



Methodological support module for **Disaster Risk Reduction**



ALIANZA POR LA RESILIENCIA

Cruz Roja Guatemala



Climate
Centre





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INTRODUCTION

Vulnerability to the effects of Climate Change affects a large number of countries around the world. Each year, many countries face more severe and more frequent disasters, ranging from drought to floods, which usually cause the poorest communities to suffer the most. Environmental degradation, often produced by humans, also makes us more vulnerable.

To address this situation, Partners for Resilience works to strengthen communities. This is best achieved when Disaster Risk Reduction (DRR) is combined with Climate Change Adaptation (CCA) and Ecosystem Management and Restoration (EMR). We believe that resilient communities are necessary to build the resilience of countries. A resilient community is one that has the capacity to resist, absorb, adapt and recover; one that anticipates risk, responds when disaster strikes, adapts to risks and changing livelihoods, and transforms itself to address the causes of the risk.

We are pleased to present you with these Methodological Support Modules which are part of the efforts made by Partners for Resilience Guatemala and were developed as a result of the invaluable interest and support of the Ministry of Education (MINEDUC), Ministry of the Environment and Natural Resources (MARN), National Coordinator for Disaster Reduction (CONRED) and National Protected Area Council (CONAP).

We hope that these Methodological Support Modules become a tool for implementing actions and learning about resilience in our countries, since the construction of resilient communities depends on such actions.

We decided to include in these Modules challenging topics which are usually addressed individually: Climate Change Adaptation, Ecosystem Management and Restoration, Disaster Risk Reduction, and an inclusive approach to Resilience. The thematic content and each of the activities presented in the

four Modules are designed to help people reflect and change their attitude by using an attractive and dynamic system to support them in becoming part of the solution while living in harmony with their environment and ensuring their own well-being in the long term.

In the first part, this module on Disaster Risk Reduction includes the most relevant theoretical and conceptual basis related to the subject. The second part, provides you with activities for different audiences to reinforce knowledge, using materials and resources easily available in the local environment.

We invite you to explore these Modules and put them into practice, hoping that they will serve as a guide and at the same time facilitate your educational activities. Like you, we are committed to education in Integrated Risk Management as a fundamental component of integral development and we hope that this small contribution will help you with the important mission of promoting a better future in our countries.

Since 2016, Partners for Resilience Guatemala has been promoting dialogue to address complementary work areas related to Disaster Risk Reduction (DRR), Climate Change Adaptation (CCA) and Ecosystem Management and Restoration (ERM) through the Integrated Risk Management approach in order to strengthen Community Resilience in the country.



	page
Module guide	1
Basic concepts	
Disaster Risk Reduction	4
Learning about DRR	7
So what does being at risk mean?	11
Why is Disaster Risk Reduction important?	13
What can we do to contribute to Disaster Risk Reduction?	14
Putting it into practice	
Activity 1. I'm always prepared	20
Activity 2. Learning from the past	21
Activity 3. Creating heroes for the community	22
Activity 4. Miming game to avoid or reduce disaster risk	23
Activity 5. What's In the news?	24
Activity 6. Who is better informed?	25
Activity 7. Let's make a risk map	26
Activity 8. In someone else's shoes	27
Activity 9. Making an action plan	28
Activity 10. What's in the backpack?	29
Bibliography	30
Annexes	31
Other resources	37

Module guide

Module guide

These materials are part of an educational kit made up of four modules: Climate Change Adaptation, Disaster Risk Reduction, Ecosystem Management and Restoration, and lastly, Resilience, which integrates the knowledge of the three previous modules.

The first three modules are independent and can be used in the order considered most appropriate. To better understand and take advantage of the Resilience module, the first three modules should be worked through first.

The current Methodological Support Module for Disaster Risk Reduction seeks to be a useful tool to be implemented at the regional level by teachers, community facilitators and people interested in the subject.

The first section of this module develops the most important basic concepts of Disaster Risk Reduction, aiming to provide general knowledge about the subject. The second section provides activities to develop and complement the theoretical content through practical exercises, which will provide methodological support to the facilitator.

The subject should be explained before carrying out each activity and time must be provided for conducting research in order for participants to have a better understanding of the topic and be

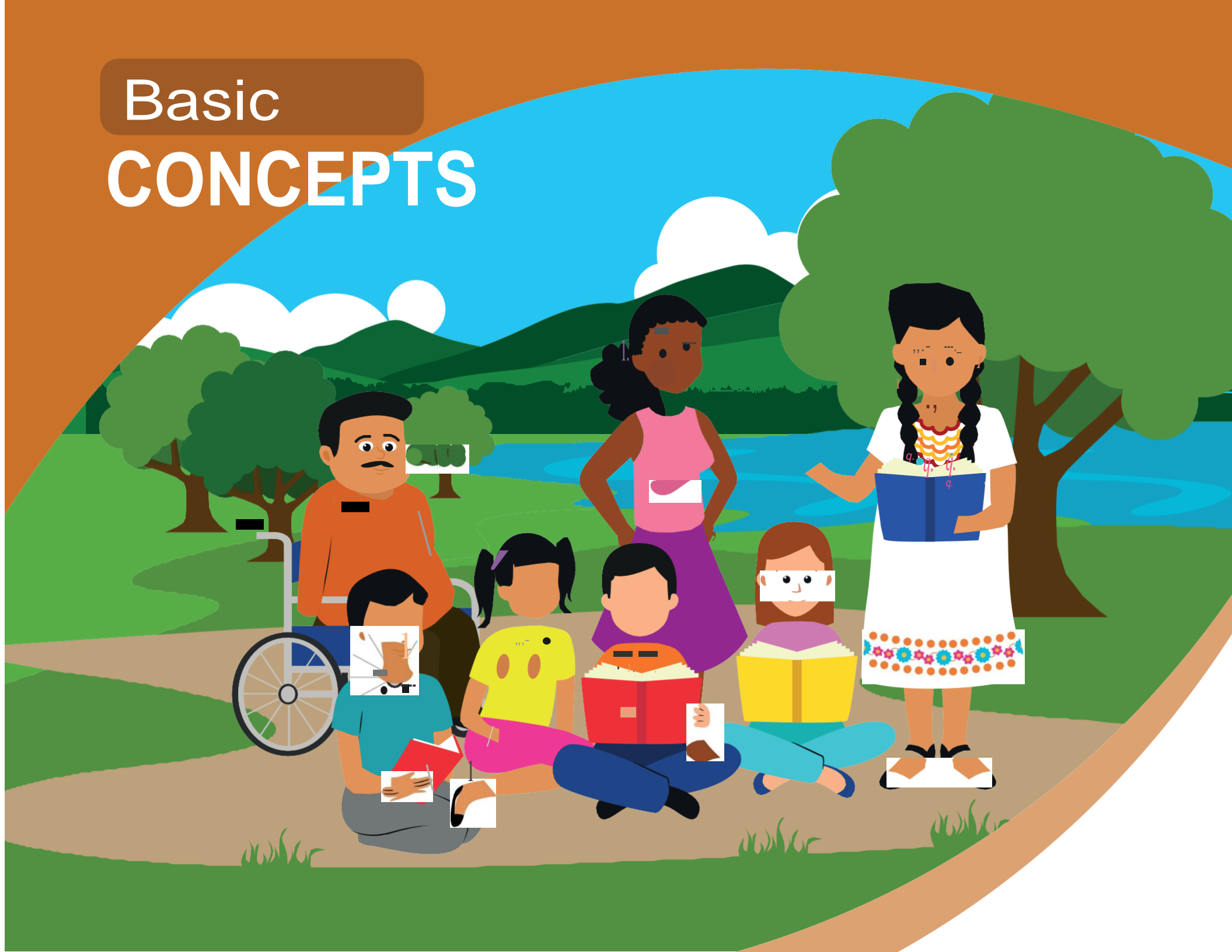
able to share knowledge and experiences. The activities may be developed in different scenarios, according to the participants' context and the resources available.

