Information & Materials for Teachers

For the preparatory exercises

Climate Justice Role Play

There are two possible ways to play this:

Option 1: The classroom should represent a world map. The continents—North America, South America, Africa, Asia, Australia + Oceania—are marked on the floor with small pieces of paper. The students now indicate the proportions by positioning themselves in corresponding numbers at the continents. They can discuss with each other while doing this.

Option 2: The students form small groups, each group receiving a world map and 15 small objects (e.g., stones, matches, dice etc.). The students then indicate the proportions on the maps with these items.

The students should indicate the following categories and numbers:

Category 1: World population

Kontinent	Bevölkerung in Mio. (2022)	Steine	In Prozent
Europa	743	1	9,2 %
Nordamerika	377	1	4,7 %
Süd- & Mittelamerika & die Karibik	660	1	8,2 %
Asien	4.723	9	59,0 %
Afrika	1.427	3	17,8 %
Australien & Ozeanien	45	0	0,56 %
Total	**7.975**	**15**	

Category 2: Global income (as gross domestic product (GDP)) GDP is an important economic indicator. It refers to all income earned by residents from employment and property ownership within one year.

Kontinent	BNE in Mrd. USD (2020)	Steine	In Prozent
Europa	20.950	4	24,6 %
Nordamerika	22.924	4	27,0 %
Süd- & Mittelamerika & die Karibik	4.421	1	5,2 %
Asien	32.958	6	38,8 %
Afrika	2.335	0	2,7 %
Australien & Ozeanien	1.638	0	1,9 %
Total	**85.226**	**15**	

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Climate Justice Role Play

Category 3: Historic CO2 emissions

Kontinent	Prozentualer Anteil an allen jemals verursachten CO_2 Emissionen (fossile Brennstoffen & Industrie)	Steine
Europa	30,9%	5
Nordamerika	27,9%	4
Süd- & Mittelamerika & die Karibik	2,6%	0
Asien	32,1%	5
Afrika	2,8%	1
Australien & Ozeanien	1,2%	0
Total (ohne "intl. Transport")	**97,5%**	**15**

Global North & Global South

This task is suitable as a follow-up to Task 1, as the text contains an explanation for the relationships previously presented.

Putting the world into (the correct) perspective...

In the additional task on carbonmap.org, students can independently experiment with different maps. This task raises many reflective questions. These can, for example, be discussed using the "Kugellager" method (link: explanation of the method) or the "milling around" method (link: explanation of the method).

Answer: Image 1 = Mercator projection, Image 2 = Gall-Peters projection, Image 3 = Contrast between Mercator & Gall-Peters projection

Global North & Global South

Read the text and answer the following questions:

1. What does the term "Global South" refer to?

A) Countries South of the Equator

B) Countries with a tropical climate

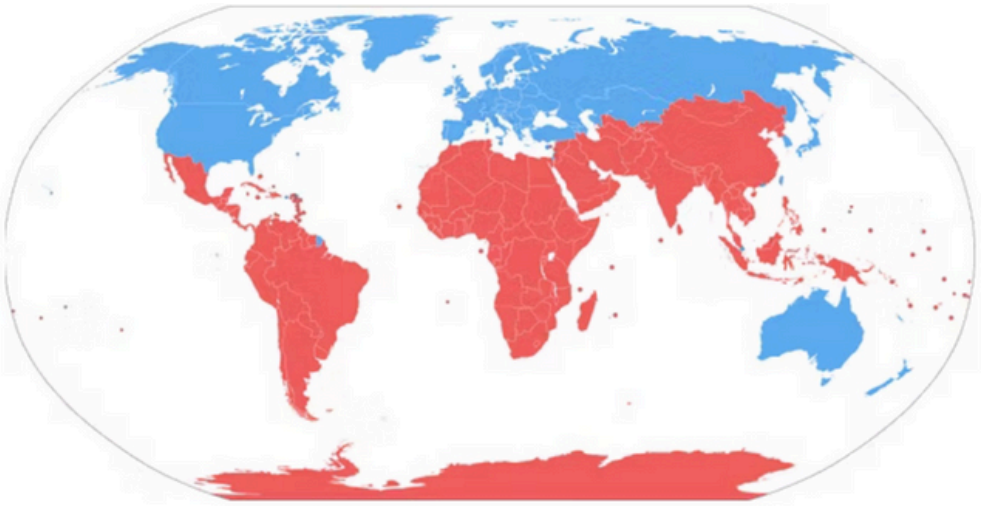
C) A geopolitical concept for less wealthy or disadvantaged countries

D) Countries on a high technological level

2) Why is, for example, Albania sometimes considered to belong to the Global South, even though it is located in Europe?

