

# Bridging the Future



Climate change illustrations  
for a community dialogue



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# Credits

## Ten climate change illustrations:

Amazink Studio

Website: [amazink.co](http://amazink.co)

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Website: [actade.org](http://actade.org)

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**SUOMI  
FINLAND**



**ACTADE**  
African Center for Trade  
& Development



## Foreword

Dear friends and allies for gender equality,

The deepening climate crisis is the most pressing intergenerational injustice of our time. It is exacerbating existing inequalities, vulnerabilities and poverty. Girls and young women in frontline communities, with limited resources for adequate climate change responses, are particularly and disproportionately affected.

Plan International, together with partners and allies, designs and implements quality programmes to engage people and empower children, young people and communities to make vital changes that tackle the root causes of discrimination against girls, exclusion and vulnerability. Our work is founded on a gender transformative approach (GTA) to build knowledge, confidence, skills and access to resources among groups who are traditionally excluded including girls, young women, youth with disabilities, and other marginalised youth. Our approach encourages critical reflection, questioning and challenging the intersecting and interconnected systems of power and oppression. Additionally, the GTA encourages boys, young men and men to embrace positive masculinities and promote gender equality, thereby enhancing community resilience and coping mechanisms to face environmental degradation, biodiversity loss and climate change.

Everyone has a right to understand the consequences of the unfolding climate crisis. These ten illustrations exemplify the collaboration between Plan International and the local partner the African Centre of Trade and Development (ACTADE), based in Uganda, to promote understanding of climate change impacts in communities we work with through intergenerational community

dialogue. The illustrations tell the story of the climate crisis in a concrete and relatable way.

Frontline communities cannot be left to tackle the unprecedented challenges of climate change on their own. Now more than ever, they need resources for community-led climate change responses.

I believe these illustrations will strengthen climate awareness within the communities that are most impacted by climate change and will inspire the global community to join forces in supporting a just and equitable future, leaving no one behind.

I hope you can support our efforts to empower marginalised groups and promote climate justice for all!



Kampala, 15.1.2025

*Phoebe Kasoga*

Country Director, Plan International Uganda

# Glossary

**Climate change** refers to long-term shifts in temperatures and weather patterns. Human activities have been the main driver of climate change, primarily due to burning fossil fuels (coal, oil and gas) and environmental degradation (tree-felling, wetland encroachment, poor agricultural practices). These activities produce heat-trapping gases.

**Climate** refers to the weather conditions that are expected in a particular area at a particular time of the year. Climate is determined by observing weather patterns over a period of many years, generally 30 years or more.

**Climate crisis** denotes highly dangerous, potentially irreversible changes to the global climate. The term “crisis” emphasises the urgent need to address the severe problems caused by climate change, such as rising temperatures, extreme weather events and environmental degradation.

**Coastal flooding** happens when winds from a coastal storm, such as a hurricane, push a storm surge (essentially, a wall of water) from the ocean onto land.

**Cyclones, typhoons and hurricanes** are spiralling tropical storms with high wind speeds (more than 119 km/hour) and heavy rainfall that cause destruction.

**Deforestation** is the clearing or cutting down of forests, often to make space for farming, industry, settlements, roads and for the use of wood as fuel. The term is normally used to describe the actions of humans in removing forests from the planet rather than destruction caused by natural events like hurricanes.

**Disaster** refers to the situation when a sudden incident or extreme natural hazard causes great damage or loss of life. Climate-related hazards include severe floods, landslides, wildfires, heatwaves.

**Earth’s atmosphere** is a gas mixture that surrounds the Earth’s surface. It is a “blanket” held in its place by Earth’s gravity, and it redistributes heat and moisture among different regions of the Earth via air currents.

**Extreme weather events** are unusually severe weather or climate conditions that can affect humans and the environment. They vary from place to place and include prolonged droughts and heavy rainfall over a season.

**Fire season** refers to the months when wildfires are common in a particular area. In many regions, fire seasons are getting longer and more intense due to climate change.

**Flash floods** refer to quick-rising floods that are most often caused by heavy rains over a short period – usually up to six hours. They are also caused when a dam or wall breaks or due to the sudden overflow of water due to a wreckage or ice jam.

**Flood** is the accumulation of water over normally dry land. The four types of floods include river, coastal and urban flooding, and flash floods.

**Gender norms** are shared expectations and informal rules about how people should behave, based on gender. These norms are often age-specific and are influenced by other markers of identity (for example, ethnicity or marital status) and they determine women’s, girls’, boys’ and men’s (often unequal) access to resources and freedoms, thus affecting their voice, agency, power and social position.

**Greenhouse effect** is a process that occurs when gases in the Earth’s atmosphere trap the sun’s heat. The process makes the Earth much warmer than it would be without the gases. These heat-trapping gases are called greenhouse gases.

**Greenhouse gases** include carbon dioxide, methane, nitrous oxides and water vapour. The most common greenhouse gas is carbon dioxide.

**Hazard** is anything that has the potential to cause harm or damage to people, property or the environment. In the context of climate change, hazards often refer to extreme natural events like floods, heatwaves and cyclones that are becoming more frequent and intense due to rising global temperatures.

**Heatwave** is a period where local excess heat accumulates over a sequence of unusually hot days and nights. This heat lasts three or more days above the normal maximum local temperatures (in the top 10 per cent of the local 15-day average), and has a visible impact on human wellbeing and on nature. A heatwave can be dry or humid heat.

**Resilience** is the capacity of children, adolescents, youth, caregivers, communities and institutions to overcome shocks and stresses that undermine the full and equal enjoyment of human rights.

**River flooding** occurs when a river or stream overflows its natural banks and flows or pours onto normally dry land.

**Sea-level rise** is a symptom of climate change. Rising sea levels are the result of ocean warming and the melting of glaciers and ice sheets.

**Storm surge** is an abnormal water-level rise generated by a storm.

**Urban flooding** occurs when rainfall overwhelms the storm-water drainage capacity of a densely populated area. It is not due to an overflowing body of water.

**Water cycle** is the continuous movement of water on, above and below the surface of the Earth. It includes the evaporation of water from the oceans, clouds, rain, snow and replenishment of groundwater.

