



The ‘Climate and Society’ Game: People’s different vulnerabilities to climate change and their different abilities to be change-makers

FACILITATOR NOTES (DEC 2020)

Materials list:

There are three sets of CDKN playing cards, each with seven or eight characters in them. The sets represent personalities in fictional neighbourhoods in: Ethiopia (8 characters in the neighbourhood), India (7 characters), Ecuador/Latin America (7 characters).

Prepare the number of sets of playing cards according to how many participants will take part in the training and where they come from. Aim for approximately one character per participant in the training (although if they don’t match up exactly, two trainees can team up to play one character). Make sure that there is one fully-briefed table facilitator for each table, who will be in charge of one set of cards. The table facilitator plays the ‘Climate Change Officer’ or ‘Disaster Management Officer’ character.

For example:

For a training workshop of 25 people in Ethiopia, prepare three sets of Ethiopia playing cards and brief three table facilitators.

For a training workshop of 18 people in Ecuador, prepare two sets of Latin American playing cards and brief two table facilitators.

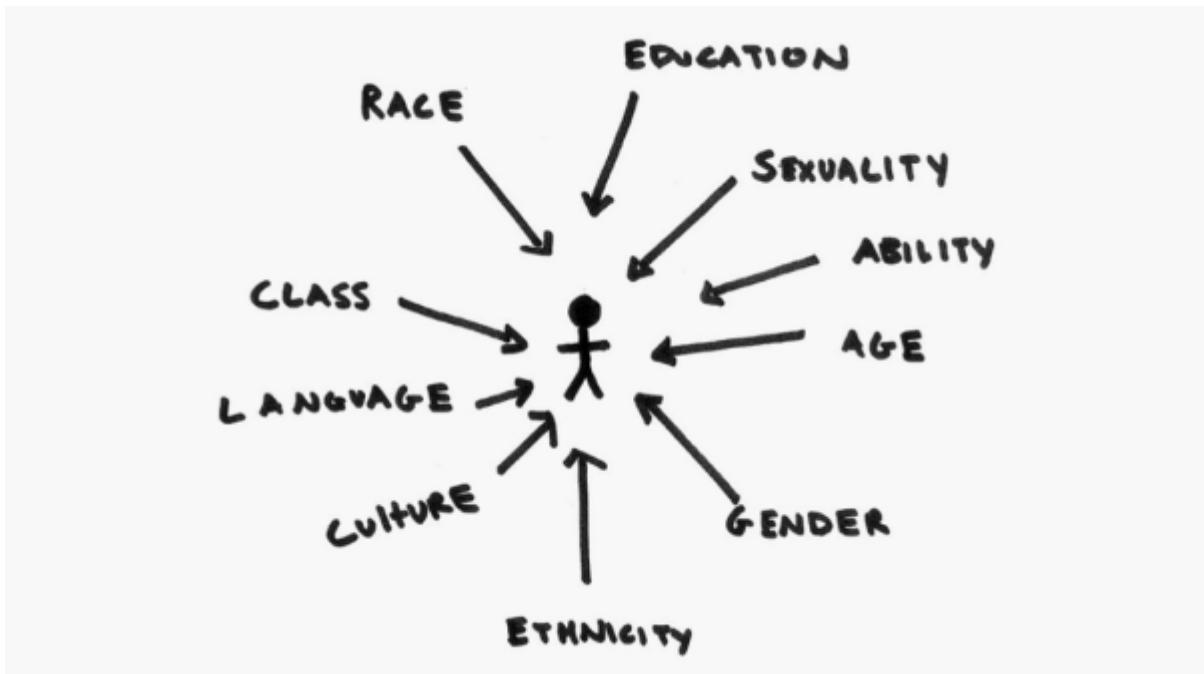
For a training workshop of 50 people who are coming to an international event from all over the world, prepare six or seven sets of playing cards, two each of Ethiopia, India, Latin American playing cards plus one more potentially, and six or seven table facilitators.

Overarching training objectives:

The overarching objectives are to enable workshop participants/trainees to....

