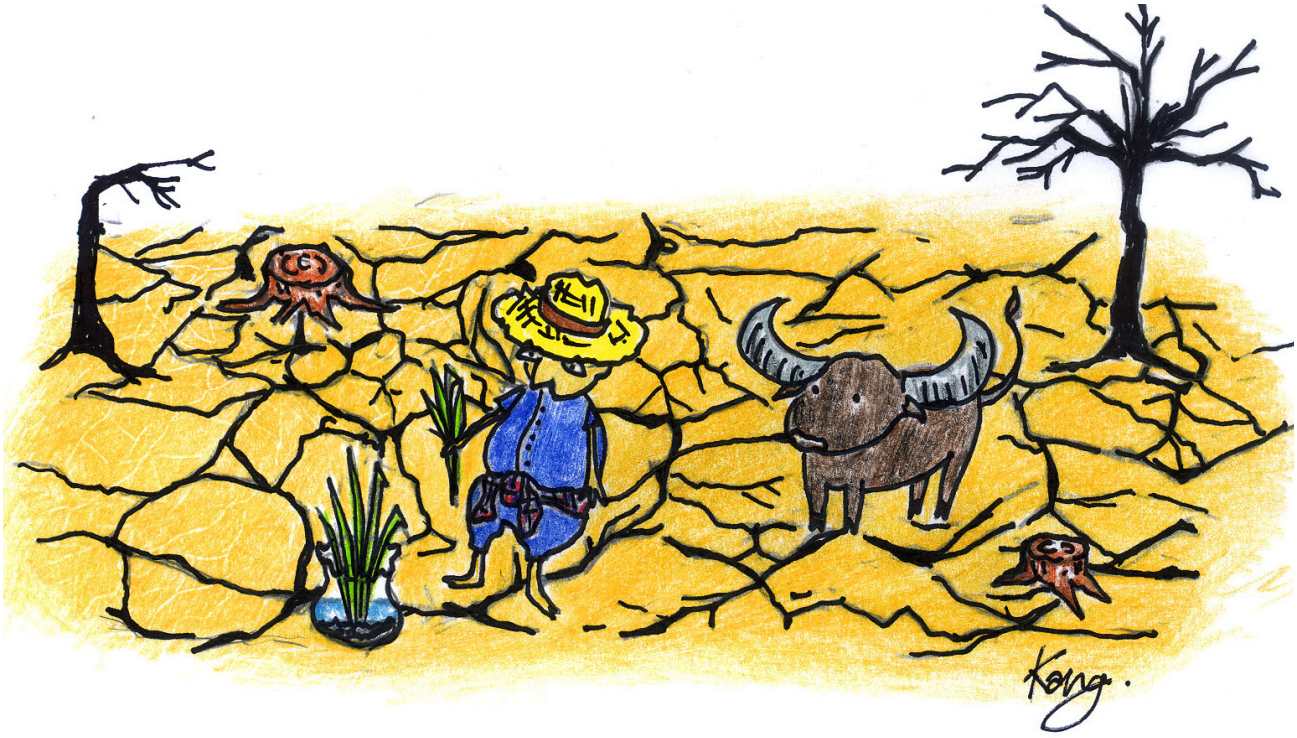
CLIMATE CHANGE AND POVERTY



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Climate Change and Poverty

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Climate change and poverty

The aims of this module are to:

- describe concepts of poverty
- examine the connections between climate change and poverty
- explore climate change and the impact on Southeast Asia and poverty reduction
- examine the impact of climate change and poverty on women
- suggest ways in which the poverty cycle can be broken.

What is climate change?

Climate change is a pattern of change affecting global or regional climate as measured by such things as average temperature and rainfall, or an alteration in frequency of extreme weather conditions. This variation may be caused by both natural processes and human activity.

What are the consequences of climate change?

Changes in climate have already occurred and continue to do so. These changes include rising sea levels, more intense and longer droughts, more intense tropical storms, more frequent heat waves, and heavier rainfall. This can result in food and water shortages, population shifts, and economic losses.

What is poverty?

Extreme poverty, as defined by the World Bank, is not having enough income to meet the most basic human needs for adequate food, water, shelter, clothing, sanitation, health care, and education. Extreme or absolute poverty is poverty that kills and this affects 1.4 billion people around the world. What this means is that nearly 30,000 people die every today. That's 1 every 3 seconds.

However, we do not have to be dying to be poor. You can be poor if your income and standard of living is well below the average in your society.

In Southeast Asia poverty incidence remains high—as of 2005, about 93 million or 18.8% of Southeast Asians still lived below the $1.25-a-day poverty line and 221 million (44.6%) below the $2-a-day-poverty line. What this means for this large group of people with limited income is a lack of access to food, to housing, to education, to health care and to basic human rights. So it is not just about economics, whether we talk about $1.25 or $2 per day, and ask if this is enough for survival or not. Overall, being poor means a poor state of well-being.

Poverty is also relative. "In wealthy societies, most poverty is relative. People feel poor because many of the good things they see advertised on television are beyond their budget- but they do have a television. In the United States, 97% of those classified by the Census Bureau as poor own a color TV. Three quarters of them own a car, have air-conditioning, a VCR or DVD player. All have access to healthcare[1]"

[1]Singer, Peter (2009) "The Life you can Save", Picador, UK

Nongkraan's story…

Nongkraan teaches in a two-room preschool on a corner of Bangkok's major garbage dump. The students are mostly children of garbage pickers and factory workers. Nongkraan says she took on about 20 new students last year who migrated with parents from northern areas where farming had become too costly and who came to Bangkok looking for factory work.

