

GENDER AND DISABILITY CLIMATE GAME

'Gender and Disability Climate Game' is created by Light for the World in Austria, 2025

Light for the World is a disability & development NGO that supports people with eye conditions and disabilities so that they can fully exercise their right to health, education, work, and protection in emergencies. This method was prepared by the association in Austria: <https://www.licht-fuer-die-welt.at/>.

This method is part of the online trainers hub, which is one of one of the key adult education tools developed in the multi-year collaboration entitled: **"Gender and Climate Justice: Knowledge for Empowerment", in brief COPGendered**. This project builds up tools, methods and knowledge for learners to upskill themselves (in groups, individually or with a teacher) in the relationships between gender inequality and the climate crisis. This includes providing tools for adult education providers. The project which lasted for three years ended in November 2025.

The associations involved are in this project: WIDE+ (Europe), GenderCC-Women for Climate Justice/LIFE e.V in Germany, WIDE in Austria, GADIP in Sweden, KULU Women and Development in Denmark, Mundubat in Spain and CSCD in Bulgaria.

COPGENDERED PROJECT PARTNERS



Mundubat



Center for Sustainable Communities Development



Bildung Umwelt Chancengleichheit

wide Entwicklungspolitisches Netzwerk für Frauenrechte und feministische Perspektiven



Co-funded by the European Union

METHOD PREPARED BY:

The game has been adapted by Light for the World (in Austria) based on the International Red Cross Climate Centre "Gender and Climate Game".

PROOFREADING:

Alison Whyte

EDITING:

Janine Wurzer, Gea Meijers and Gioia Buonsanti

LAY OUT:

Stephanie Höglund

With special thanks to Paula Banerjee (International Association for Studies in Forced Migration/IASFM)

PICTURES AND ILLUSTRATIONS:

The illustrations are downloaded from Canva and are free to use for commercial and personal purposes. The photo of people has been taken with explicit consent by the participants during the COPgenderd transnational training in 2024. Consent has been given before or at the beginning of the event that is pictured.

This project is funded by the European Union. Views and opinions expressed are however those of the writers and participants and do not necessarily reflect those of the European Union or of the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.



GENDER AND DISABILITY CLIMATE GAME

LEARNING OBJECTIVES

Through the methodology participants become more awareness of the lived experiences and challenges faced by individuals at the intersection of gender and disability in climate change. Participants can experience the injustice of discrimination and are encouraged to reflect on this experience. This can help to a more aware attitude to ensure inclusion, representation and social understanding in climate policies

SUMMARY

The game "Gender, Disability and Climate" investigates how extreme weather events affect populations at the intersection of gender and disability. It is a role play in which the players act as farmers. They are divided into teams ("villages") and need to decide what to plant in the coming season as subsistence farmers. Several of the farmers receive an additional risk of discrimination as a result being a woman and/or being disabled. And weather conditions also become more extreme in the game. At the end the participants that are still in the game are most likely the men without a disability. The reflection encourages on their experiences and connects it to dynamics in real world impacts of climate change.

Time needed: at least 90 minutes

Space needed: open space

Number of participants: 10-20 participants (can also be played by larger groups)

Age: 15+

Material needed:

- 3 pieces of coloured paper with maize, cassava and rice drawn on them to mark three spaces in the workshop room.
- 5-10 (50%) bracelets (can be made from paper, yarn etc.); if you play with more participants, you need to calculate that you need a bracelet for around half of the participants.
- 3-5 (15-25%) crowns (made from paper) or other bracelets of a different colour; if you play with more participants, you need to calculate that you need a bracelet for up to a quarter of the participants.
- A bag of beans, large enough to be easily manipulated by blind people
- Dice (either a very big dice, or an online free dice, projected for everyone to see, with numbers being read aloud
- Some pieces of chocolate or biscuits.

Material provided in this guide: the guidelines and rules of the game.

Citation: The game was adapted by Light for the World (in Austria) based on the International Red Cross Climate Centre "[Gender and Climate Game](#)".