To the extent possible, the activities and research assigned to the participants should be conducted based on their level of knowledge and context, taking into account both the location and the materials to be used during the activities.

The purpose of connecting these contents to the participants' experiences is to improve their understanding of Disaster Risk Reduction, as well as to suggest specific actions in order to participate actively in the processes that each school, community or country may implement to avoid or reduce disaster risk.

We hope that these materials will be useful and enrich your teaching experience, as well as provide participants with significant experiences that will allow them to learn and understand our socio-environmental vulnerabilities, providing useful tools to reduce their impacts.

Basic CONCEPTS



Disaster Risk Reduction

Disaster Risk Reduction (DRR) is a process that requires constant analysis and planning in order to prevent and, in all cases, avoid a potentially destructive natural phenomenon or socio-environmental hazard causing severe harm to people’s lives, material goods, livelihoods and the surrounding ecosystems. Disaster Risk Reduction measures must be adopted by all people at the family, community, municipal, departmental or regional levels, and consequently at the national level. As the saying goes, “*it’s better to be safe than sorry*”.

Disaster Risk Reduction is not an isolated process, but should form part of all activities in the development of a community. Although disasters have always existed and will continue to exist, it is important to realize that they always involve the accumulation of risk over time and unsuitable or dangerous practices that we have implemented in the development of communities, territories and societies.

Governments around the world have increasingly sought to reach agreements that will help to reduce the impacts of disasters. In 1990, the United Nations (UN) declared the International Decade for Natural Disaster Reduction (IDNDR), which allowed for progress in prevention. In 1995, a meeting was held in Yokohama, Japan, with representatives from different countries, during which procedures were established in order to prevent disasters and be better prepared so that their effects are less harmful. These procedures are known as the “**Yokohama Strategy and Plan of Action for a Safer World**”.

At the end of the decade, the International Strategy for Disaster Reduction (ISDR) was established, bringing together various institutions with the aim of reducing the number of deaths and injured from disasters. This has led to the promotion of programs aimed at risk reduction in the fields of health, planning, education, the environment and development.

To this and other actions can be added “The Hyogo Framework for Action 2005-2015:

Building the Resilience of Nations and Communities to Disasters”. This has served as a starting point and reference for implementing national and local policies and processes to reduce disaster risk.

Furthermore, in 2010 the Central American Policy on Comprehensive Disaster Risk Management (PCGIR) was developed. This has helped the countries of the region to understand the importance of creating Policies and Plans on Risk Management, thus contributing to updating regional commitments to reducing disaster risks with a vision of integral development (SICA, 2010).

In 2015, the Sendai Framework for Disaster Risk Reduction 2015-2030 was created, following on from Hyogo, and with the aim of highlighting the need to better understand disaster risk in all its dimensions, the strengthening of governance, accountability, the need to prepare for “better reconstruction” and with this links to work both at the country level as well as internationally in the construction of strategic alliances. Consideration should also be given to the commitments established in the Sustainable Development Goals (SDGs), which provide for DRR.

Did you know that...

The disasters that have the greatest impact are of hydrometeorological origin and are associated with tropical cyclones and hurricanes of varying magnitude, with impacts that are more pronounced on the Atlantic coast.

(CCAD, 2010)



(1) In March 2015, the “Sendai Framework for Disaster Risk Reduction 2015-2030” was approved, replacing the “Hyogo Framework for Action 2005-2015”.

Learning about DRR

In order to understand everything related to DRR, some terms must be clear.

Risk: is the probability of harmful consequences or expected losses (deaths, injuries, property, livelihoods, disruption of economic activity or environmental degradation) as a result of interactions between natural or anthropogenic hazards and conditions of vulnerability.

Disasters are considered to be the materialization of risk. Therefore, it is important to reduce risks in order to reduce the impacts of disasters and promote resilience.

A **disaster** is defined as a serious disruption of the functioning of a person's livelihood and/or community, including the loss of goods and services, generated by the impact of a natural or man-made hazard (ISDR, 2009).



Photos: <http://www.nasa.gov/> | <http://cesarperezmenendez.blogspot.com/> | CONRED

Types of hazards

Natural: refers to those that are typical of nature, such as earthquakes, volcanic eruptions, hurricanes.

Socio-natural: these are the result of interaction between human activities and the natural environment, and are mainly due to inadequate social practices that intensify the effects of natural hazards. For example, the impoverishment of the soil as a result of excessive logging.

Anthropogenic: caused by humans, such as contamination by solid or liquid waste, war or explosions.

A **disaster** has effects over time, causing damage to the economy, to livelihoods, the environment, and even the political and social system. For this reason, losses associated with disasters affect the fulfilment of the society's development objectives. It is therefore important to integrate Disaster Risk Reduction programs into the planning and implementation of actions related to the development of a community.

An **emergency** refers to the “intense impact on people, goods, services and the environment, caused by a natural event or a human activity, that the community affected can resolve with the means it has envisaged for that purpose” (CONRED, 2010).

A **hazard** is “A potentially destructive or dangerous phenomenon or event of natural origin or produced by human activity (anthropogenic), which may cause death, injury, epidemics, material damage, the disruption of social and economic activity, environmental degradation, and threaten the livelihood or subsistence of a community or territory in a given period of time” (CONRED). Some examples include: floods, landslides, earthquakes, hurricanes, fires and volcanic eruptions.

A hazard cannot be avoided, controlled or managed, nor can its impacts be reduced; however, it is possible to reduce vulnerability to the hazard.

Therefore, **vulnerability** can be considered as an intrinsic condition of a person and/or community that makes it more susceptible to the impact of a hazard, determined by physical, social, economic and environmental factors or processes. It is conditioned by the degree of exposure and is a social dimension within a historical and spatial (geographic) environment.

An example of vulnerability could be the lack of information on a specific topic or the poor location of a community and other circumstances to which it could be exposed.

