

M6

MODULE 6

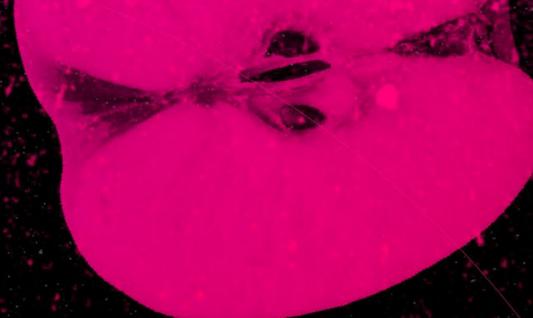
BARBERSHOP TOOLKIT

ESTD

2025



CLIMATE JUSTICE
& GENDER



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MODULE 6

CLIMATE JUSTICE & GENDER

→ Why This Module Matter?

Climate justice means putting equity and human rights at the core of decision-making and action on climate change. Climate change disproportionately harms populations dependent on natural resources and those with limited capacity to respond to disasters like droughts, floods, and hurricanes. Women and marginalized communities are disproportionately affected by environmental degradation, disasters, and resource scarcity, while people —especially those in positions of power—disproportionately contribute to ecological harm through higher levels of consumption, political influence, and carbon-intensive lifestyles (Green, 2022). Their exclusion from decision-making and labor markets perpetuates inequalities and limits their essential contributions to climate planning, policy development, and implementation. (UNFCCC)

At the same time, masculinities are rarely elucidated within the discourse of climate justice conversation. This module invites men and boys to see themselves not as part of the problem but as part of the solution—by reflecting on consumption, leadership, and how traditional masculine norms may conflict with ecological care, interdependence, and sustainability. It also advocates for Indigenous climate leadership as the Indigenous Peoples steward high-carbon-sink ecosystems, contribute proven, place-based knowledge for mitigation and adaptation, and face

→ Learning Objectives

By the end of this session, participants will:

- + Understand how gender norms and masculine behaviors contribute to environmental harm.
- + Recognize the gendered impacts of climate change on communities globally.
- + Reflect on their personal and professional roles in either reinforcing or disrupting extractive systems.
- + Explore feminist and Indigenous approaches to climate leadership and stewardship.
- + Identify one or more ways they can act as gender-aware environmental allies and shift masculine norms toward sustainability.

→ Who This Module Is For

- + Environmental activists and youth climate leaders
- + Policymakers and professionals in climate, energy, and sustainability
- + Urban planners, architects, and infrastructure designers
- + Corporate sustainability managers
- + Men working in extractive industries or high-consumption sectors (e.g., agriculture, mining, transportation)

TOOLS FOR ENGAGEMENT

1. CARBON FOOTPRINT + GENDER LENS ANALYSIS

➔ **Goal:** Link individual behavior with systems of gender, consumption, and responsibility, by making visible how gendered norms drive carbon-intensive choices and how adaptation labor is distributed.

➔ How To Facilitate

- + Ask participants to calculate their estimated carbon footprint using an online tool or a simplified worksheet. Include categories such as:
 - ➔ Transportation (flying, driving, car size)
 - ➔ Diet (meat consumption)
 - ➔ Housing and electricity use
 - ➔ Purchases (clothing, electronics, etc.)
- + Then, reflect in groups:
 - ➔ Which of these behaviors are influenced by gender expectations?
 - ➔ Are men socialized to consume differently than women and other genders? In what specific ways?
 - ➔ Who in your household or organization bears the burden of adapting to climate change (e.g., conserving water and energy, switching diets, caregiving during crises), and how is that labor recognized and shared?

➔ Facilitator Tip

- + Evidence snapshot- In France, women's food and transport emissions are about 26% lower than men's, largely linked to higher male red meat intake and car use; food and transport together comprise roughly half of an average footprint. (LSE, 2025)

➔ Debrief Questions

- + How does masculinity shape the way we consume and relate to nature?
- + What gendered assumptions show up in "green" campaigns or policies?

TOOLS FOR ENGAGEMENT

2. STORIES OF FEMINIST & INDIGENOUS CLIMATE LEADERSHIP

➔ **Goal:** Re-center leadership narratives that challenge dominance-based, extractive models often upheld by patriarchal systems.

