



Understand How Climate Change Affects Others

A person's **vulnerability** to the impacts of **climate change** depends on a number of factors, including their **location, age, gender** and the **wealth** of their country. A person is described as vulnerable if there is a chance they will be physically or emotionally wounded. People **around the world** are impacted differently by climate change and many are considered to be much **more** vulnerable than others. This activity will allow your students to take a walk in the shoes of others and visualise the inequality of climate change. If you would like to learn more about **how** climate change will affect people, we recommend you read our [Why Climate Matters](#) course.

We recommend having your students read the activity sheet provided, prior to starting the activity outlined below. Each student should have access to a handout.

Instructions

Step 1: Print and cut out the role cards below and hand one to each student. If there are more students than there are role cards, we recommend making copies and assigning the same role card to multiple students.

Step 2: Give your students a few minutes to familiarise themselves with their role.

Step 3: Have your students stand in a line, one next to the other. This may need to be done outside.

Step 4: Read out each of the following statements. If the statement is true for their character, they should take one step forward. If the statement is not true for their character, they shouldn't move.

- I have access to electricity every day (Amaruq, Fabienne, Abdul, Sven)
- I am guaranteed food every day (Abdul, Sven)
- I come from a high income country (Amaruq, Sven)
- I am from a middle to high income household (Abdul, Sven)
- I am neither elderly nor a child (Amaruq, Abdul)
- I am not an indigenous person (Fabienne, Abdul, Sven)
- I don't live near the coast, in a desert, or in the arctic (Sven, Andres)
- Neither I nor my family depends on agriculture for income or food (Abdul, Sven)
- I am a man (Abdul, Sven, Andres)





Step 5: Once you have read all the statements, have your students take a moment to look around and make note of the space between them and their peers. Although all these individuals are vulnerable to the effects of climate change, the further back a student is, the more vulnerable the individual on their role card is.

Following the activity, we recommend discussing with your class what they concluded from the activity using the follow up questions provided as well as some solutions.

Follow up questions

Here are some follow up questions:

- Who was the farthest ahead? Why?
- Who was the farthest behind? Why?
- What do you think could be done to make each person less vulnerable?

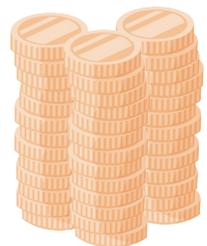
Potential solutions

Location

- Building sea walls to protect against flooding
- Protecting wetland and marine environments, such as coral reefs and mangrove forests, which can also protect against flooding
- Advocating for richer nations to provide funding and assistance to poorer countries that may lack the resources to reduce vulnerabilities

Wealth

- Provide people with the resources they need to make them less vulnerable to climate change (e.g. housing, medical services, education etc.)
- Reduce consumption in richer nations to lower emissions and promote equality



Age

- Make sure children and elderly people can access the healthcare they need
- Make sure cities prioritise reducing the effects of weather events like heat waves
- Can include making fountains, planting trees, painting roofs white, etc.



Minorities / Indigenous peoples

- Include minority groups and indigenous peoples in decision-making processes
- Include education about minorities and indigenous peoples in school curricula

Gender

- Promote gender equality through education
- Include women in decision-making processes
- 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 and we'll be sure to get back to you soon :)

**Amaruq from Canada**

"My name is Amaruq. I'm a 23 year old woman and I belong to an indigenous community known as the Igloodik. We live in northern Canada. There are only about 1,700 people in my community, so we're a pretty tight-knit bunch. We have a deep spiritual connection to the land that we've lived on for roughly 3,000 years. I rely on fishing to make money and for food. Lately, I've been noticing some changes...The ice is becoming thinner and the weather has been quite unpredictable. This has made it more difficult for our hunters to safely find food!"

Zara from Chad

"My name is Zara. I'm 76 years old and I'm from Baga Sola, Chad. Baga Sola is a small town near Lake Chad. The lake is vital to our way of life as it provides a source of food and money from fishing. Sadly, it's becoming hotter and drier, and the lake has already shrunk a lot. Because of this, my family and I need to move somewhere else to find work and earn money."

Sven from Norway

"My name is Sven. I'm 17 years old and I'm from Oslo, Norway. I live here with my parents. My father is a banker and my mother is a scientist. In school, I've been learning a lot about climate change and the things we can do to solve it. But lately I've become quite stressed about all of the effects climate change has on the world and people."

Fabienne from Haiti

"My name is Fabienne. I'm 10 years old and I'm from Port-au-Prince, Haiti (an island in the Caribbean). My parents and I live on a small farm where we grow corn that we eat. We have lots of rainy days here, but it's also really sunny and hot. Sometimes, we even have big storms called hurricanes. Lately, these storms have become stronger and they are happening more often. These storms sometimes destroy our corn crops."

Abdul from Bangladesh

"My name is Abdul. I'm 32 and I'm from Kuakata, a small town on the southwest coast of Bangladesh. I'm a conservationist, which means I help protect nature and habitats, like our beautiful beaches. We have lots of beaches here in Bangladesh, a country known for its low elevation (the land is flat and close to the sea). We also experience monsoons around the same time each year. Monsoons are strong winds that bring heavy rainfall. Over the years, however, the monsoons have become stronger and more frequent, which has caused lots of flooding. I've also noticed the erosion of our beaches – the water wears away at the beach and carries the sand away, bringing the ocean closer and closer to our homes."

Flavio from Bolivia

My name is Flavio. I'm 13 years old and I belong to an indigenous community located in east Bolivia. My parents are farmers and after school I help them grow vegetables on our small farm. We don't have access to electricity, so we cook our food on an open fire. My brother and I also bring the vegetables we grow to the market to sell and earn money. Lately it's been raining less, so our vegetables aren't growing.