research questions focused on the educational potential of puppetry and the role of autoethnography in socially engaged education, the study uses multimodal analysis to examine themes of understanding and civic awareness, all to advocate for more sustainable ways of living to protect our planet and those living in it. By merging creative practice with inquiry, this project advances scholarship in arts-based pedagogy and environmental education while fostering environmental awareness, creative problem-solving, and active citizenship among students. The project contributes to art education, climate education, and social justice scholarship by demonstrating how personal narrative and embodied artistic practice can support engagement with climate displacement and support the development of socially and environmentally conscious learners.

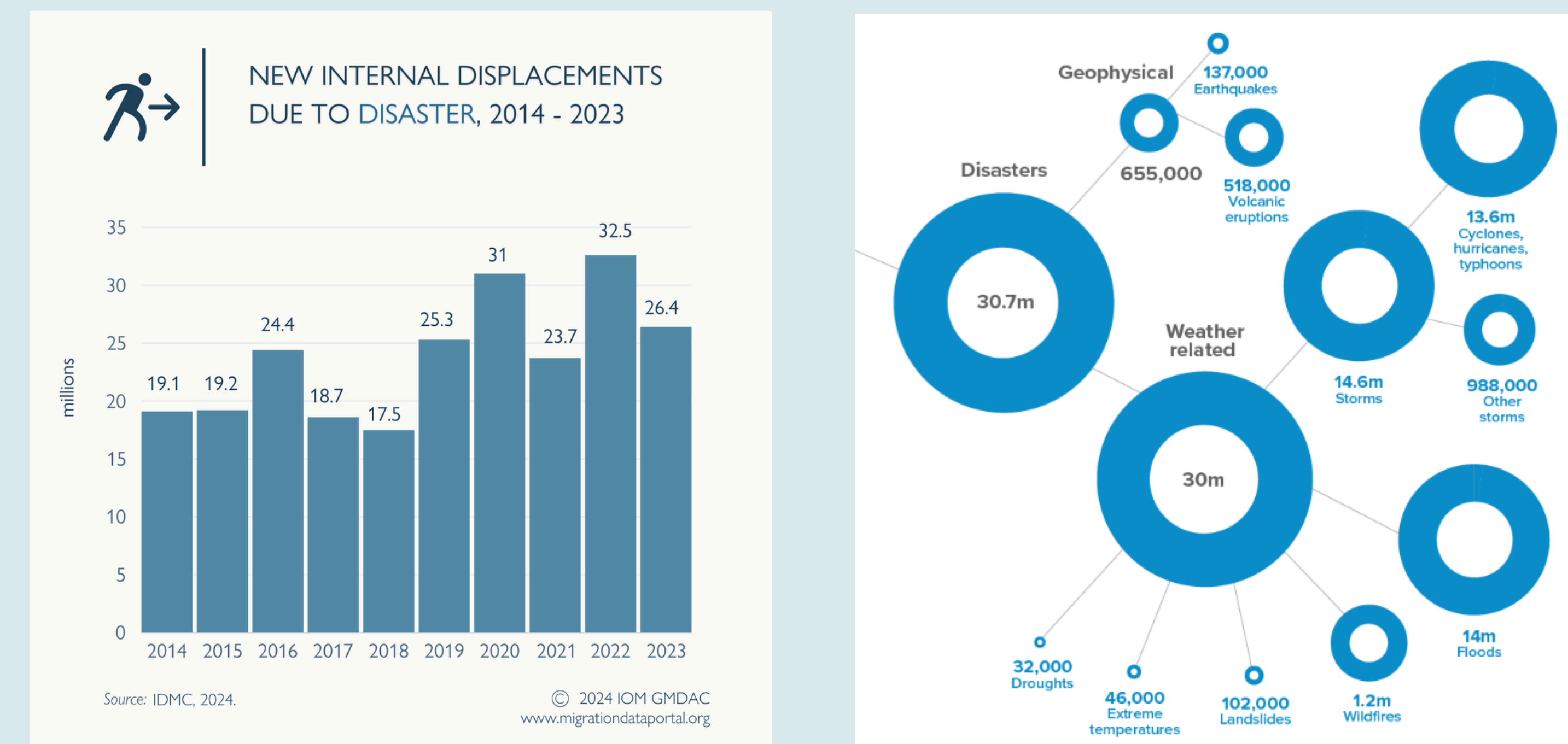
## BACKGROUND

Topics: arts based research, autoethnography, performance, climate change, forced migration

- Climate change is increasing environmental displacement, forcing communities to migrate due to rising seas, extreme weather, and environmental damage.
- Children are affected by these global issues, yet there are limited age-appropriate ways to teach the connection between climate change and migration.
- Climate change and migration are often taught separately, leaving gaps in understanding how environmental change impacts people and communities.
- Arts-based education and puppetry can help explain complex social issues, using storytelling and creativity to make these topics more accessible and engaging for young audiences.

## METHODS

The research for You Have Arrived uses an arts-based methodology that combines autoethnography and puppetry as both a creative practice and research method. The project begins with a literature review on arts-based research, puppetry in education, climate change education, and migration studies to identify gaps in existing scholarship. Neda Izadi develops and performs an educational puppet production for children and youth that explores climate-induced displacement through storytelling and visual performance. Data is collected from audience responses such as drawings, written reflections, discussions, and interviews. She also keeps reflexive journals and field notes, and performances are recorded for documentation. These visual, textual, and performance-based data are analyzed for themes related to children’s understanding of climate change, migration, and empathy.



## RESULTS/FINDINGS

Although our findings are preliminary and no conclusive results are presented, we found that puppetry can be an effective way to help children understand complex issues like climate change and displacement. Through the puppet performance, children engaged with the story and demonstrated understanding through drawings, discussions, and reflections about environmental change and migration. Many responses also showed empathy toward people affected by climate-related displacement. Observations and the journals further indicated that storytelling and visual performance helped make abstract topics more relatable and easier for young audiences to understand. Overall, the results suggest that arts-based approaches like puppetry can support meaningful learning about climate justice and social awareness for children.

## ANALYSIS

The analysis of the findings suggests that puppetry can serve as a powerful educational tool for helping children engage with complex global issues such as climate change and displacement. By presenting these topics through storytelling and visual performance, the project made abstract ideas more understandable and emotionally meaningful for young audiences. The children’s responses indicated that creative, arts-based learning can encourage empathy, curiosity, and discussion about social and environmental challenges. Overall, the results highlight the potential of combining puppetry and personal narrative to support socially engaged, developmentally appropriate learning about climate justice.

## ACKNOWLEDGMENTS

I want to thank my research mentor Neda for giving me the opportunity to learn about climate change and how it affects our environment and society. A special thank you to JeanMarie for being an amazing mentor and researcher. I am very appreciative of all I have learned and how I can apply it to my life to better the world around me.

## REFERENCES



SCAN ME