➔ How To Facilitate

- + Present short case studies or video stories of feminist and/or Indigenous leaders (e.g., Berta Cáceres, Vandana Shiva, youth activists like Greta Thunberg, Vanessa Nakate or Xiye Bastida).
- + Invite participants to analyze:
 - ➔ What values drive these leaders? (e.g., care, reciprocity, land protection, community)
 - ➔ How are these values different from dominant political or corporate leadership?
 - ➔ Intergenerational Indigenous knowledge systems provide fine-grained observations and practices for water, agriculture, fire, and disaster preparedness that strengthen resilience when integrated with science. How can we explore indigenous leadership?
 - ➔ What does masculine environmental leadership usually look like? What could it look like instead?
 - ➔ What does a feminist environmental leadership look like?

➔ Facilitator Tip

- + Avoid tokenism—highlight stories in depth, not just as inspirational examples.

➔ Debrief Questions

- + What aspects of leadership from these stories feel unfamiliar? Why?
- + What can men learn from feminist climate leaders?
- + How can we redefine leadership away from control and toward stewardship?

TOOLS FOR ENGAGEMENT

3. CLIMATE JUSTICE ROLE QUIZ

➔ **Goal:** Help participants connect to climate justice through their unique identity, skills, and spheres of influence.

➔ How To Facilitate

+ Prepare a light reflective quiz or ask participants to choose statements that resonate most:

I like influencing policy and systems → **Policy Shaper**

I change my lifestyle and encourage others to do the same → **Lifestyle Leader**

I organize people in my community or network → **Community Connector**

I work in a business or tech space and want to transform it → **Corporate Influencer**

+ Discuss in groups:

➔ What strengths do I bring to climate justice?

➔ How does my role intersect with gender and masculine norms?

➔ What power do I have to shift narratives and behaviors?

➔ Debrief Questions

+ What role fits you now? Which one could you grow into?

+ What does gender-aware climate action look like in your role?

+ What role can you play to move our community toward climate justice?



TOOLS FOR ENGAGEMENT

4. INCORPORATING ACTION PLANNING AND ACCOUNTABILITY

➔ **Goal:** To translate reflection into committed action by developing a "Steps Toward Gender-Just Climate Action" worksheet.

➔ How To Facilitate

+ Provide a simple worksheet for the final reflection with three columns:

➔ **Shift in Thinking:** One thing I will rethink (e.g., "my definition of leadership").

➔ **Shift in Behavior:** One personal habit I will change (e.g., "reduce business flights," "advocate for plant-based options at work").

➔ **Shift in Influence:** One professional/systemic action I will take (e.g., "ensure our community climate plan includes a gender impact assessment," "champion a supplier diversity program").

➔ **Optional:** Include a space for participants to pair up and share one action as an accountability check-in.

➔ Facilitator Tip

+ **Accompanying tool:** Digital worksheet (format attached) where users will be able to type commitments and save the form on their computers as a PDF or a Word document.

➔ Debrief Questions

+ What is one concrete shift in thinking, behavior, and influence that was committed to today, and why does it matter for gender-just climate action?

+ What specific support, resources, or allies are needed to implement these commitments in the next 30 days, and what could get in the way?

+ What accountability structure will be used (pair check-ins, timelines, saved digital worksheet), and what is the first next step and date?



FACILITATOR GUIDE FOR NEW OR INEXPERIENCED TRAINERS

→ Core Concepts to Know

- + **Climate justice:** The recognition that those least responsible for climate change are most affected—and that environmental action must include social and gender equity.
- + **Feminist environmentalism:** Also known as ecofeminism, a theoretical and political movement that connects the oppression of women with the domination of nature, arguing that patriarchal societies and institutions exploit both.
- + **Feminist climate justice:** Aims for a world where women, girls and gender-diverse people can flourish on a healthy and sustainable planet.

→ Suggested Session Flow (90 Minutes)

Time	Activity
00:00 - 00:10	Welcome & Framing: “Why Gender Belongs in Climate Justice”
00:10 - 00:30	Carbon Footprint + Gender Lens Analysis
00:30 - 00:50	Stories of Feminist/Indigenous Leadership + Discussion
00:50 - 01:10	Climate Justice Role Quiz + Personal Reflection
01:10 - 01:20	Closing Round: “One Shift I’ll Make Toward Gender-Aware Climate Action”

→ Before The Session

- + Select and print a simple carbon footprint worksheet or link to an online calculator.
- + Choose 2–3 stories or short videos on feminist or Indigenous climate leadership.
- + Prepare or adapt a “Climate Role” quiz based on your audience (activists, corporate, students).
- + **Set an inclusive tone:** emphasize that no action is too small, and that no one person has all the answers.

