

# Climate Change Training Facilitator Guide



By Nancy Villaseñor

October 2017

## CONTENTS

---

Introduction and Background .....	3
Purpose .....	3
Objectives.....	3
Overview of Training Agenda .....	3
Facilitator Activities.....	5
Appendix A: Facilitator Agenda .....	9
Appendix B: Participant’s Agenda .....	10
Appendix C: Climate Change Power-Point Presenter’s Notes .....	11
Appendix D: Action Plan Worksheets .....	12
Appendix E: Instructions for repurposing t-shirt into reusable grocery bag Group Activity .....	13
Appendix F: summary of training’s tips.....	14
Appendix G: Climate Change Training Evaluation to Measure Training Satisfaction .....	15
Appendix h: Climate Change Training Evaluation to Measure Change in Knowledge and Attitudes .....	16
Appendix I: Correct Answers for the Climate Change Training Evaluation to Measure Change in Knowledge.....	17

## INTRODUCTION AND BACKGROUND

---

Climate change (also called global warming) is affecting the planet and everyone on it. It becomes a social justice issue, in addition to being an environmental issue, when the most vulnerable populations, die, become sick, or are displaced due to the effects of global warming. Some of these communities do not know what climate change is, its impact and implications, or the actions they can take to address climate change and its consequences.

This is a guide to facilitate trainings intended as a conversation starter for communities that want more information on climate change or that are ready to address the problem at a personal, family, and community level based on their priorities.

This facilitator's guide has been developed by Nancy Villaseñor as part of the Master of Science in Instructional Science and Technology Program at the California State Monterey Bay University.

## PURPOSE

---

This is intended to provide facilitators with a framework for conducting trainings, workshops, presentations, and for facilitating a dialogue on climate change, its impact, and implications in a practical manner.

## OBJECTIVES

---

At the end of the climate change training participants should be able to:

- Describe climate change
- Identify at least three ways in which climate change is affecting them
- List at least five ways to mitigate climate change; and
- List at least two ways in which they can adapt to the effects of climate change in their community

## OVERVIEW OF TRAINING AGENDA

---

The following is a suggested agenda that you can modify depending on the type of training format you use, your available time, and participants. This is the agenda used for a two-hour training workshop. For a detailed Facilitator's Agenda, which includes the list of materials you will need for each activity, see Appendix A and for a sample of a Participant's Agenda see Appendix B.

<i>Time</i>	<i>Session</i>
5 min.	Welcome & Logistics
10 min.	Introductions & Icebreaker Activity
5 min.	Lesson #1 "What Is Climate Change?"
5 min.	Lesson #2 "How Does Climate Change Impact Us?"
5 min.	Lesson #3 "How Can We Reduce the Impact of Climate Change?"
5 min.	Lesson #4 "How Can We Prepare for the Impact of Climate Change?"
15 min.	Climate Change Concept Review
10 min.	Brainstorm Activity
25 min.	Action Plan Group Activity
25 min.	Group activity to create reusable grocery bag
10 min.	Closing & Evaluations

*\*Make sure to account for 30 to 60 minutes for room set up.*

You will have many options facilitating a climate change training and depending on the type of presentation, audience, and available time you can choose to have participants read the content of the [climate change training website](#) prior to your presentation, have them watch the videos on the website (or send them the videos independently) or play the videos during your presentation. You can also use the Power-Point Presentation found on the website's Resources page, which includes facilitator notes. The following will give you directions for conducting a training where the instructional videos are played during the workshop. You can also substitute the activity where participants make cleaning products for one where they practice other advices given during the videos.

## FACILITATOR ACTIVITIES

---

### Welcome and Logistics

(5 MINUTES)

**Directions:**

Introduce yourself to the participants, welcome everyone, and discuss logistics such as bathroom locations, emergency exits, and use of phone during the workshop, go over the agenda and the participant's folders, and any other directions needed.

In the participant folders you can include a copy of the agenda, Power-Point Presentation with space for notes, action plans, Summary of tips and ideas, activity instructions, supporting materials, and the evaluation.

---

**MATERIALS NEEDED:**

---

- Sign-in sheets
- Pens
- Participant folders
- Name tags (optional)
- Sharpie

### Introductions and Icebreaker Activity

(10 MINUTES)

**Directions:**

Conduct an icebreaker activity where participants introduce themselves. This activity would work for a group of less than 20 participants:

- Ask them to state their name, title, the organization they represent (if appropriate)
- And to share what would be their superpower if they were a superhero or villain.
- Tell them they can opt to call each other by their real or superhero/villain names.

### Lessons 1 to 4

(20 MINUTES)

**Directions:**

If you choose to have participants watch the videos or read the [climate change training website](#) ahead of the training workshop, you can go straight to the *Concept Review* session of the agenda. For this training, have participants

watch the videos during this session. You can choose to allow for questions and answers in between lessons or you can tell them to write them down and save them for the *Concept Review* session.

---

**MATERIALS NEEDED:**

---

- Projector
- Screen
- Laptop
- Speakers
- Internet connection
- Cables

---

Climate Change Concept Review

(15 minutes)

**Directions:**

You can use the Power-Point Presentation found on the [climate change training website](#) to review the concepts learned in the instructional videos. Please see Appendix C for the presenter's notes. Prompt participants with the following questions:

- What is climate change? How did it happen?
- What is the greenhouse effect? What are greenhouse gases?
- What is the carbon footprint?
- What are the impacts or effects of climate change? How about for California?

It is important that you familiarize yourself with the lessons, the website, and the materials and that you study the notes in the Power-Point Presentation so you can correct any misunderstandings, misconceptions or questions that participants may have.

