

## Topic: Climate Change and Health Impacts and Causes for Primary Schools

Objective:

Review the causes and impacts of climate change and link them to the experiences of village participants.

Material: Climate Change and Health – causes and impacts pictures, PHAST pictures  
**(Easy or Difficult to do)**

Time: 1 hour 40 minutes

Process:

Step	Activity/Topic	Methodologies	Time
1	Introduction agenda/objective	Welcome introduce agenda and objective	10mn
	Name Game	Play Name Game – Stand in a circle First person says the name of the fruit they like and their name, e.g. My fruit is apple and my name is Richard. The next person then says Richard's fruit is apple. My fruit is mango and my name is Siden. Then the next person says Richard's fruit is apple. Siden's fruit is Mango. My fruit is banana and my name is Pech. Do this for everyone in the room.	15 mn
2	Pre Test	Implement Pre Test	5mn
3	Climate Change Causes and Impacts - see vulnerability assessment, historical timeline and seasonal calendar.	Ask questions of the participants. Change the participant each time. Do not let the same participant answer all the questions.  For example, What can you see in the picture? Is that the same for this primary school? When does it happen? What are the problems of this for the primary school? What are the problems for your homes? What are the health problems for your family? What are the problems	15mn

		of this for disabled, elderly, young children living in your village? How can we solve the problems?	
4	PHAST pictures linked to Climate Change and Health	Link PHAST images to the climate change causes an impacts. E.g. what can you see in the picture? - A man poohing in the field. Why do people do this in the field? What will the man do if there is flooding or drought in the village? Is this difficult to do? How can he make it easier to do? Why is this easier?	10mn
5	PHAST pictures	Participant stands up and sticks his/her picture to the CC impacts and causes. He then describes how the behavior is difficult or easy to do at these different times and suggests ways to make it easier to manage.	15mn
6	Review	Each participants stands up and says what is the most important/interesting thing they have heard today	10mn
7	Post test	Implement Post-test	5mn
8	DRM Radio Spot	Play the DRM radio spot for the participants 2 times. Ask them questions about the information. Play it again.	10 mn
9	Close meeting	Speech by principal, VHSG, or Village Chief	5mn

## Topic: Climate Change and Health Impacts and Causes

Objective:

Review the causes and impacts of climate change and link them to the experiences of village participants.

Material: Climate Change and Health – causes and impacts pictures, PHAST pictures (Good and Bad behavior)

Time: 1 hour 35 minutes

Process:

Step	Activity/Topic	Methodologies	Time
1	Introduction agenda/objective	Welcome introduce agenda and objective	10mn
2	Pre Test	Implement Pre Test	5mn
3	Climate Change Causes and Impacts - see vulnerability assessment, historical timeline and seasonal calendar.	Ask questions of the participants. Change the participant each time. Do not let the same participant answer all the questions.  For example, What can you see in the picture? Is that the same for this village? When does it happen? What are the problems of this for the village? What are the problems of this for disabled, elderly, young children? How can we solve the problems?	15mn
4	PHAST pictures linked to Climate Change and Health	Link PHAST images to the climate change causes an impacts. E.g. what can you see in the picture? - A man poohing in the field. Is this good or bad hygienic behaviour? Why? What will the man in the picture do when there is flooding/drought in the village? What is the impact on the village/health of people living in the village? How can he change his behaviour so there is no impact on the village?	10mn
5	PHAST pictures	A participant stands up, 2. The	15mn

		participant describes the picture and why it is good or bad hygienic behaviour, 3. The participant suggests solutions to change the bad behaviour during flooding / drought / normal times	
6	Review	Each participants stands up and says what is the most important/interesting thing they have heard today	10mn
7	Post test	Implement Post-test	5mn
8	Next plan	Identify the topic and arrange the schedule	10mn
9	Close meeting	Speak by VDC, WSUG or VHSG	5mn

**Topic: Climate Change and Health Disaster Risk Management (Village and Household) Plans – WSUG, VDC**

Objective:

Review the causes and impacts of climate change and link them to the disaster risk management experiences of village stakeholders (WSUG, VDC).

