

# SESSION 5

## STORIES OF CLIMATE CHANGE

### Objectives

- To empathise with other people whose lives are being impacted by climate change.
- To identify some ways in which the climate emergency is impacting the lives of people and communities around the world.
- To learn about some of the actions people are taking to adapt to the impacts of climate change and/or reduce carbon dioxide emissions.

### Time

- 40 minutes

### What you need

- This activity is best carried out in a large open space. You might like to use the playground or a sports hall.
- Cut up copies of the Climate change stories activity sheet

### Starter

1. Show learners the photograph below (provided on slide 11).
2. As a whole class or in small groups, discuss learners' thoughts about this image.
  - Where do you think this photo was taken? Why do you think this?
  - Imagine you were in this photo. What might you hear, smell, see and touch? How do you think you might feel if you were there?
  - What questions would you like to ask? Encourage learners to think about the 5 W's (What? Why? Where? When? Who?) and How?



Photo: Ivan Utahenua/Oxfam

3. Show slide 12 and tell learners that this photograph was taken in the Solomon Islands. The student in the photo used to walk to school but now uses a canoe. This is because the footpaths by the coast are now under water due to sea level rise as a result of the climate crisis. Use slide 13 to explain some of the ways in which climate change is affecting the lives of people here.

4. Explain that learners are going to be finding out more about how the lives of some people around the world are being affected by climate change. They will also be learning about some of the actions people are taking to adapt to these climate challenges.

## Main activity

1. Give each learner a copy of one of the Climate change stories. Ask learners to read their story and think about how they would introduce this person to others in the class. Some learners may need support to read and understand some of the text in the case studies.

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). Some possible questions are provided below and on slides 14 and 15.

- Where do you live?
- What do you do for a living?
- How is climate change affecting your life and that of people around you? How does this make you feel?
- How are you taking climate action?
- What else do you think needs to be done to tackle climate change?
- Who do you think should take action?

3. In pairs with someone who has a different story, ask learners to take turns at either being an interviewer or acting in role as the person in their story.

4. Where answers to the interviewer's questions are not provided in the Climate change stories, learners can act in role, using their own ideas. Explain that this is an activity in empathising and imagining rather than scientific fact-finding.

5. 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.

### Make it easier

Learners could work in pairs to first read and discuss one of the Climate change stories. They could then join up with another pair to interview each other's characters.

## Follow-up discussion

1. Use the case studies to point out the inequality of the climate emergency. Make the point that climate change affects everyone, but some people are being affected more than others. This might be because of where you live or who you are.

### Where you live

For example, extreme weather events such as droughts and flooding are more common and more intense in some countries than others because of their geographical location. Low-lying countries and coastline areas are more susceptible to rising sea levels.

### Who you are

For example, women are more likely to live in poverty than men. They often have fewer resources and face more barriers in having their voices heard and influencing others. Many women are farmers, growing crops on small plots of land to feed their families and sell. Around the world, climate change often affects women more than men.

2. If learners completed Activity 3, they could be asked to think about the different, overlapping identities the character in their case study has — for example, gender\*, education or profession. How might these identities and experiences affect how your character is being impacted by climate change?

\* Binary genders have been used in this set of role cards. However, other gender descriptors may be used, and the cards may be adapted. Encourage class participation in the terminology you decide to use.

3. Explain that climate justice is about recognising that the climate crisis impacts people unequally depending on where they are in the world and who they are. Ironically, and unfairly, those who did the least to cause climate change are being impacted the most. Climate justice is also about listening to the voices of everyone, as well as providing support and resources to the people most affected to help them adapt to climate change.

4. Remind learners that the people in these case studies, along with many people all over the world, are taking action to respond to the impacts of climate change. Show slide 16 and explain that climate action is also about taking steps to reduce carbon dioxide emissions, raise awareness of the issue or using our voices to encourage others to take action. Finish by inviting learners to share an example of a climate action. This might be something they are doing themselves or something they have heard about.

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## Additional activity ideas

- Choose one of the countries featured in the case studies and find out more about it. Where in the world is it? What is the geography like? What is the climate like? How many people live there? Do most people live in towns and cities, or in the countryside? What are the main industries? What crops do people grow? What is the average income per person? Produce a fact file to present their research. How might these country facts affect how climate change is impacting the lives of people living there?
- 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.
- Research how communities in the UK are being impacted by climate change. Discuss similarities and differences between these impacts and those described in the Climate change stories. Do you think everyone in the UK is being affected by climate change equally?

