

SESSION 4: CLIMATE CHANGE STORIES

Age range: 11–14 years

Outline Learners will learn that climate change is having an impact on people around the world. They will play a 'Climate change vulnerability game' which emphasises how it is often the most vulnerable communities who are most negatively impacted by climate change, despite contributing the least to it. Learners will then use case studies to investigate in more detail how some communities around the world are being affected by climate change. Finally, they will use role play to empathise with some people whose livelihoods are being threatened by climate change.		
Learning objectives <ul style="list-style-type: none"> To recognise that everyone is affected by climate change but people living in poverty are the most vulnerable. To describe some ways in which communities around the world are being affected by climate change. To empathise with some of the people who are most at risk from climate change. 	Learning outcomes <ul style="list-style-type: none"> Learners will play a 'Climate change vulnerability game' to develop their understanding of how it is often the most vulnerable communities who are most negatively impacted by climate change. Learners will explain in detail how climate change is negatively impacting a community or person. 	
Key questions <ul style="list-style-type: none"> How are people and communities being affected by climate change? How do I think this makes them feel? 	Resources <ul style="list-style-type: none"> Climate challenge B slideshow: slides 2–7 Activity sheet 1: Climate change vulnerability game - Role cards Resource sheet 1–4: Climate change stories 	
Curriculum links		
England KS3 Geography Human and physical geography <ul style="list-style-type: none"> Pupils should be taught to understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. KS3 English Spoken English <ul style="list-style-type: none"> Pupils should be taught to speak confidently in a range of formal and informal contexts, including classroom discussion. 	Wales KS3 Geography Understanding places, environments and processes <ul style="list-style-type: none"> Explain the causes and effects of physical and human processes and how the processes interrelate, e.g. causes and consequences of tectonic activity, impacts of migration in Europe. Explain how and why places and environments change and identify trends and future implications, e.g. population increase, climate change, globalisation. Literacy Oracy <ul style="list-style-type: none"> Developing and presenting information and ideas. ESD6C: Climate Change, Choices and Decisions	Scotland Social Studies <ul style="list-style-type: none"> I can identify threats facing the main climate zones, including climate change, and analyse how these threats impact on the way of life. SOC 4-12a I can develop my understanding of the interaction between humans and the environment by describing and assessing the impact of human activity on an area. SOC 4-10a Literacy When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> communicate information, ideas or opinions explain processes, concepts or ideas identify issues raised, summarise findings or draw conclusions. LIT 3-09a

Activity 4.1 (40 min)

Climate change vulnerability game

- Explain that learners are going to play a game to explore what factors make some people more vulnerable than others. Discuss with learners what being vulnerable means:
 - Something might happen to you.
 - You are missing something.
 - You are at risk or in danger.
- Organise learners into pairs or groups of three and ask them to line up at one end of the room in their groups. Give each pair or group one of the Climate change vulnerability game - Role cards (Activity sheet 1).
- Explain that the role cards represent fictional people living in Malawi (one person works in Tanzania). Ask learners to spend a few minutes imagining the daily life of the person whose role they are playing and to think of a name for their character.
- Read out the list of statements below and ask those learners whose character can agree with the statement to take a step forward (give them time in their groups to decide if they would agree with the statement). Encourage those groups who are unsure how to answer to ask you for advice.
- Eventually the learners will be spaced out across the room according to how many steps they have taken forward.

Vulnerability statements

1. You receive or received a primary school education.
2. You receive or received a secondary education.
3. You can afford to meet your basic needs.
4. You are never short of food.
5. You do not rely on good local weather for growing crops to make a living or to have food to eat.
6. You can afford to see a doctor and buy medicine when you have health problems.
7. You have the power to influence people in your community.
8. If there is an emergency the emergency services will come and help you and your community.
9. You have people who care about you and protect you.
10. You have savings (that are money).
11. You don't have to do dangerous things in order to survive.
12. You can afford a place to live.
13. You live in a sturdy house safe from bad weather.
14. If you have a place to live, it is insured.
15. You have good enough reading and writing skills to get a job that provides a regular salary.
16. If you lose your way of making an income, you can probably find another.