+ **Climate, Power, and Patriarchy:** Many authoritarian leaders see nature as something to dominate. This domination logic is rooted in patriarchal ideas of manhood, prioritizing control over people, resources, and even public debate, which often drives extractive and unsustainable environmental practices.

+ Across the Amazon, Indigenous-managed territories absorb more carbon than they emit annually and have far lower per-hectare emissions than non-Indigenous lands, demonstrating effective place-based stewardship when land rights and governance are respected. (IGC, 2024)

FACILITATOR GUIDE FOR NEW OR INEXPERIENCED TRAINERS

→ Sample Script Openers

- + “Top-down, authoritarian styles often sideline not just women and girls but the collaborative, community-driven approaches needed for climate justice. Feminist and anti-patriarchal models offer a real alternative.”
- + “Climate change is not just about carbon—it’s about power, responsibility, and care.”
- + “When we talk about saving the planet, who are we asking to save it—and who gets left out?”
- + “This is not about guilt—it’s about opportunity. We all have a role to play.”

→ Reflect On

- + How gender norms shape high-impact choices (transport and diet), who makes decisions versus who implements daily conservation, and who bears unpaid adaptation burdens during climate stress, with attention to intersectional factors like income and safety.
- + **Environmental Footprint:** What is my own relationship to consumption, environmental impact, and climate action? How do I balance personal responsibility with systemic change? What lifestyle choices might participants judge or emulate?
Transport and mobility: Reflect on who drives, who uses public transit, who “trip-chains” for caregiving, and how safety concerns shape route and mode choices.
Food norms: How ideas of strength, status, and care influence meat frequency and plant-forward choices; who plans, shops, and cooks vs who sets menu

→ Cautions & Tips

- + Avoid shame tactics. Focus on systemic change and shared responsibility—not personal guilt.
- + Be mindful of who might feel excluded from climate conversations due to class, race, or access.
- + Avoid presenting men as either villains or saviors—focus on agency and accountability.

→ Key Takeaways

- + Masculinities influence how we consume, lead, and care for the Earth.
- + Climate justice includes gender justice—because inequality magnifies harm.
- + Men can become powerful allies by shifting norms, lifestyles, and leadership practices toward care, equity, and sustainability.

- + **Intersectional Awareness:** How well do I understand the connections between gender, race, class, and climate vulnerability? What assumptions might I make about who is most affected by environmental issues?

Avoiding burdening: Guard against treating women as “sustainability saviors” without resources; pair responsibilities with rights, budgets, and authority.

- + **Overwhelming Complexity:** How do I respond when participants feel overwhelmed by the scale of climate issues or their own contributions to environmental harm? Can I hold hope and urgency simultaneously?

- + **Privilege and Solutions:** What climate solutions am I advocating that may not be accessible to all participants? How do I avoid an elitist approach to environmental action?

USEFUL RESOURCES

- 1 Shreya Atrey. (2024). Towards a Human Rights Framework for Feminist Climate Justice. Feminist Climate Justice Think Pieces, No. 2. UN-Women. Retrieved from: <https://www.unwomen.org/sites/default/files/2024-10/feminist-climate-justice-think-pieces-02-human-rights-framework-en.pdf>
- 2 UN Women. (2023). Feminist Climate Justice: A Framework for Action. Retrieved from: <https://www.unwomen.org/en/digital-library/publications/2023/11/feminist-climate-justice-a-framework-for-action>
- 3 UN Women. (2024). Feminist Climate Justice Think Pieces. Retrieved from: <https://www.unwomen.org/en/digital-library/publications/2024/10/feminist-climate-justice-think-pieces>
- 4 UN Women. (2024). Gender Justice Is Climate Justice: Promoting Gender Equality and Environmental Sustainability. Retrieved from: <https://www.unwomen.org/sites/default/files/2024-10/csw-69-expert-group-meeting-expert-paper-ayasha-constable-en.pdf>
- 5 UN Women. (2025). How Gender Inequality and Climate Change Are Interconnected. Retrieved from: <https://www.unwomen.org/en/articles/explainer/how-gender-inequality-and-climate-change-are-interconnected>

SEE OTHER BARBERSHOP 2.0 MODULES

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