

3) PRIVILEGE WALK

This activity, adapted to focus on climate change and sustainability, immerses participants in role-playing scenarios that simulate real-life experiences of individuals affected by social and environmental disparities. By embodying roles with varying degrees of privilege and hardship, participants develop empathy and gain a deeper understanding of systemic inequalities influenced by climate change, socio-economic conditions, and global interdependence. The activity emphasizes the intersection of environmental, social, and economic issues, encouraging critical reflection on individual and collective responsibilities in addressing global challenges. Through experiential learning, participants not only engage intellectually but also emotionally, fostering both awareness and a sense of agency to contribute to a more equitable and sustainable future.

Number of participants: 5 - 20

Duration: 20 - 30 minutes

Facilitator: youth worker, teacher

Materials:

- printed role for each individual (more participants can have the same role)
- questions

How to play/conduct the activity?

Participants move to one part of the room and are aligned next to each other in one line. The space/room should allow free movement (we suggest that you move the tables and benches to the wall before the start of the class). Each participant receives one of the sheets describing the person they will play. Multiple students can play the same role. Explain to the participants how this activity will take place and emphasize that the purpose of this activity is not to overtake everyone else. Participants try to empathize with their role and answer questions as if they were their own person. The questions are asked by the facilitator who also explains that each of the questions can be answered with 'yes' or 'no'. Only if they answer 'yes', they can take one step forward. If they answer 'no', they don't move.

After the last question, the participants should stay in their place. Each of them should then introduce the person they played and describe their feelings, hopes, and fears when embracing such a role, but also feelings when responding. Participants should then focus on the circumstances in which people live, even though they are often not to blame for them. Talk to participants about whether they can imagine the lives of these people and not just these few steps. At the end of this workshop, ask participants to write down their thoughts and all the feelings they experienced while embracing ("role-playing") the life stories of individuals (and which you have already talked about). At the end, we ask participants if they think it is the responsibility of the people of more developed countries to think and take care of the people of poorer countries in the field of climate change. Why yes, why not?

Roles for participants:

- You are an eight-year-old girl with two younger brothers who has to take care of her family. You spend 4 hours each day fetching drinking water. For several years now, the "nearest" well has been running dry several times a year, so you have to walk for water even longer. Drought periods are getting longer every year.
- You are a nine-year-old girl from the Prekmurje area in Slovenia. Your family makes a living from farming. The hail destroyed almost your entire crop.
- You are a twelve-year-old boy from Kenya. Your family makes a living by raising goats. Your job is to make sure they have enough food. Last year, almost all of your goats died due to drought.
- You are an eighteen-year-old boy from Madagascar whose family makes a living from farming. Your village and many other neighbors are underwater due to heavy rain. You had to leave your home for several weeks. The water washed away your house, crops, and fertile soil.
- You are a thirteen-year-old girl, an only child, daughter of wealthy parents from the vicinity of Ljubljana. During the September floods, your house was flooded for several days up to the first floor.
- You are an elderly grandmother, with a symbolic pension from the vicinity of Kostanjevica na Krki, Slovenia. During a flood, your house was underwater for several days. All you have left is what you were wearing.
- You are a one-year-old dehydrated and malnourished boy from Rwanda, where this year's drought has destroyed almost the entire crop.
- You are a three-year-old girl from Zimbabwe who suffered from the worst form of malaria.
- You are a five-year-old boy from Nigeria, severely dehydrated due to a severe form of diarrhea. There is a severe water shortage in this part of Nigeria. The floods have made many drinking water wells unusable.
- You are a twenty-year-old young man, rich, the son of an ambassador.
- You are a thirty-five-year-old woman, mother of four, whose husband died of AIDS. Due to the drought, you had to leave your village with your children and settle in a refugee camp in DR Congo.

Questions for participants:

1. Do you have enough water to drink every day?
2. Do you have enough food available every day?
3. Do you have enough water for personal hygiene every day?
4. Do you have the opportunity to live in your home, which is safe and dry?
5. Can you buy new branded footwear several times a year?
6. Can you or your family afford a summer vacation?
7. Do you have an internet connection at home?
8. Did you have the opportunity to attend primary school?
9. Did you have the opportunity to attend high school?
10. Can you (yourself or someone else) ensure your survival?
11. Can you afford the basic necessities of life?

12. Do you go to the movies?
13. Can you go somewhere with friends for a juice or coffee?
14. Do your parents take care of you?
15. Do you have the opportunity to do what you love to do, pursue hobbies, etc.?
16. Do you get pocket money/make money?
17. Will you be able to find a job without any problems?
18. Do you have your own apartment/house?
19. Can you travel just like that because you love to do it?
20. Do you have anyone to take care of you?
21. Do you only have to worry about your own survival, or do you have to take care of someone else as well?

Competences:

- empathy and perspective-taking
- critical thinking
- system thinking
- ethical and value-based decision-making
- reflection and self awareness
- communication and argumentation skills
- global citizenship
- emotional intelligence
- agency and responsibility
- problem solving and collaboration