



Methodological support module to **Strengthen Resilience**



ALIANZA POR LA RESILIENCIA

Cruz Roja Guatemala



Climate
Centre



Wetlands
INTERNATIONAL



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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.

This Module on strengthening Resilience provides the most relevant theoretical and conceptual aspects in the first section. Subsequently, the second section describes activities to be carried out with different audiences in order to reinforce knowledge with materials and resources easily available in the local setting.

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.



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Module guide

Dear educators

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 to Strengthen Resilience** 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 Resilience, aiming at providing 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.

The purpose of connecting these contents to the participants' experiences is to improve understanding and strengthen their Resilience at the individual, family, school and community levels as well as to suggest specific actions that may be implemented to promote active participation in processes in each school, community or country in order to become more resilient.

We hope that these materials will be useful and enrich your teaching, as well as provide participants with significant experiences that will allow them to learn, understand and work more to strengthen Resilience.



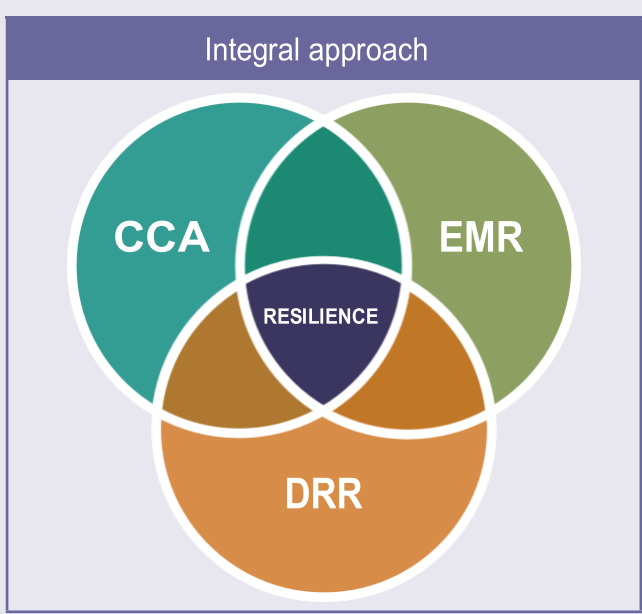
Basic

CONCEPTS

Reviewing basic concepts

To understand the term Resilience it is important to provide an overview of the topics developed in the three previous modules: Disaster Risk Reduction (DRR), Climate Change Adaptation (CCA) and Ecosystem Management and Restoration (ERM). By showing how these three themes are integrated, we can better understand what it means when a community is disaster “resilient”.

Disaster Risk Reduction requires constant analysis and planning to prevent or



mitigate the impact of a natural or man-made phenomenon or hazard that causes severe damage to people’s lives. DRR measures must be taken by all and form part of the activities that are carried out in relation to the development of a community.

Climate change has brought with it a series of consequences that are directly and indirectly affecting the lives of human beings and ecosystems. For example, extreme climates that bring with them droughts that impact crops; heavy rains that produce floods; changes in the climate that alter the reproduction and development processes of a great variety of animal and plant species; the melting of the polar ice caps and the rise in sea level, are among the many hazards that are affecting us more each day.

Finally, Ecosystem Management and Restoration, through a series of different actions, seeks to recover the elements that make up ecosystems and the services they provide in order to prevent their further degradation or destruction, as well as to promote the sustainable use of biological diversity.