According to the Executive Secretariat of the National Coordinator for Disaster Reduction (SE-CONRED) (CONRED, 2012), eight types of vulnerabilities have been identified:

- **Physical:** this refers to the location of the population in areas of physical risk and is associated with the absence of

land-use planning, whether at the local, municipal or national level, for example, a house or a community located in a high-risk area susceptible to landslides.


- **Economic:** a single-activity based economy and poverty are considered to increase vulnerability, which in turn increases disaster risk, as well as influencing and hindering recovery. It refers to how the capacity to purchase goods and services is affected, increasing economic inequality and vulnerability.
- **Social:** societies that are characterized by deficient organization, limited cohesion and no external relationships increase their level of vulnerability. For a community, links with both external and internal communities and institutions are important in order to address development and risk reduction, as well as for avoiding isolation. An example of this is a disorganized community.
- **Technical:** this refers to inadequate forms of construction of housing, buildings and infrastructure in places at risk and, for example, the fact that schools should comply with regulations

on construction, site assessment and mitigation measures.

- **Educational:** illiteracy, a low level of schooling and the lack of specific educational programs that help to understand the surroundings, vulnerability, hazards, people’s relationship with disasters and how to act in relation to them. A poorly informed community is highly vulnerable to any event.
- **Environmental:** this is related to the loss and destruction of the environment, the way it is affected by human actions, for example, the excessive felling of trees on a mountain may cause landslides that can affect a community located on the lower part of the mountain.
- **Institutional:** this refers to the rigidity and obsolescence (inadequate for the current circumstances) of some institutions, which prevents them from adopting adequate responses to reality, and delays or prevents the treatment of risks and their effects.
- **Political:** this refers to the centralization of decision-making and the weakness of regional, local or community autonomy, which prevents problems from being addressed. For example, there must be a vision

Natural or anthropogenic hazards





1) Earthquake 2) Flood 3) Forest fire 4) Fire
5) Volcanic eruption 6) Satellite image hurricane and 7) Landslide

Photos: CONRED|<http://www.nasa.gov>

Types of hazards

Natural: refers to those that are typical of nature, such as earthquakes, volcanic eruptions, hurricanes.

Socio-natural: these are the result of interaction between human activities and the natural environment, and are mainly due to inadequate social practices that intensify the effects of natural hazards.

For example, the impoverishment of the soil as a result of excessive logging.

Anthropogenic: caused by humans, such as contamination by solid or liquid waste, war or explosions.

for the country that transcends changes of government, where risk reduction forms an integral part of rural development strategies.

Local capacities

Finally, it is important to take into account that the combination of all the internal strengths, resources and skills of a particular community, society or organization make it possible

to reduce the level of risk to disasters and promote more sustainable forms of development.

These strengths are called local capacities and can include physical, institutional, social or economic capabilities, as well as personal or collective qualities, such as organization, leadership and local management. A capacity can be described as an aptitude.

Working in communities and schools

1

2

3

4

1) Hazard map, 2) Area reconnaissance, 3) Organization and 4) Local management

Photos: Partners for Resilience Guatemala | CONRED

So what does being at risk mean?



Being at risk means that there is a high likelihood of disaster that may affect a specific place, community or group. It is the result of the combination of hazards and conditions of vulnerability, i.e., between a natural or human-made phenomenon (such as a landslide) and the conditions that make the community susceptible (such as its location in areas where the mountain is steep and the ground is loose).

Risk is always considered a social construct because the damage caused in a disaster is the result of social, economic, cultural and environmental conditions that humans have brought about. In this sense, it is understood that “it is development processes that determine the possibilities of reducing or increasing disaster risk” (UNDP, 2004, cited ITC/ILO, 2009b).

Did you know that...

ECLAC has made an economic assessment of 11 extreme weather events, which have produced losses valued at US\$ 13.6 billion, using 2008 values.

Of the events evaluated:

Hurricane Mitch in 1998 caused the greatest losses (US\$ 8 billion), equivalent to 58.2% of the total losses.

This was followed by Hurricane Joan in 1988 (US\$ 1.4 billion; 10.4%) and

Tropical Storm Stan in 2005 (US\$ 1.3 billion; 10% of the total).

The countries most affected by economic losses have been Honduras (US\$ 5.6 billion; 41%), Nicaragua (US\$ 4.5 billion; 33%), and Guatemala (US\$ 2.2 billion; 16.2%). El Salvador and Costa Rica recorded the smallest volume of losses with 7% and 3% respectively of accumulated losses from 11 extreme events. (CCAD, 2010)

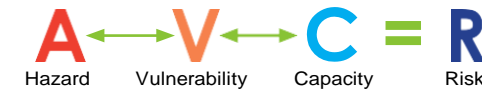
Basic Concepts

How are these terms related?

If there is a **hazard** (earthquake) but the people in the community are well organized and in their community development planning process they have incorporated actions to identify hazards and reduce vulnerabilities, the damage will be less, they will increase their capacity to respond to a disaster (they have shelters, there are plans for primary care, reforestation, mitigation measures, etc.), strengthening their resilience, then the **risk** will be less likely.

On the contrary, when the hazards are not identified for the planning process, the vulnerabilities are not understood either, and the population is not organized, so the probability of risk is greater, which may result in greater damage when a disaster occurs

By identifying hazards and reducing vulnerabilities, damages will be reduced and the ability to recover and respond to disasters can be increased.



The aforementioned can be exemplified as follows:



Why is Disaster Risk Reduction important?

DRR seeks to increase people's capacities to reduce the impact of the hazard on the elements at risk and thus avoid disaster. The contribution of DRR actions is that when a disaster occurs, there may be less damage, as well as helping to speed up recovery.

It has been demonstrated that when a Disaster Risk Reduction program is in place as part of a development process, communities have been able to reduce vulnerability, increase capacity, prepare, respond and recover better from the identified hazard. For this reason, when an event occurs, fewer resources are invested in recovering from the disaster since there are fewer material losses and fewer lives to mourn, compared to what would be invested when communities are not prepared.

Risks and hazards cannot be eliminated, but we can reduce the vulnerabilities to which we are exposed. For this reason, a culture of disaster risk reduction must be promoted, implementing prevention and mitigation, and planning and evaluation.

Inter-institutional organization and coordination are important, as well as the involvement of local authorities, community leaders and people experienced in decision-making and the implementation of actions, not only for DRR, but also other actions that support community development, such as: housing reinforcement, reforestation, ecosystem restoration, the stabilization of walls and slopes, urban development plans, the application of building standards and codes.



What can we do to contribute to Disaster Risk Reduction?

Did you know that...

According to data from the Global Climate Risk Index, in Central America disasters related to natural hazards cause annual losses equivalent to about 1.7% of the GDP, and climate change adaptation costs about 1% of the GDP.

(UNISDR-CEPRENAC, 2014)

Towards a Risk Management Vision:

Traditionally, Disaster Risk Reduction was approached depending on the disaster, through prevention, mitigation, preparedness, response, rehabilitation, reconstruction and recovery. Currently, the new approach seeks to reduce risk rather than work around the disaster, so that actions are aimed at identification, analysis, assessment, preparation of capacities and conditions, management through mitigation, transfer and adaptation, as well as post-disaster recovery.