3) What is the link between colonialism and current inequalities?

4) Can the terms Global North / South still be helpful when talking about global issues and interconnections? Why or why not?



The term Global South is a concept used to categorize countries geopolitically. The focus is on inequalities and relationships, not geographic location – which means that a country in the Global South can also be located in the Northern hemisphere. The term is relatively new and is increasingly replacing outdated and value-laden terms such as "First and Third World" or "developing country".

Which countries belong to the Global South?
The Global South generally refers to countries that are disadvantaged in social, economic, and political contexts compared to others. This typically includes countries with low income or those classified by the United Nations as Least Developed Countries. Most countries in the Global South are located in Africa, Asia, and Latin America, but some European countries, such as Albania or Ukraine, are also included. What many of these countries have in common is a history of colonialism and exploitation.

Global North and South
The counterpart to the Global South is the so-called Global North, which essentially includes the industrialized nations. These are characterized by wealth, a higher level of technology, productivity and education. The contrast between North and South highlights the unequal living conditions between these groups of countries.

Colonialism as cause
Colonialism is considered one of the main causes of these disparities. In Africa, Asia, and Latin America, raw materials and resources were exploited and taken to industrialized nations without fair compensation. This exploitation left many former colonies impoverished and structurally disadvantaged—effects that are often present to this day.

Criticism of the term Global South
The term is viewed critically because it oversimplifies reality. Dividing the world into a "poor South" and a "rich North" overlooks the great diversity within both groups. Issues such as social inequality and lack of education also exist in the Global North.

Federal Ministry for Economic Cooperation and Development: https://www.bmz.de/de/service/lexikon/globaler-sueden-norden-147314

Friedrich-Ebert Foundation: https://www.fes.de/wissen/globaler-sueden

Picture: Wikipedia Commons

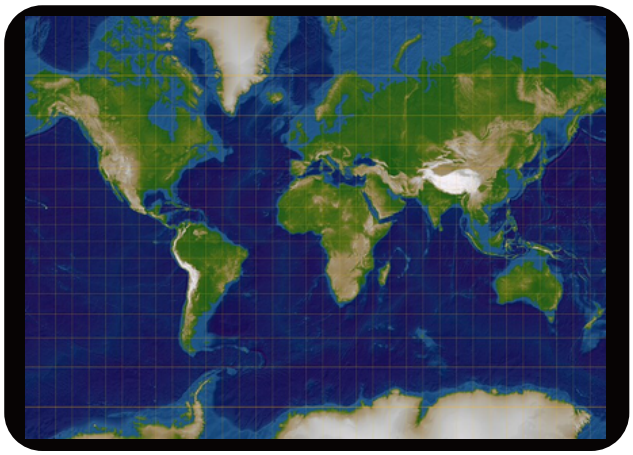
Putting the world into (the correct) perspective...

Assign each title to the corresponding picture

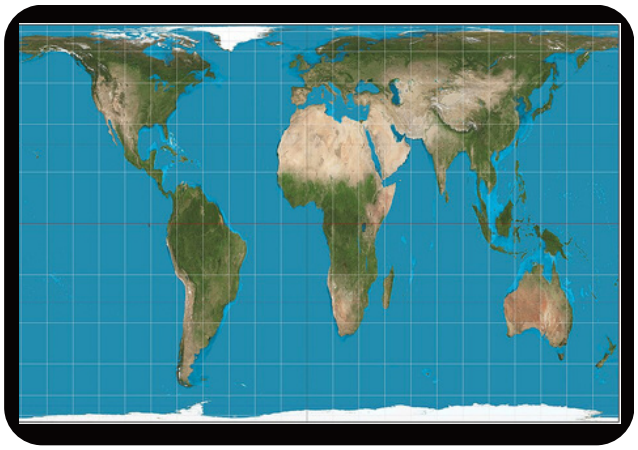
Gall-Peters Projection

Mercator Projection

Contrast between Gall-Peters & Mercator Projection



Picture 1



Picture 2

Picture 3

Why is the most commonly used world map disproportionate?