**Weather** is the day-to-day atmospheric condition of a place regarding heat, cold, rain, sun, cloudiness and so on.

**Wildfires** are fires that occur on wild land areas such as forests, grasslands and peatlands, and whose occurrence or development is unintended or uncontrolled.

# How to use this material

**Plan International** created ten illustrations describing climate change and its impacts to support and facilitate discussions on the topic. The illustrations can be used as a conversation starter or to complement the existing lesson plans as visual pointers to highlight key concepts described in the text. The first two illustrations are more suitable for plenary discussion and include a story. Other illustrations can be used either in a plenary or small group discussions. The facilitator can pick one or two illustrations depending on the duration, topic and context of the engagement. Choose the illustrations that are most relatable to the lives of the participants.

## Where can the material be used?

- » In school – within geography, science or agriculture lessons or clubs, or set as homework
- » In clubs or with out-of-school groups of children, adolescents and youth – used by a facilitator
- » In community meetings, with community savings groups or at home (supported by older siblings, parents, grandparents and caregivers)
- » At migration centres and camps

## What materials are required?

- » Required: printed copy of the illustrations to be used in the lesson

## What is the facilitator's role?

- » Prepares adequately and in advance. Familiarises self with the illustrations.
- » Undertakes additional research on the concepts as the facts included are NOT exhaustive.
- » Explains how climate change increases existing inequality, affecting people who are already in vulnerable situations.
- » Guides discussions for participants to think beyond what is in the illustrations but keeps the conversation within context.
- » Brings discussions back to the topic when participants go off-track.

- » Acknowledges that some discussions can trigger traumatic experiences and prepares for those moments.
- » Explains complex terms.
- » Highlights the cross-cutting issues such as gender and inclusion, which are included across all cards/illustrations.
- » Ensures there is discussion on response measures to complement impacts and to show there are reasons to be hopeful.

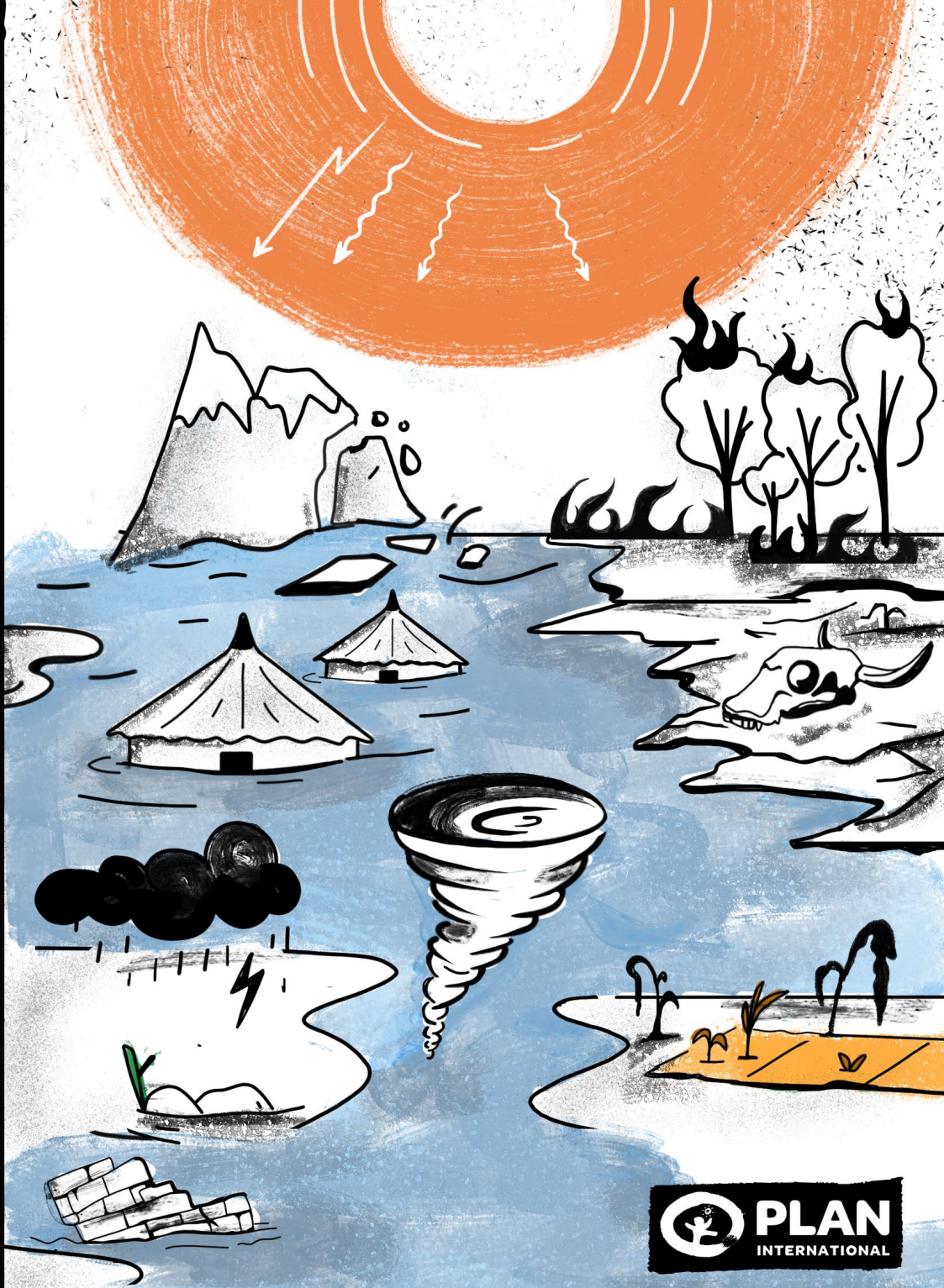
## General tips for facilitators

- » Ensure a safe, quiet and comfortable location.
- » Ensure that all participants are able to see the illustrations.
- » Ensure that everyone participates and contributes.
- » Respectfully address false statements or narratives.
- » Consult with the experts to know how to best handle traumatic experiences.