Disaster Risk Reduction (DRR)



Climate Change Adaptation (CCA)



Teculután, Zacapa
Fotos: SE-CONRED | Alianza por Resiliencia Guatemala

Ecosystem Management and Restoration (EMR)

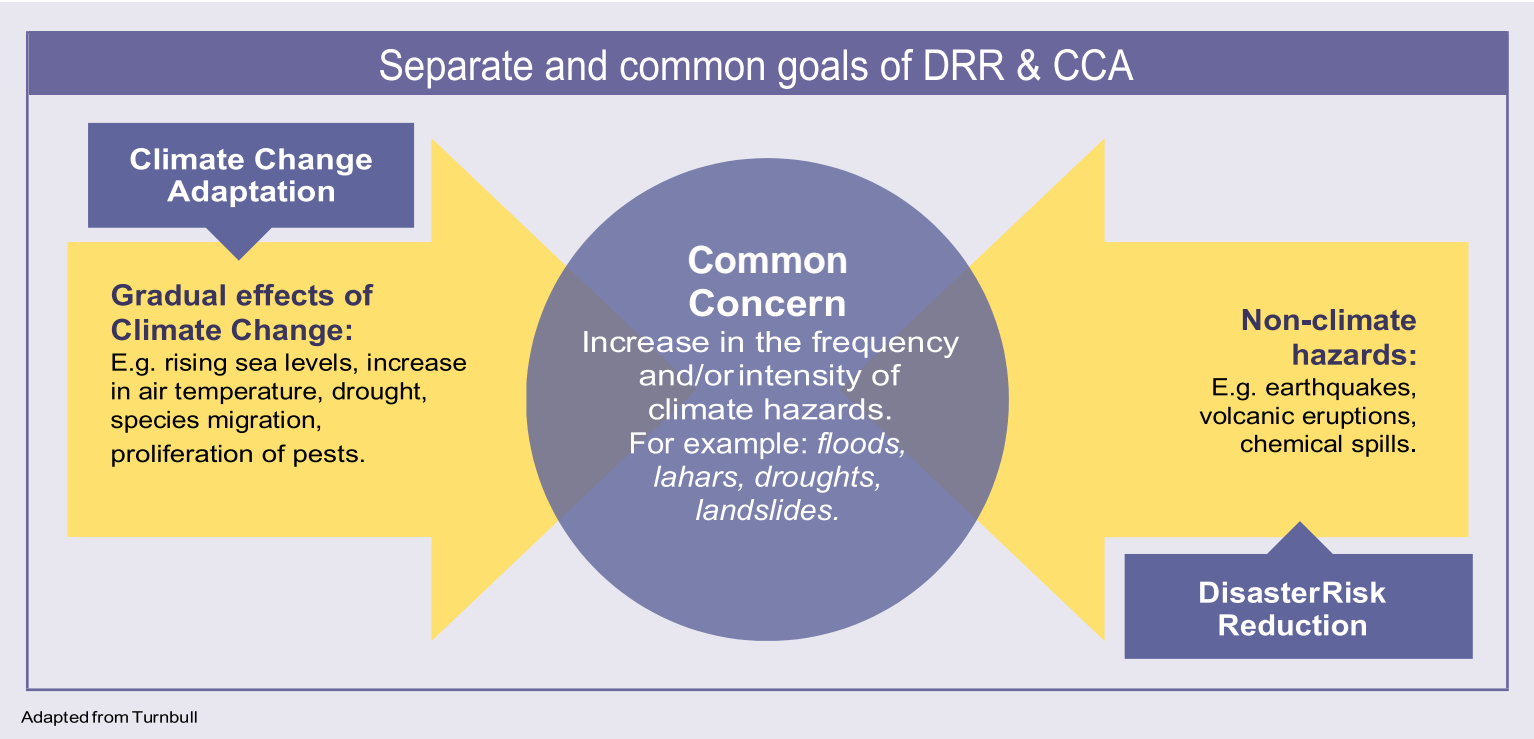
! A lahar corresponds to “mudflows originating in the slopes of volcanoes when unstable layers of ash are saturated with water and flow downstream following river courses” (CONRED, 2010).

The deterioration of ecosystems, as well as the benefits and services we receive from them, combined with the effects of Climate Change and social factors such as poor decisions due to lack of information, planning and organization, result in more people being put at risk every day, making them more vulnerable.

Both DRR and CCA have common goals, as they both seek to minimize the impacts on people and the natural environment in which they find themselves.

