

SESSION 2

CLIMATE CHANGE CONSEQUENCES

Objectives

- To identify some of the impacts of climate change on people around the world.
- To understand that the climate emergency doesn't affect all people equally.

Time

- 40 minutes

What you need

- Sheets of paper
- Copies of the [Climate change consequences wheel](#) activity sheet (optional)

What is a climate change consequences wheel?

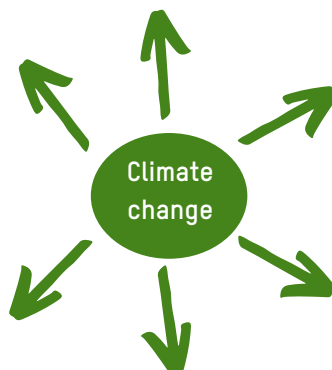
A consequences wheel is a type of mind-map that can help learners think through the consequences of an event, action or issue. See p. 14 of [Oxfam's Global Citizenship in the Classroom Guide for Teachers](#) for further guidance on using this helpful classroom tool.

This activity explores some of the impacts of climate change in Malawi and the consequences for people's lives. Learners may not have all the facts to 'prove' their answers; they are making suggestions and inferences based on what they know and deduce. It also helps learners to recognise that an individual's characteristics influence how the climate emergency affects them.

There is no fixed or predetermined pattern the circles should follow. Every consequences wheel will be different, and its shape and content will be decided by the young people creating it. The activity may be done individually, in small groups or as a whole class.

Starter

1. Organise learners into groups of three or four. Give each group a sheet of paper and ask them to write 'Climate change' in the middle of it.
2. Ask learners to spend 5 minutes writing or drawing any ways in which they think climate change is affecting people's lives (see slide 5). If learners completed Session 1, encourage them to think about this prior learning.
3. Come together to briefly discuss their ideas.



Main activity

1. Show the short film (see slide 6) about two young people in Malawi who are taking action against climate change (see slide 6). In the film, Jessy and Isaac talk about how climate change is affecting their community in Malawi (see slide 7).

- **Changing rain patterns make it difficult to grow crops.**
- **It is easier for mosquitos to breed when it's hotter and wetter. This spreads diseases such as malaria.**
- **Sudden and severe floods are more common, and people's homes are washed away.**

2. Explain that learners are going to think about what the consequences of these climate change impacts might be for the lives of people in this community.

3. Organise learners into groups of three or four. Give each group a sheet of paper and ask them to write one of the impacts inside a circle in the middle of it. A template is provided in the [Climate change consequences wheel](#) activity sheet. Learners may select whichever impact they wish.

4. Learners should then write each direct consequence of the impact inside other circles, which are linked to the main circle with a single line. They should try to think of as many direct consequences as possible. The consequences should be arranged around the main circle as shown on slide 8.

5. Next, learners should consider the consequences of each of these direct consequences. These should once again be written inside circles linked to the direct consequences, and so on.

Make it more difficult

[The Human Impact of Climate Change resource for ages 11-16](#) has an amended version of this activity which supports further learning and thinking about how an individual's characteristics might influence how the climate emergency affects them

Follow-up discussion

1. Allow time for learners to share their consequences wheels with other groups. Discuss whether learners think climate change is affecting everyone in this community in the same way.

- In the film Jessy doesn't mention that her parents' crops failed during Malawi's drought. Consequently, she was removed from school because her parents could no longer afford the costs. Jessy returned to school after a period of absence and successfully completed her education.
- Who Jessy is (a girl whose family has modest financial resources) and where she lives (rural Malawi during a drought) matter. Other people in Malawi (and elsewhere) experience different impacts because of who they are and where they live. For example, a wealthy Malawian business owner living in Lilongwe (the capital city) is likely to be better protected from extreme weather events because s/he can afford to buy food and is likely to have a house strong enough not to be swept away by floods.

2. Ask learners what they think could be done to stop these chains of consequences from happening. Make the point that many communities impacted by climate change are adapting to it in different ways, and so are changing the consequences. They can learn about some of the actions that are being taken in Session 5.

CLIMATE CHANGE CONSEQUENCES WHEEL

Activity sheet

