

# Climate Training Kit User Guide

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The Climate Training Kit was updated in early 2019  
by the IFRC and the Red Cross Red Crescent Climate Centre

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## Introduction

Climate change will severely affect the lives of millions of people around the world; the poorest and most vulnerable will feel the impacts most. Scientists project warming of the Earth unprecedented in the modern era of record-keeping which may increase the likelihood of extreme events such as floods and droughts, heatwaves, more intense hurricanes, changing patterns of disease like malaria and dengue, and rising sea-levels. Climate change is not only a global environmental problem; it is a global humanitarian problem as well whose consequences will be felt locally.

The Red Cross Red Crescent Movement (“the Movement”) is on the front line when it comes to disasters. The impact from weather and climate events depends on their nature and severity as well as people’s level of vulnerability and exposure. Many weather and climate events in themselves are not extraordinary, but they become disasters when people are unprepared or unable to cope. Risk reduction is therefore considered to be a main strategy for climate change adaptation (CCA) by the international community.

A training kit like this is one is key to building capacity to address climate-related risks in our regular programming and activities, in disaster management, for example, or health, and also in our humanitarian diplomacy to make sure the most vulnerable people can reduce their exposure to risks from both natural climate variability and human-induced climate change.

One thing we know for sure is that the future will be different from the past and there will be greater, more frequent surprises when it comes to weather and climate. We need to factor changing risk into our work, and we need to accept more uncertainty about what the future will look like.

Many opportunities exist for integrating climate information into existing training for National Societies staff and volunteers. The Climate Centre is eager to assist you with tailoring or selecting the right products and tools for your training session and audience. This KIT doesn’t yet offer tailored or contextualized materials, so it is important to take that step before using the products. This guide will provide a few tips on how to do this, and for further support in selecting products, or for compiling a package for your training event, please contact us at [kit@climatecentre.org](mailto:kit@climatecentre.org).

## Content of the Climate Training Kit

This kit provides different training products to enhance the capacity of Red Cross Red Crescent staff and volunteers worldwide. It closely links to IFRC products and guides, and has been developed and tested in close cooperation with Red Cross Red Crescent Movement partners globally.

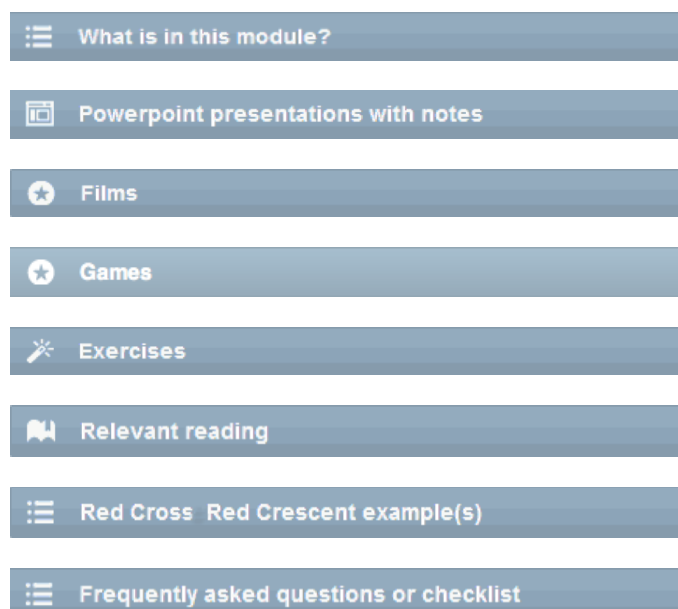
**As the context for its use will differ from region to region and country to country, the kit is generic and materials *should be adjusted to local needs*.** People who have already used

resources in this kit say the personal guidance on using the products was very important to them. The Climate Centre is happy to offer support in tailoring the products and compiling relevant materials for your context and audience. For assistance please contact [kit@climatecentre.org](mailto:kit@climatecentre.org).

