



## A2 ACTIVITIES TO REVEAL HIDDEN ISSUES

# Different ways of adapting to climate change



## Why use this activity?

Once people have understood that climate and environmental change is impacting their community, this activity helps a group to share their knowledge and learn from each other. This means that they are better equipped to take action.



## A brief description

An activity which helps a community to rank different adaptation options. This encourages discussion and sharing of knowledge and information.



## You will need

- the 'adaptation options' pictured on the following page, either cut out or redrawn
- a piece of string
- pegs or paper clips (optional)



## Explaining the words we use

**Adaptation** – taking action to adjust to climate and environmental change



## What to do

1. Either cut out or redraw the pictures on the following page. They are examples of possible responses to climate change and environmental degradation.
2. Lay them out on the ground or on a table, so that people can see them.
3. Ask people which actions they are already familiar with. Are there any actions they have carried out or seen in use in their communities?
4. Put up a simple washing line or draw a line on the floor. Ask people to rank which they think are the most important responses to climate and environmental change for their community. They can do this by placing the pictures along the line, starting at one end with the most important actions, and finishing at the other end with the least important.
5. Encourage people to discuss why they are choosing to rank in that way. Ensure everyone in the group is able to contribute.
6. Ask whether people have seen or used any other adaptation responses – ones that are not included in the list below.
7. Ask people to discuss where they could find out more about adaptation. Could they visit another community or ask a local government technical officer to help them?
8. Ask questions to help people discuss and learn from each other.
9. Talk about whether the group wants to go ahead and do any of these things.

Awareness raising

Children &amp; youth

Climate &amp; environment

Conflict &amp; peace-building

Corruption &amp; governance

Disaster risk management

Discrimination &amp; inclusion

Food &amp; livelihoods

Gender &amp; sexual violence

Health &amp; HIV

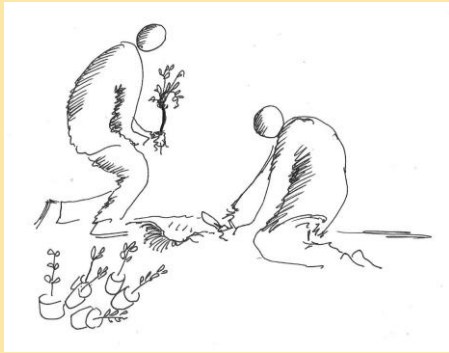
Influencing decision-makers

Migration &amp; trafficking

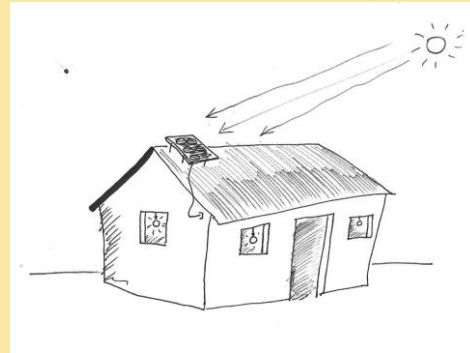
A2 DIFFERENT WAYS OF ADAPTING TO CLIMATE CHANGE

Adaptation options

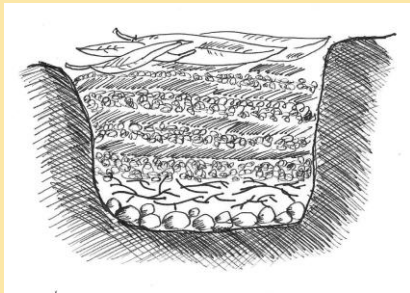
Awareness raising
Children & youth
Climate & environment
Conflict & peace-building
Corruption & governance
Disaster risk management
Discrimination & inclusion
Food & livelihoods
Gender & sexual violence
Health & HIV
Influencing decision-makers
Migration & trafficking
Water, sanitation & hygiene