Audience: WSUGs, VDCs, Village Chiefs, etc.

Material: Climate Change and Health – causes and impacts pictures, examples of household and village plans, DRR TV / Radio spots, tablet with portable speaker

Time: 1 hour 35 minutes

Process:

Step	Activity/Topic	Methodologies	Time
1	Introduction agenda/objective	Welcome introduce agenda and objective	10mn
2	Pre Test	Implement Pre Test	5mn
3	Climate Change and Health Causes and Impacts - see vulnerability assessment, historical timeline and seasonal calendar.	Ask questions of the participants. Change the participant each time. Do not let the same participant answer all the questions.  For example, What can you see in the picture? Is that the same for this village? When does it happen? What are the problems of this for the village? What are the problems of this for disabled, elderly, young children? How can we solve the problems? How can we reduce the risk from these events?	15mn
4	Village DRM Plans – important elements – hazard maps (include vulnerable people, vulnerable locations, safe	Ask participants about their village disaster management plan.  What should be in the village disaster risk management plan?	10mn



	<p>areas, important resources, sanitation facilities, water supply facilities), seasonal calendar (include types of weather, when weather events happens), historical timeline (types of weather, when weather events happen), Yearly preparedness plan (include coordination meetings, early warning systems, youth volunteers, awareness raising meetings (at HH, village and school), response mock drills, mitigation meetings, village clean ups)</p>	<p>Why are these things important for the plan? What should the hazard map show? What should the seasonal calendar show? What should the historical timeline show? What should the yearly preparedness plan?</p>	
5	<p>HH DRM Plans – important elements - knowledge of household meeting point, knowledge of early warning system, knowledge of youth volunteers, knowledge of DRM stakeholder contact details, Evacuation kit includes first aid, medication, water / water filter, clothing, important documents in bag, food, lighter / matches in a bag, torch batteries / candles</p>	<p>Ask participants about household disaster management plan.</p> <p>What should be in the plans? How will households find family members if children at school and husband/wife is working? Who should households contact for information? Who will come to warn households about the disaster? What should be in the household’s evacuation kit? What other things are a good idea to include in the household evacuation kit? Why are these things important?</p>	10mn
6	<p>DRR TV / Radio Spots</p>	<p>Find a good place to stand the tablet, so all participants can see. Ask the participants to gather around to watch it.</p> <p>Use questions to check the participants’ understanding:</p>	15mn

		<p>E.G. 1. Play the radio spot, 2. Ask questions about the radio spot, 3. Play the radio spot again to check the participant's ideas, 4. Ask each participant to answer the question, 5. Ask the other participants if the answer is correct or incorrect.</p> <p>OR</p> <p>1. Play the radio spot, 2. Play the radio spot again, 3. Ask the questions, 4. Participants give the answers.</p>	
7	Review	Each participants stands up and says what is the most important/interesting thing they have heard today	10mn
8	Post test	Implement Post-test	5mn
9	Next plan	Identify the topic and arrange the schedule	10mn
10	Close meeting	Speak by VDC, WSUG or VHSG	5mn

## Topic: Climate Change and Health Disaster Risk Management (Village and Household) Plans

Objective:

Review the causes and impacts of climate change and link them to the disaster risk management experiences of village participants.

Audience: household members

Material: Climate Change and Health – causes and impacts pictures, examples of HH plans and village plans, DRR TV / Radio spots, tablet with portable speaker

Time: 1 hour 35 minutes

Process:

Step	Activity/Topic	Methodologies	Time
1	Introduction agenda/objective	Welcome introduce agenda and objective	10mn
2	Pre Test	Implement Pre Test	5mn
3	Climate Change and Health Causes and Impacts - see vulnerability assessment, historical timeline and seasonal calendar.	Ask questions of the participants. Change the participant each time. Do not let the same participant answer all the questions.  For example, What can you see in the picture? Is that the same for this village? When does it happen? What are the problems of this for the village? What are the problems of this for disabled, elderly, young children? How can we solve the problems? How can we reduce the risk from these events?	15mn
4	HH DRM Plans – important elements - knowledge of household meeting point, knowledge of early warning system, knowledge of youth volunteers, knowledge of DRM	Ask participants about their household disaster management plan.  What should be in their plan? How will they find family members if children at school and	10mn