This kit consists of five modules and sub-sections:

1. What is climate change?
  - 1a. Science and impacts
  - 1b. Climate and the Red Cross Red Crescent
2. What can we do?
  - 2a. Early warning early action
  - 2b. Disaster management and climate
  - 2c. Community climate risk reduction
  - 2d. Urban and climate
  - 2e. Health and climate
  - 2f. Inclusion and climate
3. Policy, communication, youth and gender
  - 3a. Policy dialogue and funding
  - 3b. Networks and partnerships
  - 3c. Communications
4. Youth unit
  - 4a. Let's engage!
  - 4b. Let's learn!
  - 4c. Let's act!
5. Greening

Each module includes a variety of materials that can be used together, chosen from and adjusted to local needs to support climate-related training exercises. **Each of the materials includes special guidance and notes for the facilitator on how to use them.** The modules will always start with a section called *What is in this module* that we strongly encourage everybody to read first:



Please note that our experience, and research too, shows that the group exercises and games are much more effective learning tools than passive information-sharing via PowerPoint. We encourage you to try a variety of different products instead of just the PowerPoints in this kit.

Given that the kit is a living resource that will be continually updated there are no plans to translate it into other languages at this stage. But we do encourage colleagues to send us translated materials so we can share them with others on the Climate Training Kit website. Please send examples and feedback to [kit@climatecentre.org](mailto:kit@climatecentre.org).

## The Climate Training Kit audience

The training resources are primarily aimed at Red Cross Red Crescent staff and volunteers. The interactive and flexible modules have been designed to help colleagues understand and address the impacts of climate change and participate in policy dialogue with governments and international agencies.

As with any generic tool, we would emphasize that all the materials in the kit need to be tailored to local context and audience. The materials can only be used if the facilitator feels comfortable explaining the messages in his or her own words. For assistance with this please contact [kit@climatecentre.org](mailto:kit@climatecentre.org).

We think there are two possible ways to use the resources in this kit.

*Teaching.* Staff or volunteers may want to help colleagues learn more about how to consider climate change in their programmes. The resources in this package can be used as part of a comprehensive training on climate change, or sections of the kit can be selected for more targeted use. Components of the health module, for example, could be presented in a session within a broader health-related workshop or training event.

*Learning.* Certain products, such as the practical guidance notes in the relevant reading sections may directly inspire staff and volunteers to take action in their country or region. Reading through these resources may help improve their knowledge that can be directly applied to programmes.

## Adjusting the materials and wording to context and audience

When designing a training session using these resources, it's important that the local context and examples are taken into consideration and that the facilitation team includes people who are familiar with the regional, national or local context. Collaboration between facilitators prior to the training session is strongly recommended.

The Climate Centre is ready to support you in assembling your agenda, so please email us at [kit@climatecentre.org](mailto:kit@climatecentre.org) or have a look at the sample agenda guidance at: [www.climatecentre.org/training/introduction](http://www.climatecentre.org/training/introduction).

To adapt materials for other audiences, a few things are required:

- Active collaboration with the target audience to determine areas needing adaptation
- Good selection of tools available based on objectives and expectations of workshop/training
- Tailoring with regional- or country-specific climate information and projections and facilitating modifications
- Practice the tools
- Test materials and approaches
- A plan to revise and monitor.

Before each training, it is important to exchange information about objectives, expectations and current levels of knowledge of climate change and climate risk management. It is key to make a selection of which available materials should be used, based on the objectives of the audience. The Climate Centre team can help to choose the materials, or the *Overview* available in each module can help the facilitators and group members to choose. Some tools are more difficult to facilitate than

others, and it is important that the facilitator feels comfortable and has practised the materials in advance.

To adapt materials for age, culture, gender and/or literacy level, a team would start by reviewing existing material with adequate representation from the target audience. If there is more than one group (culture, sex, age, religion) for which material needs to be adapted, it is critical that at least two representatives from each type of group be part of the adaptation process. If adapting for young children, invite early-years teachers to join the group to assess appropriateness.