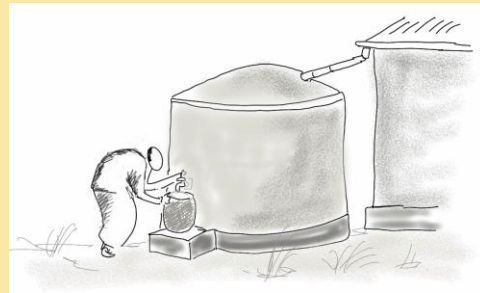
Tree planting



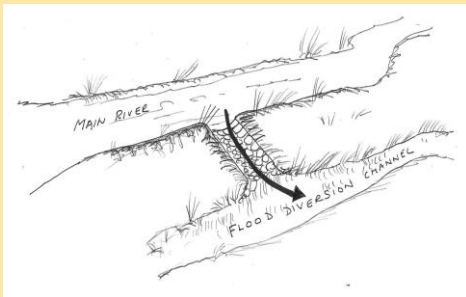
Using solar energy  
(for cooking, lighting or heating water)



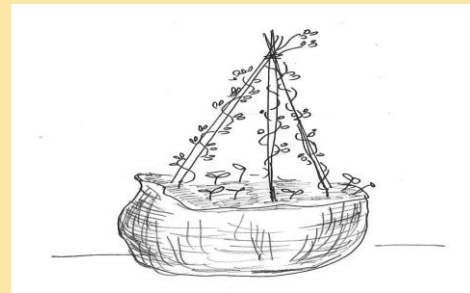
Composting



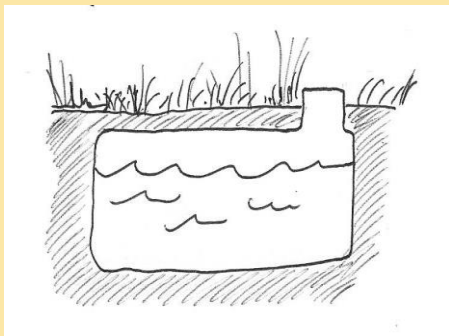
Rainwater harvesting



Flood diversion channels



Growing vegetables in bags

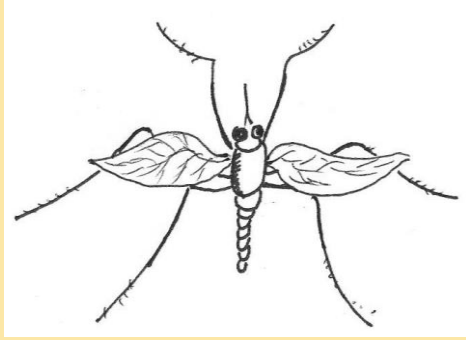


Covered underground  
water storage tanks

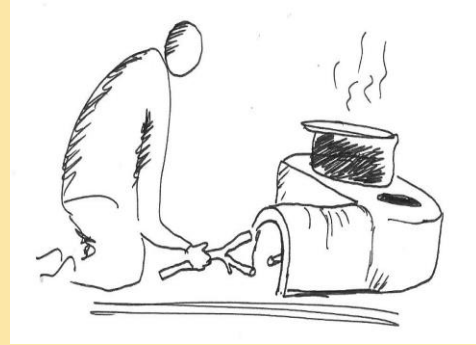


Mulching

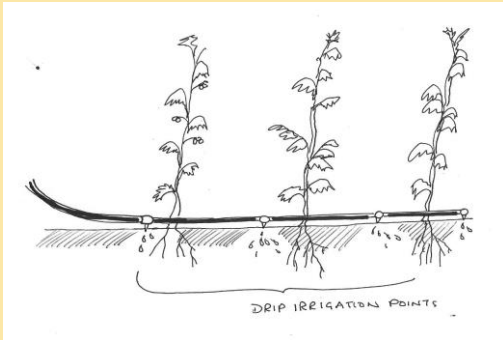
A2 DIFFERENT WAYS OF ADAPTING TO CLIMATE CHANGE