	stakeholder contact details, Evacuation kit includes first aid, medication, water / water filter, clothing, important documents in bag, food, lighter / matches in a bag, torch batteries / candles	husband/wife is working? Who should they contact for information? Who will come to warn them about the disaster? What should be in their evacuation kit? What other things are a good idea to include in your evacuation kit? Why are these things important?	
5	Village DRM Plans – important elements – village disaster management coordination meetings, disaster mitigation meetings, mock drills, disaster awareness raising	Ask participants about their village disaster management plan. Are you aware of the village plan? Who coordinates / organizes the village plan? What meetings take place to organize the plan? What are the meetings about?	10mn
6	DRR TV / Radio Spots	Find a good place to stand the tablet, so all participants can see. Ask the participants to gather around to watch it.  Use questions to check the participants' understanding: E.G. 1. Play the radio spot, 2. Ask questions about the radio spot, 3. Play the radio spot again to check the participant's ideas, 4. Ask each participant to answer the question, 5. Ask the other participants if the answer is correct or incorrect. OR 1. Play the radio spot, 2. Play the radio spot again, 3. Ask the questions, 4. Participants give the answers.	15mn
7	Review	Each participants stands up and says what is the most important/interesting thing they	10mn

		have heard today	
8	Post test	Implement Post-test	5mn
9	Next plan	Identify the topic and arrange the schedule	10mn
10	Close meeting	Speak by VDC, WSUG or VHSG	5mn

## Topic: Health Seeking Guide

Objective:

Provide participants with insight into the experiences of health service users and the local health service options available.

Material: Health Seeking Guide & CCH causes and impacts pictures

Time: 1 hour and 35 minutes

Process:

Step	Activity/Topic	Methodologies	Time
1	Introduction agenda/objective	Welcome introduce agenda and objective	5mn
2	Climate Change Causes and Impacts - see vulnerability assessment, historical timeline and seasonal calendar.	Ask questions of the participants. Change the participant each time. Do not let the same participant answer all the questions. <ol style="list-style-type: none"> <li>1. What can you see in the picture?</li> <li>2. Is that the same for this village?</li> <li>3. When does it happen?</li> <li>4. What are the problems (health, social, economic) of this for the village?</li> <li>5. What are the problems of this for disabled, elderly, young children?</li> <li>6. How can we solve the problems?</li> </ol>	10mn
3	Compare	Each participant stands up and explains what they would do if they or a family member were suffering from a fever.	15mn
4	Health Seeking Guide – Part 1: Services	<ul style="list-style-type: none"> <li>• Choose 1 or more of the descriptions of services in Part 1 of the Guide.</li> <li>• One literate community member, such as a VHSG, reads the description of the services.</li> <li>• When finished, ask the participants some questions: 1. Is this similar to the health care services that you have experienced? 2. What was difficult about using the service? 3. What was</li> </ul>	15mn

		<p>easy about using the service? Ask the participants if they have any questions about the local health services.</p>	
5	Health Seeking Guide – Part 2: Experiences	<ul style="list-style-type: none"> <li>• Choose 1 experience in Part 2 of the Guide.</li> <li>• One literate community member, such as a VHSG, reads the description of the experiences.</li> <li>• When finished, ask the participants some questions: 1. Is this similar to the health care services that you have experienced? 2. What was difficult about using the service? 3. What was easy about using the service?</li> <li>• Ask the participants if they have any questions about the local health services.</li> </ul> <p><b>If enough time, repeat the steps above for another experience from Part 2.</b></p>	15mn
	Compare	Each participant stands up and explains what they would do if they or a family member were suffering from a fever.	15mn
6	Review	Each participants stands up and says what is the most important/interesting thing they have learned today	10mn
7	Next plan	Identify the topic and arrange the schedule	5mn
8	Close meeting	Speech by VDC, WSUG or VHSG	5mn

## Topic: Climate Change and Health Vector Borne Diseases

Objective:

Review the causes and impacts of climate change and link them to the vector borne diseases experienced by participants.