---

**MATERIALS NEEDED:**

---

- Projector
- Screen
- Laptop
- Power-Point Presentation
- Cables

**Directions:**

Ask for two volunteers to take notes: one will write down ideas related to mitigating or reducing the impact of climate change and the other volunteer will write down ideas to prepare for the impacts of climate change. Place two pieces of butcher paper on the wall in front of participants and ask participants the following prompting questions:

- Are there any ideas not mentioned in the videos to reduce the effect of climate change? How about to prepare for the impacts we are already living with or those that can take place in the future?
- Do any of those ideas or strategies have other benefits? Do they help us to be healthier? To save money? To be more generous? Compassionate? To have a better quality of life?

---

**MATERIALS NEEDED:**

---

- Butcher paper/tape
- Markers

**Directions:**

Divide participants into small groups to discuss the following in 10 minutes:

- Are there any actions they plan to start doing, decrease, stop doing, or increase based on the information shared during the training?
- Write the actions that relate to them personally and on a family level on the appropriate action plan. See Appendix D for the Action Plans.
- Discuss how the group thinks they can reduce the effects of climate change or prepare for the impact of climate change on a community level and write the actions you can take as a community on the appropriate action plan.

After the groups have created their action plans, ask volunteers to share some of their planned actions. Make sure to mention ideas that were not raised but can complement their planned actions.

---

**MATERIALS NEEDED:**

---

- Action Plan Worksheets
- Pens

**Directions:**

Divide participants into three groups. To do so, you can assign each a number from 1 to 3 and ask that all number ones gather in one place, all the number twos in another, and so on. Once all the groups are settled, give them the instructions and materials. Please see Appendix E for details and participant instructions.

Give participants 10 minutes to conduct the exercise and once they finish, ask them to share their experience with everyone.

---

**MATERIALS NEEDED:**

---

- T-shirt
- Cutting scissors

**Directions:**

Thank participants for attending and participating in all the activities, sharing their ideas and tips with everyone, and summarize the day's learning. Provide participants a summary of the training's tips. To see the summary of the training's tips see Appendix F.

Ask if they have any final questions, ideas or suggestions for improving the training, and ask volunteers to share what was their biggest learning during the training. You can distribute a formal evaluation to measure satisfaction with the training like the one in Appendix G or you can conduct a pre and post evaluation to measure changes in knowledge and attitude. To see a sample of this type of evaluation see Appendix H and to see the correct answers see Appendix I. You can also use this time to do a verbal evaluation of the training. Make sure to take notes!

---

**MATERIALS NEEDED:**

---

- Butcher paper
- Markers
- Pens
- Evaluations



## APPENDIX A: FACILITATOR AGENDA

---

### Climate Change Training – Facilitator’s Agenda

Time	Session	Description	Materials
5:00 – 6:00	Set up	Facilitator (and aides) set up the room for the presentation. Materials, tables, chairs, projector, laptop, screen, speakers, etc.	
6:00-6:15	Welcome, introductions, and icebreaker activity	<p>Facilitator welcomes participants. Goes over logistics (cell phone use, bathroom location, emergency exits, folder contents, agenda, etc.). Provides directions for icebreaker activity:</p> <ul style="list-style-type: none"> <li>• Ask them to state their name, title, the organization they represent (if appropriate)</li> <li>• And to share what would be their superpower if they were a superhero or villain.</li> <li>• Tell them they can opt to call each other by their real or superhero/villain names.</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in sheets</li> <li>• Pens</li> <li>• Participant folders</li> <li>• Name tags</li> <li>• Sharpie</li> </ul>
6:15 – 6:35	Instructional videos	<p>Facilitator shows videos found in <a href="http://www.climatechangetraining.weebly.com">climate change training website</a> (www.climatechangetraining.weebly.com) in the Home, Impact, Mitigation, and Adaptation pages. Stops after each video and ask if they have questions or if they would like to save them for the Concept Review Session.</p>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Screen</li> <li>• Laptop</li> <li>• Speakers</li> <li>• Cables</li> </ul> <p>* Internet connection (optional)</p>
6:35 – 6:50	Climate change concept review	<p>Facilitator reviews the concepts learned in the first two videos “What is Climate Change?” and “How Does Climate Change Affect Us?” using the Climate Change Power Point Presentation. Ask participants the following questions:</p> <ul style="list-style-type: none"> <li>• What is climate change? How did it happen?</li> <li>• What is the greenhouse effect? What are greenhouse gases?</li> <li>• What is the carbon footprint? What do you think your carbon footprint is?</li> <li>• What are the impacts or effects of climate change? How about for California?</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Screen</li> <li>• Laptop</li> <li>• Climate Change Power Point Presentation</li> <li>• Cables</li> </ul>
6:50 – 7:00	Brainstorm on ideas of actions we can take to mitigate and adapt to the impacts of climate change	<p>Facilitator asks for two volunteers to take notes: one will write down ideas related to mitigating or reducing the impact of climate change and the other volunteer will write down ideas to prepare for the impacts of climate change. Places two pieces of butcher paper on the wall in front of participants and asks participants the following prompting questions:</p>	<ul style="list-style-type: none"> <li>• Butcher paper/tape</li> <li>• Markers</li> </ul>

