

## **An exercise: climate impact and adaptation solution cards to facilitate community discussions on locally led adaptation**

The IFRC and the Climate Centre developed new group exercises to support NS Branches or District offices with the community discussions on climate change and preparations to discuss locally led adaptation options. This exercise offers a tool to facilitate advanced discussions with communities on direct and indirect impacts of the climate crisis and possible adaptation priorities. It can be facilitated towards the end of the roll out of an EVCA (and after the Climate change card exercise, which offers basic climate change knowledge to communities), to support the design of locally led adaptation. This note contains the explanation how this advanced exercise can be facilitated by Red Cross or Red Crescent Branches, staff or volunteers.

### **FACILITATOR NOTES**

**Time:** 1.5-2 hours

**Materials:** A Printout of the 'Exercise 2. climate impact and adaptation cards, scissors, tables, chairs, dry beans (or something else like snippets of paper that people can vote with) and writing materials.

### **Objectives of the exercise:**

Building on the first exercise (the climate change cards to enhance community knowledge), – we developed a set of climate change impact cards and adaptation solution cards. These cards are meant as an engagement tool to promote community understanding of the direct and secondary (cascading) impacts of climate change, and to brainstorm on possible adaptation solutions. The exercise is well-suited to build on existing levels of knowledge of any group and can support with priority setting of adaptation options.

At the start, standard climate cards will be used to (re)discuss what climate change is and what causes it, as a short refresher of the first exercise (see separate facilitator notes). This knowledge is then used to examine the different impacts of the climate crisis upon local communities, by utilizing the impacts cards and adaptation solution cards. Many of the cards are left empty, encouraging further brainstorm on the communities': what could all the possible consequences

be of a flood. This builds nicely on lived experiences and indigenous knowledge to discuss and agree with communities on what might happen in the future and how communities can change the way they live.

Through full engagement and dialogues with community members from different age groups/gender/backgrounds/minority groups etc., we can examine local climate (change) risks (both scientific and lived experience) and perceptions, identify how future change can further affect their lives, health and livelihoods and strategize together around relevant adaptation solutions. Please keep in mind that not everybody might share that in big groups. For example, if climate change impacts stress and gender-based violence (GBV) at home, women are likely not going to say this in the group, but it will impact them massively.

**Outcomes of the discussions of this exercise is directly relevant for the EVCA Community Action Plan process in locally led adaptation programming.**

### **How to do it:**

#### **1: Introductory session**

Facilitator will bring the group in a circle and divides the IFRC climate cards across a number of colleagues. Each colleague will explain the card and read out what is on the back of the card. After each card is read out, the facilitator asks if there are questions and if the card is clear. The Facilitator is inviting and asks the participants if they heard about what's on the card and what they know about it.

#### **2. Ordering the climate cards**

[Optional: if you like to test this among colleagues or friends, please use a scenario community (eg. Coastal community), identifying a few features of the scenario community in advance. This will help limit the number of impacts of extreme events.]

Facilitators will break participants into smaller groups of appropriate size for the engagement activity (5-8 people per table). Each group will then be provided with one impact climate cards (which is on slide 9 and onwards in the IFRC climate card deck) and be tasked to order them, based on priority of their concern. (If certain impacts like melting glaciers or sea level rise are not of concern to the community, please remove these cards).

Each card has a description of the term on the back to support participants through an interactive learning process, encourage them to re-read what is on the back. The facilitator and experts should rotate around the room to gather any questions that pop up.

### **3. Introducing the impact cards**

Once participants have ordered the climate cards in step 1, the facilitators will ask the groups to play around with the impact cards (please use scissors to cut the cards).

During this conversation, participants will place all relevant impact cards next to the relevant climate cards on their table. Facilitators should encourage participants to explain their reasoning for placing the cards. Facilitators will also provide groups with blank impact cards for health, livelihoods and disaster risk. Empty cards can also be used for when the participants think of additional socio-economic impacts or environmental impacts. Ask someone to draw or write additional impacts on the empty slips.