Material: Climate Change and Health – causes and impacts pictures, PHAST images related to water, Vector borne diseases IEC

Time: 1 hour 35 minutes

Process:

Step	Activity/Topic	Methodologies	Time
1	Introduction agenda/objective	Welcome introduce agenda and objective	10mn
2	Pre Test	Implement Pre Test	5mn
3	Climate Change and Health Causes and Impacts - see vulnerability assessment, historical timeline and seasonal calendar.	Ask questions of the participants. Change the participant each time. Do not let the same participant answer all the questions.  For example, What can you see in the picture? Is that the same for this village? When does it happen? What are the problems of this for the village? What are the problems of this for disabled, elderly, young children? How can we solve the problems? How can we reduce the risk from these events?	15mn
4	Vector borne related PHAST pictures linked to Climate Change and Vector Borne Diseases	Link PHAST images to the climate change vector borne related diseases. E.g. – Rubbish dumped by the river. What can you see in the picture? Is this good or bad hygienic behaviour? Why? What will happen to the rubbish in the picture when there is rain/flooding/drought in the	10mn

		village? What is the impact on the village/health (e.g. increases in mosquitoes) of people living in the village? What should we do, so there is no impact on the village?	
5	Vector borne related PHAST pictures	A participant stands up, 2. The participant describes the picture and why it is good or bad behaviour, 3. The participant suggests solutions to change the bad behaviour during rain / flooding / drought / normal times	10mn
6	Vector borne related IECs	Present the vector borne related IECs. Ask the participants what they can see? Why is this behavior important? What messages in the pictures have been discussed by participants during this session or during previous sessions?	15mn
7	Review	Each participants stands up and says what is the most important/interesting thing they have heard/learned today	10mn
8	Post test	Implement Post-test	5mn
9	Next plan	Identify the topic and arrange the schedule	10mn
10	Close meeting	Speak by VDC, WSUG or VHSG	5mn

## **Topic: Climate Change and Health Water Related Diseases Linked To Hygiene and Sanitation**

Objective:

Review the causes and impacts of climate change and link them to the water related diseases experienced by participants.

Material: Climate Change and Health – causes and impacts pictures, PHAST images related to water, Water related diseases IEC

Time: 1 hour 35 minutes

Process:

Step	Activity/Topic	Methodologies	Time
1	Introduction agenda/objective	Welcome introduce agenda and objective	10mn
2	Pre Test	Implement Pre Test	5mn
3	Climate Change and Health Causes and Impacts - see vulnerability assessment, historical timeline and seasonal calendar.	Ask questions of the participants. Change the participant each time. Do not let the same participant answer all the questions.  What can you see in the picture? Is that the same for this village? When does it happen? What are the water related problems of this for the village? How can we solve the water related problems? What are the problems of this for disabled, elderly, young children? What are the water related diseases that participants suffer from during normal, flooding and drought periods?	10mn
4	Water related PHAST pictures linked to Climate Change and water related diseases	Link PHAST images to the climate change water related diseases. E.g. - A man poohing in the field. What can you see in the picture? Is this good or bad hygienic behaviour? Why? What will the man in the picture do when there is flooding/drought in the village? What is the impact on the village/health of	10mn

		people living in the village? How can he change his behaviour so there is no impact on the village?	
5	Water related PHAST pictures	1. A participant stands up, 2. The participant describes the picture and why it is good or bad hygienic behaviour, 3. The participant suggests solutions to change the bad behaviour during flooding / drought / normal times	15mn
6	Water related IECs	Present the Water related IECs. Ask the participants what they can see? Why is this behavior important? What messages in the pictures have been discussed by participants during this session or during previous sessions.	15mn
7	Review	Each participants stands up and says what is the most important/interesting thing they have heard today	10mn
8	Post test	Implement Post-test	5mn
9	Next plan	Identify the topic and arrange the schedule	10mn
10	Close meeting	Speech by VDC,WSUG or VHSG	5mn