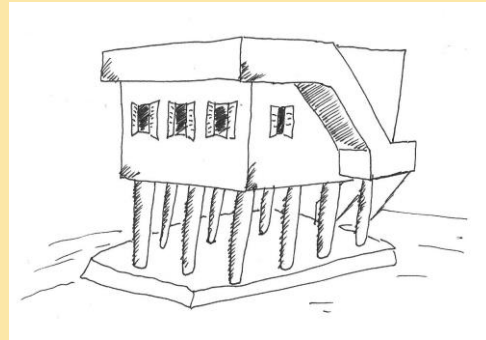
Natural / organic pest control



Efficient wood stoves



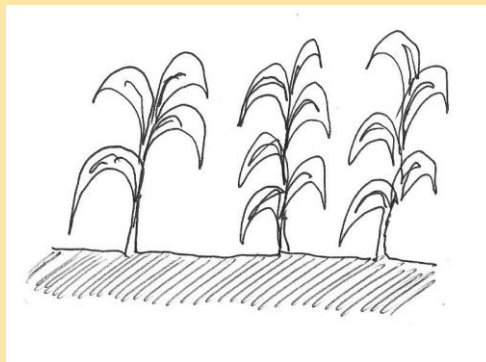
Efficient irrigation (drip irrigation)



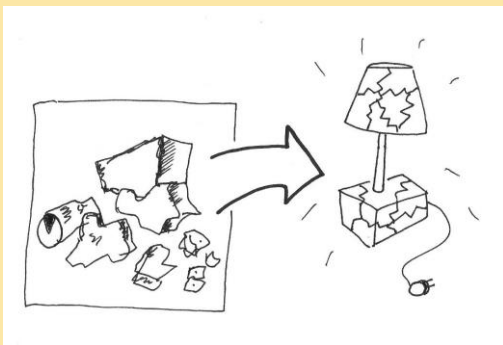
Cyclone / hurricane shelters



Spring (water source) protection



Alternative crops



Recycling



Conservation farming

Awareness raising
Children & youth
Climate & environment
Conflict & peace-building
Corruption & governance
Disaster risk management
Discrimination & inclusion
Food & livelihoods
Gender & sexual violence
Health & HIV
Influencing decision-makers
Migration & trafficking
Water, sanitation & hygiene



## Finding out more

- For more adaptation options please see Tearfund's CEDRA resource (2012) [tilz.tearfund.org/CEDRA](http://tilz.tearfund.org/CEDRA) , in particular the 'Impacts and options checklist' which can be downloaded separately here: [http://tilz.tearfund.org/~/\\_media/Files/TILZ/Topics/Environmental%20Sustainability/CEDRA%20version%202/01CEDRA\\_Book\\_And\\_Forms/Form1\\_ImpactsAndOptionsChecklist.pdf](http://tilz.tearfund.org/~/_media/Files/TILZ/Topics/Environmental%20Sustainability/CEDRA%20version%202/01CEDRA_Book_And_Forms/Form1_ImpactsAndOptionsChecklist.pdf)

### Related tools:

- A1 – Revealing climate change: information for facilitators [*A1: Climate & environment-1*]
- A1 – Revealing environmental degradation: information for facilitators [*A1: Climate & environment-2*]
- B – Caring for God's world (Bible study) [*B: Climate & environment-2*]
- B – Caring for our environment (Bible study) [*B: Climate & environment-3*]
- B – Stewardship of the land (Bible study) [*B: Climate & environment-4*]
- C2 – Flood-resistant buildings [*C2: Disaster risk management-1*]
- C2 – Composting [*C2: Climate & environment-1*]
- C2 – Establishing tree nurseries [*C2: Climate & environment-2*]
- C2 – Local record keeping on environmental change [*C2: Climate & environment-3*]
- C2 – Improved cooking stoves [*C2: Food & livelihoods-4*]
- C2 – Conservation agriculture [*C2: Food & livelihoods-5*]
- C2 – Protecting a spring (a water source) [*C2: Water, sanitation & hygiene-2*]

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