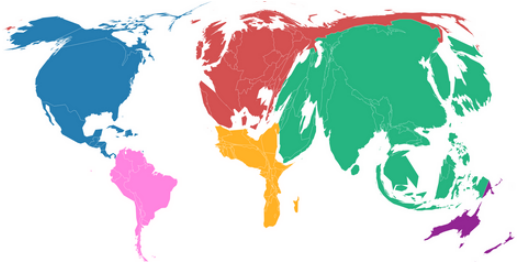
Most maps we use do not show a "true" picture of the Earth. This is because the Earth is a sphere – and when you try to represent something round on a flat surface (like peeling an orange and pressing the peel flat on a table), the shapes become distorted and stretched.

The Gall-Peters Projection
The Gall-Peters projection is a world map that shows countries in their actual size relative to one another. In contrast to the Mercator map, the focus here is on accurate area size, not the shape of the countries.

The Mercator Projection
The Mercator projection is the world map as we usually know it. It was developed in 1569 to help sailors with navigation. On this map, directions and angles are accurately represented – however, the relative sizes of countries are distorted.

Picture 1, source: https://de.wikipedia.org/wiki/Mercator-Projektion
Picture 2, source: https://de.wikipedia.org/wiki/Gall-Peters-Projektion
Picture 3, source: Climate Stories

Exploring through interactive maps



The website carbonmap.org offers a new perspective on the world. Explore how severely the continents are affected by climate change, how much countries have emitted, and much more.

Reflection questions:

How are the countries of the Global South presented in comparison to those of the Global North?

How might your view of the world change if you saw Africa and South America in its actual size?

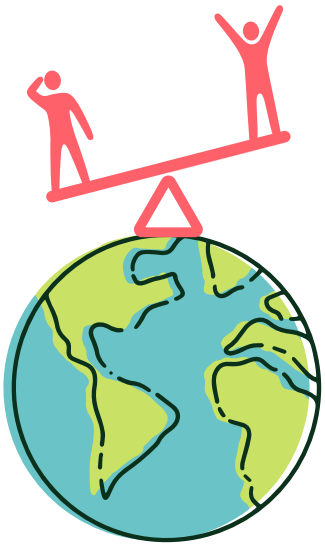
How does the thought make you feel that Germany and Europe are, in fact, much smaller than how they are presented on the world map?

Information & Materials for Teachers

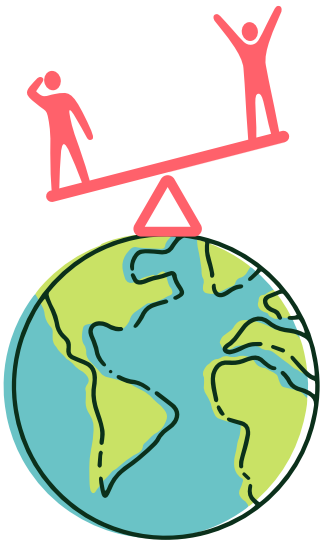
For the preparatory exercises

Climate Justice Discussion Round

The questions can, for example, be discussed using the "Kugellager" method (link: explanation of the method) or the "milling around" method (link: explanation of the method).



Climate Justice Discussion Round



In this discussion round, talk about the following questions.
For each new question, find a new conversation partner.

What is justice?

What do you percieve as fair?

What do you percieve as unfair?

What does the climate crisis have to do with responsibility?

What does the climate crisis have to do with fairness?

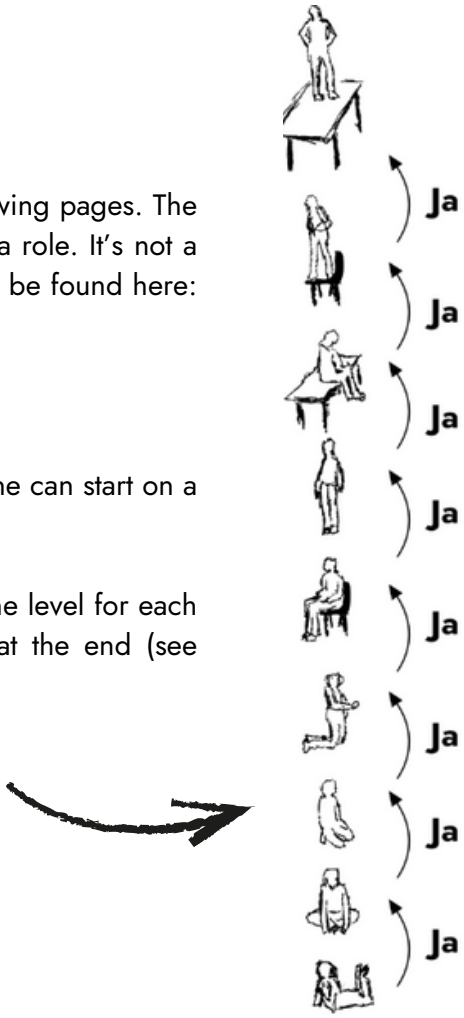
What comes to mind when you hear the term climate justice?