- Once you have read out all the statements, ask the groups to stay where they are and introduce their character to the other groups. Encourage the learners to give reasons for their decisions about how many steps they took.
- Ask the other learners if they think that each character is correctly placed in relation to others, for example: Do you think the married man should be further forward than the 12-year-old girl? Encourage discussions where there is disagreement.
- Ask learners to identify what factors make some people more vulnerable than others. How vulnerable do they think their character would be to the effects of climate change? Share the following facts to help learners identify ways in which their character might be affected.
 - Climate change may cause unpredictable rainfall which may affect crops, food production and water sources.
 - Climate change is linked to an increased likelihood of extreme weather events.
 - Extreme weather events such as flooding may destroy or damage houses, crops and roads.
- Ask learners to try and organise themselves across the room according to how vulnerable they think their character would be to the effects of climate change (one side of the room – high vulnerability, other side of the room – low vulnerability). Then ask learners to organise themselves across the room according to what they think the size of their character’s carbon footprint would be (one side of the room – small carbon footprint, other side of the room – large carbon footprint).
- Show slide 3. Explain that climate change affects everyone, but many people in poorer countries will be hit harder than many people in wealthier ones, and people living in the most food-insecure regions of the world will be hit the hardest. Ironically (and unfairly), it is the people who contribute the least to climate change who suffer the most.

Activity 4.2: Climate change stories (30 min)

- Give each learner a copy of one of the Climate change stories (Resource sheets 1–4). These stories are also provided on slides 4 to 7. Explain that these profiles are of real people who are affected by climate change. Ask learners to read their story and think about how they would introduce this person to others in the class.
- You may need to explain the meanings of some of the indicators included in the country fact files:

Life expectancy

Life expectancy at birth is the number of years a newborn infant would live if the prevailing patterns of mortality at the time of birth were to stay the same throughout its life. Life expectancy in the UK is 81 years.¹

Average income per person

This is calculated by working out the total amount of money being made in the country over the year and dividing by the number of people in the country. This calculation is done in US dollars so that all countries can be compared fairly. Average income per person in the UK is US\$40,600.¹

Extreme poverty

Living in extreme poverty is usually defined as living on less than US\$1.90 (approximately £1.50) per day for all your needs.

¹ World Bank Open Data: data.worldbank.org/

- Learners will have been introduced to the concept of a carbon footprint (and CO₂ emissions per person) in Session 2. For comparison, you might like to remind them that in 2016, CO₂ emissions per person in the UK was 8.5t CO₂.²
- As a whole class, discuss possible questions that you could ask the people featured in the stories (such as questions beginning with Why, What, Where, Why, When and How).
- Possible questions include:
 - Where do you live?
 - Which continent is your country in?
 - What can you tell me about your country?
 - How is climate change affecting your life, family and community?
 - How does this make you feel?
- In pairs with someone who has a different story, ask learners to take turns at either being an interviewer or hot-seating as the person in their story.
- Where answers to the interviewer's questions are not provided in the Climate change stories, learners can act in role, using their own ideas based on other aspects of what they know or have read. Emphasise that this is an activity in empathising and imagining rather than scientific fact finding.
- If time allows, pairs of learners could introduce each other in role to another pair. Alternatively, pairs of learners could act out their interviews to others in the class.
- Finish by discussing what learners learned from the activity.

Further ideas

- Learners could create a short story, newspaper article, diary entry, cartoon strip or poem to describe the feelings and opinions of a person affected by climate change. Learners could make a display board of their creative writing and/or give an assembly to share their work with others.
- Ask learners to list further questions they would like to ask the people featured in the Climate change stories. Although they will not be able to find out the answers, the questioning process itself develops empathy. Ask learners to think about what makes a good question. Encourage them to experiment with different types of questions, for example open and closed or easy and hard to answer. Discuss the advantages and disadvantages of different questions types.

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² globalcarbonatlas.org

Climate change vulnerability game - Role cards

Activity sheet 1

<p>You are a 12-year-old girl from a farmer's family who has been taken out of school because your mother needs help collecting water and wood. The walk to collect these is becoming longer every month.</p>	<p>You are a female subsistence farmer growing maize. You only grow enough food for you and your family to eat.</p>
<p>You are a married man with four children running a food centre in a small town. You lost an arm in a war, but have a good income.</p>	<p>You are a woman displaced from your village and hiding in a forest. You forage for food and water but often go hungry and are very scared.</p>
<p>You are a local government officer. You have influence and can afford everything you need.</p>	<p>You are a 16-year-old boy working in a diamond mine in the neighbouring country of Tanzania. You are given some food for your work but no money.</p>
<p>You are the teenage son of the chief executive of a large manufacturing company. You go to a private school and you are currently applying to go to university.</p>	<p>You are an employee of a national human rights organisation. You do a dangerous job and work very long hours for a small salary.</p>
<p>You are a farmer whose cotton crops have failed for two years in a row. You are now using your bicycle to collect charcoal 30km away from your house to support yourself and your family.</p>	<p>You are a former warlord living in a rubber plantation. You make a lot of money from the rubber and have influential connections.</p>



Climate change stories: Uganda

Resource sheet 1

Uganda Fact File

Capital: Kampala

Population: 43 million

Highest point: Margherita Peak on Mount Stanley (5,110m)

Lowest point: Lake Albert (621m)

Climate: The climate is generally tropical with two wet seasons which are becoming increasingly unpredictable. The north eastern Karamoja region has the driest climate.