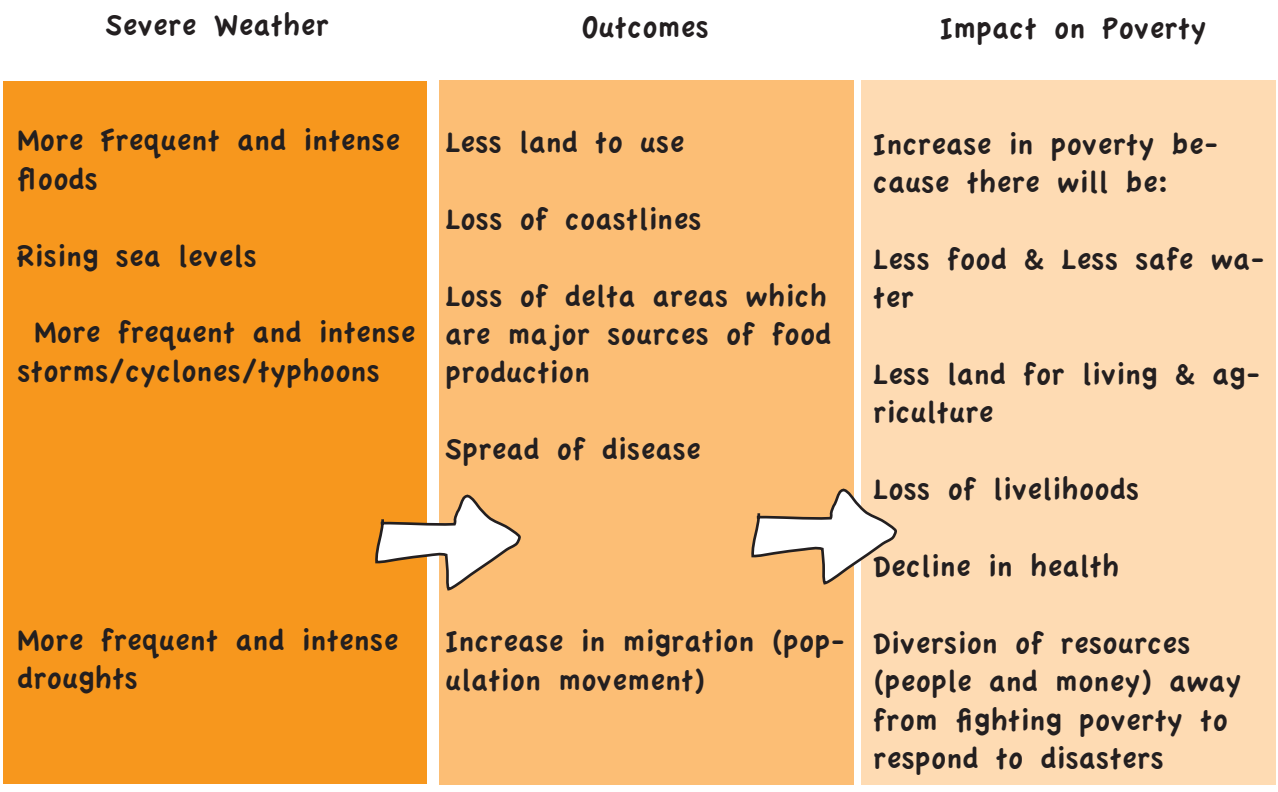
At the end of the day, she sends a container of milk home with each child. She fears it may be the only thing a few of them will consume that evening. Lately, some students have not been coming to class because they don't have the 10 baht ($0.36) daily school fee. Nongkraan also thinks not having 5 baht for an ice cream from the trolley that rolls to a stop in front of the bright blue preschool around 2 pm might be keeping some students away. Not being able to buy what others can makes them "feel different, unequal," she says. And if they don't come to preschool, she worries they will go out into Bangkok's streets picking through garbage. Also if they miss preschool they will often find primary school classes more difficult.

What is the connection or relationship between climate change and poverty?

Climate change affects everyone everywhere. Two of the most urgent crises facing the world, climate change and extreme poverty do offer an example of interconnectedness. By understanding how the two crises, and the people they affect, are connected, we can begin to understand how and what actions we need to take to deal with them both.

Climate change and poverty are connected in many ways. For example, as temperature changes increase the frequency and intensity of severe-weather events around the world, poor countries which often lack infrastructural needs like storm walls and water-storage facilities will divert resources (people and money) away from fighting poverty in order to respond to disaster. Warmer climates will also increase the spread of diseases like malaria and make it more difficult for poor countries to respond adequately. Perhaps most severely, changed rain patterns will increase the prevalence of droughts and floods leaving populations without food or enough food. The links between these issues are shown below in Figure 1.

Figure 1: The impact of climate change on poverty



Just as climate change will contribute to make poverty worse, poverty is also contributing to climate change. Most poor people around the world lack access to reliable energy sources and through necessity are forced to mainly use oil, coal and wood. These significantly increase the world's greenhouse emissions. These greenhouse gases (CHGs) are the natural and industrial gases that trap heat from the earth and warm the surface. Experts believe that the steady rise in global average temperatures in recent decades, known as Global warming, is one aspect of climate change. In fighting poverty, we can at the same time address climate change issues because the two are linked. For example, less dependence on oil, coal and wood and more use of bio-fuel which is a fuel derived from renewable, biological sources, including crops such as maize and sugar cane, and some forms of waste. This will reduce CHG emissions whilst helping to reduce poverty because it provides a reliable renewable energy option. Bio-fuel energy production from coconut shells in the Philippines is a good example that provides cost effective access to an energy source that reduces CHGs emissions.