It is in this context that the Central American Policy on Comprehensive Disaster Risk Management (PCGIR) was created, which involved making a qualitative leap from a reactive approach to a sustainable development vision.

The policy establishes the scope, making it possible to define and guarantee an adequate approach to risk management as the theme and comprehensiveness as the characteristic. Therefore, the plan (PRRD), becomes a guiding instrument

for local, municipal, territorial, national and regional planning.

Under the Strategic Framework for the Reduction of Vulnerabilities and Disasters in Central America, risk management has been incorporated into multiple regional policy and management initiatives for water, the environment, agriculture, health, education, housing, public works, food security, and others.

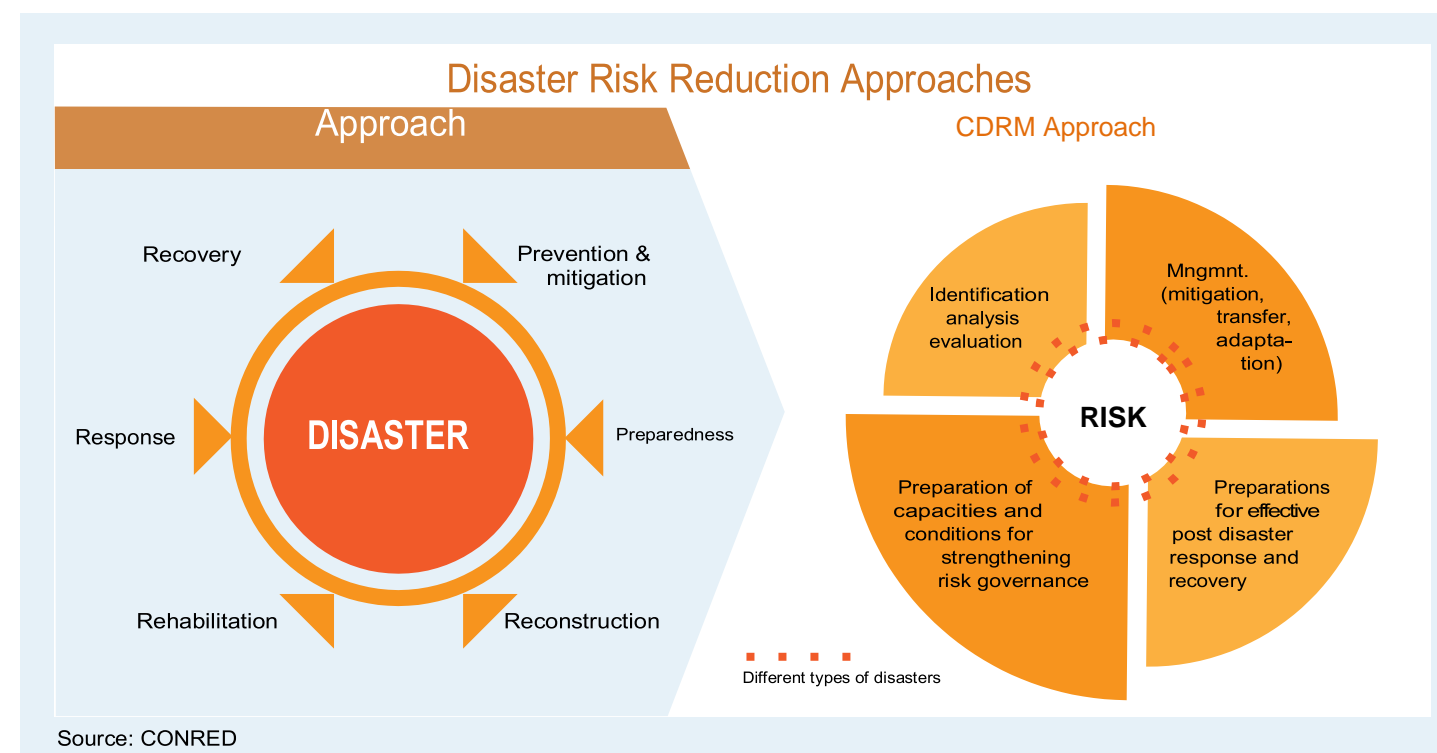
Starting in March 2015, a series of World Summits and Events have been held that defined the route to sustainable development for the following fifteen years (Sendai Framework). In response to this, each country in the region has been generating its own policies, identifying priorities and actions to reduce the probability of existing risks having an impact. Examples of these are the National Policy for Disaster Risk Reduction in Guatemala and the National Risk Management Policy 2016-2030 in Costa Rica.

This regional framework enables the strengthening and update of institutional actions and planning based on international and regional agreements, incorporating and consolidating risk management and its indivisible relationship with development.

According to the PCGIR (2017), the Comprehensive Disaster Risk Management approach is based on the

multi-hazard approach and must be integrated into planning and public and private investment processes in Central America in such a way that it contributes to sustainable and safe development. It should also have gender equity, human rights and multi- and inter-culturalism as cross-cutting themes.

An ecosystem-based approach to climate change adaptation should also be adopted, i.e., one that uses



biodiversity and ecosystem services as a broad strategy for people to adapt to the adverse effects of climate change, thereby promoting and strengthening resilience as well as reducing the vulnerability of ecosystems and people (PCGIR, 2017).

- **Disaster Risk Reduction must include a development vision:** as mentioned above, it is important to consider disaster risk reduction processes within development plans, since this will help to make better decisions, reduce vulnerability and be better prepared for inevitable disasters.

For example, if we know that a river grows during the rainy season, it is advisable to avoid or try not to build houses or grow crops on the river banks, so that human or material losses can be avoided when a flood occurs. Furthermore, people need to be actively involved in risk identification, analysis, monitoring and evaluation in order to reduce their vulnerabilities and enhance their capacities, which places them at the core of decision-making and management of disaster risk reduction measures.

We must be prepared: When we are prepared and a disaster occurs, we are able to cope with it better; being prepared means knowing what the hazards are that we face and how vulnerable we are, as well as having the tools to help us cope with a disaster.

Examples of this are:

- Being organized, knowing the plans and participating in the activities developed by the school committee.
 - Learning about and preparing the “72-hour backpack” or “emergency kit” (Annex 4).
 - Having a family disaster or emergency response plan.
 - Knowing the institutions, organizations or groups that can provide support when a disaster occurs; it is important to have their telephone numbers and addresses on hand.
- **Mitigation activities:** Establish the steps or actions that can be taken to minimize the destructive and destabilizing effects of hazards, so that the losses or damages can be reduced when a disaster occurs. For example, the construction of small projects such as walls, gabions, live and dead barriers.

