

Module 2d: Health, WASH and climate

Exercise 1

Version: November 2020



Exercises

Title **Climate change and health impacts – an interactive exercise**

Introduction and background for facilitators:

This is a nice group exercise at the start of a climate change and health training. It helps participants to understand how the impact of climate change is linked to system and health impacts and the types of interventions they could connect to these risks. It also helps differentiate between direct and indirect impacts of climate change.

This exercise is developed by the IFRC Health team and we are grateful for their support to the Climate Training Kit.

Aim/learning objective:

At the end of the exercise, participants have a good understanding of the impacts of climate change on natural and socio-economic systems as well as on health. The purpose is also to help participants differentiate between direct and indirect health impacts of climate change. It can support them to understand how health programming can mitigate direct and indirect health impacts of climate change.

Subsequently it offers a first brainstorm on how these risks could be translated into common and realistic community responses that our volunteers can support in their communities and on how to prioritize interventions based on different health outcomes.

Materials and preparation:

Materials

For this exercise you need the accompanying paper slips. A complete set of Climate Change Cause and IMPACT Cards include:

- Climate change event RISK slips [One set per group] 
- Climate change SYSTEM IMPACT slips. 
- Climate change HEALTH IMPACT slips. 
- CBHFA or community health ACTIONS 
- Blank slips of each category to fill-in if needed

Preparations

- 1) Print one full set of cards for every 4-5 participants.
- 2) Cut out the individual slips.
- 3) Clip together the RISK slips in one stack
- 4) Clip together the SYSTEM IMPACT and HEALTH IMPACT slips in one stack

- 5) Clip together the ACTION cards in one stack
- 6) Place all stacks into an envelope with these instructions.

Duration: About 50 minutes

Participant numbers and/or arrangements: There is no limit to the number of participants, but it is important to divide the group in smaller groups of 4-5 participants.

The exercise step by step: The facilitator will first hand out an envelope of prepared slips and the instruction box to each group. The groups should open their envelopes and review the guidance.

Start round 1:

- 1) Explain that the envelopes contain four different types of slips.
 - The RISK slips are different climate change risks or events.
 - The SYSTEM IMPACT and HEALTH IMPACT slips refer to consequences of climate change events or risks.
 - SYSTEM IMPACT slips refer to the way climate change affects both natural environments and socio-economic systems. The same slips are used for both categories of system impact. SYSTEM IMPACT slips can be linked to each other and / or linked to HEALTH IMPACT slips.
 - HEALTH IMPACT slips can be directly linked to a RISK; in which case they are considered a direct health consequence of climate change. They can also be linked to SYSTEM IMPACT slips; in which case they are considered an indirect health consequence of climate change. Depending on if the impacts are direct or mediated via a system, each HEALTH IMPACT slip can potentially be linked to either the RISK SLIPS or the SYSTEM IMPACT slips. It is to be noted that the same HEALTH IMPACT slip can have both direct or indirect links to the RISK slip.
 - The ACTION slips are community-based interventions that can address these system and health impacts and lessen the effect of climate change on the community.
 - At each point, participants can fill-in some empty slips to add climate risks, system impacts, health impacts or actions that were not listed in the original set. The slips listed are not exhaustive and should rather be considered as suggestions to help the groups with their reflection. Depending on the participants' level of technically, impact slips can be simplified or further detailed.
- 2) Explain that we will work on one climate change event or risk at a time and in our groups.
- 3) The facilitator will identify one of the RISK slips as the climate change risk that all tables will work on. For example, the facilitator may hold up the 'Rising Temperatures' slip and say: "All tables will work on the 'Rising Temperatures' slip for this round."
- 4) Once the climate change event has been identified, each group will place the specified climate change event (one of the RISK strips) at the top of their workspace.
- 5) They should then discuss amongst each other which of the SYSTEM IMPACT and HEALTH IMPACT slips are linked to that climate change risk.

The exercise is all about this discussion to allow participants to understand the intricate impacts of climate change on natural and socio-economic systems as well

as health. It should also allow participants to understand the difference between direct and indirect health impacts of climate change.

When a group identifies an impact linked to climate change (system impact or health impact, positive or negative), they will place the corresponding slip in the workspace.

Groups have 10-15 minutes to discuss and decide which slips will be placed.

- 6) Once the results are identified, the groups should then look at the ACTION slips and place these corresponding community actions next to the appropriate SYSTEM IMPACT and HEALTH IMPACT slips. This should allow participants to see how a project or a community level volunteer can help address direct and indirect health impacts of climate change at different levels. The participants should be asked to add many new ACTION response slips, using this opportunity to do a first brainstorm on relevant actions in their specific context.
- 7) Once all slips are placed, hold a plenary to discuss the process and results. Questions can include:
 - a. Were there any linkages between climate and health that surprised you?
 - b. What were some of the surprising impacts of climate change?
 - c. Some of the risks of climate change have direct health risks, others have indirect health risks mediated through system impact. Discuss about the difference.
 - d. Which type of health impact of climate change gets the more attention, direct or indirect? Why do you think that is?
 - e. According to you, should your NS focus more on direct or indirect health impacts of climate change? Which health impacts should be prioritized for your country?
 - f. Climate change is more than just a high-level concern. What community-based activities are feasible in your home community? Did you come up with new activities not already listed? Share please and let's discuss with the group!
 - g. Optional discussion: Which populations are the most vulnerable to the health impacts identified? Why? What can your NS do about it?

Round 2

- 1) The facilitator now picks a new climate change risk (RISK slip) and places it on the table.
- 2) The facilitator instructs the group to look at the SYSTEM IMPACT and HEALTH IMPACT slips that were identified in the last round and discuss which of these slips would also be linked to this climate change risk in this round. If the risk on the SYSTEM IMPACT or HEALTH IMPACT slip from the previous round also applies to the new climate change event/risk, they should place a tick on the slip.
- 3) The facilitator now instructs the group to look at the ACTION community response slips that were identified in the last round and discuss which of these ACTION slips would also be relevant to work on for this new climate change risk (the new RISK strip) in this round. If the response on the ACTION slip from the previous round also applies to the new climate change event, they should place a tick on the ACTION slip. They should review all ACTION slips until the group feels that all relevant ACTION community response slips are placed. The participants should be asked to add many new ACTION response slips, using this opportunity to do a first brainstorm on relevant actions in their specific context.

- 4) Once all slips are placed, hold a plenary to discuss the process and results. Questions can include:
- a. What were some of the surprising impacts of this new climate change event?
 - b. Which of the SYSTEM IMPACT and HEALTH IMPACT slips are the same? Which were different? Why is this so?
 - c. Which of the ACTION slips community responses are the same? Which were different or new? Why did this happen?
 - d. What community-based activities are feasible in your home community? Did you come up with new activities not already listed? Share please!
 - e. After repeating the exercise do you identify some health impacts that are associated with multiple climate risks? What are some of the system impacts that trigger the most health impacts?
 - f. Optional discussion: which populations are the most vulnerable to the health impacts identified? Why? What can your NS do about it?

Optional discussion: which population is the most vulnerable to each of those risks? What? What can your NS do about it?

CONTINUE

Continue until all climate change risks relevant to the participants' country or region have been addressed, or until you run out of time. Ensure that groups do at least two rounds to be able to identify multiple potential health concerns from all climate change risks, and the common and realistic community responses that our staff and volunteers can support in their communities.

**Debriefing/
discussion:**

The debriefing takes place between the rounds as indicated above.