The link between climate change and poverty effectively means that the solutions to address both of them can be the same. The story below shows the struggles against poverty and climate change are inseparable or inextricably linked[2].

[2] Source: http://news.bbc.co.uk/2/hi/science/nature/8362831.stm 16 Nov 2009

An Unusual Story?

In November 2009 Kumi Naidoo, a life-long human rights activist, became international executive director of Greenpeace. In South Africa he was involved with the liberation struggle against white supremacy rule until 1987 when he had to flee the country. He returned after the release of Nelson Mandela. In 2003 he was one of the founders of the Make Poverty History campaign. He explains why becoming head of Greenpeace is not such a strange or unusual move to make:

"I see a need to bring together the poverty movement and the environmental movement as we face up to the greatest challenge of our time: climate change.

Climate change is real and happening now. It already accounts for over 300,000 deaths throughout the world each year, according to the Global Humanitarian Forum. While some may wonder what a 'poverty activist' is doing moving to an environmental organisation, I do not view my role at Greenpeace as an abrupt detour.

I believe the struggles against poverty and climate change are inextricably linked, while the solutions are the same."

Climate change and poverty in Southeast Asia

Southeast Asia is widely considered one of the world's most vulnerable areas to climate change. By vulnerable we mean being less able to anticipate or predict, cope with, resist, and recover from, a climate change induced impact.

Southeast Asia is home to 563 million people. The population is rising almost 2% annually, compared with the global average of 1.4%. It has long coastlines with high concentrations of population and economic activities in coastal areas. Indeed, about 80% of the population lives within 100 kilometers (km) of the coast—leading to an over-concentration of economic activity and livelihoods in coastal mega cities. There is heavy reliance on agriculture for providing livelihoods especially those at or below the poverty lines and a high dependence on natural resources and forestry in many of its countries.

Climate change is already affecting Southeast Asia and impacting many sectors. It has affected the quantity and quality of water resources. Extreme weather events such as droughts, flooding, and tropical cyclones are increasing in frequency and intensity, and have contributed to a decline in the production of grains and industrial crops, fish supply, and forest harvests.

The region is struggling against the loss of its arable lands and coastal areas due to a rise in sea levels, more frequent storm surges, heightened coastal erosion, and soil salinization (whereby the soil becomes highly concentrated in salt and thus unusable for crops). A significant proportion of the population has been affected by the outbreak of malaria and dengue. All these impacts are predicted to worsen due to increased

warming, changes in precipitation patterns, and sea level rise. It is the poor who are affected most by climate change and many of the region's poor live in coastal areas and in the low-lying deltas. Most often, these are smallholder farmers, fishermen, and poor households most vulnerable to risk of climate change, as their marginal income provides little or no access at all to health services or other safety nets to protect against the threats posed by changing conditions.

We can see that for Southeast Asia climate change and poverty are linked by the issue of vulnerability. Geographically, climate change impacts on the region because of its long coastlines and dependence on agriculture amongst other factors; and with the high incidence of poverty of the people living in these areas working as farmers or fishermen they are made more vulnerable to the impacts of climate change. Moreover, it becomes more difficult for people to escape what is known as the 'poverty trap' when they are caught up in the 'poverty cycle'.

The Poverty Cycle

The poverty cycle can be described as a continuing situation whereby poor families become trapped in poverty for generations. The limited access to essential resources, for example to education, means that the family's children will remain poor because they are unable to improve their skills and thus lose the opportunity to make a better life.

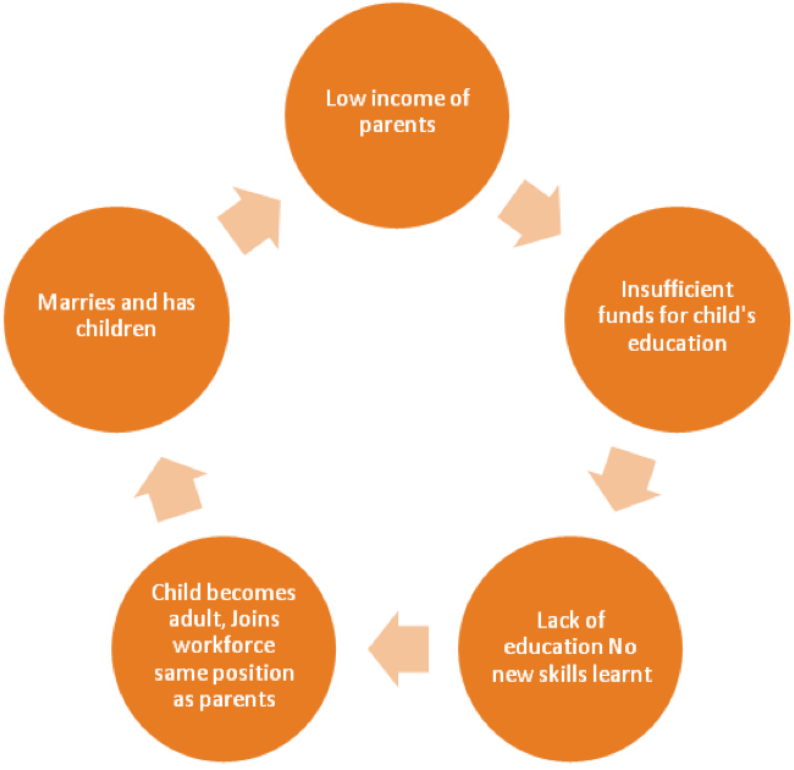


Figure 2: The stages of the poverty cycle

The simplistic diagram above illustrates the 'cyclical' effect of the poverty trap. This is an inter-generational cycle showing parental poverty that leads to the childhood poverty of their offspring and so on. In this example, lack of education is shown as the driver in perpetuating (or continuing) the cycle. But other factors such as lack of access to clean water and enough food that in turn can lead to malnutrition and disease could also be a cycle. In fact there are many cycles that are happening at the same time and indeed overlap and contribute to each other.