Considerations when evacuating

- 1 Check the danger before starting the evacuation or wait for the order from the competent institution.
- 2 Identify the appropriate time for evacuation. In some cases, evacuation may be earlier if there is an early warning, otherwise evacuation may take place after the event has occurred.
- 3 Define and validate routes that are safe, accessible, short and adequate to reach safe meeting points.
- 4 If there is an evacuation plan, follow the steps in the order already established, remembering the procedures agreed upon to evacuate people with disabilities.



Photos: Partners for Resilience Guatemala

(International Federation of Red Cross and Red Crescent Societies, 2010)

- **Early warning systems:** Accurate forecasting of the occurrence of a disaster associated with natural phenomena and the magnitude of the disaster remains one of the greatest challenges for those involved in risk management.

If an event impacts a community, the

faster people realize what they must do, the better, because they will have more time to prepare, for example, when there is a hurricane, when a river is rising or a volcano has begun to erupt, people need to be informed so that they can take the necessary measures. Some communities, schools or families

establish plans to follow when disasters occur; everyone knows what they must do or where they should go. From time to time, simulation drills are organized to ensure that everyone knows what to do when a disaster strikes. This enables gaps to be identified and improvements based on installed capacities.

- **Recovery activities:** Disaster risk reduction management plans should also consider ways in which we might recover. For example, support for those who have been most affected, physically or emotionally, clean-up or reconstruction of damaged areas, and professional psychological assistance, among others.

When disasters occur, a large amount of help comes from outside the community or area of impact; when people are organized and can begin to recover on their own, aid and recovery processes are faster and more effective.

In addition to the above, after a disaster has occurred a tool called a Damage Assessment and Needs Analysis

(DANA) should be applied and/or any other tool that allows for an assessment of the damage generated by an event or disaster, especially those that have not been contemplated in the established plans.



“Creed of rural reconstruction”

*Go with the people.
Live among the people.
Learn from the people.
Plan with the people.
Work with the people.
Start with what people know.
Build on what people have.
Teach by showing.
Learn by doing.
Not a model but a design.
Not fragments but a system.
Not in parts but with an integrated approach.
Not to shape but to transform.
Not to alleviate but to liberate.*

Source: www.iirr.org



Putting it into

PRACTICE

I. I’m always prepared

Purpose of this activity

Through this activity participants will:

- Understand the importance of being prepared for an emergency or disaster.

Materials

- Cards with severe consequences of disasters (e.g. destruction of crops, loss of human life, etc.)
- Cards with mild disaster consequences (with evidence of prior preparation).
- Cards with different hazards (hurricanes, floods, earthquakes, landslides, volcanic eruptions, frost, etc.)
- Bag or envelope.
- Chalk (optional).



Instructions

Phase one:

1. Place the disaster consequence cards in a bag or envelope without participants seeing them before the activity and then shake them.
2. Ask all the participants to stand together in a circle.
3. Tell them they will play a simulation game and that you will need volunteers to act out the hazards affecting the community (ask for as many volunteers as there are events you have chosen for the activity). The rest of the participants will represent different people in the community.
4. In the space assigned for the activity, ask them to decide in general what the community is like, for example, if there is a river, a football field, where the school is located, they can also decide who has crops and where they are located, etc.
5. After agreeing on where the community will be located, ask them all to take their corresponding places.
6. When everyone is located in the space for the activity, ask the participants who will be representing the hazards to take turns entering the community space and

deciding who will be affected, taking them by the hand to the center.

7. Participants who have been affected by the disaster should take a card from the bag and read it to the others. Some cards will show that the community members have prepared and were able to cope with the disaster, other cards will refer to community members who have not prepared and, depending on what the card says, they will have to deal with the consequences of the disaster.
8. When a hazard has passed, it will give place to another hazard, and each person will decide who will be affected again and who will not. The procedure will continue in the same way until all the disasters have taken turns.

Phase Two:

9. Ask participants to meet in small groups, perhaps of five, and write half a page about the importance of being prepared and how disasters can be avoided or their impacts reduced if a community’s planning takes disaster risk reduction into account.
10. After a reasonable time, the groups can name a person to read to the others what they have written.

Reflection

First phase:

When you finish, you could form a circle and sit down. You can then talk about the consequences faced by those who weren’t prepared and compare them with those who were prepared. Then you can comment on the importance of being prepared. Some questions that could be useful for the discussion are: Is the disaster natural or not? How do we know if a community can cope with the effects of a disaster or not? How do hazards become disasters? Who declares a disaster? What happens if we don’t do anything to prepare for a disaster? Would things be different if people had been prepared? Are more money, time and resources spent on preventing a disaster or responding to the consequences of one? Who should work to prevent disasters? What situations could have been avoided if people had been informed? What other situations could have been avoided with better community planning and implementation of mitigation measures?



Suggestion

One suggestion for this activity is to research disasters or emergencies that have affected the community before and use this for the game.

For groups of younger people, a variation of this game might be to use only one or two disasters or emergencies.

2. Learning from the past

Purpose of this activity

Through this activity participants will:

- Carry out research with community elders to discover valuable experiences about disasters that have affected the community in the past (profile and historical timeline).

Materials

- Survey sheet (Annex 1)



Instructions

1. This activity should be done over several days, at least a week and a half.
2. Talk to participants about the importance of learning from past experiences. Tell them that you will be doing research with older people in the community to find out about their experiences of some disasters that have affected them.
3. With all the participants, choose two or three disasters to investigate.
4. Form teams according to the number of disasters agreed upon and choose one of them by drawing lots.
5. Using the general survey format in the appendices of this manual, participants should develop their own survey about the event they are investigating.
6. When the survey is ready, they should take it home and survey two older people: one person who is a member of the family and one who is not.

7. Remind them to carefully take note of their responses as they will be very useful for the activity after the survey.
8. On the day agreed upon for doing the surveys, participants should meet in their groups and put all the answers together.
9. Based on the information obtained, and according to the participants, they should reach conclusions about the errors that were committed on those occasions, as well as the successes achieved during the event being investigated.
10. Based on this, they can develop a list of lessons learned for the future. With this list, they can create and illustrate a small book of lessons learned for the future regarding the disaster they investigated.

Reflection

To conclude the activity the groups could exchange books and look at them, then organize a general reflection about what they learned and things they could apply in the future.



Suggestions

To enrich the activity, find some traditional sayings from the community related to lessons learned, for example: “once bitten, twice shy”.

After concluding the activity, the books could become part of the library or some other space in the community.

3. Creating heroes for the community

Purpose of this activity

Through this activity participants will:

- Identify the main characteristics of a disaster risk reduction hero and apply them to the creation of a character.