This is done through actions that reduce vulnerability and increase capacities, both of which are required to reduce the probability of the impact of risk and even empower development processes.

It has been observed that when an integrated approach is used for these three aspects (DRR, CCA and EMR), the impact is greater and the communities benefit.



! Did you know ... Originally the term Resilience was used by Physics and Psychology to express the qualities of a spring: resistance to pressure, bending with flexibility and regaining its original shape, thus reflecting a characteristic of Resilience. This is also defined in Psychology as “a phenomenon manifested by people who evolve favorably, after having been victims of stress that for the general population would represent a serious risk with grave consequences”. Being “resilient also means growing into something new” (<http://www.uv.es/~colomerj/fundacion/resilienciahorizontes.htm>).

What is disaster Resilience?

The concept of **Resilience** is “the capacity of an individual, community, organization or country to anticipate, absorb, accommodate and recover from the effects of a hazardous event, such as a disaster or crisis, in a timely and efficient manner, ensuring the restoration or even improvement of their original conditions” (Nicaraguan Red Cross, 2013). In other words, it is the capacity that a person or community has to learn about the effects generated by an event or disaster.

There are many efforts to reduce disaster risk, minimize the impacts of Climate Change and better adapt to its consequences, as well as actions that seek to promote adequate management and conservation of ecosystems. However, separate efforts are less efficient than when all fronts are worked on together.

In this context, Resilience seeks to integrate different elements (livelihoods, nature, human beings, and others) in order to promote appropriate ways of facing, resisting and adapting to a disaster or risk, as well as to ensure better recovery.

Resilience is based on an integrated approach comprised of **eight basic principles**, described below (Partners for Resilience, 2012):

Principles of Resilience

1. Work at different times: We know that risks are increasing due to climate-related hazards, especially at local levels. We do not always know precisely how often and how intense these changes are over time.

Advances in science and technology developed by specialized regional centers and national meteorological offices, complemented by local field reports and community observations, enable us to understand (early warning systems) what is happening and what we can expect over time. Taking this information into account, allows for better decision-making (early action) and helps us to better anticipate and address hazards in the short, medium, and long term.

!

A livelihood encompasses capabilities, assets (including natural, material and social resources) and activities carried out by a household for their survival and future well-being. (ESFERA 2011). A livelihood is sustainable when it withstands stress and crisis and recovers from them, maintaining and even improving capacities and assets (HES, 2014).

2. Consider that we form part of broader geographical spaces: it is important to take into account not only the family and community environment, but also larger geographical spaces, since we are all related to each other. A clear example of this can be seen at the river basin level, since everything that happens in the upper part directly affects those in the middle and lower parts. For this reason, different aspects must be considered that contribute to decision-making and the implementation of actions.

3. Strengthen Institutional Resilience: Resilience must not only be considered at the family and community levels, but must also contemplate aspects such as traditions, social norms, laws, policies or power structures, since these regulate behavior or organizational levels in societies.

The more these institutions are strengthened, the more gender equity we will have and the more participation of different sectors will be enhanced. Furthermore, the promotion of programs and actions that are better adapted to the local context and sustainable in the long term will benefit the population, which will contribute to building a more resilient society.

4. Integrate disciplines and approaches: The vulnerabilities that communities face have many origins. It is important to address them from different approaches, such as disaster management, health, environmental care, the benefits we receive from ecosystems, and others. This will allow for a broader vision when assessing community risk, vulnerabilities and capacities.

A multidisciplinary approach that considers the ecological aspect, as well as encouraging complementarity between sectors, will facilitate an understanding of how our actions impact nature, which will help us to better prepare for disasters and support sustainable development initiatives. This will contribute to making plans and actions more efficient for reducing risk and increasing resilience.

5. Promote community management: If communities have knowledge and resources and they are organized and able to mobilize their capacities equitably, this ensures their Resilience. In this process, it is necessary to promote gender equity since the importance of women's role in family and community

development must be considered and highlighted, as well as the participation of other vulnerable sectors, for example, people with disabilities.