People living in poverty often show incredible courage and work long hours day after day on inadequate diets. As a result, some suffer indignity and a loss of self-worth. Feelings of inadequacy and failure can cause severe psychological damage. So when we talk of the poverty cycle, in fact, there are many cycles and it is important to note that they are not all based on economics. We must also consider how people feel and value themselves and their ability to provide for their families and contribute to their communities. When they feel a sense of helplessness, they are less able to help themselves. This is a very real feeling as people living in poverty are marginalized and more often than not are not listened to. Their ability to express their needs via local government channels is limited.

A Summary on Continuing Poverty

Many things contribute to make poverty worse and climate change is one factor among many others. It is difficult to lift oneself out of poverty because its causes and effects are also interlinked. For example:

- People living in poverty do not have enough food to eat. Without a good diet, people suffer malnutrition and are weak.
-
- When people are weak they are more likely to become sick.
- Sick people do not have the energy to work well or to seek help.
- People living in poverty are also unable to afford medical care and so their poor health will continue to worsen. This is because they are already living in poor quality housing that more than likely lacks adequate access to safe clean water, disposal of sewerage, electricity supply. What little savings a family has may be spent, and as a result they are more at risk if there is a disaster.
- People living in poverty are primarily found in remote rural areas or in slums on the outskirts of big cities. This contributes to continuing poverty because the people are isolated and not so easy to reach and help. The people have limited services to enable them to help themselves e.g. lack of transport making movement of people and goods difficult, lack of jobs where they are living resulting in little or no income, lack of medical services, lack of education opportunities.
- The areas where people are living in poverty, especially the rural and coastal areas, are more at risk from severe weather conditions as a result of climate change. The resources to deal with possible disasters like flooding or drought are lacking and the impacts of such disasters e.g. loss of arable land, destroyed crops etc. make an already bad situation much worse as people have to try and survive with even less than they had before.

Because of all these factors people living in poverty are described as being vulnerable or the most easily and immediately affected group of people that will suffer the most from the impacts of climate change. Their vulnerability and isolation leads to a sense of powerlessness or helplessness i.e. they feel as if everything is beyond their control and that they are indeed trapped or unable to ever improve their circumstances/living conditions as the following quote from a woman farmer shows.

"Every day I felt as if there was a water buffalo standing in front of me. The future felt dark and hopeless and I had no alternative ...I just had to keep going day in day out"

Climate Change, Poverty, & Women

The poor are the most affected by climate change and as many as 70 per cent of these poor people are women. This means that the worst impacts of climate change will affect poor women and children the most.

"Women and men's vulnerability to the impact of extreme climate events is determined by differences in their social roles and responsibilities. Among women, an expectation that they fulfil their roles and responsibilities as carers of their families often places extra burdens on them during extreme climate events. For men, their expected role as the economic provider of the family often places extra burdens on them in the aftermath of such events... As women constitute the largest percentage of the world's poorest people, they are most affected by these changes. Children and youth – especially girls – and elderly women, are often the most vulnerable."

- World Health Organization[3]

[3] World Health Organization (WHO) Gender, Climate Change, and Health, 2010

Not only will climate change affect women the most because there are more poor women than poor men but as the quotation above from WHO shows, women are also most vulnerable because of gender issues.

Gender refers to the socially constructed norms, roles and relations that a given society considers appropriate for men and women. Gender determines what is expected, permitted and valued in a woman or a man in a determined context[4].

Therefore, the role of women- as generally assigned by society as a whole, shapes what is expected of them and how they should behave. A report in 2009 from the United Nations Population Fund (UNFPA)[5] affirms that:

- Women are indeed among the most vulnerable to climate change, partly because in many countries they make up a larger share of the agricultural workforce and partly because they tend to have less access to income-earning opportunities than men.
- Women manage households and care for family members, which often limits their mobility and increases their vulnerability to sudden weather-related natural disasters.
- Drought and erratic rainfall force women to work harder to secure food, water and energy for their homes.
- Girls drop out of school to help their mothers with these tasks.
- The report refers to this as a "cycle of deprivation, poverty and inequality" which undermines the social capital needed to deal effectively

[4] (WHO: http://www.who.int/gender/whatisgender/en/index.html)

[5] United Nations Population Fund (UNFPA) Facing a Changing World: Women, Population and Climate, 2009

with climate change. In addition to the above, women also:

- Have less access to resources and services.
- Have less liberty of migration.
- uffer low visibility, especially in any decision-making process.

What we can conclude from this information on women is that they suffer disproportionately as a consequence of climate change and that we must address gender issues in climate change adaptation and mitigation strategies if they are to be successful.

Climate adaptation refers to the ability to adjust to climate change to moderate/limit potential damage, to take advantage of opportunities, or to cope with the consequences.