Where is climate injustice present in our world?

What would a climate just world look like?

Information & Materials for Teachers

For the preparatory exercises



Climate Justice Role Play

The roles that the students are supposed to take on can be found on the following pages. The role cards can be printed out and distributed randomly so that everyone has a role. It's not a problem if several students have the same role. Additional role cards can also be found here: publicclimateschool.de/donnerstag-klimagerechtigkeit

There are two different ways to carry out this activity:

Option 1: If there is plenty of space available (e.g., in the schoolyard), everyone can start on a line and take one step forward for each statement that applies to their role.

Option 2: If the activity takes place in classroom, the students can move up one level for each statement they agree with, until some of them are standing on the tables at the end (see illustration).

The following statements can be read aloud by the teacher:

- The consequences of the climate crisis have negative effects on my health.
- I am affected, or am likely to be affected, by rising sea levels.
- I am affected, or am likely to be affected, by extreme weather events.
- I had to, or will have to, leave my place of residence because of climate change.
- I am unemployed or don't know what I would like to do for work in the future.
- I am worried about how I will make a living in the future.
- I cannot plan far into the future. My future is uncertain.
- I CANNOT afford to protect myself from the worst impacts of the climate crisis.
- I do NOT have the resources to engage in sustainability efforts.

Climate Justice Role Play

You will be assigned the role of a fictional person. Read the description of the person and try to put yourself in their position.

You will now hear a series of statements. If a statement applies to your character, take one step forward or move one position up. If the statement does not apply to your role, stay where you are.

Reflection

Get into groups of 3–4 people. Form the groups so that there is a mix of people who ended up at the front/top, in the middle, and at the back/bottom of the setup.

Discuss the following questions:

How did the exercise make you feel?

What would need to change for a less unequal outcome?

Smallholder farmer in Ethiopia

I cultivate a small piece of land that has belonged to my family for generations. In the past, we were able to harvest twice a year, but now the rain often fails to come for months. When it does, it is sometimes so heavy that everything gets washed away. Our children often get sick when water is scarce. I never know if the next harvest will be enough to feed my family. Many young people from the village move to the city or to other countries because they see no future in farming. I don't know either how much longer I can stay here.

Fisherman in the Philippines

I live with my family on the coast. My husband and I go out to sea every morning, but there are fewer fish now, and the storms are stronger than they used to be. Last year, a typhoon destroyed our house. We had to rebuild everything, but the sea comes closer every year. I worry about whether we can raise our children here. If the sea level continues to rise, our village will eventually disappear under water.

Student in Sweden

I study environmental science in Uppsala. In my everyday life, I hardly feel the effects of the climate crisis – except perhaps that the summers are getting hotter and I worry about the future. I have access to healthcare, education, and safety. Still, I often feel helpless when I see how unequally the impacts of the climate crisis are distributed. I try to live more sustainably and get involved, but I'm aware that I can only do so because I can afford it.

Teacher in Uganda

I teach at an elementary school in a small town. Many of my students come from families who make their living from farming. When there's a drought, some children don't come to school for weeks because they have to help their parents fetch water or save the crops. I, too, can feel the heat getting stronger. Sometimes I wonder how long we can go on living like this with the weather becoming more and more unpredictable.

IT Specialist in Canada

I work at a technology company and live in a modern apartment in Toronto. I worry about the climate crisis, but it doesn't affect me directly. When a storm hits or it gets unusually hot, our infrastructure still works. I have a secure job, health insurance, and enough money to protect myself. I try to live in an environmentally conscious way, but to be honest, I hardly feel the effects of climate change so far.