# Fact sheet for card 1 – Climate change

BACKGROUND – KEY FACTS	FIRST STORY OF CLIMATE CHANGE
<p><b>Climate change</b> refers to long-term shifts in temperatures and weather patterns. Human activities have been the main driver of climate change, primarily due to burning fossil fuels (coal, oil and gas) and environmental degradation (cutting of trees, wetland encroachment, poor agricultural practices). These activities produce heat-trapping gases called <b>greenhouse gases</b>.</p> <p>As a result of rising temperatures, the water cycle in the world has accelerated and become more erratic, increasing the frequency and intensity of hazards such as floods, heatwaves and cyclones. Because of its severity and impact, we call the current climate change a <b>climate crisis</b>.</p> <p>Not all people in the world are equally responsible for the climate crisis. High-income countries have produced more greenhouse gases in the past. Wealthy people everywhere in the world tend to contribute more to climate change compared to others because they buy more, fly more and invest in industries that pollute the environment. Low-income communities produce only a fraction of the global emissions compared to people living in high-income countries.</p>	<p><i>One year, the villagers noticed something strange. The cold seasons were not as cold as before, but the hot seasons were hotter than ever. The rains that used to come regularly now arrived erratically, causing droughts and floods. The elders of the village were puzzled and worried. They gathered to discuss what could be causing these changes.</i></p> <p><i>A wise old woman named Mary spoke up. She had travelled far and wide and had seen many things. She explained that the changes they were experiencing were due to something called climate change. She told them that over the years, humans had been burning fossil fuels like coal, oil and gas to power their homes, factories and vehicles. This releases large amounts of carbon dioxide and other greenhouse gases into the atmosphere.</i></p> <p><i>Mary explained that these gases were changing the atmosphere of the Earth by creating a layer that was trapping in heat from the sun. This was causing the planet to warm up, leading to the unpredictable weather patterns that people were now experiencing. The villagers were shocked to learn that their actions, along with those of people around the world, were contributing to these changes.</i></p>
<p><b>Key takeaways on climate change</b></p> <ul style="list-style-type: none"> <li>• Climate change is caused by <b>greenhouse gases</b> released into the air from the production of energy, food, goods and consumables, as well as transportation with cars, container ships and planes.</li> <li>• Not all people in the world are equally responsible for climate change.</li> <li>• Some groups of people, such as girls and youth with disabilities, living in low-income countries usually face the most severe consequences of climate change.</li> </ul>	<p><b>Warm-up questions (plenary)</b></p> <ul style="list-style-type: none"> <li>• Have you experienced the impacts of climate change?</li> <li>• What kind of changes has your community/school/household experienced?</li> <li>• How has your living environment changed?</li> </ul>





# Fact sheet for card 2 – Changes in weather patterns

BACKGROUND – KEY FACTS	FIRST STORY OF CLIMATE CHANGE
<p>Seasonal changes and changes in weather patterns can profoundly affect gender roles. The changes influence how labour is divided up, economic opportunities, health, cultural practices and social dynamics. They can also bring social vulnerabilities that affect the family unit, such as child-headed households, drug and substance abuse, and sexual and gender-based violence.</p> <p>Some practical changes in farming and livelihoods can help to mitigate the impacts of unpredictable changes:</p> <ul style="list-style-type: none"> <li>• Improving water management through irrigation systems, rainwater harvesting, and soil conservation techniques.</li> <li>• Switching to drought-resistant crop varieties and crop rotation to maintain soil health.</li> <li>• Maintaining emergency water supplies, reducing water usage, and seeking financial assistance or insurance to mitigate economic losses.</li> </ul> <p>Changes in gender norms related to the division of labour can help households to cope with the unpredictability:</p> <ul style="list-style-type: none"> <li>• Men and boys can become increasingly involved in childcare and household tasks such as fetching water.</li> <li>• Women and girls can increasingly engage in activities outside the household and participate in community groups and income generation.</li> </ul>	<p><i>In a small country called Wozoli, there lived a community of people who were well known for being able to adapt to the environment and sustain themselves through subsistence farming. From October to December, they prepared their land and planted grain, as they usually received good rain during that period. From June to August, the community prepared the land as they experienced cold periods.</i></p> <p><i>As years went by, the community could no longer predict the weather changes as before. Summers became hotter, and winters became colder. This greatly affected their farming, transportation and energy consumption, as they could not plan for their farming periods. As a result of these weather changes, the community started experiencing flooding, heatwaves and wildfires – phenomena they had never encountered before.</i></p> <p><i>As the community responded to these changes, the roles between men and boys, and women and girls shifted. The men engaged in other ventures like mining or moved to other towns in search of employment, while the boys went hunting, gathering and cattle-herding in search of greener pastures. Women had to walk long distances to find firewood and water, while young girls took on more household chores and looked after their siblings. These changes increased tensions and arguments among household members.</i></p> <p><i>However, there were also positive changes when community members came together to respond to the negative consequences of climate change. Sometimes changes were positive, such as more equal sharing of work burdens and caring for those unable to cope with the impacts.</i></p>
<p><b>Key takeaways on changes in weather patterns</b></p> <ul style="list-style-type: none"> <li>• Understanding the impact of climate change on the division of work at the household level is important.</li> <li>• Changes in social and gender norms can empower both men and women in all their diversity to adapt to changes in weather patterns.</li> </ul>	<p><b>Warm-up questions (plenary)</b></p> <ul style="list-style-type: none"> <li>• Can you share what you are seeing in this picture?</li> <li>• How are gender roles (roles between men/women, boys/girls) changing in your community/family? Does climate change have an impact on this?</li> <li>• What happens when some household members have to migrate outside the village or area to look for work? How can we divide work and household responsibilities more equally during a time of unpredictability?</li> </ul>



