

Module 3d:
Gender and
Climate
Exercise A

Version: 23 Feb 2018



Exercises

Title *Climate hazards – social differences and inclusion*

Introduction and background for facilitators:

An energizing exercise where a selected group of 7 participants are given different ‘characteristics’ and experience/show how their characteristics (or role) shape their opportunities and ability to react to variable external situations. Rest of the participants observe and comment in plenary afterwards. Alternatively – depending on number of total participants in the training session – all participants can be assigned one of the 7 roles and all be involved in the play.

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.

Prior to workshop, print out the cards with the 7 different ‘characteristics’ (see below). 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; they are lined up in a row, for instance along a wall.

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 may include:

- How did you feel when you took a step forward?
- How did you feel when you took a step back?
- 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?