Materials

- Waste materials such as scraps of paper or cardboard, boxes, fabric, and other materials you consider useful.
- Crayons or paints
- Glue
- Scissors

Instructions

1. The first recommendation is to ask participants about what they consider a hero or heroine to be. What characteristics or qualities should they have? They can comment on a real or fictitious hero or heroine that they know of.
2. Tell them that they will create a character, a disaster risk reduction hero or heroine, who will have special characteristics that could help a community affected by a disaster.
3. Give them the opportunity to think about the characteristics they should have, for example, think about the common good, support others, participate in community decision-making and actions, etc., and each participant could even draw the person before the next step.
4. Next, tell them that this hero or heroine will be made into a puppet, and to do this, they can form groups at tables with different materials that they can use.
5. It is likely that due to the nature of the work and in trying to finish it off well, they might need a little extra time; two or three days should be enough.
6. When everyone has finished their puppet, they can make individual presentations or group exhibitions. Don't forget to put cards on them with the characters' names and superpowers so that everyone can appreciate them during the exhibition.
7. Remember that artistic development activities seek to stimulate special characteristics in the participants and it is important to support, stimulate and value the efforts of each person, beyond the final results of their work.

Reflection

When you have finished, remember to comment on the characteristics you chose for your hero or heroine. Which of these characteristics would you like to have? What can you do to be a disaster risk reduction hero or heroine yourself?



Suggestion

A follow-up activity could be to create more characters and put on a puppet show.

4. Miming game to avoid or reduce disaster risk

Purpose of this activity

Through this activity participants will:

- Identify different actions that can help to avoid or reduce the impact of a disaster on the home, community, school or workplace.



Materials

Cards with actions that can avoid or reduce the impact of a disaster

Instructions

1. Ask participants to investigate and make a list of actions they can do at home, in the community, at school, or at work to avoid or lessen the impact of an event that might affect them. The research can be individual or as a group, as the facilitator decides.
2. Before the game, take some time to talk about what they have found and what they think are actions that can be implemented to avoid or reduce disaster risk, for example: reinforce houses that are not very resistant to earthquakes, relocate crops located on river banks, change broken or cracked glass, have an emergency action plan, build retaining walls, create educational programs about this topic, organize safe places and emergency exits at schools, etc.
3. Place the action cards in a bowl, box or other non-transparent container to prevent the contents of the cards from being visible when they are selected.
4. Next, divide the participants into two teams, telling them that they will mime actions. Each team will choose three participants at a time, taking it in turns, to mime using artistic expression so that the other members of the group can guess.
5. Depending on whose turn it is, one member of the group that is miming will take a card, show it to the other two participants so that they know what the action is, and then mime it so that their teammates can guess the answer.
6. After doing the mime, a reasonable amount of time will be given for the group to make a decision and for the team spokesperson to say what the mime is about.
7. Each team will have two opportunities to guess. If they can't guess the right answer, the other team will have one opportunity to guess and win the point.
8. After the team has guessed, they will have one more opportunity to classify the action, deciding whether it is implemented in the home, community, school or workplace. If they answer correctly, the team will win an additional point.
9. The facilitator should keep note of how many points each group has won.
10. At the end of the activity, the team that wins can give the losing team a "punishment".

Reflection

When they have finished the game, form a circle and talk about the importance of implementing actions in the home, school or community to eliminate or reduce disaster risk. You can also ask everyone to comment on what they have learned.



Suggestions

A variant of this game can be to draw the actions on the board and then guess what they are. Appendix 2 suggests a way to graphically present these actions.

5. What’s in the news?

Purpose of this activity

Through this activity the students will:

- Understand, through comparison, the importance of prevention and the inclusion of disaster risk reduction programs in community development programs.



Materials

- Sheets of paper or notebooks
- Pencil or pen
- Papers with different disaster names to be drawn as lots by the groups

- A newspaper
- A recording of radio news or a radio, for which you should plan the activity at a time when they can listen to the news for a moment

Instructions

1. Divide the participants into as many groups as hazards you want to have.
2. Before the activity, from a newspaper choose several news items to give to the groups and have a radio or tape recorder available for them to listen to for a moment. From these they will be able to determine the structure of a news item.
3. Allow all the groups to hear different types of news items, giving them enough time so that all the participants can identify some characteristics related to writing news. How is it presented? What goes first? What do they give more emphasis to? Etc.
4. By drawing lots, assign a hazard to each group and ask them to write a news item, either for a newspaper or a

radio news program, commenting on the disaster and emphasizing that because they were not prepared and did not have disaster risk reduction programs, the people suffered a large number of consequences, including human and economic losses.

5. When they have finished writing the news, ask them again to write another news item about the same disaster, but this time from a more positive perspective, indicating how the people were prepared, how the impact was reduced by the actions they had taken and how the few people affected had already begun to recover thanks to the plans they had in place for this type of emergency.

Reflection

After writing the news items, ask them to read them to the others and compare them. Then ask: What news would you feel most comfortable with? What would you like to see happen in your community? What actions have already been implemented in your community? Remember to talk about the importance of being prepared, how it is important for communities to include disaster risk reduction programs in health, housing development, education and other programs.



Suggestions

A modification of the activity is to make it into a short play as a news or television report.

6. Who is better informed?

Purpose of this activity

Through this activity participants will:

- Understand the importance of early warning for disaster risk reduction.
- Identify the importance of clear messages to prevent situations that threaten the safety of a community.



Materials

- 10 cards with short early warning messages for transmitting; some may include instructions for simple actions (for example, El Niño could affect water availability in the country; drought caused by El Niño could be negative for some crops)
- Two sheets of paper
- Two pens or pencils

Instructions

1. Divide the participants into two groups, each representing a different community. At the end of the activity, a decision will be taken about which community is better informed.
2. Make sure that the groups are not too close to each other.
3. Ask participants to form two lines, either standing or sitting to be more comfortable.
4. Decide who will be the spokesperson and who will be the last person to receive the message in each group. The spokesperson should read the card with the phrase and whisper it to the first person in line. The last person should write down the message he or she received on the sheet of paper provided or perform the action requested.
5. When the two lines are formed at a safe distance from each other, the facilitator should stand at the front between the two lines and call the spokespersons forward to show them the first message.
6. The spokesperson will walk to the beginning of his or her line and whisper the message in the ear of the first person in line, who will then whisper it to the next person in line, and so on. The message will be passed on from one person to the next until it reaches the last person at the end of the line, who should write down the message or act out the activity requested.
7. When the messages have been passed to the end of the lines, ask the last person in line who received the message to read out what he/she wrote down. Check with the cards to see if the message was well transmitted.
8. If you add actions to the cards, you will need to make sure that the recipients perform them.
9. Each message transmitted correctly and each action performed correctly will be worth one point, so you should write down the results of each group.
10. In case of a tie, you could have two or three extra messages so that one of the groups can win.

Reflection

After a few moments of fun with the messages, spend some time reflecting on the importance of early warning and the importance of conveying clear messages so that everyone can understand them and be prepared for an event. What are the possible consequences if the messages are not conveyed properly? and How did they feel when they received the messages? What made it easier or harder to communicate the message? What are the consequences/benefits of using climate information if it is used incorrectly/correctly? They can also talk about how common sense can help decide whether a message is correct or not, and how this applies to their own contexts.