# Fact sheet for card 3 – Heatwaves

BACKGROUND – KEY FACTS	FACILITATOR NOTES
<p>The year 2023 was the warmest since global records began in 1880. The ten warmest years on record have all occurred between 2014 and 2023.<sup>1</sup></p> <p>Impacts of heatwaves include:</p> <ul style="list-style-type: none"> <li>• Increased health risks, including heatstroke, dehydration, difficulties during pregnancy and mental breakdowns.</li> <li>• Worsened water scarcity and pollution, affecting menstrual health and hygiene, and general disease control.</li> <li>• Increased food insecurity and malnutrition rates due to crop failure and animal deaths.</li> <li>• Increased spread of vector-borne diseases and damage to medications, making them less effective or even toxic.</li> </ul>	<p><b>General questions</b></p> <ul style="list-style-type: none"> <li>• What is the climate-related hazard in this picture?</li> <li>• How is this hazard impacting the people in the picture?</li> <li>• Why are they doing what they are doing?</li> </ul> <p><b>Specific questions</b></p> <ul style="list-style-type: none"> <li>• Have you ever experienced a heatwave? What were the impacts?</li> <li>• Which people are most affected by heatwaves and why? Are there others who are not visible in the picture but are still affected by the heatwaves?</li> <li>• What actions do you take or can be taken to minimise the impacts of heatwaves on us and on other vulnerable people in our communities?</li> </ul>
<p><b>Vulnerabilities</b></p> <p>Heatwaves affect everyone. However, heatwaves are particularly difficult for some groups of people, including:</p> <ul style="list-style-type: none"> <li>• <b>Older people</b> – because they are less active and hence have a low need/desire to hydrate, and they have pre-existing health conditions.</li> <li>• <b>Children</b> – because they spend more time outdoors, yet their bodies are still developing and cannot maintain a stable body temperature.</li> <li>• <b>People with pre-existing health conditions</b> like heart disease and breathing issues like asthma, or diabetes.</li> <li>• <b>Pregnant women</b>, causing pre-term birth and stillbirth, low birth weight, heat exhaustion and stroke.</li> <li>• <b>People with disabilities</b> due to the difficulty in meeting their hydration needs.</li> </ul>	<p><b>Coping mechanisms</b></p> <ul style="list-style-type: none"> <li>• Wear appropriate clothing (lightweight and loose-fitting).</li> <li>• Stay in a cool place as much as possible, wear a wide-brimmed hat when outside and limit outdoor activity.</li> <li>• Drink plenty of fluids and minimise alcohol intake.</li> <li>• Look out for those who may struggle to keep cool, such as older people, babies and children, and animals.</li> </ul>
<p><b>Key takeaways on heatwaves</b></p> <ul style="list-style-type: none"> <li>• As the world becomes warmer, heatwaves will occur more often, last for longer periods and cause more damage or destruction to our lives and livelihoods.</li> <li>• It is important to identify who is the most vulnerable to and at greater risk of harm from heatwaves and include them in planning response strategies.</li> </ul>	

<sup>1</sup> Card 3: Bardan, R. (2024) 'NASA Analysis Confirms 2023 as Warmest Year on Record', 12 January 2024, [www.nasa.gov/news-release/nasa-analysis-confirms-2023-as-warmest-year-on-record/](https://www.nasa.gov/news-release/nasa-analysis-confirms-2023-as-warmest-year-on-record/)



# Fact sheet for card 4 – Wildfires

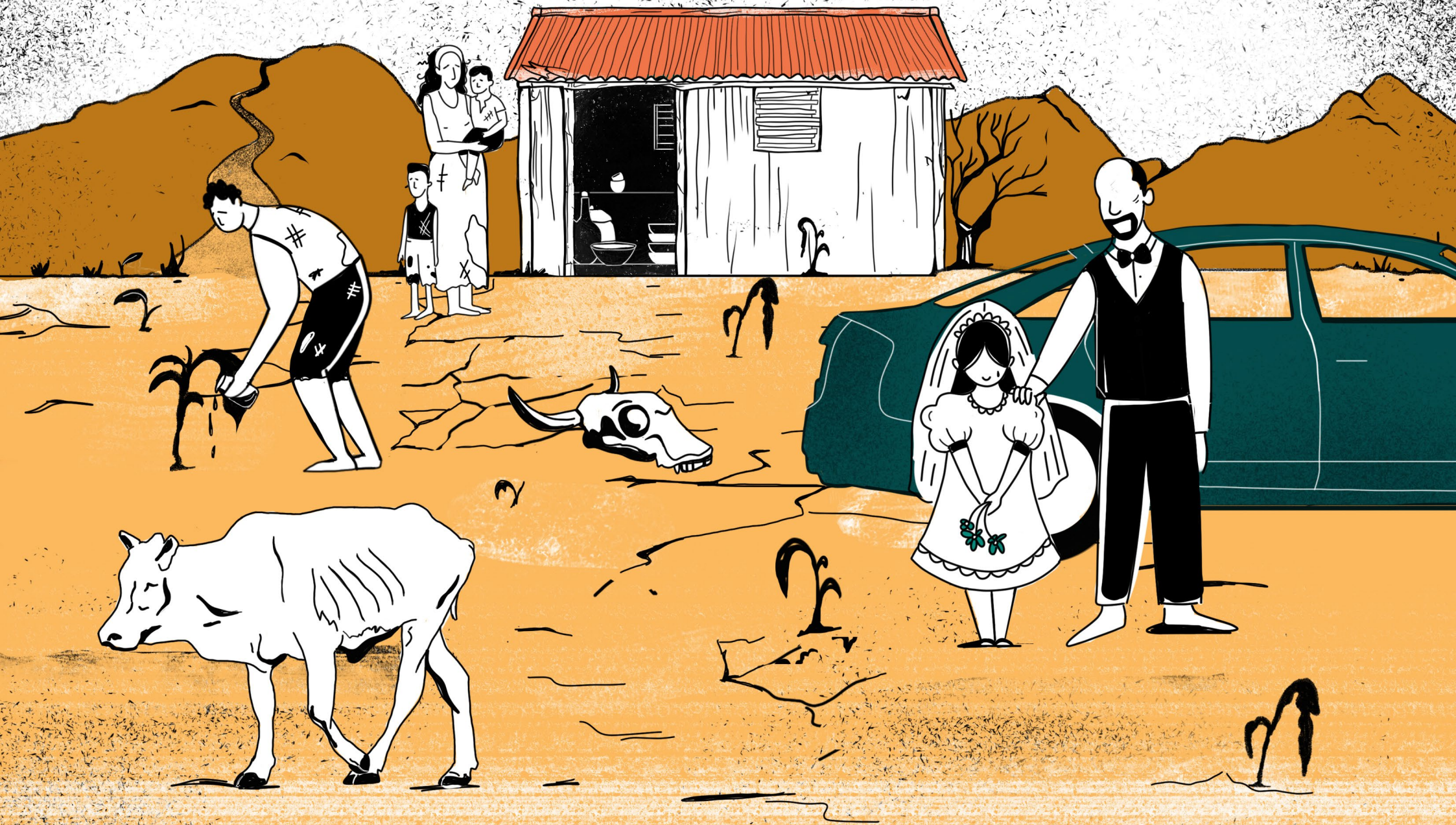
BACKGROUND – KEY FACTS	FACILITATOR NOTES
<p>With global temperatures recently reaching the highest on record, wildfires around the world are becoming more common and more dangerous. In 2023, wildfires resulted in record-breaking numbers of deaths and the loss of 9 million hectares of forest cover.<sup>2</sup> Climate change is contributing to high temperatures, increased droughts, very dry air and strong winds, resulting in hotter, drier and longer fire seasons.</p> <p>Wildfires kill plants and animals, deplete water sources and cause erosion of land.</p>	<p><b>General questions</b></p> <ul style="list-style-type: none"> <li>• What is the climate-related hazard in this picture?</li> <li>• How is this hazard affecting the people in the picture?</li> <li>• Why are they doing what they are doing?</li> </ul> <p><b>Specific questions</b></p> <ul style="list-style-type: none"> <li>• Have you experienced or heard about wildfires before?</li> <li>• What are the impacts of wildfires and how do they affect women, children, people with disabilities and older people?</li> <li>• How do you think communities can cope with the impacts of wildfires?</li> </ul>
<p><b>Vulnerabilities</b></p> <p>Some groups are most at risk of experiencing health problems or other severe effects as a result of wildfire heat and smoke.</p> <ul style="list-style-type: none"> <li>• <b>Children below 18 years of age, older people and pregnant women.</b></li> <li>• <b>People with pre-existing health problems</b> such as breathing and heart-related diseases like asthma.</li> <li>• <b>Poorer people and communities</b> with limited resources to plan, prepare for and respond to short- and long-term risks from wildfires.</li> </ul>	<p><b>Coping mechanisms</b></p> <ul style="list-style-type: none"> <li>• Develop a Community Wildfire Protection Plan and put in place and build capacities of emergency response teams, including those at most risk.</li> <li>• Discourage any construction, especially housing, near fire-prone forests.</li> <li>• Ban or limit the burning of fields to prepare the land for the next growing season.</li> <li>• Conduct community education on wildfire safety and preparedness.</li> <li>• Advocate for allocating more public resources to fire prevention and fighting.</li> </ul>
<p><b>Key takeaways on wildfires</b></p> <ul style="list-style-type: none"> <li>• Wildfires and climate change are worsening at the same time, creating a vicious cycle.</li> <li>• Climate change increases temperatures, reduces moisture in the air, and prolongs dry seasons, making wildfires more likely. In turn, wildfires release large amounts of greenhouse gases and destroy the forests and wetlands that store these gases.</li> <li>• This makes it essential to plan and prepare for both hazards, by protecting forests and wetlands and improving wildfire management for community resilience.</li> </ul>	