6. Promote learning: In order to guarantee better results in Disaster Risk Reduction, it is important to recognize the knowledge, experiences and wisdom of the peoples with scientific information and other available resources. Establishing a culture of learning will allow communities to have a memory that will help them not to make the same mistakes and be better prepared to respond to different situations.

7. Focus on livelihoods: Disasters can have impacts in different ways, not only causing loss of lives, but also affecting families' subsistence livelihoods. Significantly, the degradation of ecosystems as a result of inappropriate practices endangers the livelihoods that depend on them and can lead to disasters in the medium and long term. Therefore, it is important to seek to

diversify livelihoods in order to strengthen resilience at the local level.

8. Build partnerships: Establishing partnerships with different sectors, government organizations, stakeholders and civil society will allow for greater impact and be more effective in terms of actions taken to promote Resilience.

These eight principles of Resilience should be taken into account and incorporated into programs and actions undertaken in different areas, such as food security or sovereignty, livelihoods, natural resource management, water, sanitation and hygiene, education, health, humanitarian aid, development and protection, conflict scenarios and early recovery, among others.

Principles of resilience

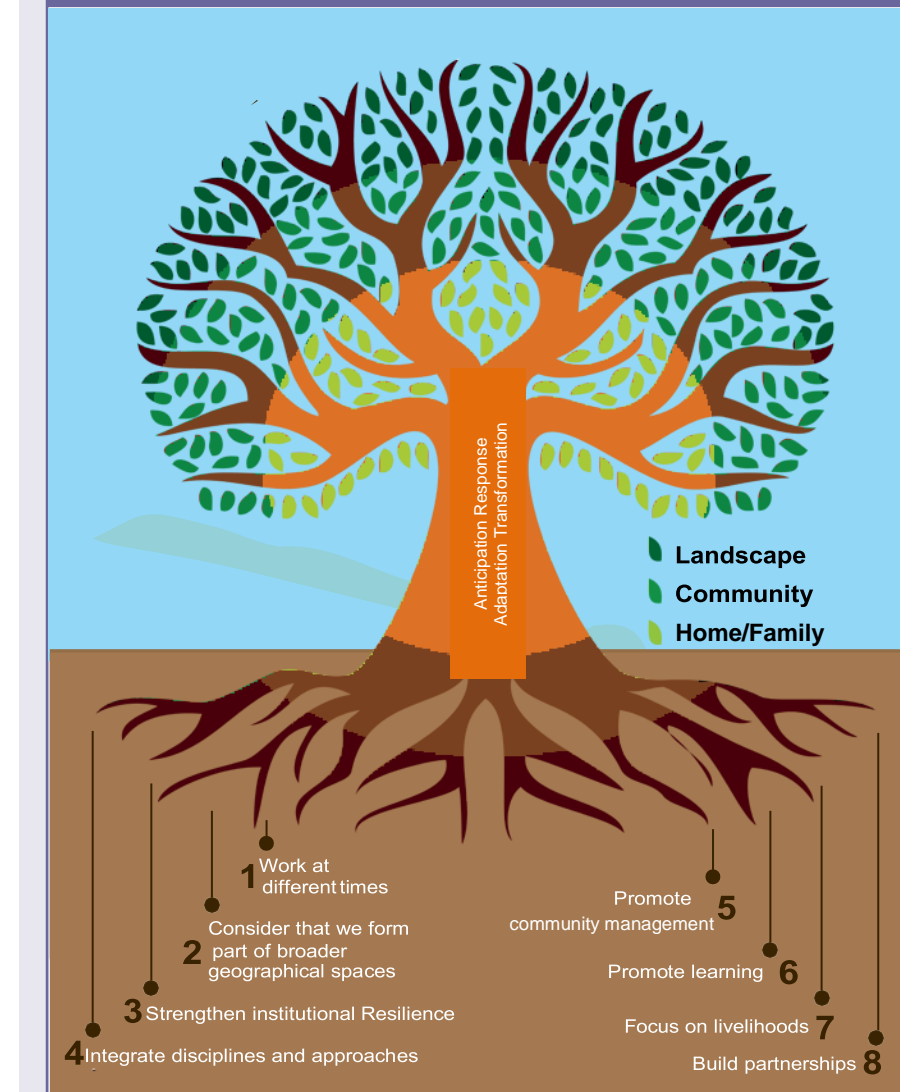


The principles of Resilience are similar to the roots of trees in that they must be strong and deep in order to nurture and sustain the actions that people take at the family, community and regional levels to achieve Resilience. To do this they must have a solid foundation that allows them to anticipate, respond, adapt and transform themselves, according to the changes in their environment.

It is important to remember that, just like a tree which gradually grows and becomes stronger, Resilience is a process through which people constantly work to strengthen themselves to be able to cope with the different events that affect them.

To be resilient it is necessary to work starting at the individual level. Only then can we contribute to the strengthening of our family, community and country.

