

ACTIVITY:

Activity outcome / Purpose: Create awareness amongst learners and students of self and community, focussing on the effect of climate change and finding resilience and adaptive solutions for these effects.

The method used: In this method, you can initially use structured questions to focus learners' attention on their self-awareness and awareness of the world and matters of concern such as the effects of climate change on their communities by focussing on a solution-oriented teaching approach. Real-life stories are used to connect with learners or students. An investigative approach is then taken to allow students and learners to connect new and existing knowledge of their awareness and responsibilities to their communities and the natural world.

Links to CAPS

- ❖ This activity helps to develop the following knowledge and skills as described in the CAPS:
- ❖ Researching information
- ❖ Identifying problems and issues
- ❖ Raising question
- ❖ Communicating
- ❖ Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation
(Department of Education, 2011 – grade 10 Lo CAPS)

Core Knowledge (See also “Core Knowledge”): research and identify some climate change impacts in your community, town, and region. Then investigate how these impacts might affect your student, learners and institutions.

Form of Assessment: Let students answer questions on the resources you bring to the classroom. Students can then research and identify climate change impacts in their region by asking community members or doing more in-depth research.

Activity:

Step 1: Do some research in your area. Identify some climate change impacts in your specific region. Think about how these impacts might affect your learners and institution, and then tie it all to climate change. You can use these impacts found in resources such as newspaper articles as start-up stories to engage with climate change alongside your learners and students.

For example

- Some insect pests are already extending their range into areas they never existed. Is your community affected by a new insect pest? If so, encourage climate change awareness in your community by talking about how this insect pest is taking advantage of changing conditions to move into your region.
- Over the past century, the sea level has already risen by several inches, and the impacts can be obvious in some coastal habitats. Does your community include coastal marshes or beaches? Has erosion become a challenge in

recent years? If so, consider talking with your community about how sea-level rise and stronger storm surges contribute to coastal erosion.

By focusing on things your audience already cares about, you are better able to [raise their awareness](#), [get them engaged](#) and [inspire](#) individual and community action.

Step 2: Discuss some of your findings with your students. Use the solution-based teaching method and present the identified climate change impacts from a solution-based viewpoint.

Step 3: Provide the learners with a specific case study of their region that is an example of the impacts of climate change and ask them to read the case study and answer the specific question to create a discussion. For example:

Case Study:

Floods in South Africa: protecting people must include a focus on women and girls

Published: April 14, 2022 5.04pm SAST

Fidelis Udo and Maheshyari Naidu

Climate change is one of the main factors contributing to recurring floods experienced in many parts of the world over the past years. Unless drastic measures are taken to curb emissions over the next 20 years, the global temperature is expected to warm by more than 1.5°C. This implies that if extreme measures are not taken, floods will continue to wreak havoc on many regions worldwide.

The Durban (eThekweni) area of South Africa has experienced many floods in recent years. They have wreaked havoc. For instance, in April 2019, a deadly flood and landslides hit the area. The region is currently reeling from what is seen as the worst flood in the history of South Africa. More than 300 people have lost their lives. There is also excessive damage to infrastructure and homes. When disastrous events like floods are combined with social inequities, their effects are much greater. Impoverished communities, predominantly black communities in South Africa, are more likely to face even worse effects. Owing to historical spatial and housing arrangements based on "race", many black communities still occupy flood-prone informal settlements, exposing them to a higher risk of disaster.

After the floods in 2019, we undertook research to explore black women's vulnerability and adaptation experiences in eThekweni. We selected four local areas that had been severely affected by the flood, including Umlazi, Ntuzuma, Inanda and Kwamashu, for the case study.

The study explored the factors that shaped women's vulnerability and adaptation experiences. We conducted face-to-face interviews and focused group discussions with a sample community of black African women who had experienced flood effects

in the selected localities. Our research showed that gender interacts with other social factors to expose black women, particularly, to the effects of floods.

The recent downpours in eThekweni are a stark reminder that the South African government must invest significantly in flood resilience and adaptation mechanisms. Extra attention must be given to vulnerable communities and individuals to ensure equity and justice in mitigating the impact of climate change.

The implications

To address gender equity in climate adaptation, we recommend a shift in addressing black women's vulnerability. Adaptation planners need to take the different dimensions of vulnerability into consideration when putting together plans. Experience shows that adaptation planners focus on improving infrastructures. But this isn't enough. A wider perspective is needed that addresses both the vulnerability of the built environment (physical vulnerability) and social aspects, such as the vulnerability of women and girls. Even here, a nuanced approach needs to be taken, given that women face different challenges based on where they live and their social, racial and economic identities.

<https://theconversation.com/floods-in-south-africa-protecting-people-must-include-a-focus-on-women-and-girls-181360> Accessed 25 April 2022

Questions:

- 1) Explain in your own words what this article is about?
- 2) How do you feel about the death of people in the floods in Kwa-Zulu Natal?
- 3) Define: climate mitigation, climate adaptation, climate resilience
- 4) What are social inequities?
- 5) What does climate change vulnerability mean?
- 6) Do you think any specific ecological areas or people in your community are more vulnerable to climate change?
- 7) What is meant by climate adaptation?
- 8) Why do you think are women and girls more vulnerable from a social aspect?
- 9) What solutions would you suggest for the communities suffering during the floods in Kwa-Zulu Natal?
- 10) What solutions can you suggest for the government at this time?

Step 4:

Ask your students or learners to identify climate change impacts and vulnerabilities in their communities

Ask your students or learners to identify examples of climate change adaptation, resilience and mitigation.

NOTE: These are example activities that can also be used within the teacher educators' lessons to explain these concepts to our future teachers.