<sup>2</sup> Card 4: Statista.com (2024) 'Wildfires – statistics & facts', 28 November 2024, [www.statista.com/topics/11237/wildfires/](https://www.statista.com/topics/11237/wildfires/)



# Fact sheet for card 5 – Drought

BACKGROUND – KEY FACTS	FACILITATOR NOTES
<p>Droughts pose a threat to both the natural environment and human societies. With rising temperatures, droughts have become more frequent and last longer. Prolonged droughts can lead to soil degradation, death of plants and animals, and can increase the risk of wildfires. In human societies, droughts affect health, livelihoods and access to water. Severe water shortages reduce crop yields and livestock productivity, which can result in food and income insecurity. Water shortages also affect daily life, limiting access to clean drinking water and sanitation, which brings hardship and can increase the spread of diseases.</p>	<p><b>General question</b></p> <ul style="list-style-type: none"> <li>• What is the climate-related hazard in this picture?</li> <li>• How is this hazard impacting the people in the picture?</li> <li>• Why are they doing what they are doing?</li> <li>• Who is in the picture, and how do you think each person is affected?</li> </ul> <p><b>Specific questions</b></p> <ul style="list-style-type: none"> <li>• Have you experienced or seen the impact of drought in your community?</li> <li>• How do you think the diverse groups in your community are affected by drought?</li> <li>• What do you think are some of the ways in which communities can cope and respond to the effects of drought?</li> </ul>
<p><b>Vulnerabilities</b></p> <p>Droughts affect various groups of people differently. Pregnant women, children, and older people find it difficult to cope with the lack of food and water due to reduced immunity. Additionally, social and gender norms may dictate that these individuals eat last in the household, and when food is scarce, they go hungry. Without clean water, girls and women face difficulties in ensuring proper hygiene when menstruating. Violence may increase due to stress. Girls and women, in all their diversity, are exposed to sexual and gender-based violence, particularly when moving long distances in search of water. In extreme cases, young girls may be forced in child, early, and forced marriages/unions to provide a source of income or as a survival strategy.</p>	<p><b>Coping mechanisms</b></p> <ul style="list-style-type: none"> <li>• In agriculture, adopt drought-resistant and tolerant crops. Plant early and implement efficient irrigation techniques, such as drip irrigation, to conserve water. Install rainwater harvesting and construct reservoirs.</li> <li>• Do not rely on one source of livelihood – for example, establish a small business alongside agricultural activities.</li> <li>• Store food and fodder for times of scarcity.</li> <li>• Join a village loans and savings group.</li> <li>• At a community level, conduct campaigns and education on water conservation practices as these play a crucial role in reducing water usage.</li> </ul>
<p><b>Key takeaways on drought</b></p> <ul style="list-style-type: none"> <li>• Defining various types of droughts can help people to understand how drought might affect them and what specific actions they can take based on location and community context.</li> <li>• Drought emerges slowly and its impact is gradual.</li> <li>• Rising temperatures because of climate change are leading to many more long-duration droughts.</li> <li>• Not all people are affected by droughts in the same way. It is important to understand how diverse groups are affected by drought and what coping strategies they can use. The diverse groups include people with disabilities and pregnant girls/women.</li> </ul>	