Average life expectancy: 60 years

Average income per person: US\$600

Percentage of population living in extreme poverty: 42%

CO₂ emissions per person: 0.1 tCO₂



Data rounded to the nearest whole number (population data to the nearest million)

Data sources: World Bank Open Data: data.worldbank.org/

The Global Carbon Atlas: globalcarbonatlas.org/

Image source: Alvaro1984 18, commons.wikimedia.org/wiki/File:Location_Uganda_AU_Africa.svg

Uganda has always suffered from droughts but these are becoming more common due to climate change. This makes growing crops and keeping cattle very difficult.

Martina Longom is from Caicaoan village in the area of Karamoja in Uganda. There has been a three-year drought in her area. She says:

"In the past, there was enough rain. Whenever it rained the fields would yield all kinds of fruit and our mothers would store lots of food in our granaries. We used to have plenty of boiled sorghum and porridge to eat and plenty of milk to drink."

"But now things are different. Cows are dying. The rains have disappeared. And when it rains these days, it just drizzles. The drizzle isn't enough for the sorghum to grow properly."



Image info: Martina joins women from her village to collect water from their local water hole.

Credit: Geoff Sayer/Oxfam



"The drinking water that we used to fetch from the riverbeds can no longer be found. The riverbeds have dried up as well. There is a lot of thirst... Even if you have food to cook, you still need water to do the cooking. What can I do? There aren't enough words to express the pain."

Image info: Martina collects firewood. She makes this trip three times a week, leaving at 7.00am and returning between 12.00 and 1.00pm.

Credit: Geoff Sayer/Oxfam

Key words

Drought: A long period of very low rainfall, leading to a shortage of water.

Yield: Here it means to produce or provide.

Granaries: Places for storing grain.

Sorghum (bicolour): A grain that is an important crop worldwide. It is used for food, feeding animals and producing alcoholic beverages and biofuels.

Climate change stories: Bolivia

Resource sheet 2

Bolivia Fact File

Capital: La Paz

Population: 11 million

Highest point: Nevado Sajama (6,542m) in the Andes mountain range.

Lowest point: Rio Paraguay (90m)

Climate: The climate varies a lot in different parts of the country. In some places it is hot and humid, in other areas it can snow.

Average life expectancy: 69 years

Average income per person: US\$3,130

Percentage of population living in extreme poverty: 6%

CO₂ emissions per person: 0.5 tCO₂



Data rounded to the nearest whole number (population data to the nearest million)

Data sources: World Bank Open Data: data.worldbank.org/

The Global Carbon Atlas: globalcarbonatlas.org/

Image source: Connormah, [commons.wikimedia.org/wiki/File:Bolivia_\(orthographic_projection\).svg](https://commons.wikimedia.org/wiki/File:Bolivia_(orthographic_projection).svg)

In recent years, Bolivia has been warmer and there has been less rain. As a result, glaciers in Bolivia's mountains are retreating (getting smaller). Glaciers give water to farmers. Without this water farmers cannot irrigate their crops.

38-year-old Lucia Quispe, is from the village of Khapi on the outskirts of La Paz (the capital of Bolivia). She talks about Illimani, the mountain they live near:

"I have two daughters and one son, Javier, who was born here in the village. I am very worried when I see Illimani losing its snow and ice. The snow and ice are disappearing and melting day by day, year by year. The sun is stronger. It doesn't snow as much. We are very concerned."

"Everything depends on water. I have a plot of land. I grow corn, potatoes, broad beans and peas. It depends what we sow. If there is water, we can irrigate; if not, we can't."



Credit: Mark Chilvers



Image info: A view over La Paz with Mount Illimani in the background.

Credit: Mark Chilvers

"It could be 30 or 40 years' time, or maybe a bit more and there will be no snow and ice left on Illimani. For my son that would mean great suffering. There might be no more snow, no more water coming down... My son would have to leave."

