

Education toolkit for climate change and health

This toolkit is designed to help you create and facilitate discussions around climate change and health.



Before commencing we should take time to ask these questions: we have facilitated some of the potential answers that you should be thinking around.

Why do we want to run the workshop? What are its goals and objectives?

- Improve the understanding of the causes of climate change?
- To communicate the links between climate change and health?
- To raise awareness of the impact climate change will have on people's health
- To encourage people (especially health workers) to advocate for climate action both locally and nationally.

Who's our target audience? How will we get them there? What is our ideal number of participants, and how many people will attend the workshop?

- Anyone with an interest in Climate change and health?
- Students?
- What's the number 10 or 300?

How long of a workshop do we want to/can we organize?

- 1 hour? 1 day?

What is our budget for the workshop? Once you have put them done on a document you are ready to cover the basics!

- Do you have printer credit?
- Can you provide snacks?
- Can you provide travel reimbursement?

For more information on preparing for a workshop please follow this document **IFMSA Climate and health training Manual 2016**

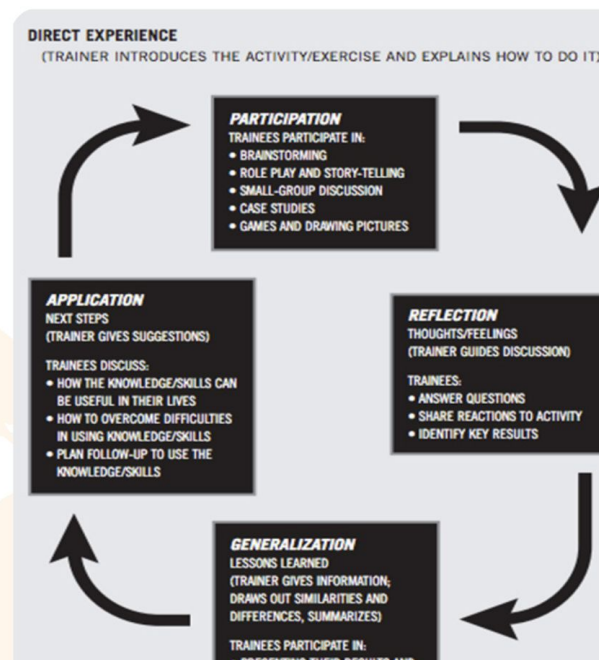
Ideas

There are many different successful ways that you could incentivise discussion around climate change and health. Here are some potential ideas of how you can structure your discussion.

1. Workshop

- Workshops can be a very good modality of creating discussion between climate change and health.
- They allow for discussion between people who come to the session.
- They can be very interactive and allow for many different opinions to be shared.
- However, they can also sometimes require prior knowledge of the subject.
- They can also be quite loud and require more organisers to be present.
- They also require the facilitator to have a relatively good grasp on the subject.

A 1 hour workshop example that has been used at UCL:



1. Powerpoint introduction of what Climate change is, to help catch everyone up.
2. Brief discussion of the links between climate change and health
3. Dividing into groups and giving each group a city around the world. Ask each group to come up with the different ways climate change may affect the health of their citizens. Encourage outside the box thinking such as impacts on mental health, community and safety.
4. Debrief with everyone talking about what they had found.
5. Introduction of the concept of co-benefits.
6. Discussion about the use of co-benefits within healthcare institutions to promote action on climate change.
7. Signposting towards organisations tackling climate change and health and next points of action.
8. Debrief and questions

2. Film + Q&A

- Films can be very useful ways of delivering a strong narrative regarding climate change and health that has been prepared previously.
- Can be quite an entertaining experience.
- Q&A can provide a place for discussion after the film.
- However, they can also be quite narrow and there may be a lack of good quality films that relate directly towards health.



A film that has been used in the past: This changes everything. This was very relevant at the time due to standing rock. We then had a Q&A with an indigenous leader that was at standing rock.

Then we raised funds for those at standing rock. This allowed for the film to also be a platform for raising money for what the film warns about.