Climate mitigation is any action taken to permanently eliminate or reduce the long-term risk and hazards of climate change to human life and property.

Disaster management means having a plan to deal with and minimise the impact of natural disasters eg flooding, drought, tsunami. The purpose of the plan is to coordinate the actions of the government, local leaders and the people to:

- prepare in advance
- know what to do during a disaster
- manage the situation after a disaster

We need women to participate if the efforts made to combat climate change are to be effective and sustainable and so women's knowledge, priorities and strategies have to be integrated in climate change adaptation, mitigation and disaster management. This will enable them to fully contribute to all three areas as well as, build resilience to climate change. By building resilience, we mean to strengthen; that is to say - to make less vulnerable.

In most Southeast Asian countries efforts in this area are taking place. For example, in addressing the issue of climate change, the Indonesian government has been conducting gender mainstreaming strategies in relation to the environment, disaster relief, and social conflict supported by running gender-responsive programmes. Women's and environmental NGOs in Indonesia have also been working together in facilitating women to manage local resources in their regions by providing technical assistance.

Breaking the Poverty Cycle

There are 3 dimensions of poverty that can be summed up as lack of income, lack of access, and lack of power. Understanding what the consequences of these 3 "Lacks" are helps identify where interventions must be made to break the cycle of poverty. Figure 3 (below) shows what the lack of income, access, and power, results in.

Lack of income	Limited and inadequate availability of food, land, housing
Lack of access	Limited or no access to education, health, safe water, credit
Lack of power	Limited or no participation in decision-making, loss of dignity and respect

Figure 3: Outcomes resulting from lack of income, access, and power
Intervention in the areas of food, housing, education, basic health, agricultural inputs, safe water, transport and communications, and credit, are clearly seen as necessary. But there are other issues, namely gender inequality, that need to be addressed within all 3 areas of income, access, and power.

Changing unequal gender relations to increase ownership and control of property and women's effective participation in community management is cited as a key strategy by IFAD (International Fund for Agricultural Development)[6] to help reduce poverty and break the cycle. However, strategies will have to vary according to the differences in the degree of dependency on agriculture. ILO (International Labour Organization)[7] estimates that the percentage of women workers in agriculture in Malaysia is 15%, whereas in Thailand and Indonesia it is between 50-60%. So there will be many different strategies to apply according to the context and as, according to the World Bank[8] , "the region accounts for approximately half of the world's poor", the possibilities for intervention and action are numerous. Southeast Asia also has one of the highest illiteracy rates in the world, and so for example, reducing illiteracy would be a strategy to help lift people out of poverty as literate people have more opportunities to improve their lives.

There are many ways in which interventions have been made to the poverty cycle and as a result families have successfully risen above the poverty level. Some examples include:

[6] See www.IFAD.org
[7] See www.ilo.org
[8] See www.worldbank.org

1. Education of girls and boys

Where girls have completed their education alongside boys there have been dramatic improvements in health and well being of communities. Girls marry later, have smaller families and this means that there is more food to go around and there are resources to treat diseases. Educated girls also provide good roles models for the next generation as they encourage their children to study hard and attend school regularly.

2. Availability of micro credit loans

A small loan enables the poor to take an initiative e.g. buying an extra chicken and selling surplus eggs in markets and reinvesting profits. This leads to greater access to basic needs such as food. Provided that the interest rates are small, loans may be paid back easily.

3. Literacy & numeracy education of adults (especially women) linked to business

This strategy is especially effective if literacy and numeracy classes are linked to real world activities eg:

- Formation of small local cooperatives to share smallest surpluses
- Basic accounting and management of small loans.

4. Access to medicine & medical care

Many common infections can be treated with the right medicines, as long as they are available. This can save lives, keep people working productively and strengthen the local economy. Thousands of cataract operations have been performed at little or no cost to the poor in Southeast Asia and this has

meant that family members become independent and productive again. (A cataract is a film which grows over the eye lens and causes blindness).

Our Future

It is often said that children are our future and their welfare is a major key to breaking the poverty cycle, as noted by the Asian Development Bank:

"When children begin and end their day without proper nutrition, or miss vital vaccinations, or are taken out of school to work, or cannot afford the books and pencils or even the ride to school, their long-term potential, as well as their country's economic and social development, suffers."[9]

Climate change induced disasters force people further into poverty and poverty forces people to the exploit of the environment even further, for example, illegal logging and thus the loss of forest, its animals and birds and increased soil erosion. This inseparable or inextricable link between climate change and poverty means that the measures needed to combat both are thus the same. Addressing the issues of poverty and climate change is urgent and concerns all of us. The lesson plans that follow are designed for you, the teacher, to raise awareness in your classroom about climate change and poverty. The youth of Southeast Asia, educated on these issues, can make a valuable contribution now and in the future. By informing them, they will be more informed and able to make a significant difference towards a better world.