# Fact sheet for card 6 – Flood

BACKGROUND – KEY FACTS	FACILITATOR NOTES
<p>Overflow of water from the sea, rivers and streams causes flooding. Heavy rainfall, prolonged periods of rain, sudden snowmelt or tropical storms can lead to rapid, dangerous flooding. Climate change increases the frequency and intensity of floods in many areas of the world.</p> <p>Impacts of flooding include:</p> <ul style="list-style-type: none"> <li>• Loss of livelihoods, especially for farming communities.</li> <li>• Soil erosion, infectious diseases, food shortages and contamination of clean, safe water sources.</li> <li>• Damage to properties, buildings and roads, which often disrupt access to basic services like health and education.</li> <li>• Displacement of populations, injury and death.</li> </ul>	<p><b>General questions</b></p> <ul style="list-style-type: none"> <li>• What is the climate-related hazard in this picture?</li> <li>• How is this hazard impacting the people in the picture?</li> <li>• Why are they doing what they are doing?</li> </ul> <p><b>Specific questions</b></p> <ul style="list-style-type: none"> <li>• Have you ever experienced a flood? What were the impacts?</li> <li>• Which people are most affected by floods, and why? Are there others who are not visible in the picture but are still affected by the floods?</li> <li>• What actions do you take or can be taken to minimise the impacts of floods on you and other vulnerable people in your community?</li> </ul>
<p><b>Vulnerabilities</b></p> <p>Floods impact communities in many ways. Some groups of people are more vulnerable than others:</p> <ul style="list-style-type: none"> <li>• Pregnant women and girls, children, people with disabilities, and older people may have more difficulties than others to evacuate or to access healthcare and, where relevant, sexual and reproductive health (SRH) services.</li> <li>• Communities near water bodies, such as those along the coast and those living next to rivers, are first hit when flooding occurs.</li> <li>• Girls and women are often expected to take care of children and other family members during floods, which increases their burden, and makes it more difficult for them to cope with the impact compared to boys and men.</li> </ul>	<p><b>Coping mechanisms</b></p> <ul style="list-style-type: none"> <li>• Know your area’s flood risks and evacuation plans/routes, and identify the people who are most at risk.</li> <li>• Note that evacuation plans/routes might not be accessible for those with disabilities, organise to support safe evacuation or seek government assistance to improve plans</li> <li>• Prevent the impact of floods by making necessary adjustments to adapt, such as relocating, avoiding construction near riverbanks, planting trees along riverbanks, raising the ground of your home, and using sandbags to create a buffer or shield against rising water.</li> <li>• Store valuables (medicines and foodstuffs) and dangerous materials (such as chemicals) above likely water levels during flooding.</li> </ul>
<p><b>Key takeaways on flood</b></p> <ul style="list-style-type: none"> <li>• Floods have a greater impact on girls and women compared to boys and men due to their caregiving duties. If boys and men can take on more of these roles, it will make it safer for girls and women as climate change impacts worsen.</li> <li>• Due to the mobility challenges already faced by people with disabilities, children, pregnant women and older people, floods increase their risk of injuries and death.</li> </ul>	



# Fact sheet for card 7 – Cyclones

BACKGROUND – KEY FACTS	FACILITATOR NOTES
<p>Tropical storms, including cyclones, have become more common and stronger than before.</p> <ul style="list-style-type: none"> <li>• A tropical cyclone is a term used to describe a circular storm in the Indian Ocean and South Pacific, while similar storms are called typhoons in the northwestern Pacific Ocean and hurricanes in the Atlantic and Pacific Oceans.</li> <li>• The wind speed of these giant, rapidly rotating circular storms can be very high (more than 119 km/hr), destroying buildings and toppling trees.</li> <li>• Usually, a storm will bring a lot of rain in a short period of time. When storms lead to a storm surge, people must flee from flooded areas, which become too dangerous to stay in.</li> </ul>	<p><b>General questions</b></p> <ul style="list-style-type: none"> <li>• What is the climate-related hazard in this picture?</li> <li>• How is this hazard impacting the people in the picture?</li> <li>• Why are they doing what they are doing?</li> </ul> <p><b>Specific questions</b></p> <ul style="list-style-type: none"> <li>• Have you experienced a similar situation?</li> <li>• How do you get information on the approaching storm and prepare for it? Do you know when it is time to evacuate (leave your house and move to a safer location)?</li> <li>• Can you think of groups of people for whom it is difficult to obtain or understand the early warning information? Are there people who cannot evacuate alone even if they do get the information on the approaching storm early enough?</li> </ul>
<p>Agencies provide early warning information using colours such as green, yellow, orange and red to define the level of danger of the approaching storm. These colours indicate when it is safe to stay at home or when people must evacuate.</p> <ul style="list-style-type: none"> <li>• Local DRR (Disaster Risk Reduction) committees help deliver early warning information from designated agencies. They share this with local leaders to ensure everyone is reached. They also identify safe spaces for evacuation (schools, churches and grounds for pitching tents), which become accommodation centres during the emergency.</li> <li>• Certain groups of people (e.g., children, older people, those with disabilities, and people who do not speak the language in the early warning messages) have more difficulties understanding or acting according to the early warning information.</li> </ul>	<p><b>Coping mechanisms</b></p> <ul style="list-style-type: none"> <li>• In times of approaching cyclones, make sure to access early warning information (broadcast through the internet, radio or megaphone) to know what to do. Act according to the information.</li> <li>• Ensure the house is safe (e.g., the roof is fixed, no big trees nearby) and keep emergency supplies at home, such as water, food, a torch, petrol and paraffin, in case it is not possible to leave home for an extended period.</li> <li>• Pack an evacuation bag for all family members to take with you during evacuation. Include key items such as blankets, pots, a few clothes, personal hygiene products (including menstrual hygiene management items), or a favourite toy for a child, but no animals or heavy items.</li> <li>• Join the local DRR committee or school DRR committee, or inform them about your specific needs or concerns.</li> </ul>
<p><b>Key takeaways on cyclones</b></p> <ul style="list-style-type: none"> <li>• Early warning systems can save lives and property when everyone knows what to do, as described in an alert of an approaching storm broadcast through radio or megaphone.</li> <li>• You should act according to the early warning information and help others to understand and follow the instructions.</li> </ul>	