"The warmer climate also means diseases like malaria are spreading. Before there was no malaria in the mountains, but now people are catching it there."

Key words

Irrigate: To supply water to land or crops, often by digging channels.

Malaria: A disease caused by a parasite which is transmitted by mosquitoes.

Climate change stories: Bangladesh

Resource sheet 3

Bangladesh Fact File

Capital: Dhaka
 Population: 165 million
 Highest point: In the Mowdok range (1052m)
 Lowest point: Indian Ocean (0m)
 Climate: Bangladesh has a tropical monsoon climate. Most of Bangladesh's rain falls between June and September.
 Average life expectancy: 73 years
 Average income per person: US\$1,470
 Percentage of population living in extreme poverty: 15%
 CO₂ emissions per person: 0.7 tCO₂

Data rounded to the nearest whole number (population data to the nearest million)

Data sources: World Bank Open Data: data.worldbank.org/ (2012-2013)

The Global Carbon Atlas: globalcarbonatlas.org/

Image source: Shahid Parvez, based on a file by User:Ssolbergj [commons.wikimedia.org/wiki/File:Bangladesh_\(orthographic_projection\).svg](https://commons.wikimedia.org/wiki/File:Bangladesh_(orthographic_projection).svg)



This is Hasina Begum from the island community of Char Atra, harvesting chillies from her vegetable garden. People living here have had huge problems from their land being lost due to erosion as the river floods. There were very bad floods in 2007. This makes growing crops harder.

She says: "Eight months ago I was living where the river is now. Since I got married I have moved to a new home six times because of the river erosion. This is happening more frequently."

"Before we used to stay for three or four years in one place but during the last five years we have been forced to move every year. Six years ago, we owned some land but this became a river and now we are landless."

"I hope we will be safe this year but we can't predict where the river erosion will happen after the flood."



Image info: Hasina harvesting chillies which she will dry and sell.

Credit: Shebab Uddin



Extreme weather disasters also cause loss of life, housing loss and outbreaks of diseases. Diarrhoeal disease is the second leading cause of death worldwide in children under five years old. Around 525,000 children die from it every year.³

Image info: A woman walks through flooded land in Bangladesh to get back to her home.

Credit: Peter Caton/Oxfam

Key words

Erosion: Wearing away of the soil by wind, water (such as when the river floods) or other natural processes.

³ www.who.int/mediacentre/factsheets/fs330/en/

Climate change stories: Malawi

Resource sheet 4

Malawi Fact File

Capital: Lilongwe

Population: 19 million

Highest point: Sapitwa Peak, Mount Mulanje (3,002m)

Lowest point: Junction of Shire River with the border of Mozambique (37m).

Climate: Generally tropical. There is a rainy season from November to April but little to no rainfall throughout much of the country from May to October.

Average life expectancy: 64 years

Average income per person: US\$320

Percentage of population living in extreme poverty: 70%

CO₂ emissions per person: 0.1 tCO₂

Data rounded to the nearest whole number (population data to the nearest million)

Data sources: World Bank Open Data: data.worldbank.org (2012–2013)

The Global Carbon Atlas: globalcarbonatlas.org

Image source: Alvaro1984 18, commons.wikimedia.org/wiki/File:Location_Malawi_AU_Africa.svg



Martin lives in the village of Msaka in Malawi. He fishes in Lake Malawi, which is the ninth largest lake in the world. Fish from the lake provide an important source of protein for people's diets. They are also very important for the many fishermen who catch fish on the lake.

There has been a rapid drop in the lake's water levels in recent years, caused by climate change (rainfall has decreased) population growth (more people are taking water from the lake for different uses) and deforestation (fewer trees means less rainfall).

Fishermen, like Martin, have seen their catches of fish from Lake Malawi fall in the past 20 years. They say that the winds are changing. This is affecting the water currents in the lake which is making it harder for the fishermen to catch fish.



Image info: Martin next to the racks, where the freshly caught fish are laid out to dry.

Credit: Oxfam



Martin says:

"We catch much less fish now. We used to catch them close to the shore. Now we have to go into deeper water and use a lot of fuel and what we get doesn't always pay for the cost. As I am now catching less fish and spending more on fuel I am finding it difficult to make ends meet."

Image info: Fishing on the Shire River in Malawi.

Credit: Nicole Johnston/Oxfam

Key words

Protein: Protein is an important food group. It helps our body to grow and repair itself.