

**Title: Brainstorming climate information sources**

**Aim/learning objectives:** At the completion of this exercise participants will know which secondary sources of information they can consult before conducting a “climate sensitive” VCA or CBHFA.

**Introduction/background for facilitators:** We must base our efforts to incorporate climate change concerns into RC/RC work on knowledge and credible information, and prepare ourselves to set facts against myths and about climate change and its implications for the NS and vulnerable communities. So before trying to bring in the issue of climate change in the community process (VCA, etc.) we need to do some homework and seek credible sources of information about local weather variability and climate trends. Where do we seek relevant information for this purpose?

**Materials and preparation needed to facilitate exercise:**

1. Flipchart or whiteboard
2. Permanent/whiteboard markers
3. List of possible answers:

Consider investigations with

Meteorological office (but don’t ask for raw data!)  
 The national climate change focal point – usually at the environment ministry  
 'Preparedness for Climate Change' (PfCC) background document (prepared if the NS was part of the PfCC process – see [http://www.climatecentre.org/downloads/File/programs/PfCC/CC\\_PfCC\\_version\\_web.pdf](http://www.climatecentre.org/downloads/File/programs/PfCC/CC_PfCC_version_web.pdf))  
 Research institutes  
 NGOs and UN agencies (e.g. UNDP)  
 Climate helpdesk: <mailto:ifrc@iri.columbia.edu>.

**Duration:** approximately 20 minutes

**Participant numbers and arrangements:** as a whole group

**Step by step explanation of exercise:**

1. Ask participants: “If you are planning a VCA/CBHFA, what secondary information would you use to make sure that you guide the VCA/CBHFA to become a ‘climate smart’ one?”
2. Note their replies on the whiteboard.
3. Coach for and add any answers that the participants don’t mention (you may like to prepare your own background list – adding to the list mentioned above – for the specific setting, e.g. country or region).
4. Ask how you might use the secondary information (e.g. in planning where and who to do the CBHFA/VCA, knowing what trends to expect and ask communities about).
5. The facilitator can also point out that the NS can create longer-term alliances (formalized with MOUs) with meteorological offices and knowledge centres on climate change.

**Discussion items:** Climate change is a new area that may require new partners and information sources, but do participants have previous experiences with collaboration with external knowledge centres, and in-country expertise for planning and programming?

**Facilitator tips:**

- If people aren't responding perhaps you can ask specific people who you know have the prior knowledge to answer to get things rolling.
- This exercise goes well at the beginning of the module (refers to first few slides in the module's PowerPoint).

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**Relevant sections  
of Climate  
Training Kit:**

Module 1. What is Climate Change?: science and impacts

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