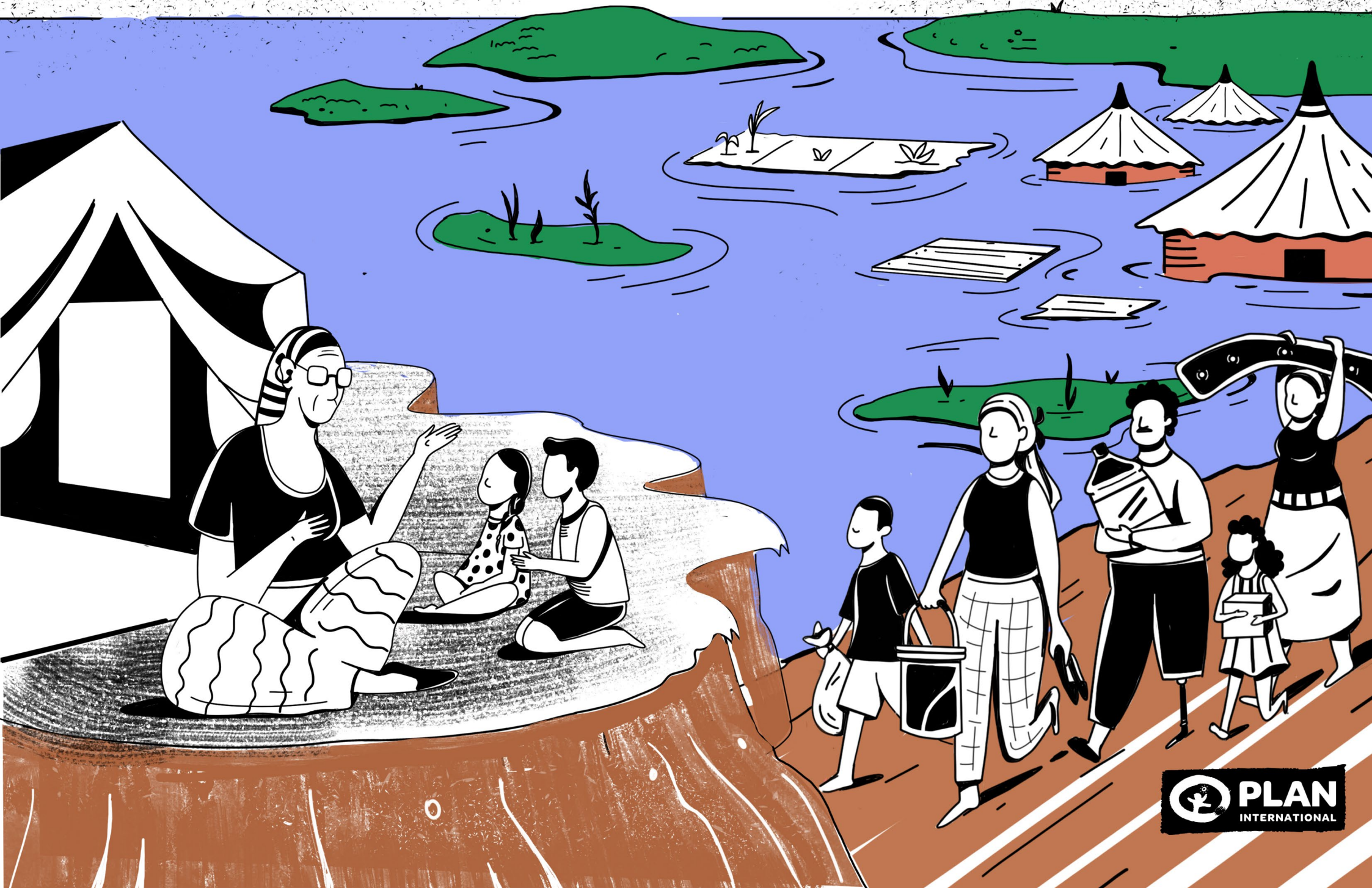
# Fact sheet for card 8 – Deforestation

BACKGROUND – KEY FACTS	FACILITATOR NOTES
<p>Between 1990 and 2020, deforestation destroyed 402 million hectares of the world’s forests, reducing the total forest area from 4.46 billion hectares to 4.06 billion hectares. This loss was not matched by replanting efforts and natural forest expansion.</p> <p>Impacts of deforestation include:</p> <ul style="list-style-type: none"> <li>• Worsening climate change.</li> <li>• Increased land degradation, flood risk, food insecurity and gender-based violence.</li> <li>• Loss of forest services such as food, fuel, animal shelter, medicine, and indigenous knowledge and heritage.</li> <li>• Threats to biodiversity, as 80 per cent of the planet’s animals, birds and plants live in and depend on forests.</li> <li>• Increased encroachment on wildlife habitats, which can lead to infectious diseases spreading from animals to humans, such as Ebola.</li> </ul>	<p><b>General question</b></p> <ul style="list-style-type: none"> <li>• What is the climate-related hazard in this picture?</li> <li>• How is this hazard impacting the people in the picture?</li> <li>• Why are they doing what they are doing?</li> </ul> <p><b>Specific questions</b></p> <ul style="list-style-type: none"> <li>• Have you ever experienced deforestation? What were the impacts?</li> <li>• Which people are most affected by deforestation?</li> <li>• What actions do you take or can be taken to minimise the impacts of deforestation on you and other vulnerable people in your community?</li> </ul>
<p><b>Vulnerabilities</b></p> <p>Deforestation impacts everyone, but it affects these groups more:</p> <ul style="list-style-type: none"> <li>• <b>Indigenous and local communities</b> – their livelihoods and wellbeing are entirely or predominantly dependent on forest products for food, shelter and medicine.</li> <li>• <b>Women and girls</b>, especially in poorer and refugee communities, who primarily use firewood and charcoal for fuel and now have to walk further or pay more to get fuel.</li> <li>• <b>Men and women in forest-related jobs</b> – such as those whose jobs are supported by forest products, like carpenters, herbalists and workers in the construction sector.</li> </ul>	<p><b>Coping mechanisms</b></p> <ul style="list-style-type: none"> <li>• <b>Stop or reduce deforestation:</b> Protect forests through laws, restore degraded forests, practise agroforestry, and plant more trees than are cut down, ensuring the sustainable use of forests and their resources.</li> <li>• <b>Change norms:</b> Challenge cultural and gender norms that exacerbate impacts on certain groups. Encourage boys and men to take on roles traditionally associated with women and girls, such as firewood collection.</li> </ul>
<p><b>Key takeaways on deforestation</b></p> <ul style="list-style-type: none"> <li>• Deforestation is both a cause and an impact of climate change. As people lose livelihoods and incomes due to climate change, activities like charcoal-burning become alternative sources of income. This practice, however, accelerates deforestation and further degrades the environment.</li> <li>• Every action taken to protect, conserve and restore forests counts. This includes enforcing laws to prevent illegal logging and supporting reforestation. Addressing the root causes of deforestation, such as poverty and lack of alternative livelihoods, is important. By taking these actions, we can reduce the impacts of deforestation, especially on the most vulnerable populations.</li> </ul>	



