Title

Climate hazards, social differences and inclusion

Introduction and background for facilitators:
An energizing exercise where participants are given 7 different ‘characteristics’ (printed on hand-out cards) and experience/show how their characteristics (or role) shape their vulnerabilities, opportunities and ability to react to different climate change risks. Alternatively, only 7 participants become active players and the rest of the participants observe and comment in plenary afterwards.

The aim is to understand how personal characteristics – gender, education, age, physical differences, wealth etc. and the intersection of those personal characteristics – may give different vulnerabilities and capacities in relation to hazards and, hence, the changing risks coming with climate change.

Aim/learning objective:
At the end of the exercise, participants will have a better understanding of how capacities and vulnerabilities depend on various physical and social differences, and that is not just a simple matter of, for instance, gender or wealth.

Materials and preparation:
Cards with the individual ‘characteristics’ printed – one card for each participant (at end of this document).
Prior to workshop, print out cards with the 7 different ‘characteristics’. You may also adjust the ‘characteristics’ to fit the country you are working in (e.g. other types of water infrastructure etc.)

Duration:
About 30 minutes

Participant numbers and/or arrangements:
Any number of participants with the 7 different ‘characteristics’ (roles); they are lined up in a row, in the middle of a room.

With a very large group you may choose to select a subgroup to play and let the rest of them observe/comment.
The exercise step by step:

1. Invite participants to stand in the middle of the room in a line, side by side.
2. The volunteers are “living in a fictional village” in the country you run the training session.
3. Hand out the cards with the 7 individual ‘characters’ – which are:
   a) Male village chief, illiterate. Lives in a strong house with a water tank. 3 children.
   b) Adult female, widowed. Lives in a small, weak house without a water tank. 4 children.
   c) Boy. Enjoys school and does well. Both parents are literate. He lives in a strong house with no water tank.
   d) Elderly female. 5 grandchildren. Strong house with a water tank. Receives remittances from adult children.
   e) Girl. Collects water every day from far away. Lives with relatives in a weak house which has a water tank.
   f) Literate, adult, male. Has a strong house with a good water tank. His wife is pregnant.
   g) Literate, adult, male. Has a strong house with a good water tank. He has lost a leg due to diabetes.
4. Ask participants: “Imagine your character – do you know of someone like this?”
5. Say, I’m going to read out some questions, and
   a) if you think you would answer yes take a step forward
   b) if you think you would answer no take a step backwards
   c) if you aren’t sure, stand still.
6. Read out the following 10 questions and let participants react:
   a) There is a big flood! Can you get to safety quickly?
   b) There is a cyclone – does your house stay standing?
   c) There is a long dry spell – can you find clean water?
   d) There is a heatwave warning on the radio – do you hear and take precautions?
   e) The weather forecast says “more intense rain” – can you read the poster with the forecast on the community notice board?
   f) There is a community meeting to decide priorities to prepare for the coming cyclone – do you participate and share your ideas?
   g) There is a flood – did you put the food stores and clothing up high?
   h) There is a long dry spell – do you make sure the children wash their hands before they eat?
   i) There is a Red Cross training on Disaster Preparedness – did you go?
   j) There is a Red Cross training on Disaster Preparedness; it included a participatory approach for women and children. Did you go?
Debriefing/discussion: Guide a discussion on the vulnerabilities and capacities that were displayed – inviting as many participants as possible to offer their observations and ideas. Questions to prompt the discussion could include:

- How did you feel when you took a step forward?
- How did you feel when you took a step back?
- Prior to this exercise, which of these vulnerability elements were you aware of? Which are new?
- What did you learn about gender, climate and vulnerability?
- Will hazards affect everybody equally?
- How could a community plan and prepare for disasters in a way that that doesn’t leave anyone behind?
- How could awareness messages and early warnings reach all who need to know?
- In this simple exercise we only used a few ‘personal characteristics’ – what other vulnerabilities and capacities could affect how a character is able to step forward or backward in response to these questions?
- In real life, how would you try to identify different vulnerabilities and capacities, and use that knowledge in planning for disasters and changing risks coming with climate change?
- What communication tools resonate most with men and women? Are they the same or different? How and Why? How can these communication tools be utilized for engagement of all?
Cut out those 7 paragraphs and hand out to players

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