Climate change information and projections about a certain region or country can be provided by the Climate Centre team ([kit@climatecentre.org](mailto:kit@climatecentre.org)).

At the start of a workshop session, this can be further discussed by using our interactive tools, such as the [SNAP!](#) game. This short ice-breaker allows the facilitator to become more acquainted with the group's level of knowledge and can be a good starting point for follow-up exercises and discussions.

*Active collaboration with a few people of the target audience to determine areas needing adaptation*

- Ask:
  - What's your general reaction to this group exercise or game? (see objectives of each tool described in the *Overviews*)
  - For whom do you think this material or product is meant?
  - What material do you think is easiest to understand?
  - What material do you think shows a situation closest to your life?
  - If you were to use this material to teach within your culture/age group/gender/religion, what material and/or methods would you like or keep?
  - If you were to use this material to teach within your culture/age group/gender/religion, what material and/or methods would you get rid of?

*Revise and Monitor:*

- After each session, ask the audience:
  - What did you learn?
  - What did you like?
  - What did you not like?
  - What would you change in the materials or the method?
- Revise the materials using the feedback received. If appropriate, ask the facilitator to help revise the materials in a final version.

Monitor how the target group responds to the materials. Revise again if needed. Please always share any outcomes and revisions with [kit@climatecentre.org](mailto:kit@climatecentre.org)

### How to pick the different available tools in the modules?

For each module there is a PowerPoint presentation available with speaker notes for facilitators only. These are intended to provide background information that will help to feel more comfortable with the presentation. The facilitator is advised **not** to try to memorize them or read them out word-for-word in a training session, since this could take the interactive dynamic out of the presentation. It is important that the facilitator explains in his or her own words what is intended with a slide. If you don't feel comfortable explaining a concept or message, just leave that slide out.

The facilitator should remember that the slides may need to be adapted to the local context, and the presentations may need to be shortened to fit the occasion. **We discourage the excessive use of PowerPoint** and recommend them only as appetizers and introductions to more participatory sessions. We strongly recommend the free resources from public-interest communications expert

Andy Goodman's 2006 *Why Bad Presentations Happen to Good Causes*. The checklists from page 75 are particularly useful:

[http://www.agoodmanonline.com/publications/how\\_bad\\_presentations\\_happen/index.htm](http://www.agoodmanonline.com/publications/how_bad_presentations_happen/index.htm)

We believe – and experience and research show – **that group exercises and games** are much more effective learning tools than passive information sharing via PowerPoint.

Please take into consideration that participants at your training event may start with differing levels of knowledge, education and experience. Having a clear idea of existing knowledge of participants before the event will help tailor the materials for them, and those who are more knowledgeable on any one topic than others can be a resource.

Many colleagues have highlighted the value of drawing on external resource-people during a training or workshop event. Examples include inviting the national meteorological office, the government's climate change focal point, or a climate adviser at a partner NGO. This has proven to be most a most successful strategy.

If you can run an ice-breaking exercise at an event, you can run a games session! We recommend strongly that you practice, playing the game three times with a sympathetic audience before playing it for real. Practice by yourself in a quiet room with an imaginary crowd, or with friends, family or close colleagues.

The toolkit is not a final product, it is a work in progress and we value your feedback. We are always looking for examples of best practice, new games and relevant documents. We invite you to contribute to the toolkit. Send us information on your activities on climate change and general feedback to [kit@climatecentre.org](mailto:kit@climatecentre.org).

### How do we know the tools and materials are effective?

This package is a collection of resources created in collaboration with many colleagues around the world. It is a beginning rather than an end, and you can use it to develop action on the ground where you are. Climate change is a global problem with local impacts determined by local contexts of which we have no knowledge. We provide the tools not the answers. These will have to be developed at the local level, with all relevant local stakeholders.

All the materials in the Climate Training Kit have been tested with different groups. In particular the games and exercises have proved to be most effective, and are replicated across the world. If tailored and selected correctly, the tools bring the right incentives to motivate audiences to adopt climate-smart programming and engage in dialogues.

### Acknowledgements

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