- Understand better how people’s different social/economic/cultural/physical status and attributes, including their gender roles and relations, interact with and contribute to their climate vulnerability and risk by ‘walking in other people’s shoes’.
- Understand how these social/economic/cultural/physical status and attributes, including their gender, affect different people’s ability to contribute to individual and collective disaster risk reduction, adaptation and climate-resilient development.
- Highlight, through group discussion, some helpful tools and tactics that Climate Change Professionals could use, in their work, to

- o empower diverse people's participation in local climate adaptation planning and implementation processes, and
- o ensure that the design of such climate adaptation programmes and projects provides equitable benefits, bearing in mind people's different social/economic/cultural/physical status and gender.



Source: IWDA.org.au

Instructions:

1. The **overall Room Facilitator** welcomes everyone and introduces the purpose of the game. The purpose is to encourage us to walk in other people's shoes and consider how different people's sex, sexual identity and orientation (Sexual Orientation, Gender Identity and Expression, and Sex Characteristics-SOGIESC), age, social and economic status, different physical and mental abilities, etc. affect their ability to respond to climate change. See above diagram for inspiration and for sharing with participants, if desired. The Room Facilitator explains that we will do small group work, and each table is going to enter the fictional scenario: a low income urban or peri-urban neighbourhood that is frequently affected by a specific climate hazard. Each scenario has a facilitator card held by the 'Climate Change Officer' (in the Asia game, a Disaster Management Officer)- plus six or seven diverse character cards representing different people in the fictional community

(5 min to introduce, distribute cards, clarify any questions).

2. Each **Table Facilitator** reads out the ‘rule card’ describing the specific scenario in which the characters will interact, then s/he places the rule card in the centre of the table – so everyone can refer to it, as they wish, as the game unfolds (3 min).
3. Each **Participant** takes a character card and reflects on the character and their role in the scenario, paying particular attention to ‘**Round one: The consultation**’ (8min) In the first round of the role play, on the tables: the **Table Facilitator** explains that she is now consulting on how climate hazards are affecting people in the community and asking what is helping or hindering their participation in the planning process. She asks these questions to each **Participant** one by one: **Why didn’t you come to the neighbourhood meeting ...? How has the (hazard scenario) affected you and what would improve your situation?** Ideally there is time for each character to provide an answer (up to 10 min).
4. In this ‘**Round two: adaptation and resilience plans**’, the **Table Facilitator** is presenting a range of proposals that she has drafted for the community’s adaptation/resilience plan – based on the earlier consultation. In this scenario, each **Participant**, in character, is responding to the adaptation and resilience proposals, using the ideas on their character card but also elaborating their ideas and responding to others (up to 15 min).
5. In this group reflection at the tables, the **Table Facilitator** invites a discussion. First, for the **Participants**: what emotions did they feel? What frustrations, hopes, opportunities – why? Were the barriers to their participation (in the planning and implementation) something that they felt could be adequately addressed in a climate resilient development programme – if so, how? What other actions and changes would be required to enable them to participate and benefit more fully? For the Table Facilitator herself, how did the perspectives of the different characters change her mind as a Climate Change Officer? (10 min)
6. Optional extra at the **room level** – moderated by the **Room Facilitator**: A barometer with percentages 0%, 25%, 50%, 75% and 100% is located with cardboards on the floor. Representatives of each group locate themselves on the continuum according to the ‘proportion of disruption to their livelihoods’ (= their perception of how climate-vulnerable their character is). The **Room Facilitator** encourages the discussion of the different perceptions of vulnerability according to each condition and situation. Then, switch gears, discuss how to move up the scale and empower this character to be a ‘changemaker’. What does it take? What capacities do they have? How can those capacities be capitalised upon (bearing in mind that the structures might not yet be in place to enable them to contribute those capacities/or the structures might not be accessible enough to everyone given their circumstances. If so, how can those structures be modified?) (up to 10 min)
7. Collective reflection across the room: the **Room Facilitator** invites **all Participants** to share their personal reflections of how the game has changed their views about different aspects of vulnerability and what the material outcomes could be, in terms of improving climate programming processes for everyone’s benefit and to address existing disadvantages (10 min). At this stage, it is helpful if the Room Facilitator responds substantively to issues and concerns raised (and also invites fellow participants in the room to counsel each other) so that there is a sense of aggregating and learning from each other’s experience. This could explicitly include an element of reflection on “what did you learn about how to accommodate the diversity of perspectives in planning processes?” and “what did you learn about the design and implementation of adaptation interventions that benefits groups, taking into account different social identities?”