# Fact sheet for card 9 – Sea-level rise

BACKGROUND – KEY FACTS	FACILITATOR NOTES
<p>The global sea level has risen by about 21 cm since records began in 1880. While this might seem small, these rises can have significant consequences. A key example is where storm surges sweep further inland than they would have done previously. Sea-level rise will worsen inequality in coastal areas and worsens the danger posed by other extreme weather events.</p> <p>Other impacts may include:</p> <ul style="list-style-type: none"> <li>• Washing away coastal land and vegetation.</li> <li>• Decreased water and food quality as saltwater contaminates inland fresh and underground water.</li> <li>• Climate migration and displacement of people, resulting in the loss of societal and cultural identity.</li> <li>• Breakdown of key infrastructure and increased costs for communities.</li> </ul>	<p><b>General question</b></p> <ul style="list-style-type: none"> <li>• What is the climate-related hazard in this picture?</li> <li>• How is this hazard impacting the people in the picture?</li> <li>• Why are they doing what they are doing?</li> </ul> <p><b>Specific questions</b></p> <ul style="list-style-type: none"> <li>• Have you ever experienced sea-level rise? What were the impacts?</li> <li>• Which people are most affected by sea-level rise?</li> <li>• What actions do you take or can be taken to minimise the impacts of sea-level rise on you and on other vulnerable people in your communities?</li> </ul>
<p><b>Vulnerabilities</b></p> <p>The following people and places are vulnerable to sea-level rise:</p> <ul style="list-style-type: none"> <li>• <b>Communities living in coastal and low-lying areas</b> that are prone to floods, including flash floods.</li> <li>• <b>Women and girls, persons with disabilities</b>, and older people who have mobility challenges. In addition, women and girls, as well as people with disabilities, in all their diversity may be exposed to gender-based and sexual violence while staying in relocation centres and while migrating to new areas.</li> </ul>	<p><b>Coping mechanisms</b></p> <ul style="list-style-type: none"> <li>• If you live in a particularly vulnerable area, if possible, try to elevate your home and ensure that important possessions are moved higher up.</li> <li>• Build sea walls and barriers and seek government support where necessary.</li> <li>• Protect and restore mangroves, wetlands and coral reefs, which can absorb wave energy and reduce the impact of storm surges.</li> <li>• As a community strategy, elevate or raise infrastructure such as roads, buildings and water pumps. Also, relocate communities and infrastructure away from vulnerable coastal areas to safer locations.</li> </ul>
<p><b>Key takeaways on sea-level rise</b></p> <ul style="list-style-type: none"> <li>• Sea-level rise can cause great losses and damage to communities, individuals and their livelihoods. It is thus important to involve most at-risk populations in planning for both short- and long-term response strategies.</li> </ul>	





# Fact sheet for card 10 – Water scarcity

BACKGROUND – KEY FACTS	FACILITATOR NOTES
<p>Water scarcity happens when communities cannot fulfil their water needs, either because supplies are insufficient, or infrastructure is inadequate. Floods and droughts both contribute to water scarcity. Floods lead to the contamination of safe, clean water while droughts cause water sources to dry up.</p> <p>Water scarcity can lead to severe health issues due to lack of clean water and disruptions to healthcare and services. It also affects agricultural production and industrial activities. When the environment becomes degraded due to water scarcity, it may be difficult to continue traditional livelihoods including farming and herding.</p>	<p><b>General question</b></p> <ul style="list-style-type: none"> <li>• What is the climate-related hazard in this picture?</li> <li>• How is this hazard impacting the people in the picture?</li> <li>• Why are they doing what they are doing?</li> </ul> <p><b>Specific questions</b></p> <ul style="list-style-type: none"> <li>• Have you experienced or seen the impact of water scarcity in your community?</li> <li>• How do you think the diverse groups in your community are affected by water scarcity?</li> <li>• What are some of the ways you think communities can respond to the effects of water scarcity?</li> </ul>
<p><b>Vulnerabilities</b></p> <p>Some groups of people are more vulnerable to the impact of water scarcity.</p> <ul style="list-style-type: none"> <li>• Water scarcity hampers agricultural productivity. This can lead to food insecurity and loss of income for farmers and pastoralists, particularly if they are relying on rainwater.</li> <li>• Children, especially girls, often miss school to help their families collect water. This affects their education and thus their future opportunities.</li> <li>• Water scarcity exacerbates existing social inequalities. Marginalised communities often have less access to water resources, which can deepen poverty and social tensions.</li> <li>• Malnutrition and violence against women, girls and children increase at times of water scarcity.</li> </ul>	<p><b>Coping mechanisms</b></p> <ul style="list-style-type: none"> <li>• Farmers can adopt better farming practices such as planting drought-resistant crops, using small-scale irrigation like drip irrigation, practising agro-forestry and proper drainage on farms.</li> <li>• Rainwater harvesting and the construction of reservoirs help to store water during wetter periods for use during dry spells.</li> <li>• As a community strategy, mass awareness campaigns and education on water conservation practices and gender equality can support positive coping mechanisms.</li> </ul>
<p><b>Key takeaways on water scarcity</b></p> <ul style="list-style-type: none"> <li>• During periods of water scarcity, existing inequalities and injustices are deepened.</li> <li>• Women, children and girls are especially affected because they are traditionally responsible for fetching water and preparing meals.</li> <li>• Severe water shortages can force people to migrate in search of better living conditions, leading to potential conflicts over resources.</li> </ul>	





Plan International is a children's rights and humanitarian organisation that improves the lives of the most vulnerable children, especially girls. Plan International strives for a just world where the rights of all children are fulfilled. Politically and religiously neutral, Plan International was founded in 1937 and began its activities in Finland in 1998. Plan International works in more than 80 countries.

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