Time	Session	Description	Materials
		<ul style="list-style-type: none"> <li>• Are there any ideas not mentioned in the videos to reduce the effect of climate change? How about to prepare for the impacts we are already living with or those that can take place in the future?</li> <li>• Do any of those ideas or strategies have other benefits? Do they help us to be healthier? To save money? To be more generous? Compassionate? To have a better quality of life?</li> </ul>	
7:00 – 7:25	Action Plan Group Activity	<p>Facilitator divides participants into small groups to discuss the following in 10 minutes:</p> <ul style="list-style-type: none"> <li>• Are there any actions they plan to start doing, decrease, stop doing, or increase based on the information shared during the training?</li> <li>• Write the actions that relate to them personally and on a family level on the appropriate action plan found in the participant's folder.</li> <li>• Discuss how the group thinks they can reduce the effects of climate change or prepare for the impact of climate change on a community level and write the actions you can take as a community on the appropriate action plan.</li> </ul> <p>After the groups have created their action plans, asks volunteers to share some of their planned actions.</p>	<ul style="list-style-type: none"> <li>• Action Plan Worksheets</li> <li>• Pens</li> </ul>
7:25 – 7:50	Group Activity to Create a Reusable Grocery Bag	Facilitator divides Participants into three groups, gives them instructions for exercise and materials. Once finished, asks them to share their experience with everyone.	<ul style="list-style-type: none"> <li>• T-shirts</li> <li>• Cutting scissors</li> </ul>
7:50 – 8:00	Closing & Evaluations	Facilitator goes over the resources page of the <a href="http://www.climatechangetraining.weebly.com">www.climatechangetraining.weebly.com</a> page. Provides participants with training's summary of tips. Thanks participants for attending and participating in all the activities, sharing their ideas and tips with everyone, and summarizes the day's learning. Asks for any final questions, ideas or suggestions for improving the training, and asks volunteers to share what was their biggest learning during the training.	<ul style="list-style-type: none"> <li>• Butcher paper</li> <li>• Markers</li> <li>• Copies of training's summary of tips</li> <li>• Pens</li> <li>• Evaluations</li> </ul>

## APPENDIX B: PARTICIPANT'S AGENDA

---

# Climate Change Training

---

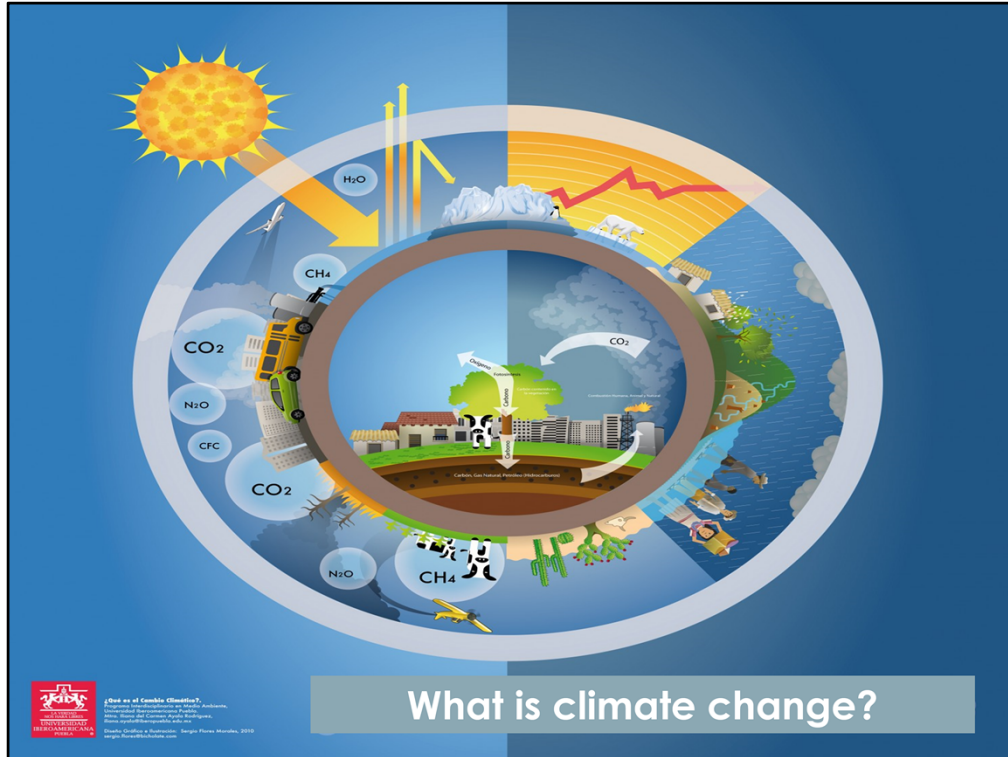
## AGENDA

- |             |   |
|-------------|---|
| 6:00 – 6:15 | Welcome, introductions, and icebreaker activity   |
| 6:15 – 6:35 | Instructional videos  |
| 6:35 – 6:50 | Climate change concept review   |
| 6:50 – 7:00 | Brainstorm on ideas of actions we can take to mitigate and adapt to the impacts of climate change |
| 7:00 – 7:25 | Action Plan Group Activity  |
| 7:25 – 7:50 | Group activity to create a reusable grocery bag   |
| 7:50 – 8:00 | Closing & Evaluations   |

## APPENDIX C: CLIMATE CHANGE POWER-POINT PRESENTER'S NOTES

---





Climate change, also known as global warming, refers to the changes to weather patterns over time –or the climate- which is what is happening with the earth’s increase in temperature.





The planet's temperature or climate depends on the balance between the heat that enters the earth from the sun during the day and the heat that leaves the earth when it cools off during the night.

The effect by which the earth maintains a temperature that is not too hot or too cold is known as greenhouse effect.

This effect is produced by the natural vapors and gases like carbon dioxide, methane, and ozone that make up the earth's atmosphere.

The intensity of the sun's rays, the ability of the earth to reflect back the heat or to cool off, or the increase in any of the gases in the atmosphere can all change the planet's temperature.