FACILITATION GUIDE

DETAILED DESCRIPTION

STEP 1: PREPARATIONS

You need to prepare the materials in advance, like what kind of dice you use, the paper bracelet and crown, the paper that represents the plot with particular seeds, the beans and optional a small prize that participants can share with others.

It helps the final reflection if you have prepared data on the intersecting discriminatory impact of factors as gender and discrimination in climate change, in case participants have difficulty finding examples of this impact in the real world.

STEP 2: WELCOME AND INTRODUCTION TO THE ISSUES OF SUBSISTENCE FARMING

Once everyone is in the room, you ask the participants to share their experience of subsistence farming in their own country. Make a note on a flip chart of the key living conditions of subsistence farmers. You can plan 10 minutes for this step.

STEP 3: EXPLAIN THE RULES OF THE GAME

Ask After the introduction you can start with the role-play game. For the role-play it is advised to allocate 50 minutes. You split the participants into teams of 4-6 people and give their team the name of a village. Explain that you will play individually but win or lose together as a village.

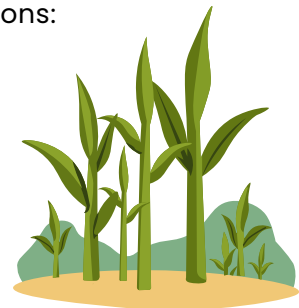
Each farmer (player) receives three beans, the currency in the game. As a subsistence farmer, each will decide each season (a round of the game) which crop one wants to plant and depending on which crop chosen, the participant will have to pay some of your beans (or not) to the facilitator. The participant will choose the crop before the dice is rolled, so that it is a gamble if they will lose a bean or gain one.

The following are the "costs" of planting the crops:

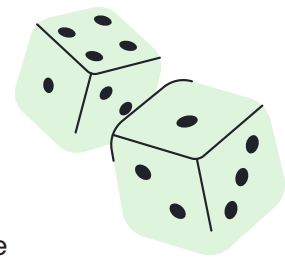
1. Cassava, which is drought resistant, costs 1 bean.
2. Rice, which is flood resistant, costs 1 bean.
3. Maize, which is not resistant to any extreme weather events, is free of charge.

The following numbers of the dice mean the following weather conditions:

- Number 1 means there is a drought.
- Number 6 means there is a flood.
- Numbers 2 to 5 mean there are normal weather conditions.



One roll of the dice is one round of the game; the dice number will decide on the weather conditions that the participants will face during the planting season. (In total nine rounds are played)



Once the dice has been rolled and you know the weather of the season you will see if you have succeeded with your planting or not. The participants who lost their crop have to pay 1 bean, because now they can't provide food for their family but have to buy food. Those who succeeded with their planting receive 1 bean, because they can sell the surplus they have. If a player cannot pay, they have to migrate to the city and find a job there = they are out of the game.

Each round of the game follows the same sequence:

- Step 1: Players decide which crop to plant – give them 10 seconds to decide, by counting down from 10 to zero. For each crop you assign a space/corner in the room (hang paper with crop's name there); the players should move to the respective place in the room according to their decision.
- Step 2: The players in the place for cassava or rice have to pay 1 bean to the facilitator.
- Step 3: The facilitator rolls the dice, and the weather conditions are decided by the number on the dice.
- Step 4: Players whose crops survived receive 1 bean, players whose crops died have to pay 1 bean.

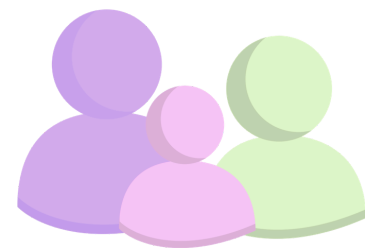
Explain to the participants that there is one more important rule. You can talk to people within your village, but you can't share beans. If a person runs out of beans, this person unfortunately is out of the game.

Explain to the participants that during the game (after the first three rounds) the rules of the game will change slightly.

If you suspect that some people already know the game, ask them if they want to participate but explain that they must not tell the others what they know about the game.

