

Vulnerability dimensions

Objectives:

- Get to know the dynamic aspect of vulnerability

STEP BY STEP

BEFORE STARTING

The teacher introduces the definition of vulnerability contained in the glossary then asks the class to indicate an element, a place or any image that comes to mind that represents vulnerability.

Vulnerability - propensity to suffer damages from an event.

The concept of vulnerability encompasses several elements, **susceptibility** (which acts negatively on vulnerability, causing it to increase), **resilience** (which acts positively on vulnerability, causing it to decrease) and **exposure**. For example, the students of a school located in a high seismic risk zone are exposed to the earthquake. If the building in which the school is located was built many years ago and with materials with low earthquake resistance, the students are vulnerable. If, however, the building is earthquake-resistant and teachers and pupils know the correct behaviour to adopt in the event of an earthquake, the vulnerability value decreases and, consequently, the risk to which they are exposed is lower. Similarly, the possibility of damage to the school building will also be much lower. This means that strategies can be put in

place to decrease susceptibility and increase resilience, so that the overall value of the vulnerability of people and elements decreases.

Vulnerability can be measured through the use of numerical indices. An example of how the children's climate vulnerability index is calculated can be found in the document [The climate crisis is a child rights crisis \(link\)](#).

WHO IS MOST VULNERABLE?

The teacher introduces the activity by showing the class a few pictures (the number may vary depending on the class) of places, monuments, people, etc. with a title. The pictures are placed on the desk for the class to observe.

For example, the pictures may depict:

- A church
- A palace
- A hospital
- A museum
- A station/train
- A tree
- A park
- A hill/mountain
- A country house
- A school
- A road
- A shopping centre
- Children
- People

The class is divided into groups of 4 or 5 people and each group will have to work together to classify the pictures shown by the teacher by writing the title of the pictures on a sheet of paper. The same colour will be used for each image by each group (e.g. the word church will be written with blue for all groups, the word museum with green and so on).

The teacher describes a scenario and each group has to write in smaller characters the element they consider least vulnerable and in larger characters the elements they consider most vulnerable, until they have the largest characters for the element they associate with the greatest **vulnerability**.

The vulnerability association activity is repeated for several scenarios. The teacher can describe his or her own scenarios (chosen on the basis of the images he or she intends to present to the class) or use the scenarios in the attachment "Vulnerability dimensions - Scenarios" (below) and the associated pictures in the attachment "Vulnerability dimensions - Pictures" (below).

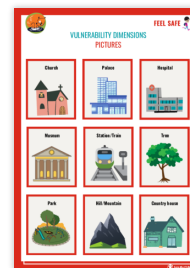
VULNERABILITY IMAGES

Once the game is over, each group should arrange the words on a bench in ascending order for each scenario. The result is that for each scenario, the words will have a different order and size and each group will have to share their choices with the class.

CONCLUDING THOUGHTS

With the teacher, the class reflects on the concept of **vulnerability** and how context and scenario influence a person's vulnerability. The teacher can guide the activity by helping groups think about the concepts of exposure, **susceptibility** and **resilience** by asking some stimulus questions. For example, considering the **earthquake** scenario, she can ask: *are boys and girls in primary and secondary schools vulnerable? Are there elements that make them more or less exposed or susceptible to risk?*

ATTACHMENTS



Vulnerability dimensions - Pictures

PDF



Vulnerability dimensions - Scenarios

PDF