Facilitators should ask participants how other root causes of risk are responsible for some of the impacts, for instance factors such as ecosystem degradation, bad water management, irrigation, deforestation, mining, etc contribute to the listed impacts and how climate change impacts as a risk multiplier to many existing risks. This discussion should identify the root causes of risks at the local level.

When placing the cards, one should think about direct impacts (close to the climate card) and secondary or tertiary impacts cards, which can be placed lower. Facilitators should ensure the connections participants draw are factually correct for their region.

Once they are done identifying impacts, hand out three beans to all participants in the groups and ask them to place their beans based on the impact that is most concerning to them and ask them to explain their choice to the group.

### **5. Identifying community-specific impacts, possible solutions and discussing plausible futures together**

After the participants have written and placed all their relevant impact cards next to the climate cards, the facilitator should ask how the identified impacts could potentially further change in the coming years. For instance, new flood records or even extremer temperatures than already experienced, or longer lasting droughts could become more disruptive and damaging to the lives, livelihoods and health of communities. Use the climate change projections and any downscaled

insights to guide this discussion about different plausible futures. If the Climate Centre prepared [storylines](#) for the country, these could offer excellent conversation starters. There will always be uncertainties in the climate projections, so ensure the discussions embrace these uncertainties and do not try to make probabilistic climate information sound like futures carved in stone.

Facilitators will then introduce the 'solution' slips and ask the community members to look at the pre-printed solutions and think about new solutions on the empty slips. For each of the impacts, they can think through various solutions that can help to address the risk. Especially where the priority concerns are – solutions can be brainstormed upon. The facilitator can take detailed notes of participants' inputs and use these for the community planning stage again to inform future locally led adaptation planning.

## 6. Debrief

To conclude the exercise, facilitators will conduct a debrief discussion to summarize the maps and impacts developed by participants and answer any questions related to the exercise or lived experience of the participants.

### Constraints and pitfalls:

- As a facilitator, you will need to bring the future lens into the discussions a number of times. Often, the discussions will refocus on what has been experienced, so on current risks. But what if these risks will worsen? If records will be broken? What if eg more erratic rainfall will make things even harder than currently experienced? By probing such questions, communities can make balanced discussions about sustainable options and prioritization for the future.
- When discussing the linkages between climate change and risk factors, beware of not letting the discussion and participants “jump to conclusions”. Keep probing. Don't let participants just blame any problem on the climate or topography. Probe for other underlying vulnerabilities that cause people and assets to be affected.
- Be respectful of belief systems. When asked why people think changes are occurring, often they might say 'because we have done something bad' or 'God is punishing us' or are 'Acts of God'. This kind of explanation can lead people to believe that things will soon return to normal or even worse, to fatalism or inaction. It is important to consider people's belief system and discuss other explanations and causes in sensitive ways. Most religion

and belief systems do have stories that emphasise the importance of humans using their intelligence to take action and have respect for nature.

- It is important to determine whether the different groups of people perceive problems and climate risks in the same way, if not, the problem might need to be reformulated. As a facilitator, be conscious though that the views by marginalized groups do not get dismissed by more dominant groups or participants.
- Please note that discussion on extreme events can trigger trauma from past extreme events. You may like to ask around in advance if and how to tread carefully with the participants.

**When to use it:** This second exercise can be used during the roll out of the EVCA, prior to the community action planning, as an accompanying tool, to achieve locally led adaptation. It is advisable to use it for community engagement in Step 5 of the Climate Action Journey, in conjunction with the EVCA toolbox and the Community Risk Perception survey, to identify key community concerns and priorities for climate planning.

**Skills needed:** The facilitator(s) needs to be informed on climate science and aware of the context of the National Climate Risk Assessment and the projections listed for different climatic zones in the country, to both answer questions brought up during the session and ensure group discussions are factually correct. In addition, we advise inviting experts from your National or sub-National Weather Agency. They will need to accurately explain any downscaled climate information for the region, which therefore needs to be collected and discussed in advance with the Weather Agency. It is important to capture the input of participants through recording or transcription with detailed notes.