# CLIMATE CHANGE STORIES

## Activity sheet

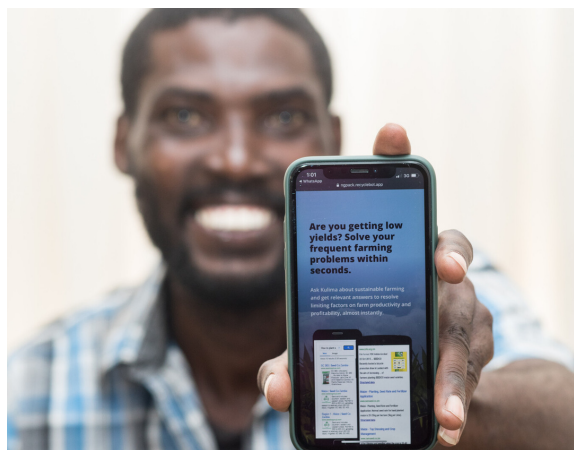


Photo: Loliwe Phiri/Oxfam. This project is funded by the European Union.

This is Chifungu. He is a farmer in Zambia. He is also a web developer and programmer. Changing rainfall patterns are making it difficult for farmers to grow their crops. Droughts and flooding are happening more often because of climate change.

Chifungu has developed an app called Kulima to help farmers adapt to climate change. They can use the app to get information and advice for growing their crops.



Photo: Nana Kofi Acquah/Oxfam. This project is funded by the European Union.

This is Brigette. She lives in the coastal town of Axim in Ghana. Brigette works in the fishing business. In this picture she is smoking fish to sell at the market. Rising sea levels caused by climate change are affecting the lives of people here. If the beach disappears, there won't be anywhere to land the fishing boats. People's homes along the coast will be damaged or destroyed.

The people here are taking action by building a sea defence wall to protect their coastline from the rising water.



Photo: Pablo Tosco/Oxfam Intermon.

This is Lucas. He is a farmer in Guatemala. He has a small plot of land where he grows corn, beans, yuca and avocado. Drought has affected his crops, which makes it difficult for Lucas and his family to grow enough food to eat. In this photograph he is holding up some corn that has been damaged by the lack of rain. These droughts are happening more frequently because of climate change.

Oxfam and some other organisations have been working together with these communities to support families in need. Lucas was able to buy a hose to water his crops. Whenever he can, Lucas helps out other families who have less than he has.



Photo: Elizabeth Stevens/Oxfam America

This is Elcy. She lives in the Solomon Islands. Climate change is affecting people's lives here. Rising sea levels mean that beaches are being eroded (worn away) fast. Some of the islands have disappeared entirely. Disasters such as cyclones and flooding are becoming more frequent and intense. Elcy's village was flooded badly a few years ago. In this photo, she is showing how high the flood waters came. For days there was no food or clean water.

Women in Elcy's village have formed a savings group. They have saved a pot of money which is used to give out loans to people in their village who need it. Some of this money has also been set aside for use in emergencies. Their plan is working. When a flood wiped out their crops three years ago, they were immediately able to buy and give out rice.



# CLIMATE CHANGE STORIES

## Activity sheet



Photo: Munir Hossain/Oxfam.

This is Shabana. She lives in Bangladesh. Much of Bangladesh is low-lying, and flooding is common. Changing rainfall patterns mean that this flooding is becoming more frequent and severe. This makes it difficult to grow crops.

Shabana and other women here have had training in ways of farming that are better for the environment. This is helping them adapt to the effects of climate change. Shabana was also given different kinds of seeds and a 'compost house' for making compost. She is now growing organic vegetables to sell in the market.

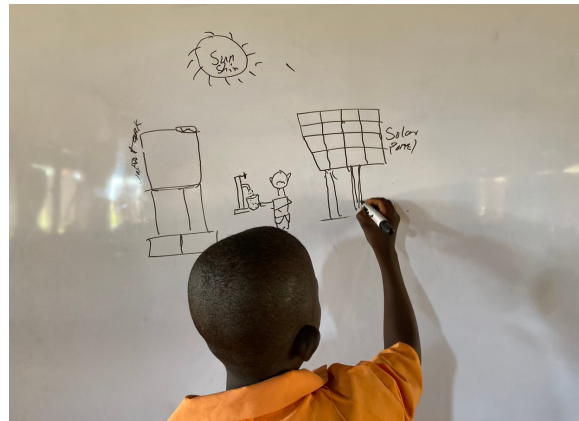


Photo: Kitty Norwell/Oxfam.