Changes in climate have occurred before in the earth's history, but it wasn't until the last 200 years (or since the industrial era) that we have been burning large amounts of fossil fuels (oil, coal, natural gas) on a level that drastically increased carbon dioxide in the atmosphere, so that is higher than it has been in at least 800,000 years. When this happens, the heat that enters the earth does not leave the earth in equal proportions and the earth remains heated. This additional heat that is not reflected back to space is increasing the overall average temperature of the earth, though it still goes up and down on a daily basis.

## The carbon footprint



We call our contribution to greenhouse emissions “carbon footprint.” Some examples of our personal contribution to the carbon footprint include driving, using electricity and disposing of waste.



Climate change causes the temperature to increase so we are more likely to have hotter or more extreme heat more often.



When temperatures increase, it dries the soil faster and we can have droughts. Droughts can reduce agricultural production which can raise food prices.



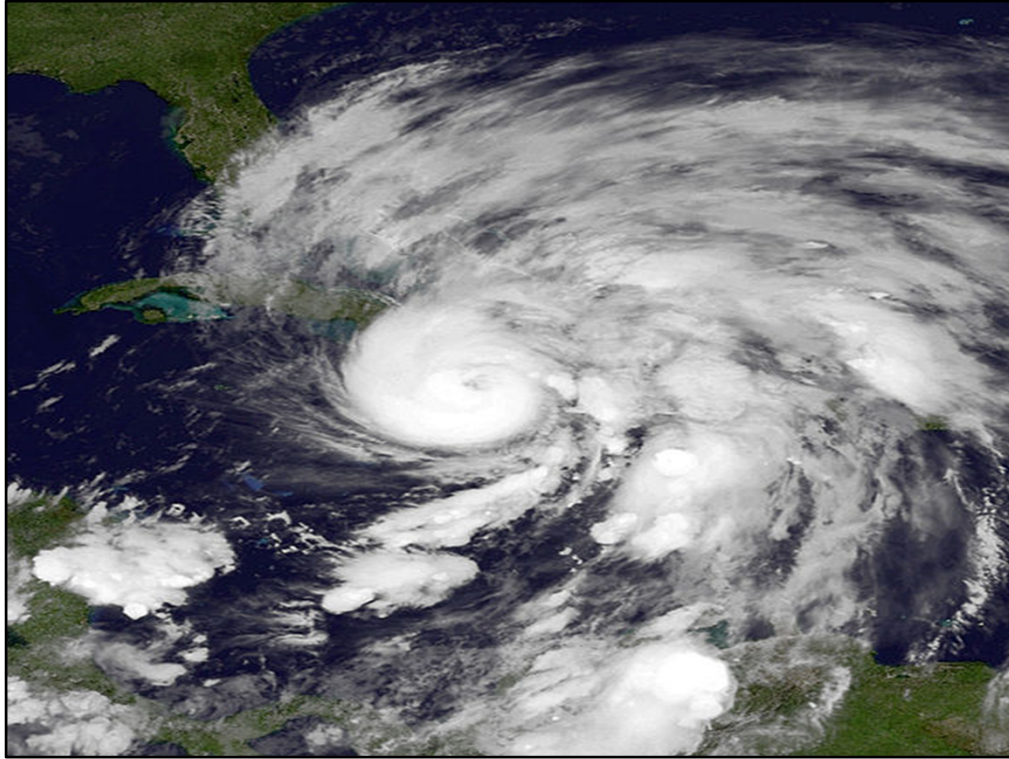


Heat also causes forests to dry out and be subject to more frequent and intense wildfires.



Wildfires cause small particles of burned materials to go into the air, increasing pollution in cities and rural areas.

Also, more heat makes pollution from automobiles and other sources worse, by creating more ozone, which is unhealthy to breathe.



The heat has also made the ocean warmer and when this happens, extreme storms carry more water and strong winds that can cause storm surge on the coast and inland flooding.



Severe weather, extreme rainfall, floods, and other water issues, can displace populations, cause death from drowning, injuries, damage to drinking water, waste water, and irrigation systems which can decrease the quantity and quality of the water supply and can affect agriculture.





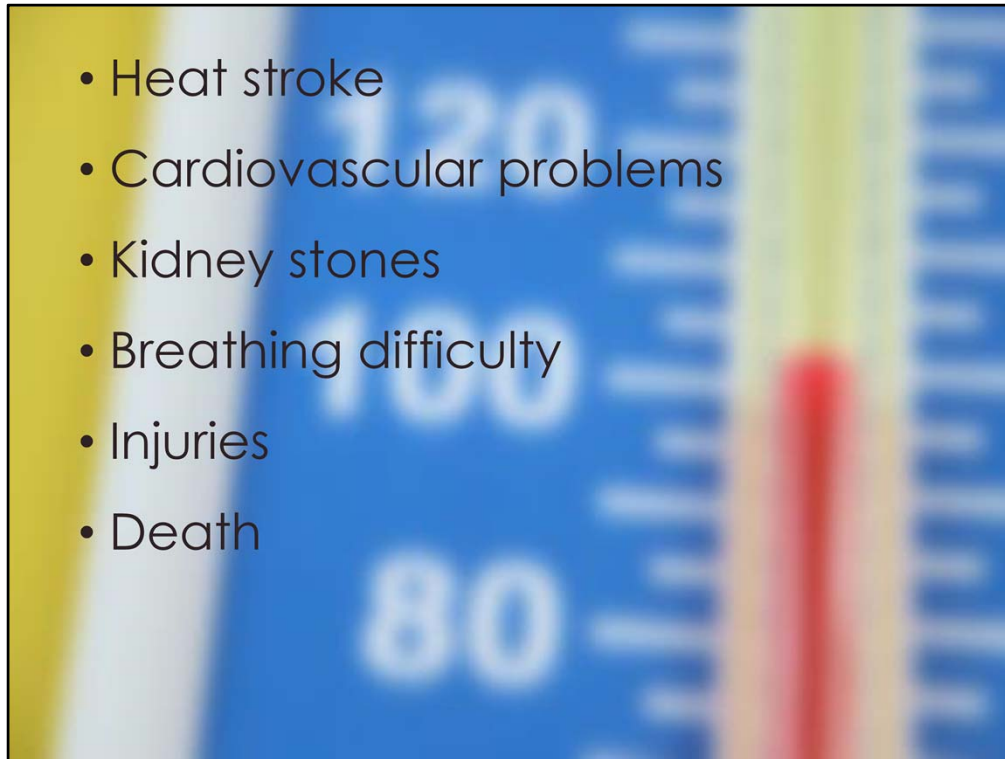
Climate change can also increase the number and range of vector-borne diseases, such as West Nile virus and malaria; water-borne diseases such as cholera and E.coli; food-borne diseases such as salmonella poisoning; harmful algae blooms; and allergies.



