



## How Climate Change Affects People Differently

This activity is meant to introduce your students to the concept of **vulnerability**. It focuses specifically on **climate change** and its disproportionate impact on different groups of people around the world. If you would like to learn more about how climate change will affect people, we recommend you read this [chapter](#) from our “Why Climate Matters” course.

### Instructions

Each student should be provided with a copy of the handout. Students should then read the **background information** as a class or individually. After reviewing the background information, students should have a general understanding of some factors that can make individuals vulnerable to climate change.

Students are then asked to read **five short profiles** of people from around the world and **identify** what makes those individuals vulnerable based on the background information (the answer key can be found below).

Once the students have had some time to identify these factors, they can be discussed as a class. Afterward, you can discuss some of the ways in which we can reduce the vulnerabilities of these specific factors (solutions can be found below).

### Answer key

#### Amaruq from Canada

- **Indigenous:** Being indigenous, Amaruq and her community are more likely to face discrimination and are unlikely to be as involved in the decision-making processes concerning climate change adaptation in Canada. Also, having a deep spiritual connection to the land makes the Igloodik emotionally vulnerable to the impacts of climate change on the land.
- **Location:** Northern Canada is located in the Arctic – one of the regions most affected by climate change and warming temperatures.

#### Fabienne from Haiti

- **Age:** As a child, Fabienne is more vulnerable to the effects of climate change.
- **Wealth (individual):** As small farmers, their livelihood depends on their crops. Climate change is likely to damage these crops due to increasing temperatures and extreme weather events.
- **Physical Geography/Location:** Haiti is located in the Caribbean which is susceptible to tropical storms and hurricanes.



## Zara from Chad

- **Gender:** As a woman, Zara is less likely to be invited to contribute to discussions and decisions regarding adaptation measures.
- **Age:** Being elderly, Zara's health is more likely to be negatively affected by effects of climate change such as intense heat waves.
- **Wealth (community):** As fisherpeople, Zara's community relies on the availability of fish from Lake Chad as a source of food and income. This supply is threatened by climate change as Lake Chad continues to shrink.
- **Physical Geography/Location:** Chad is located in sub-Saharan Africa which is likely to be exposed to greater temperature extremes in the future.

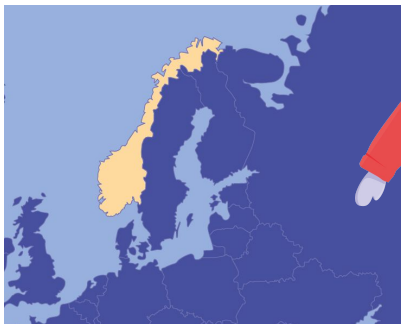
## Abdul from Bangladesh

- **Physical Geography/Location:** Being on the coast means Abdul is more exposed to flooding from sea-level rise. Furthermore, Bangladesh is a low-lying country and is therefore extremely susceptible to intense flooding.

## Sven from Norway

It's important to note here that Sven is not physically vulnerable to the effects of climate change. Based on the text, he's a man and does not come from a low-income country or household. What's more, Norway is a high-income country with the capacity to implement both strong mitigation and adaptation measures.

Sven does mention, however, that learning about the effects of climate change has left him feeling **stressed**. Regardless of a person's wealth, gender, location, or age, climate change can always affect them mentally, which should be taken seriously. Here are some resources if you think any student is suffering from "[Eco-Anxiety](#)".





## Potential Solutions

In order to end your lesson on a more positive note and to show that there is indeed a way to a more equitable future, here are some solutions to the problems mentioned above:

### Location

- Developing **infrastructure** like sea walls to protect against flooding
- Advocating for richer nations to provide **funding** and **assistance** to poorer countries that may lack the resources to reduce vulnerabilities

### Wealth

- Advocate for more **progressive tax systems** in order to reduce poverty and promote equality
- Provide people with the **resources** they need to make them less vulnerable to climate change (e.g. housing, medical services, etc.)

### Age

- Ensure efficient and timely access to **healthcare** services for the youth and the elderly
- Ensure cities prioritise reducing the effects of weather events like heat waves
  - Can include making fountains, planting trees, painting roofs white, etc.

### Minorities / Indigenous peoples

- Actively include minority groups and indigenous peoples in **decision-making processes**
- Include education about minorities and indigenous peoples in school curriculums

### Gender

- **Promote** gender equality through education campaigns
- Actively **include** women in decision-making processes
- **Promote** family planning services and access to contraceptives
- **Ensure** equal access to education

But above all... Try and **reduce YOUR emissions** to mitigate the impact of climate change on people everywhere and future generations.

We welcome feedback and would be delighted to hear your thoughts on this activity. Feel free to send an email to [schools@climatescience.org](mailto:schools@climatescience.org) and we'll be sure to get back to you soon :)