Hotel staff in the Maldives

I work at a hotel on the beach. In the past, the sea was our greatest treasure — now it is our greatest threat. Every year we lose a bit more of the beach, and storms damage the facilities. Fewer guests come during hurricane season. I love my island, but sometimes I think that one day I might have to leave it. Yet I wouldn't know where to go — my family lives here, and everything I know is surrounded by the sea.

Farmer in Bavaria

I run a farm with my family that we took over from my parents. We can tell that the climate is changing: the summers are hotter, the rain comes at the wrong times, and some crops no longer grow as well as before. Still, we're fortunate — we receive support and can buy new machines or irrigation systems. I know that we can adapt, but I see that many others around the world cannot.

Homeless person in Colombia

I live in Bogotá and don't have a permanent place to sleep. When it rains heavily, it's hard to find shelter, and when it's hot, the city becomes unbearable. I earn a little money through odd jobs, but often it's not even enough for a meal. The air is bad, and many of us get sick. When floods come, we lose the little we have. I rarely think about the future — I just try to get through next day.

Information & Materials for Teachers

For the follow-up exercises

Exercise: Looking Back on the Session

Instead of individual work, this activity can also be performed more interactively.

1. After the students have completed the worksheet, they can discuss further by exchanging their answers in small groups or in a plenary session.
2. Instead of using the worksheet, the questions can be written directly on the whiteboard. The students write their answers on sticky notes and present them to the whole class while sticking them onto the board below the respective questions.

Exercise: Narratives on the Climate Crisis

Steps

1. Collection (research phase, approx. 1 hour)
   - Groups (3–4 people) look for three different media examples relating to the climate crisis:
     - Print (e.g. articles from daily newspapers, online magazines)
     - Audiovisual media (e.g. TV clips, YouTube posts)
     - Social media (e.g. Instagram post, TikTok video, tweet/X post)
   - Tip: Look for diverse sources and perspectives (e.g. news, activism, science, politics).
2. Analysis (approx. 1 hour)
   - Groups create an analysis sheet with guiding questions:
     - Who is speaking or broadcasting? (Media outlet, author, institution)
     - What images, metaphors or emotions are used?
     - What perspectives on the climate crisis are presented or missing?
     - How is responsibility or action conveyed?
     - Which audience is the post/article/etc. intended for?
   - Objective: To raise awareness of linguistic and visual design as well as implicit messages.
3. Production (2–3 hours + possibly homework)
   - Groups create their own media contribution, e.g.:
     - Podcast clip (3–5 min)
     - Short video (max. 2 min)
     - Photo essay or social media post series
   - Task: Develop your own perspective or a new form of communication (e.g. local perspective, positive future scenarios, voices of young people).
4. Reflection (approx. 30 min)
   - Each group writes a short commentary (max. 200 words):
     - How is your own work different from the original examples you found?
     - What effect do you want to achieve – and how does it differ from the examples analysed?
   - Optional: Present your contributions to the class, on a school-wide platform or at a school event.

Information & Materials for Teachers

For the follow-up exercises

Exercise: Narratives on the Climate Crisis

Materials / Preparation

- Internet access, optional: media library or newspaper archive
- Recording & editing devices (e.g., smartphones, tablets, laptops)
- Analysis table (digital or printed)
- Sample material for the introduction (e.g., current headlines, short clips)

Exercise: Climate Utopias from different perspectives

1. Reflection on the encounter (approx. 30 min)
   - The students share their impressions of their encounter with Joice.
   - Objective: Active listening, taking a different perspective, focusing on possibilities for action
2. Future blueprint: Vision for 2050 (approx. 1–2 Stunden)
   - In groups or individually, the students draft a vision of a climate-friendly and fair world in 2050.
   - Formen:
     - Short story (max. 600 words) – narrative with characters and scenes.
     - Visual storyboard – sequence of images/scenes with short texts and dialogues.
   - Guiding questions for the design:
     - How are power, resources and opportunities for participation distributed?
     - How do people live, work, travel and consume?
     - Which technologies and social structures support climate justice?
     - Which values shape society?
   - Objective: Combining creativity with a reflection on society.
3. Concrete steps for the implementation (approx. 30–45 min)
   - Task: Formulate at least three initial steps that could be taken today to move closer to your vision.
     - E.g. local initiatives, political measures, educational projects, consumer behaviour, international cooperation.
   - Important: Steps should be realistic, feasible and concrete – for example, in a school, community or global context.
   - Optional: Create a poster or digital poster ('From today to 2050 – our path to climate justice').