7. Let's make a risk map

Purpose of this activity

Through this activity participants will:

- Better understand what it means to be at risk.
- Apply the knowledge gained in developing a risk map.



Materials

- Sheets of paper
- Crayons or markers (red green blue yellow)
- Pencil or pen
- Scraps of colored paper
- Glue

Instructions

1. To prepare a risk map, participants should make a drawing of the community, workplace or school, and even their house, with its surroundings in map form, for example include whether there is an open area, houses, a field, a river, a street or road where vehicles pass, etc.
2. When they have completed the main spatial aspects of the map, they should decide which symbols they will use on the map to refer to various things, for example:
 - Red circles to indicate hazards
 - Orange crosses to indicate vulnerabilities or risks
 - Blue triangles to indicate resources
 - Green dotted lines or arrows to indicate evacuation routes and meeting points or shelters.
3. Remember that the symbols should be clear and preferably using the same colors so as not to lead to mistakes by the participants.
4. Next, make a list of the real hazards that exist or that can have an impact on their house, school, workplace or community: earthquakes, floods, fires, landslides, hurricanes, volcanic activity, etc., and according to these, make a list of

vulnerabilities. For example: if they are located near a river, are they vulnerable to floods, yes or no? Also, make a list of resources, in case of flooding, one resource could be an area that never floods and is safe for shelter or for safeguarding valuable things. Another example: a wall with cracks that could collapse if there is an earthquake should be classified as a hazard. To better identify the hazards and the points that make the place vulnerable, we suggest reviewing Annex 3.

5. A thorough tour of the place to be mapped can be very valuable. Ask for collaboration from the governing institutions to establish links as strategic alliances.
6. When you have identified all the points that you are going to put on the risk map, mark them on the map that you have drawn up; remember to use the previously agreed upon symbols and colors.
7. This map will be a very useful tool for developing an action plan to reduce disaster risk.

A risk map is a tool for recognizing hazards, identifying vulnerabilities in and around a school to take into account when planning preventive measures or measures that help to avert risks, as well as establishing evacuation routes (Pérez, 2010).

Reflection

Remember to take time to comment on what you discovered in making your risk map. What things can be done? Who should do it? Is it important to have evacuation routes and for everyone to know about them? Do you know of any other institutions that work on Disaster Risk Reduction?



Suggestions

A variation of this activity could be to make a family and/or community plan, interwoven with the map, and even with evacuation routes, meeting points, and others.

8. In someone else's shoes

Purpose of this activity

Through this activity participants will:

- Understand the importance of thinking about people with disabilities and/or special needs in a disaster emergency situation.
- Develop values of understanding, compassion and solidarity.



Materials

- Scarves or handkerchiefs to use as blindfolds (2 for 5 participants)
- String or rope about 40 centimeters long for tying the participants' legs (4 for every 5 participants)

Instructions

1. Divide participants into groups of five.
2. The game will be played in the form of a square, so each side of the square will represent an activity that the team must perform.
3. On the first side, the team should carry three participants from one corner of the square to the next. When the team has concluded this stage, they can start the next one.
4. On the second side they should go from the corner where they are standing to the next corner walking together as a team with their legs tied together. In other words, they must tie the leg of one team member to the leg of the person next to him/her, and so on so that they are all joined together in a single block and their legs must all move together.
5. When they reach the third corner, they must untie their legs and crawl to the next corner.
6. Finally, on the fourth side they must cover the eyes of three of their participants and take them safely to the last corner.
7. The person who is the facilitator of the game should be in the center of the square, judging aspects such as: team speed, safety when carrying or taking their partners to the next corner, organizational capacity and collaboration.

Suggestions

As a continuation of the activity, make a list of the type of assistance and care necessary

for each disability when evacuating for the emergency.

Reflection



When everyone has finished, form a circle and take a moment to reflect on the competition. You can ask questions: How did you feel with your eyes blindfolded or your mobility reduced?

What would you have improved? What was the best way to carry people? What was the best way to lead those who were blindfolded? Was it easy to walk with your legs tied?

Talk about the fact that each of the limitations they had in completing the square can be compared to people who are in wheelchairs or use crutches to walk, small children or older adults who walk more slowly, people with sight limitations or who are blind, etc.

Take a moment to talk about the importance of taking into account that there are people who need our help when evacuating. It is important to talk about people with disabilities or special needs in their family, school, workplace or community, so they should make a plan for who and how they will help them when taking them to safety.

9. Making an action plan

Purpose of this activity

Through this activity participants will:

- Understand the importance of implementing actions for prevention by making an action plan based on the risk map made earlier.



Materials

- Crayons
- Scissors
- Paper
- Cards or posters used for advertisements (these can be used on the back)

Instructions

1. After identifying the risks by making the map, it is very important to decide which actions will be taken to reduce the risks identified.
2. The participants should be divided into groups and each group should be given the risks that were identified.
3. For each risk determine: What are the actions that can be implemented to solve or reduce the risk? Who should be responsible? When should this be done? Is there anything else that can be done?
4. At the end, each group should present what they have worked on to the other participants, leaving a few moments during each presentation for discussing new ideas that can be added or agreeing on new things with everyone.
5. After each group has presented their work, they can consider what actions they should take when a disaster occurs. For example, simulations of evacuations for earthquakes, floods, fires and landslides, etc.
6. To reinforce these actions, suggest that the groups make information posters including the steps to follow in case of emergencies that the group considers necessary and put them on the wall in a visible place in the classroom.

Note: Actions to reduce risks should involve the different actors and institutions present in the locality.

Suggestions

A variation to the activity could be to draw up a family plan which would enable preventive and response actions to be taken.

Reflection:

When you have completed your action plan, take a moment to talk about the importance of implementing the actions. What would happen if the plan were not implemented? How might it affect everything? Why is it important to involve everyone in the implementation of action plans?



An action plan is a tool that helps to plan actions that should be taken to reduce vulnerability to a hazard. The following is a list of the aspects it should contain:

- General information about the place
- General information about the community
- Details of the brigade or persons responsible
- Spatial map or list of identified hazards and vulnerabilities identified
- Map or list of capacities
- Actions to be implemented before (vulnerability reduction and preparedness), during (evacuation) and after (rehabilitation and reconstruction)
- Inventory of property and materials to quantify

(Pérez, 2010).



10. What's in the backpack?

Purpose of this activity

Through this activity participants will:

- Recognize the importance of preparing a bag or backpack for emergencies.
- Know what items are necessary for a 72-hour or emergency backpack.



- Materials**
- Pairs of cards with the names or pictures of each of the different contents that a 72-hour or emergency backpack should contain (consider the number of participants).
 - Enough chairs for the number of people participating (paper circles glued to the floor or drawn with chalk can also be used).
 - Adhesive tape.