[9] From 'Development Asia', a publication of the Asian Development Bank, Number 3, April 2009 - Karen Emmons

Lesson Plans on Climate Change & Poverty

DURATION: 3 lessons

INTRODUCTION

The following three lessons assume that students have a basic understanding about climate change. They will know that:

- climate change will heighten the intensity of extreme weather events such as typhoons (cyclones), floods, drought etc
- these weather phenomena will have significant short and/or long term effects on people, the environment, livelihoods, as well as national development

The lessons link the concepts of conflict and poverty. They recognise that:

- climate change will affect everyone on the planet in some way; but will be an added burden for the poor
- to mitigate the impact of climate change will require action at a number of levels and by everyone

By the end of the three lesson students will be able to:

- define poverty
- describe why climate change will have more impact on poor communities in terms of the poverty cycle
- identify the different ways in which men, women and children are affected by extreme weather events and climate change
- describe their responsibilities as consumers in lessening the negative impacts of climate change

LESSON 1: A Life Behind Every Statistic

Activity 1: Poverty Statistics Bingo
(Source: Adapted from Save the Children UK teachers' resources - Saving Lives Bingo)
Time: 10 minutes

Materials: Individual sentence strips from Annex A
Checklist - Annex B

Objectives:
To engage students' attention

Procedure:

1. Ask students to draw a square about 6 X 6 cm. Instruct them to:
   - Divide the square into 3 equal sized columns.
   - Divide the square again to have 3 equal size rows.
   - Colour in any 3 of the smaller squares.
2. Copy all the numbers from the number checklist (Annex A) on to the board.
3. Tell the students to select any six of these numbers and to put one number in each of the blank squares in their grid.
4. Explain that they will hear all these numbers as part of a sentence. If they hear a number they have included in their grid then they should draw a cross through that number. Warn them that a sentence may contain more than one number so they must pay attention.
5. Place all the sentences from Annex A into a bag, hat or box. Mix them up. Draw one sentence at a time and read it out to the class.
6. Draw a cross through the numbers used in the sentence on the checklist.

(Annex B)
7. Explain that as soon as a student succeeds in crossing out all the numbers on their card then the student should shout "BINGO!"
8. Cross check against the teacher's checklist by asking the student to read the numbers on his/her card, one by one. If all the numbers have been called then that student is the winner.

Activity 2: Defining Poverty

Time: 15 minutes

Materials: Class set (8 groups of 5 students = 40) of poverty statistic sentence strips (Annex A)

Objectives:
At the end of this activity students will be able to:

- identify some of the indicators typically used to measure poverty
- construct definitions of poverty

Procedure:
1. Divide class into small groups of between 5 and 6 people.
2. Give each group an envelope containing the sentences from Annex A cut up into separate strips
3. Ask them to sort the poverty statistics sentences into sub-groups according to the kind of information provided
4. Ask them to give a heading to each of their sentence sub-groups (e.g. work/ employment, health, education, nutrition, sanitation)
5. Invite students to add other ways of measuring poverty that they think should be added
6. Elicit feedback on the headings chosen.

7. Rank according to what they consider to be the most serious problems in their own country/ city/ community.
8. Ask students to think about the poorest person they have ever seen and ask students to write their own definitions of poverty beginning with the words "Poverty is…."
9. Allow each group to read their definition.
10. Comment on their definitions with reference to the levels of poverty described in chapter and briefly highlight difference the difference between "basic needs" and "wants".

Activity 3: Poverty Cycle and Climate Change

Time: 20 minutes

Materials: Class sets of poverty cycle cards

Objectives:
At the end of this activity students will be able to:

- examine cause and effect linkages between poverty and climate change
- draw simple poverty cycles

Procedure:

1. Draw a chicken and next to it an egg on the board.
2. Pose the question "Which came first the chicken or the egg?"
3. Elicit some responses – try to get students to think laterally.
4. Assuming it is an actual chicken egg, draw a circle on the board and point out that the discussion will go round and round. Explain that it is one example of circular cause and consequence and that for people living in poverty, this cycle can also be seen.

5. Distribute class sets with poverty cycle cards to each of the groups. You may wish to change the groups from the previous activity. Ask them to place the individual cards in the cycle.

Examples sets (cut as individual cards)

low income	no funds for school	low education
lack of qualifications	low paid work	no money for education

low income	poor diet	sickness
perform badly in school	low qualifications	low paid work

6. Divide the blackboard into 3 columns - where/ who / what and ask the group:

- In what region(s) of the country there is a high incidence of poverty?
- Who are some of the poorest people in this/these regions? (occupations could serve as a prompt)
- To identify examples of climate change phenomena

7. Ask the groups to imagine how specific climate change phenomena might affect these people (farmers/ fishermen etc) and to illustrate this in a poverty cycle diagram.

8. Display the poverty cycles identified by each group on the walls of the classroom and elicit comments from the group.
9. Summarise the main message from the activity:
    - Climate change will be an added burden for the poor

Activity 4: Plan of Action

Time: 10 minutes

Materials: none

Objectives:
At the end of this activity students will be able to:

- identify ways to minimize the impact of climate change on the poor

Procedure:

Based on the information they have collected and shared each group should think of 3 things that:

- The government should do
- International or regional organizations, like SEAMEO, should do
- Non government organizations
- Individuals should do

QUESTIONS CHECKLIST

How do I define poverty?
What problems do poor people encounter in their daily lives?
What is meant by poverty cycle?
How does climate change add to these problems?
What kind of interventions are needed and by whom?
How can we break the poverty cycle?

ANNEX A

CHECKLIST

1/3	1/2	1	2	3
5	15	17	18	20
33	37	51	63	136
1000	1990	2005	2.2 million	4.8 million
6.1 million	72 million	350 million	500 million	3 billion

ANNEX B

POVERTY STATISTICS SENTENCES

In 2005, about 72 million children of primary school age in the developing world did not attend school.

About 33% of children in the developing world are without adequate shelter.

About 20% of children in the developing world do not have access to safe water.

About 15% of children in the developing world have no access to health services.

An estimated 2.2 million children die each year because they are not immunized.

Every year, there are between 350 million and 500 million new cases of malaria.