This is Lucas\*. He lives in Ghana. Lucas would like to be a lawyer in the future.

Climate change is causing the rainfall here to be more unpredictable. This is making it difficult for farmers to grow their crops. The headmaster at Lucas's school recently took the children to visit a nearby solar-powered water pump. The water from the pump helps farmers to grow vegetables during the dry season when there is little or no rain.



Photo: Eleanor Farmer/Oxfam.

This is Rabim. He lives in Tajikistan and is the leader of his village.

Rabim's village is high up in the mountains. It has both very cold and very hot weather. Heavy rainfall, landslides and flooding are common here, but climate change is causing these events to become more frequent and extreme. This extreme weather can damage homes and farmland.

Rabim and others in his village have been working with Oxfam to set up a Disaster Risk Reduction programme. This is providing information and training to help people respond to emergencies caused by severe weather.



Photo: Thoko Chikondi/Oxfam. This project is funded by the European Union.

This is Jessy. She lives in Malawi. Her parents are farmers. They grow maize, pumpkins, ground nuts and soya beans. Climate change is affecting their lives. Changing rainfall patterns are making it difficult for people to grow crops.

This means that families go hungry and don't have any extra crops to sell. Jessy missed out on school for three months when she was younger because her parents couldn't afford the school fees when their crops failed.

Together with others, Jessy is campaigning for more to be done to tackle the climate emergency. She has travelled to the UK to meet and talk with young people about the impacts of climate change in Malawi. Jessy planted this tree when she was 10 years old. Planting trees is one way to help protect the environment.



\*Name changed

# CLIMATE CHANGE STORIES

## Activity sheet



Photo: Oxfam in Pakistan.

This is Aijaz. He lives in Pakistan. Flooding, drought and rising temperatures are making people's lives here very difficult.

Oxfam and other organisations have been working with communities here to support people to adapt to the changing climate. Aijaz has had training to help him set up a small business. Other people have received training in ways of farming that are better for the environment. Solar-powered irrigation systems have been built. These help farmers to grow crops when there isn't much water. The farmers also now have an app that they can use to get weather information and advice for growing their crops.



Photo: Elizabeth Stevens/Oxfam America.

This is Pedro. He lives in the Philippines. The Philippines is hit by typhoons every year, but climate change is causing these storms to become more powerful.

Pedro's community (the people where he lives) has received support from Oxfam and some other organisations to help them prepare and respond to typhoons.

Pedro has been helping to care for and restore a mangrove forest on a nearby island. It was badly damaged when Haiyan, a super-typhoon, struck the Philippines a few years ago. The mangroves are very important. They provide a place for fish and crabs to spawn (release their eggs). They also protect the coastline from the wind and waves. More than 20,000 mangrove seedlings have now been planted!



Photo: Armstrong Too/Oxfam. This project is funded by the European Union.

This is Elizabeth. She lives in Kenya. Elizabeth loves nature. She remembers planting her first tree at the age of 7. Many people here are being affected by climate change. They also have fewer resources to help them adapt to these effects.

Elizabeth set up the Green Generation Initiative in Kenya as a way of getting more young people interested in climate action and the environment. Part of their work is to 'green' schools in Kenya by planting trees. They have planted more than 30,000 trees so far!

Elizabeth says: "Every action matters. By doing this we will be changing this planet for the better!"



Photo: Sam Tarling/Oxfam. This project is funded by the European Union.

This is Nagham. She lives in Lebanon. Nagham is studying marketing at university but is also a volunteer firefighter. Her unit recently responded to one of the worst wildfires ever seen in Lebanon.

Wildfires happen every year here. However, in recent years, as temperatures have risen and rainfall has decreased, the fires have been starting earlier in the year and spreading into wider areas.

Aisha says: "We are all affected by the fire that happened. We all have farms. Our Scouts activities used to take place in the forest. We used to spend most of the summer there - camping, hiking, and Sunday lunches with our families. It is heartbreaking to lose all that."