A vision of resilience

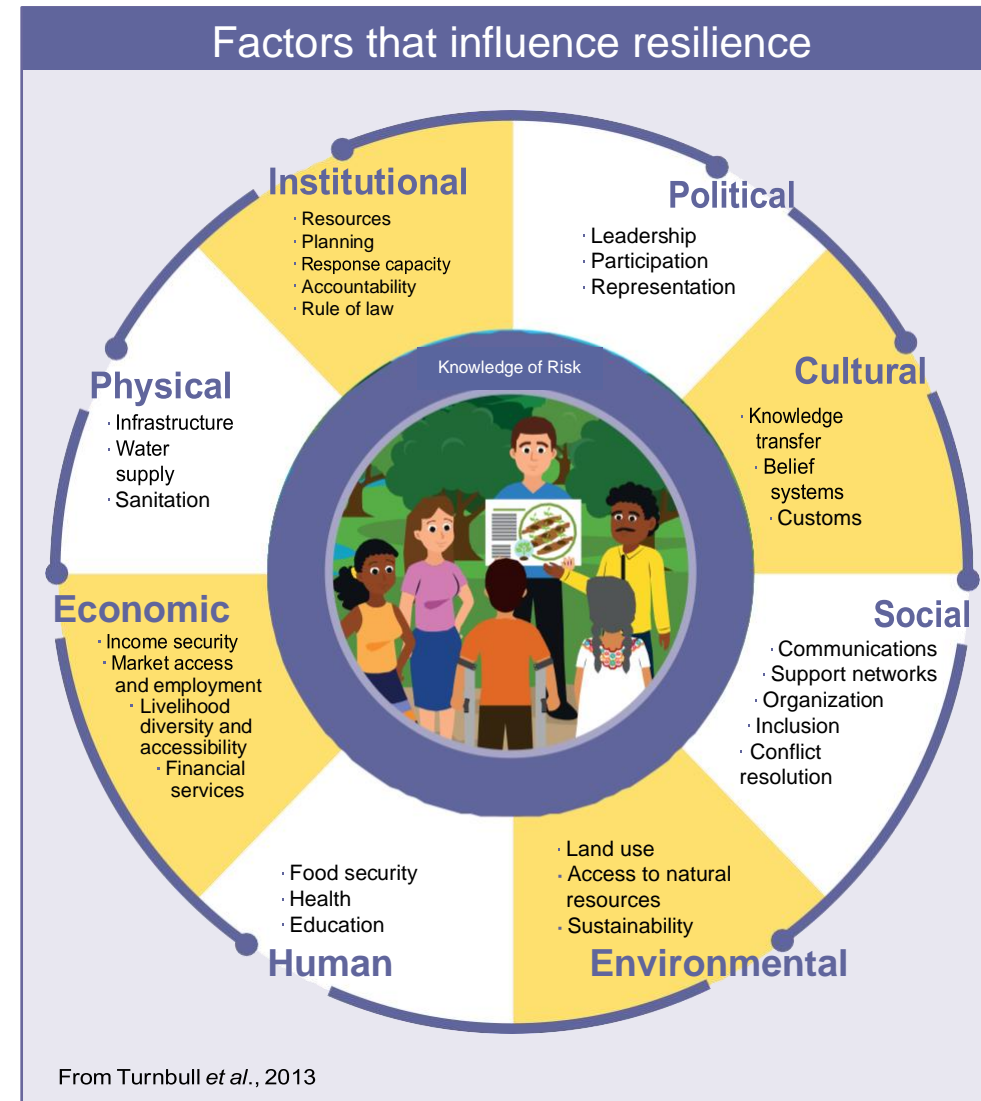


Adapted: Partners for Resilience, 2012

Who is resilient?

A person, group or community is resilient when capable of anticipating, resisting, accommodating, learning and recovering, that is, Resilience can be seen in different settings and can go from the individual to the group level (family, school, community, region and country). It also takes into account different variables such as governance, health, services and infrastructure, natural resources and livelihoods, among others.

Therefore, the Resilience approach is based on efforts to strengthen the capacities of each person. It is important to bear in mind that the participation of all promotes Resilience, not only at the individual but also at the group level. What each individual does is important and contributes, so actions are needed at all levels.



Resilient communities

with different capacities, such as risk assessment, search and rescue, first aid, aid distribution, fire fighting.

For many people, talking about resilient communities is an ideal. It is important to remember that a community cannot be totally safe from natural or anthropogenic hazards (caused by humans). However, a resilient community is safer since it has minimized its vulnerabilities and has put in place different measures to reduce disaster risk (See Annex 3).

Some characteristics of a resilient community include (Twigg, 2007):

- It works on community development processes that contemplate the inclusion of risk management in infrastructure and construction, for example the construction of safer housing.
- It is organized and inclusive since most groups are represented in its organization, including the most vulnerable (women, children, older people and people with disabilities).
- It has a community committee in which its members are organized in commissions

- It has established links and networks with local authorities, non-governmental organizations and humanitarian agencies, etc.
- It knows about risks that can affect the community and is aware of the importance of having a disaster risk reduction strategy that includes educational aspects.