Half the world, or nearly 3 billion people live on less than $2 a day.

In 2005, over 30% of people living in cities were living in slum conditions.

There are still an estimated 6% of children living in Thailand who do not receive an education.

It has been estimated that 6.1 million Thai people live below the national poverty line.

An estimated 18% of Indonesians are officially poor.

According to statistics, 17% of Vietnamese children are malnourished.

The Philippines has the third highest rate of inequality between rich and poor in the Asia Pacific.

Around 4.8 million Cambodians live on less than $1 per day.

In Laos, only 37% of children were educated beyond grade 5 in school.

In Timor Leste, 136 out of 1000 children die before the age of 5.

Between 1990 and 2005, the percentage of people living in urban areas in Malaysia rose from 51% to 63%.

LESSON 2 Life Stories

Activity 1: Who Is It?

Time: 5 minutes

Material: photo or drawing

Objective:
At the end of this activity students should be able to:

- describe what information they can see about a character in a picture
- ask questions about things they cannot see from a picture

Procedure:

1. Find or draw a suitable picture for the main character of the story
2. Ask students who it is. (Obviously they don't know)
3. Ask them what they do know about her
4. Ask them what they don't know, but would like to know. List up to five questions on the board.

Activity 2: Storytelling to Role Play

Time: 40 minutes

Materials: none

Objective:

At the end of this activity students should be able to:

- describe the effects of climate change on poor people
- describe the feelings behind a story (ie show empathy with poor people who are often at the mercy of external events)
- identify particular problems faced by men, women and children

Procedure:

Remind students of the poverty cycle and tell episode one of the story.

Example story for adaptation

Episode 1

This is Lek. She's 15 years old and comes from village in the north east of Thailand. For many generations her family has been farmers. Before Lek was born, her parents had some land where they grew tapioca and rubber. But their land was taken away for a regional development project. Plantations of imported eucalypts (drought resistant trees) were planted and paper pulp factories established instead. Lek's parents moved to a new site, on the Mekong Delta, where Lek was born.

Despite being near the river, every year they faced water shortages. Some said it's because of new dams further upstream which blocked the flow of water. Others said that couldn't be true because the water in the dams was used to generate electricity so it had to be released from the dams to do that. They blamed the lack of water on global warming and the effects of El Niño which brings a much longer and hotter dry season and also sudden storms and flash floods.

Last year there was a terrible storm. Most of the rice Lek's family had planted was destroyed so there was nothing to sell at the market. Lek's father needed to borrow money for seed so that they could try for a second harvest in the off season when the price of rice would be higher.

Task 1 (3 minutes)
1. Ask students where or who Lek's father could borrow the money from. Elicit the options and list on the blackboard.
2. Briefly discuss some of the advantages and disadvantages of each option
3. Get students to vote for which option they think he should chose.

Episode 2
Lek's father went to the local money lender. He bought the seedlings, but there wasn't enough water to keep the young plants alive and the crop died. The local authorities were afraid the drought would be very long and had decided to save what they had in the reservoirs so people would have enough for their personal needs later.. With no crop to sell, there was no money to repay the money lender. Lek's father had to sell their small piece of land.

Task 2 (3 minutes)
1. Ask students what happened next. List the possibilities on the blackboard.
2. Ask them to listen to the story and confirm which possibilities on the list are mentioned.

Episode 3
With no land to farm, Lek's father had to leave the village to look for work. Since other farmers had been affected too, there wasn't much work for them in the area. Eventually, he decided to try his luck in the city. There he sometimes found work on the big construction sites. At first, Lek's mother stayed in the village and tried to make money by doing laundry, but later she joined her husband so they could earn more money to take care of the family. Lek and her little brother went to live with their grandparents in the village, but when the grandparents died they had to join their parents in the city. Lek got a job as a maid for a rich family. Her brother moved with her parents from site to site and rarely stayed anywhere long enough to go to school.

Task 3 (30 minutes)

1. Ask the students to identify the links with the poverty cycle looked at in the first lesson.
2. Ask if there are any other factors they think should be added (eg power of authorities to take away land without adequate compensation; and to withhold water flow)
3. Divide the class into groups of between 5/ 6 people
4. Ask students to identify all the characters in the story
    - Lek
    - Lek's brother
    - Lek's mother and father
    - Lek's grandmother and grandfather
    - Other farmers, families in the community
    - The money lender
    - The construction site employer
    - The authorities in charge of dams and water supply
    - Other labourers
    - Teachers

5. Tell them Lek's story is to be used as the basis for a mini TV series and that they are scriptwriters. Half the class will focus on a particular female character in the story and half on a male character. Divide the class by drawing an imaginary line. Divide each half again into smaller sub groups. Try to limit the number to 4 groups
6. Explain that each group is to produce and act out a 2/3 minute scene in which the particular problems faced by the main character are highlighted. Assign each group their main character.
7. Ask them to think about the problems this person has and to decide on the scene.
8. Set the time limit for writing and rehearsing 15 mins.
9. Allow each group to present their scene.

Activity 4: A-Z of Poverty

Time: 10 minutes

Materials: none

Objective:
At the end of the activity students should be able to:

- identify and list the issues

Procedure:

1. Write the letters A-Z on blackboard.
2. Based on the scenes they have acted out and what they know already, ask students to identify key issues / problems linked to climate change and poverty, beginning with each of the letters. This doesn't have to be done in any particular order. Elicit an example.