How does climate  
change affect health?



Extreme heat



- Heat stroke
- Cardiovascular problems
- Kidney stones
- Breathing difficulty
- Injuries
- Death

Who is most affected or vulnerable to extreme heat?

- The elderly
- Babies
- Diabetics
- Low income people
- People with respiratory diseases or other chronic conditions
- Agricultural workers or those that work outside
- People who spend time outdoors including athletes
- Homeless people
- People of color





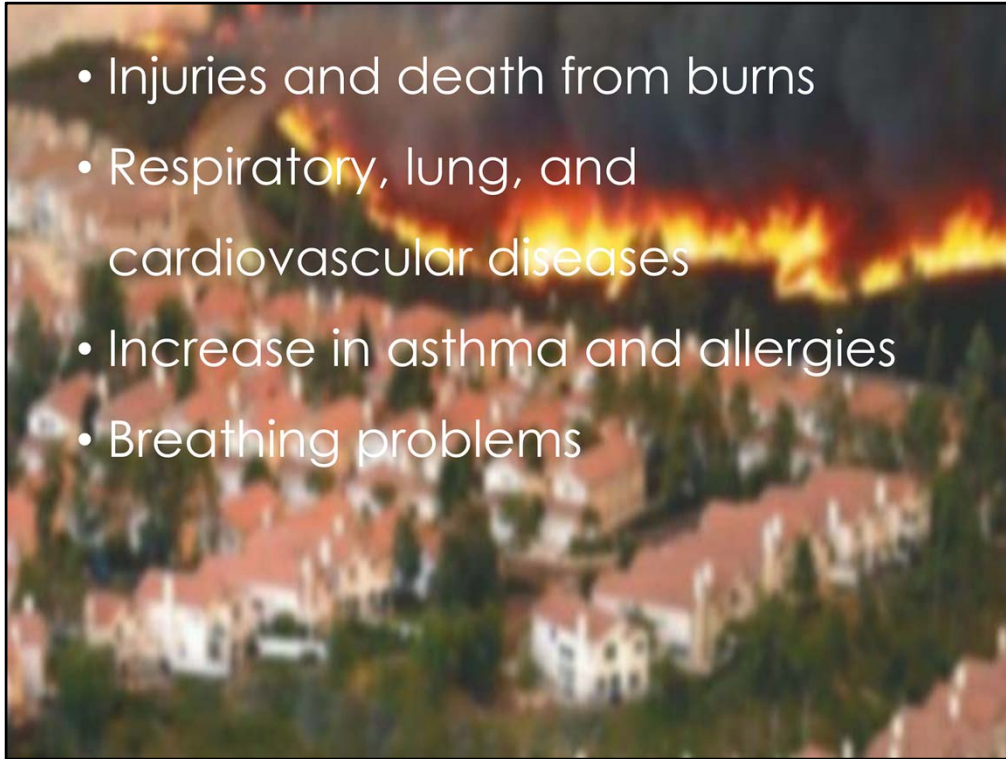


- Hunger
- Malnutrition
- Food and water-borne diseases
- Emergence of new contagious and vector-borne diseases

Who is most affected or vulnerable to droughts?

- The elderly
- Babies
- Low income people





- Injuries and death from burns
- Respiratory, lung, and cardiovascular diseases
- Increase in asthma and allergies
- Breathing problems

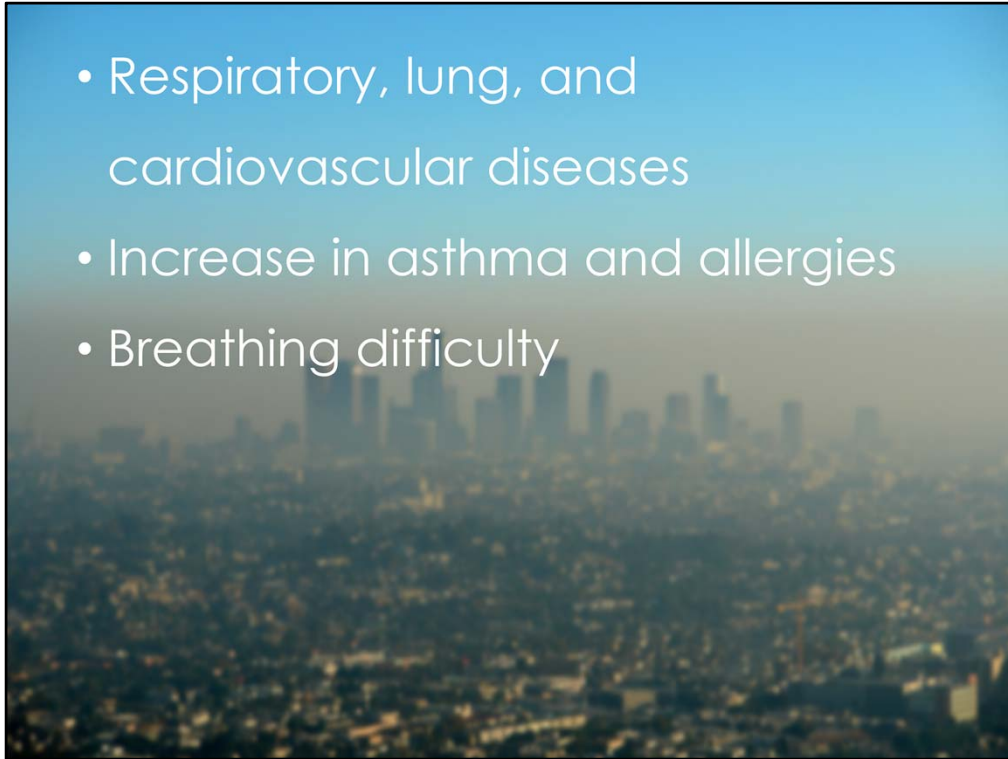
Who is most affected or vulnerable to wildfires?