STEP 4: START THE FIRST THREE ROUNDS OF THE GAME

You divide the participants into groups of even numbers, with the same number of participants in each group. Let them choose a village name. Remind the participants that they can talk to the other villagers and will at the end win or lose as a village, not as individuals.



Start the first round – follow the sequence:

Step 1: Players decide which crop to plant and move to the respective place in the room.

Step 2: Players who decided on cassava or rice pay 1 bean to the facilitator.

Step 3: Roll the dice and find out the weather.

Step 4: Players whose crops survived receive 1 bean, players whose crops died have to pay 1 bean.

Repeat two more times. Between rounds ask the participants to group again as villages.

STEP 5: SECOND THREE ROUNDS OF THE GAME

For the first round you distribute bracelets among 50% of participants. Give bracelets to as many women as possible. Once you have distributed the bracelets explain that those participants who now have bracelets are men. The rules now change in the following way: women have to pay 2 beans for cassava and rice, while men continue to pay 1 bean for planting the drought and flood resistant crops. Also, if they lose, women have to pay 2 beans, but men only pay 1 bean.

Play following the sequence as before in one round.

For the next round you additionally distribute crowns/bracelets among 15–25% of participants (mixed gender) of a different colour to the ones used before for the women. Throw the crowns or bracelets in the air and let participants catch them at random. Those who now have crowns or bracelets are now people with disabilities. Men with disabilities pay 2 beans for cassava and rice. If they lose, they also have to pay 2 beans. Women with disabilities have to pay 3 beans for cassava and rice, and if they lose, they have to pay 3 beans.

Play two times following the sequence as before.

STEP 6: FINAL THREE ROUNDS

Now explain that the climate crisis has got worse. Therefore, when rolling the dice, 1–2 means a drought and 5–6 means a flood. Only 3 and 4 are normal weather conditions. Play three more times.

STEP 7: END OF THE GAME

It is likely that most of the people still in the game are men without disabilities. Ask all participants to group in their village. Find out who is the winning team and give rewards to the winning team as well as the losing teams.

STEP 8: DEBRIEF, REFLECTIONS AND ANALYSIS (AT LEAST 30 MINUTES)

This is the step in which you facilitate reflection, starting with discussing the experiences of people with the game. This then leads to questions in which you ask the participants to share their observations and if they think that the game matches reality or not, in particular around the topic of climate change. And ideally you reflect on possible solutions of how to address intersected discrimination in climate change policy.

Questions you can use:

- What do you notice about the outcome of the game and the process?
- What did you feel as a man, man with a disability, woman, or woman with a disability?
- Are the rules of the game fair?
- What was the impact of more extreme weather conditions?
- Can you relate the experience to real-life impacts of climate change? Can you share examples? How common do you think intersectional discrimination is when dealing with climate change?
- What are possible solutions for addressing this discrimination in climate change policy?

For the final set of questions, you might want to use the flipchart to collect answers, in case this activity is part of a larger event, in which outcomes are presented.

To help participants, you might want to provide background information on differences in resources and options, depending on your gender and abilities. You can use some of the information below or do research for more concrete information about your region or country.

BACKGROUND INFORMATION FOR THE FACILITATOR

Women are about 50% of the population, but fewer than 20% own their own land, which may result in paying rent for land and increase their costs.

Worldwide there are 16% of people with disabilities. 18% of women and 14.2% of men have disabilities. People with disabilities may need devices and/or support, by paying assistants to attend to their crops.

Discrimination against women in general, as well as women and men with disabilities may result in more costly options to buy food, even if it is accessible to them (transport costs, gender-based violence, etc.). Women and women with disabilities may also be caregivers or mothers with absent fathers who must feed their families by themselves.

The climate crisis is making rainfall less predictable and extreme weather events stronger, which results in increased uncertainty when it comes to livelihoods and food security, especially in countries which are more vulnerable to the climate crisis.

CONCLUSION

It is a simple, fun activity that will be appreciated if followed by reflection and discussion. Make sure that in the analysis with the participants it is clear for participants that not all people fit into stereotypes and there may be exceptions to the rule, but overall it is still a fact the most women have fewer resources and assets than men and that people with disabilities have additional costs.