3. If they work in their sub groups this could be set up as a race to see how many ideas they have in a given time. The group with the most ideas wins and starts the feedback.
4. When they have given their ideas, invite the other groups to add anything they have for letters where there is no example.

QUESTIONS CHECKLIST

Who is most vulnerable to climate change?
How are men and women, the old and the young affected by climate change?

LESSON 3 Time for Action

Activity 1: Defining Prosperity

Time: 5 minutes

Materials: none

Objective:
At the end of this activity students should be able to:

- identify symbols of prosperity
- chose what they hope for in their own future

Procedure:

1. Having focused on poverty in the previous lessons, ask students what they identify as symbols of prosperity and list on the blackboard.
2. Create sentences to define prosperity e.g Prosperity is owning a BMW
3. Ask them if this is what they hope for their own future.

Activity 2: Cartoon

Time: 10 minutes

Materials: student copies of cartoon

Objective:

At the end of this activity students should be able to:

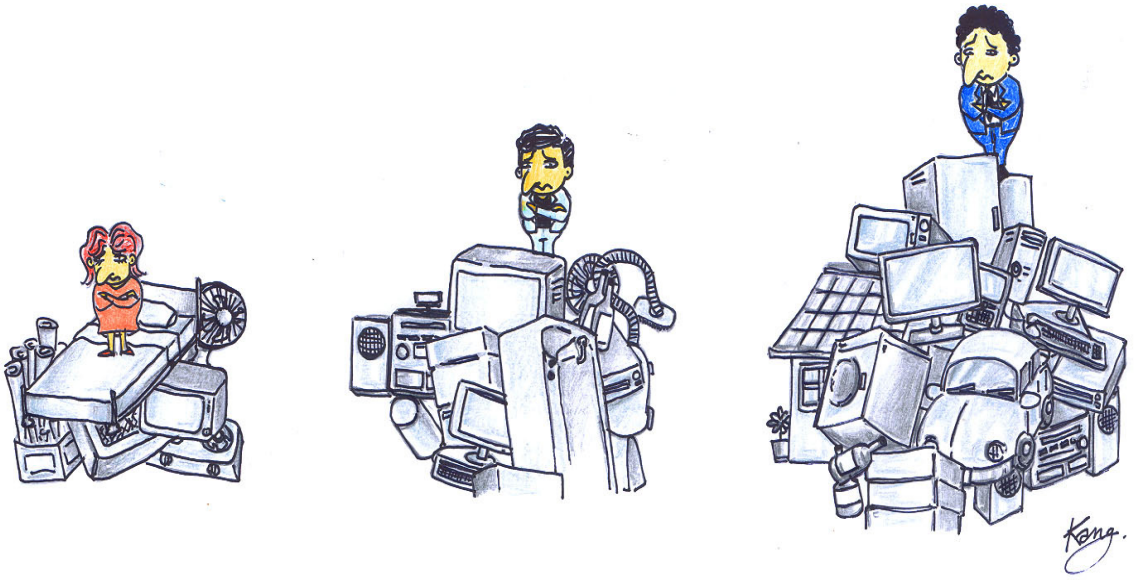
- identify links between lifestyles, consumption and climate change

Procedure:

1. Ask students to:
    - Describe what they see in the cartoon handed out or drawn on board.
    - Examine the piles of rubbish and list what's there.
    - Explain why the piles differ in size.
    - Identify what happens to rubbish in their country/ community
    - What problems the different items cause to our environment / to us
    - Place themselves on one of the piles and say why they chose that particular pile

2. Elicit interpretations of cartoon and viewpoints on consumerism
    - What time of day is it and is there any significance about the time?
    - What's the significance of the title "It's not me"
    - Who is on the top of the biggest pile?
    - What are the main messages conveyed by the cartoon?

ENOUGH ?



Don't blame me, I don't have enough!

Activity 3: Commitment to Change

Time: 30 minutes

Materials: none

Objectives:
At the end of this activity students should be able to:

- commitment to work to a behaviour change
- develop a plan to support the desired behaviour change

Procedure:

1. Write the following quote on the board,
   "Each one of us is a cause of global warming, but each one of us can make choices to change that ……..The solutions are in our hands we just have to be determined to make it happen."
2. Write 3 letter Rs on the board, one below the other, and ask the class what the 3 Rs stand for – Reduce, Reuse, Recyle.
3. Ask the class members to think about how their current lifestyle and behaviour as consumers is contributing to climate change? Divide the class into sub groups and ask each group to focus on one of three topics: food and drink, entertainment or travel. Set a time limit of 10 mins
4. Elicit feedback from the groups.
5. From these "confessions", ask students "If you were to make a commitment to change one of your "bad" behaviours, which do you think you could change?"
6. Draw a line on the blackboard. Write "easy" at one end and "hard" at the other. Ask the groups how easy they think it will be for them to make this change by indicating a point on the line.

7. Warn them not to underestimate the behaviour change they are committing to.
8. Explain that in the next 20 mins, they need to develop a plan. In that plan they should:
    - Identify the desired change.
    - Consider what factors, people or events can help and those who could prevent them from being successful.
    - Develop a group strategy to overcome the identified obstacles – this might involve actual ways you prepare yourself or ways of offering encouragement or support to each other
    - Decide how they are going to measure their achievement and over what period of time
9. Monitor the progress of the groups.
10 After 20 minutes, explain that it is their job now to put the plan into action. Warn them that they will be expected to report back to the class on how their project is going in two weeks.

QUESTIONS CHECKLIST

How does my behaviour affect climate change
Do I want to change?
How can I change?
Do I have a plan?