- People with respiratory conditions
- Firemen or rescue workers
- People with disabilities or chronic conditions that make it harder to evacuate safely.
- Elderly
- Babies
- Pregnant women



# Air Pollution



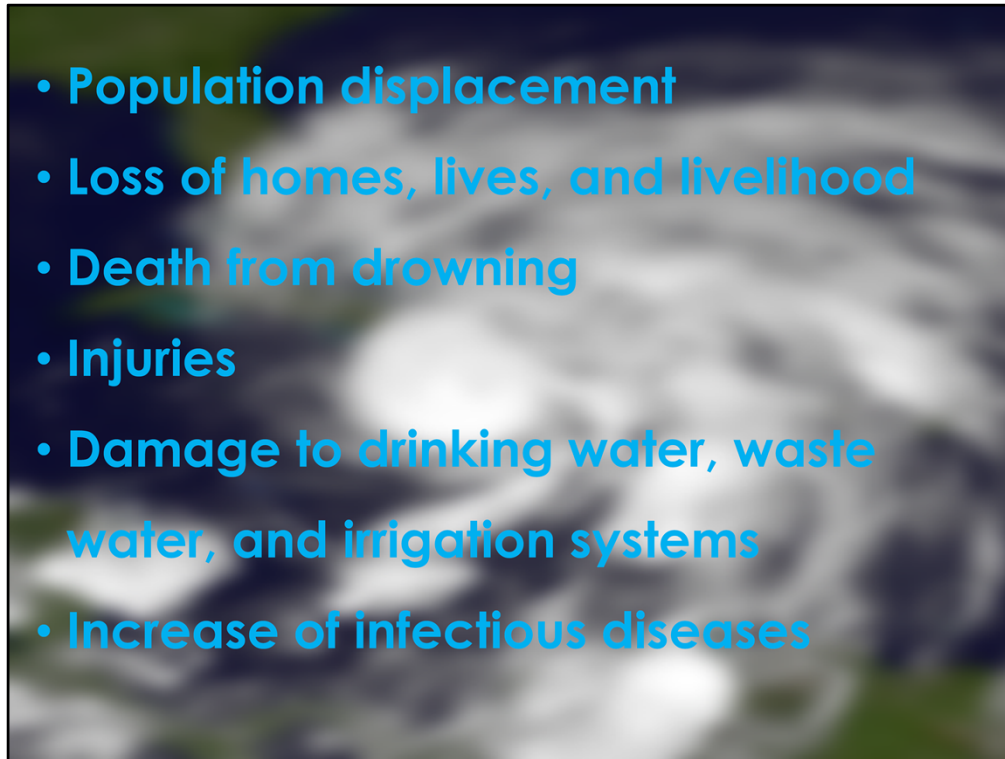


- Respiratory, lung, and cardiovascular diseases
- Increase in asthma and allergies
- Breathing difficulty

Who is most affected or vulnerable to air pollution?

- The elderly
- Babies and infants
- Low income people
- People with respiratory diseases or other chronic conditions
- Agricultural workers or those that work outside
- People who spend time outdoors, including athletes
- Homeless people





Who is most affected or vulnerable to extreme weather events?

- People who live by the coast or areas susceptible to floodings
- Elderly people
- Children
- Low income people
- Homeless people
- People with disabilities

# **What can I do?**

**What will happen?**

**Do we still have time  
to do something ?**

**Who can help us?**

Have participants watch the videos “How to reduce the impact of climate change” and “How can we adapt to the impacts of climate change.”





Questions?

Thanks!