Instructions

1. Before the activity, ask for comments about the importance of being prepared for a disaster and review the minimum contents for a 72-hour or emergency backpack (see suggestions in Annex 4).
2. Have the participants form a circle and tell them that they will play a game in which they will represent the contents of a 72-hour backpack.
3. Randomly assign the different contents of the backpack to each person (you can assign one item to several participants). Stick one of the two cards on the person's clothes so that it is visible; the other card will be placed in a bag or envelope.
4. Go to the center of the circle and take out one of the cards, read it out loud and then the participants should switch places, for example, if you say the word flashlight, the people who have been assigned the word flashlight will get up and switch places.
5. To make the game more exciting you can mention two items at the same time.
6. Every now and then you can say "emergency backpack" and all participants should get up and change places. To make the game even more exciting, every time you say "emergency backpack" you can take a chair away or remove a circle or cross it out with chalk. The person left without a place is out of the game.

Reflection

When you have finished the game, take time to talk about the contents of the backpack: Why is it important to have one? How can it help us? In small groups ask them to think about how to adapt things that aren't easily available in the community. What can you substitute them with?





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Annexes

SURVEY

Interviewee's name:

Age:

Event:

Date of event:

Name of interviewer:

Questions

1. How did the disaster affect the community?
2. Were there any losses of crops or other means of economic subsistence? Explain.
3. Were any lives lost or people injured as a result of the disaster?
4. What type of people were affected the most (children, adults, women, men)?
5. Was there a health center to care for the people affected?
6. Did you have medicines and supplies to take care of them?
7. Were buildings and homes lost?
8. What losses were avoidable?
9. What can be done before a disaster to avoid these losses?
10. Were important decisions made taking climate information into account?
11. What were these decisions and what information was relevant?
12. Were there any shelters for the homeless. Explain.
13. What actions were taken to address the disaster?
14. How did people decide what actions to take?
15. What things could have been done better to reduce the damage?
16. What lessons did you learn from this experience to take into account for future occasions?
17. Based on this event, were any changes or improvements made in the community to address future events in a better way?

Annex 1

Survey Activity 1 “Learning from the past”

Annex 2

Complementary material for variations on Activity 4. “Miming game to avoid or reduce disaster risk”

Hazard



Understand the nature of the hazard

Capacity



Capacity-building, tackling hazards with preventive measures.

Capacity



Capacity-building, tackling vulnerability with individual survival capacity

Capacity




Capacity-building, tackling vulnerability with individual survival capacity

Vulnerability



Eliminate & reduce vulnerability

Capacity



Capacity-building, tackling hazards with mitigation measures.

Capacity



Capacity-building, tackling vulnerability with individual survival capacity

Capacity



Capacity-building, tackling vulnerability with individual survival capacity

Taken from: Facilitation Manual for Community Management of Disaster Risk Reduction

Annex 3

Instruments to identify hazards and vulnerabilities in schools from Activity 7. “Let’s make a risk map”

INSTRUMENT TO IDENTIFY HAZARDS AND VULNERABILITIES IN SCHOOLS																	
VULNERABILITIES																	
Is the electricity system in a good condition?		Yes	No	Room	Is the water clean and good for drinking?		Yes	No	Does the school have a <i>School Plan</i> ?		Yes	No					
Are the walls without cracks?		Yes	No	Room	Are bathrooms/latrines clean and in a good condition?		Yes	No	Does the education community participate in developing the <i>School Plan</i> ?		Yes	No					
Is the roof in a good condition?		Yes	No	Room	Are the school and classrooms clean and hygienic?		Yes	No	Does the education community know what hazards exist in the region?		Yes	No					
Are the windows fully protected?		Yes	No	Room	Is there a garbage management plan?		Yes	No	Does the education community know how to react to different hazards?		Yes	No					
Are the doors in good condition?		Yes	No	Room	Is the school free of unused items?		Yes	No	After a disaster, does the school get back to normal quickly?		Yes	No					
Is the floor in good condition?		Yes	No	Room					Are the teachers trained in providing psychosocial support for the children and adolescents who need it?		Yes	No					
Are educational materials in appropriate places and not representing a danger?		Yes	No	Room													
HAZARDS																	
Hurricane		Fire		Unsanitary areas		Forest fires		Flood		Dangerous roads		Explosions		Earthquake		Volcanic eruption	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

Taken from: Pérez, 2012

Annex 3

**Instruments to
identify hazards
and
vulnerabilities
in schools
Activity 7. “Let’s
make a risk map”**

[illegible]

Taken from: Pérez, 2012

Annex 4

General information about the 72-hour bag or backpack for Activity 10. “What’s in the backpack?”



72-hour backpack

To cover your food needs, to protect you from the weather and to provide first aid in case of an emergency, you should prepare your 72-hour backpack or emergency KIT. This will cover your needs for the 3 days following the occurrence of a disaster.

It is very easy to do, just follow our checklist and you will see:

DRINKING WATER

The recommendation to keep water in it is a general preventive measure because you must have a water supply that will last for three days. Depending on the the characteristics of your family you will determine the amount of water, e.g. if there are children, people with special needs or older adults. Remember “in emergency situations drinking water is vital for the family”.

TOOL BOX

This will be necessary for emergency repairs and may contain a hammer, pliers, nails, construction shovel, screws, etc.

Annex 4

General information about the 72-hour bag or backpack for Activity 10. “What’s in the backpack?”

FOOD	FIRST AID KIT
<p>The amount of food you store will depend on the size of your family. Canned or dehydrated food is recommended. Cans should be easy to open. The expiration date should be checked and food should be renewed from time to time.</p> <p>CLOTHING AND PERSONAL HYGIENE ITEMS</p> <p>This recommendation applies particularly to those who live in colder climates. The items you must include are: sweaters, shoes, pants, hat and scarf, clothes for babies and for the elderly. Don't forget the items for personal hygiene such as toothpaste, toothbrush, comb and towel.</p>	<p>In case of an emergency, you can provide first aid. You should always keep a basic manual that indicates what to do if a member of your family suffers from a cut, for example. The kit should contain gauze, bandages, alcohol or hydrogen peroxide, wooden compressors to immobilize fingers, band-aids, cotton wool, latex gloves and disposable masks, etc. It is extremely important that you have the specific medications for any member of your family who needs them and you should not forget to add the prescriptions for these.</p> <p>KEYS</p> <p>These should be kept near the door or next to it. You can also add copies of the house keys to the backpack.</p>
IMPORTANT DOCUMENTS	TELEPHONE DIRECTORY
<p>The original or a copy of important documents, e.g. the marriage certificate, (DPI), prescriptions, ID cards with the data of each family member, should be kept in a plastic bag.</p>	<p>This could be a notebook with emergency numbers, and names and phone numbers of the children’s doctors, family members, the children’s school.</p>

*The DPI is an identification document used in Guatemala. Adapt to your country.



Other resources

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Methodological support module for Disaster Risk Reduction



This kit includes **three modules**, each of which is independent and can be used in the order you consider most appropriate. There is also a **fourth module (Resilience)** which integrates the first three modules and should be used at the end to improve understanding and efficient use of the kit.

 **ALIANZA POR LA RESILIENCIA**



Climate
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