3. Panel discussion

- These can be the most informative of sessions.
- They allow for experts in the field to talk about the relationship between climate change and health. They allow for nuance subjects and difficult concepts to be explored in depth.



- Depending on the speaker, their names can be enough to attract big numbers.
- However, these can be quite uninteractive and can result in not many people coming due to the subject being very niche.

We have found that it is useful to combine discussions of climate change and health to be combined with other subjects, such as a broader conversation on capitalism or sexism or healthcare systems etc. These provide two benefits: it allows for more people to come than would normally come to a talk on climate change and health AND show how climate change is not a one issue subject.

Some topics that have been covered in the past:

- Climate change and health: how do we create a healthy future?
- Climate change and sexism: how does gender affect your life within climate change.
- Is climate change racist? / my neighbourhood is killing me
- Can we solve climate change in a capitalist economy?
- Can the NHS be sustainable?
- Is the climate crisis a mental health crisis?

Speaker suggestions:

- Lancet countdown
- LSHTM (climate change and health doctorates)
- Charities (Indigenous communities, women against climate change, war on want, centre for sustainable healthcare, healthy planet UK, Medact...)
- University lecturers

4. Debate

- Debates can be a useful place for different opinions to be raised.
- Debate can be incredibly informative as conflicting opinions highlight nuances much more than one sided lectures.
- They can range from inviting expert speakers, to being very audience inclusive (model UN style)



- We would not suggest you encouraging debates around if climate change exists. As most people that do not agree on that will already be too far down the conspiracy theory hole.
- However most climate scientists will not debate each other. So debates will have to be around on how to implement actions on climate change.
- They can quickly spiral into unhealthy discussions on population sizes and sterilisation programs, we encourage avoiding these discussions.

Suggested topics:

Should climate policy be linked to social policy, with legislative packages that include social programs like free healthcare?

Should federal climate policy like a Green New Deal wade into state and local issues to promote things like denser cities?

5. Outdoor activity/field trip

- These can be great as they allow for connections with the local community or the wider context around them.
- They can be difficult to arrange and depending who you get your funding from you will have to do things like: a risk assessment, signed consent or reimbursement options.



Options include:

- Visits to a community garden scheme
- GP schemes that engage communities with their environment
- Exhibitions, conferences or galleries
- Local actions and or protests

6. Involving your university/local department

- This can be a bit tricky and may require many years of persistence but involving the university can allow for a permanent structure that will continually teach new years about climate change.
- Linking the medical curriculum to climate change is what this education toolkit specialises in but don't stop this from linking it to any other curriculum or subject. Climate change is a broad topic that will affect probably all professions.

- Linking climate change and health at a medical department has already seen success in UCL, Sheffield and Bristol.

How to do it:

- Contact your university department regarding the need to involve climate change in the curriculum. You can contact your student representatives as well.
- Remind them that the GMC requires schools to teach about the potential ecological and environmental impacts patients may have. And that there is no bigger impact to people's health than climate change.
- When they meet you it is good to come prepared with facts about the impacts of CC on health as well as potential speakers that can lead discussions/lectures.
- Is there a part in your curriculum that will fit discussions around CC? E.g. Air pollution and the respiratory system or Social determinants of Health or do they have a section on global health?
- This last point depends on how you would like to do it. Some universities may suggest that students lead the teaching. We find this an excellent idea as it will keep the discussion more personal and can be much less boring than a lecturer.

Health promotion and illness prevention

25 Newly qualified doctors must be able to apply the principles, methods and knowledge of population health and the improvement of health and sustainable healthcare to medical practice.