## APPENDIX D: ACTION PLAN WORKSHEETS

---



# Personal and Family Climate Change Action Plan

STOP	DECREASE	CONTINUE	INCREASE	START

# Community Climate Change Action Plan

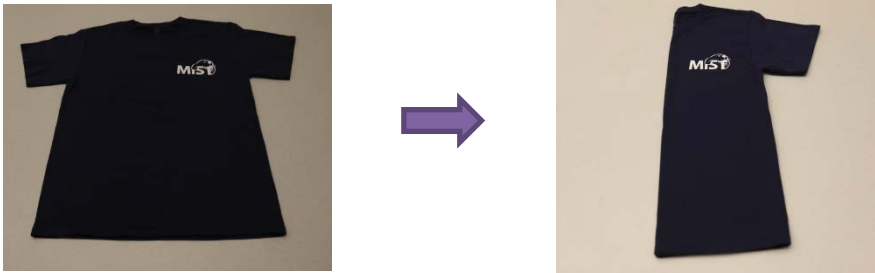
STOP	DECREASE	CONTINUE	INCREASE	START

## APPENDIX E: INSTRUCTIONS FOR REPURPOSING T-SHIRT INTO REUSABLE GROCERY BAG GROUP ACTIVITY

---

# Instructions for Making a Reusable Grocery Bag

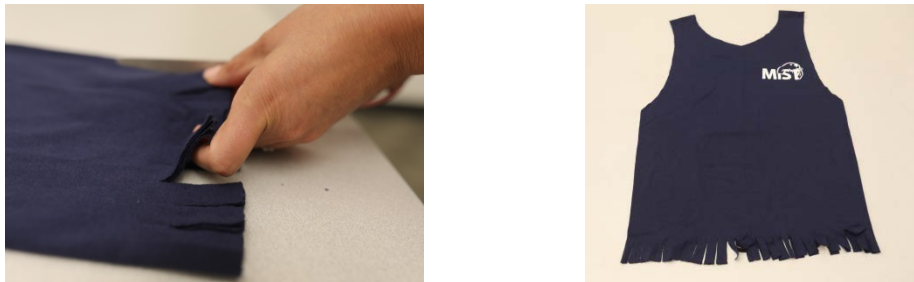
**Step 1:** Fold a T-shirt in half.



**Step 2:** Cut the neckline area, the sleeves, and the bottom of the shirt (depending on how deep you want your bag.)

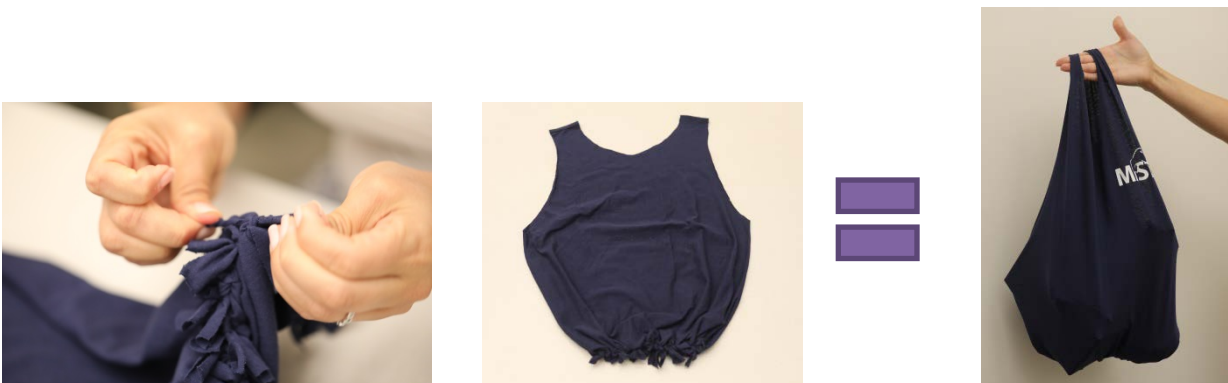


**Step 3:** Cut fringe at the bottom of your shirt.



**Step 4:** Turn your t-shirt inside out and tie all the fringes with two knots each.

**Step 5:** Turn the t-shirt inside in and it is ready to be used!



## APPENDIX F: SUMMARY OF TRAINING'S TIPS

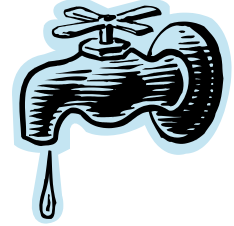
---

# Tips and Ideas to Reduce and Adapt to the Impacts of Climate Change

## At home...

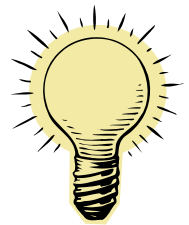
### Save water:

- Turn off the faucet while you brush your teeth
- Take shorter showers (five minutes or less)
- Choose appliances that save water
- Wash full loads of clothes or dishes
- Fix water leaks
- Water outdoor plants early in the morning or later in the day
- Sweep the street and driveway instead of using water
- Replace your lawn with native or drought-tolerant plants



### Reduce your energy consumption:

- Turn off lights when you don't need them
- Don't over or under heat your home
- Change to LED or fluorescent light bulbs
- Unplug electronics you are not using
- Seal windows so your home keeps warm or cool
- Dry your clothes in a clothesline during sunny days instead of using the clothes dryer
- If you are going to buy a home appliance, consider buying an energy efficient one



### Share more and don't waste food:

- Cook at home more frequently and eat less meat and animal products
- Plan your meals and your shopping, learn to cook with leftovers, and learn how to store produce and food wisely so they don't go to waste
- If you have a lot of leftover food share it with others
- Share or ask for things you need sporadically (like tools and electronics) and donate clothes and things you don't need
- Use reusable grocery bags when shopping instead of plastic bags
- Buy items in bulk or with little or no packaging
- Re-use glass containers to store food instead of plastic containers
- Recycle all plastics instead of tossing them away





## Prepare for emergencies:

- Check and fix any leaks and remove tree branches near your home
- Build an emergency kit: store enough to provide your family with basic needs for five days, including non-perishable food, water, prescription medicines, and pet supplies
- Make an evacuation plan for your family and agree on a place to meet after a disaster



## In your community...

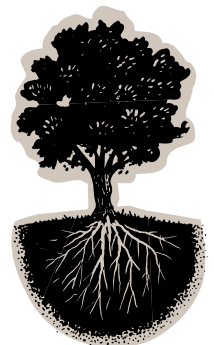
### Drive less:

- If you can, walk, bike, or use public transportation instead of driving
- Carpool whenever possible
- If you buy a new vehicle consider buying an electric or hybrid vehicle
- Minimize or consolidate long trips
- Avoid idling (keeping your engine running)
- Maintain your car