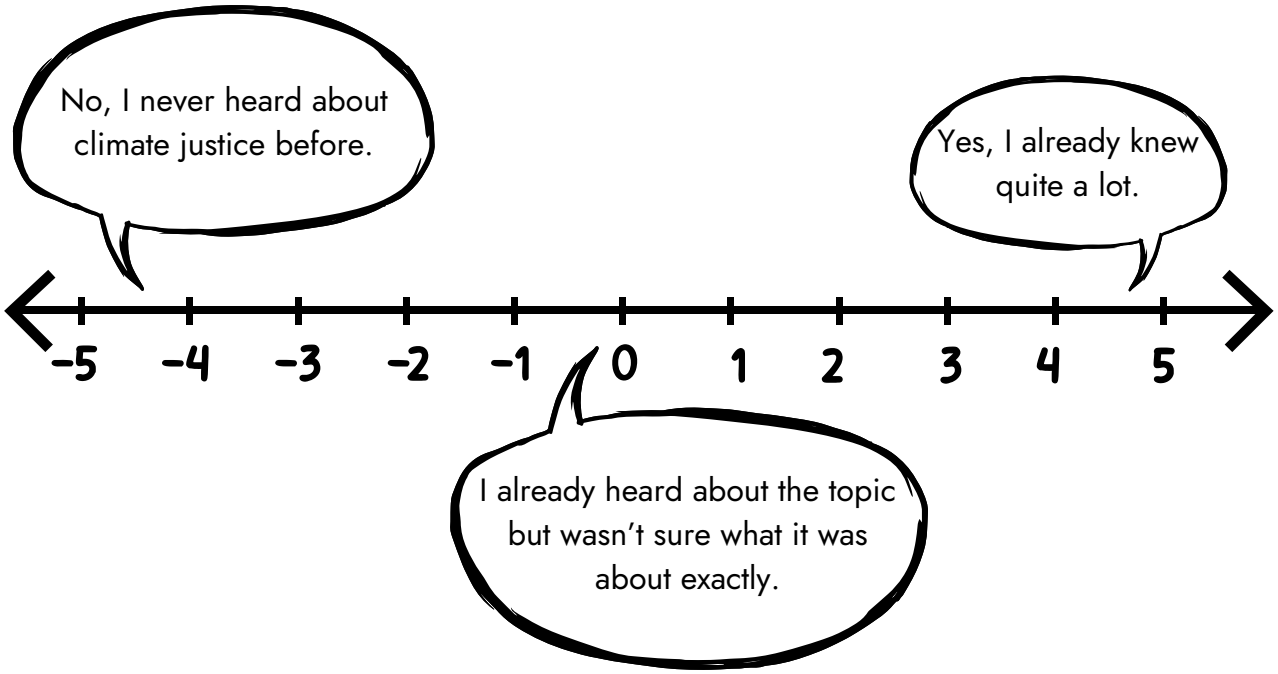
Materials / Preparation

- Materials for creative work (paper, pens & pencils, digital tools)
- Examples of utopian narratives or visions of the future (texts, short films, comics)

Looking Back on the Session

Answer the following questions. Then discuss your answers in small groups.

Were you already familiar with the topic of climate justice? Mark the initial level of your knowledge (previous to this lesson) on the scale below.



What are your takeaways from the encounter with Joice?

Was there something that surprised you? What?

Narratives on the Climate Crisis

1. Collect 3 examples that report on the climate crisis (e.g. newspaper articles, TV clips, Instagram posts, etc.).
2. Work with your group to create an analysis sheet (Who is speaking? What images/metaphors are used? Which perspectives are included or missing?).
3. Then produce your own contribution, for example, a podcast clip, a short video, a photo essay, or a social media post series.
4. Reflect on the current reporting in a short comment and refer to your production.

Climate Utopias from different perspectives

1. Reflect on the experiences of the guest speaker from Colombia. Note down three key challenges and three points of hope.
2. Draft a vision for 2050: Describe in a short story (max. 600 words) or as a visual storyboard what a climate-friendly and fair world looks like. Pay attention to how power, resources and opportunities for participation are distributed.
3. Identify at least three concrete first steps that could be taken today to make your utopia a reality.