They must be able to:

- a explain the concept of wellness or wellbeing as well as illness, and be able to help and empower people to achieve the best health possible, including promoting lifestyle changes such as smoking cessation, avoiding substance misuse and maintaining a healthy weight through physical activity and diet
- b describe the health of a population using basic epidemiological techniques and measurements
- c evaluate the **environmental**, social, behavioural and cultural factors which influence health and disease in different populations
- d assess, by taking a history, the **environmental**, social, psychological, behavioural and cultural factors influencing a patient's presentation, and identify options to address these, including advocacy for those who are disempowered
- e apply epidemiological data to manage healthcare for the individual and the community and evaluate the clinical and cost effectiveness of interventions
- f outline the principles underlying the development of health, health service policy, and clinical guidelines, including principles of health economics, equity, and sustainable healthcare
- g apply the principles of primary, secondary and tertiary prevention of disease, including immunisation and screening
- h evaluate the role of ecological, **environmental** and occupational hazards in ill-health and discuss ways to mitigate their effects

Don't be afraid to link any of your events to the wider themes of climate change. Make sure everyone feels that they are part of a wider movement that is trying to make the world a better place.

Climate change is a planetary problem that will only be tackled if we also challenge the way we consume, interact with other people and live ourselves.

It is a platform for massive change so make sure to use it as one!

Timeline

Once you have asked the questions and have a rough idea of the event it is important that you set yourself plenty of time to get it right. Remember some speakers need weeks in advance warning, booking rooms may take time and advertising is good when you build up momentum.

I would recommend the IFMSA handbook (linked below) for this section as they provide an in depth look at how this can be done well. Also it's like 4 pages.

1. Logistics
2. Organise a team
3. Promote and market
4. Set evaluation and follow up (I especially recommend their page on evaluation which is shown below)
5. Strategise

Questions/ Answers	1	2	3	4	5
How do you rate your knowledge about climate science?					
How do you rate your knowledge about climate change and its impact to health?					
Do you feel motivated to start activities in that area?					
Do you feel you can create an impact and raise your voice to your policymakers?					

EVALUATION

An evaluation can be formal or informal, public or anonymous. Here are some examples of ways to perform an evaluation:

Check-out

Everybody is asked to say what they liked, what could be improved or just to talk in general; it can be free talk or structured. An example of a structured evaluation is the 5 fingers method.

Post-it evaluation

Ask everyone to write on 2 post-its good things and things that can be improved. Get a flipchart paper, draw a line in the middle and put "-" on one side and "+" on the other and ask the participants to stick on it.

Wheel chart

Draw a circle and split it in slices and write on each slice an aspect of the meeting (facilitation, content, if it met expectations, and so on, but preferably not more than 4). Ask the participants to take a marker and put a dot somewhere in each slice and make a spider web.

5 fingers

- **Thumb:** What was OK.
- **Index:** What I learned.
- **Middle finger:** What was not OK or can be improved.
- **Ring finger:** What friendships I made.
- **Little finger:** What was too short.

Survey/Form

This can be on paper or online. You design it easily by putting the topics in the agenda and making a 1 to 5 scale for each of them and a clear question.



References/Resources

For workshop making

IFMSA climate and health training manual -

<https://ifmsa.org/2016/04/01/ifmsa-launches-training-manual-climate-health/>

For understanding Climate change and Health

IPCC report on impacts, adaptations and co-benefits of CC

https://www.ipcc.ch/site/assets/uploads/2018/02/WGIIAR5-Chap11_FINAL.pdf

Lancet countdown report 2018: tracking progress on health and climate change

[https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(18\)32594-7/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(18)32594-7/fulltext)

WHO Atlas of health and climate

<https://www.who.int/globalchange/publications/atlas/en/>

Healthcare related resources

Toolkit for NHS trusts: supporting the NHS to reduce its impact on air pollution

<https://www.healthylondon.org/resource/toolkit-nhs-trusts-supporting-nhs-reduce-impact-air-pollution/>

Air pollution

Every breath we take: the lifelong impact of air pollution

<https://www.rcplondon.ac.uk/projects/outputs/every-breath-we-take-lifelong-impact-air-pollution>

Debate

An insiders guide to the climate debate

<http://filesforprogress.org/memos/insiders-guide-climate-debate.pdf>

More resources

If you are having trouble accessing any of the resources above or would like to find more resources. I have attached a drive with plenty of useful reading materials.

<https://drive.google.com/drive/folders/1Oh0TXnjhRMdDRUAABb5bepbbuC6xxBTZ?usp=sharing>