### Combat heat and pollution:

- Plant a tree... or many!
- Work with your neighbors to green your street. You can then green the next street, the block, and finally the whole city.
- Start growing more of the fruits and vegetables (or herbs) you eat
- Work with your local government to increase green zones like parks, community or hanging gardens in unused spaces
- Work with your local government and other local organizations to restore protective wetlands or marshes that will absorb water and reduce flooding from a coast storm surge or from rivers and streams
- Schedule outdoor activities wisely. Plan exercising, outdoor work and recreation for the cooler hours of the day and evening
- Check on your neighbors and make sure they have a way to stay cool. This is especially important for pregnant women, infants, young children and the elderly



APPENDIX G: CLIMATE CHANGE TRAINING EVALUATION TO  
MEASURE TRAINING SATISFACTION

---

## Climate Change Training Evaluation

---

Please rate your satisfaction level with the following aspects of the training:

	Very satisfied	Satisfied	Indifferent	Unsatisfied	Very unsatisfied
The training's duration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The time of the training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What would be a more convenient time for you? \_\_\_\_\_

	Very satisfied	Satisfied	Indifferent	Unsatisfied	Very unsatisfied
The training location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The way the information was presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitator's knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training's activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did you find **most** valuable about this training?

What did you find **least** valuable about this training?

Do you have any ideas or suggestions for improving this training?

APPENDIX H: CLIMATE CHANGE TRAINING EVALUATION TO  
MEASURE CHANGE IN KNOWLEDGE AND ATTITUDES

---

## Climate Change Training Sample of Pre/Post-Evaluation

1. What is climate change?
  - A. The change in weather
  - B. The increase of the earth's temperature
  - C. A decrease in the earth's temperature
  
2. What are greenhouse gas emissions?
  - A. Gases released in greenhouses
  - B. Emissions of vapors and gases to the planet's atmosphere
  - C. The effect produced by green gases
  
3. What is the carbon footprint?
  - A. Our contribution to the greenhouse gas emissions
  - B. The footprint we leave on carbon
  - C. The footprint left by carbon
  
4. Indicate the climate change impacts (mark all that apply):
  - Environmental impacts
  - Health impacts
  - Economic impacts
  - Homeland impacts
  - Religious impacts
  
5. How does climate change affect the state of California? (mark all that apply):
  - Sea level rise
  - Drought
  - Wildfires
  - Extreme heat
  - Avalanches
  - Air pollution
  - Less snow in the Sierra Nevada Mountains
  - Changes in vector and food-borne transmitted diseases
  - Extreme cold
  - Extreme rain and floods
  
6. Indicate the actions you can take to reduce the impact of climate change (mark all that apply):
  - Reducing energy consumption
  - Saving water
  - Being up to date with immunizations
  - Buying local
  - Using public transportation, walking, or biking

- Eating less meat and animal products
- Donating the things I don't need
- Reducing my use of plastics
- Reading
- Cooking at home more frequently

7. Indicate the actions you can take to prepare for the impacts of climate change (mark all that apply):

- Using energy more efficiently at home
- Planting more trees and increasing green zones in my community
- Preventing insect infestations
- Making a family evacuation plan
- Building an emergency kit
- Changing lawns for native and drought-tolerant plants
- Saving water
- Cleaning
- Eating less sugary foods

	Very prepared	Prepared	Neutral	Not very prepared	Unprepared
8. Please indicate how prepared you feel to reduce the impact of climate change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Please indicate how prepared you feel to share information on climate change with your community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very likely	Likely	Neutral	Somewhat likely	Not likely
10. Please indicate how likely you are to make changes in your life that will reduce the impact of climate change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Please indicate how likely you are to share information about climate change with your community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



APPENDIX I: CORRECT ANSWERS FOR THE CLIMATE CHANGE  
TRAINING EVALUATION TO MEASURE CHANGE IN KNOWLEDGE

---

## Correct Answers: Climate Change Training Sample of Pre/Post-Evaluation

1. What is climate change?
  - A. The change in weather
  - B. The increase of the earth's temperature**
  - C. A decrease in the earth's temperature
  
2. What are greenhouse gas emissions?
  - A. Gases released in greenhouses
  - B. Emissions of vapors and gases to the planet's atmosphere**
  - C. The effect produced by green gases
  
3. What is the carbon footprint?
  - A. Our contribution to the greenhouse gas emissions**
  - B. The footprint we leave on carbon
  - C. The footprint left by carbon
  
4. Indicate the climate change impacts (mark all that apply):
  - Environmental impacts**
  - Health impacts**
  - Economic impacts**
  - Homeland impacts**
  - Religious impacts
  
5. How does climate change affect the state of California? (mark all that apply):
  - Sea level rise**
  - Drought**
  - Wildfires**
  - Extreme heat**
  - Avalanches
  - Air pollution**
  - Less snow in the Sierra Nevada Mountains**
  - Changes in vector and food-borne transmitted diseases**
  - Extreme cold
  - Extreme rain and floods**
  
6. Indicate the actions you can take to reduce the impact of climate change (mark all that apply):
  - Reducing energy consumption**
  - Saving water**
  - Being up to date with immunizations
  - Buying local**
  - Using public transportation, walking, or biking**
  - Eating less meat and animal products**

- Donating the things I don't need***
- Reducing my use of plastics***
- Reading
- Cooking at home more frequently***

7. Indicate the actions you can take to prepare for the impacts of climate change (mark all that apply):

- Using energy more efficiently at home***
- Planting more trees and increasing green zones in my community***
- Preventing insect infestations***
- Making a family evacuation plan***
- Building an emergency kit***
- Changing lawns for native and drought-tolerant plants***
- Saving water***
- Cleaning
- Eating less sugary foods