8. Alternative or additional plenary exercise (an alternative if the group is too big for moving around to posters/cardboard etc in (b) above): the **Room Facilitator** introduces one or more **Experts on Gender Mainstreaming** in climate compatible development from different sectors of the economy, government and industry, and asks them to reflect on which elements of the games and issues raised in discussion chimed with the hurdles and opportunities they faced. Invite the Experts to share practical strategies from their experience. Room Facilitator closes the session. Possible points to include in the closing remarks are given below (up to 10 min).

Main reflections of the exercise:

People may live in the same place and be exposed to the same climate hazard, but the ways in which they are affected depends on different levels of vulnerability and adaptive capacity.

People's differences in relation to their sex, gender identity, sexual orientation, socio-economic status, education, ethnicity, caste, class, age, geographical origin, beliefs and other factors, translate into inequities and inequalities that are concentrated or aggravated in some groups. These aspects become a source of vulnerability to climate-related risks – some groups have limited resilience. They suffer most from the effects of disasters as well as slow onset climate impacts, directly and indirectly. But these inequalities and vulnerabilities can also end up excluding some groups from low carbon transitions and climate adaptation investments.

Prompts for discussion could include:

- How to get (women / young people) to participate in “community” meetings where custom would be for men to represent a household and speak on behalf of them?
- How to enable participation by people of varying physical abilities and varying literacy, etc?
- What measures are needed to include those speaking minority languages/belonging to minority groups?

Hints: could modify the mechanism through which you consult (e.g. maybe not just a meeting where everyone is expected to come, but face to face visits, school visits), who consults (e.g. women may feel more comfortable speaking with a woman; those speaking minority languages will be able to communicate better with someone who speaks their language), the location of consultations (e.g. gender roles mean women are often home-based and have more restricted spatial mobility than men; the disabled may have physical constraints to traveling and so may require consultation in their homes) and the timing (e.g. parents may have to help children with school work in the evenings; men may tend cattle and livestock in the mornings; women have cooking duties in the middle of the day). What might an inclusive consultation process look like (bearing in mind a “one size fits all” approach is unlikely to enable everyone to participate)?

On design of the climate change adaptation intervention itself, similar questions arise. Based on what you have heard about the ways people are affected and how they want to contribute, what can be done?

- How can women participate meaningfully in adaptation activities and give of their best skills and knowledge in ways that empower them – giving them a fair say in how things are done? (while being mindful that they are not being further over-burdened with work – how can the apportionment of work be fair?)

- How can young people participate meaningfully in adaptation activities and give of their best skills while also supporting them to grow and develop?
- How to enable meaningful participation by people of varying physical abilities and varying literacy?
- What measures are needed to include those speaking minority languages/belonging to minority groups in adaptation activities and ensure they get a fair say in how things are done?
- How can activities be designed to ensure that all the social groups that are *at risk of* being marginalised in fact get a full and fair share of project benefits? – and taking into account when assessing ‘fairness’ that some of these groups are *more affected by the climate hazard than others to begin with*, so it takes more effort and attention to ensure that they are left better off and not worse off.

Wrap up:

Climate investments need to be designed differently to ensure they have adaptation benefits for a variety of people, and in particular those who are getting left behind. Vulnerable groups need to catch up, benefit, and be empowered to be agents of positive change in our changing environment. Today’s analysis and experience of ‘walking in others’ shoes’ can help us to understand how all people can be better equipped to help themselves, and others, to access resources and articulate their needs and contributions effectively.

The CDKN gender toolkit (taught modules) dives deeper into some of the operational frameworks and tools that can be used to plan and deliver climate adaptation and mitigation activities inclusively. *Climate ambition means adapting and mitigating rapidly but it also means doing it well: climate ambition needs inclusion to succeed.*

- Approx 75 - 90 mins total running time