- It has a disaster risk reduction plan that has been reviewed and updated with the support of local government and other organizations. This plan has been implemented according to established protocols, linking it to existing plans at municipal, regional or departmental and national levels.
- It has an early warning system.
- It has implemented access to varied and secure livelihoods based on relations

with the environment that are more appropriate with regard to protection of the natural and cultural heritage that is more exposed.

- It constantly ensures that it has access to resources that contribute to disaster prevention, preparedness, mitigation, response and recovery.
- The knowledge, experience and ancestral wisdom of the people are taken into account for timely decision-making

and the planning of actions for Disaster Risk Reduction, Climate Change Adaptation and Ecosystem Management and Restoration.

In conclusion, Resilience is built over time and requires the participation and responsibility of all, starting at the individual level as each person contributes to resilience at the group level. Furthermore, it requires the active participation and interest of local and central governments to strengthen and complement the actions that promote it.

Resilience is everyone's task



Photos: SE-CONRED



Putting it into

PRACTICE

Activity

1

Which element is most important for strengthening Resilience?

Purpose of this activity

Through this activity participants will:

- Understand the importance of considering the different elements involved in decision-making based on a multidisciplinary approach which will help to guarantee the strengthening of Resilience.

**Materials**

- Sheets of paper
- Marker or pen

Instructions

1. For this activity, write on each sheet of paper the name of an element to take into account: people, environment (forests, lakes and rivers, etc.), people's livelihoods (cows, chickens, beans, vegetables, corn, wells, etc.), people's knowledge and wisdom, health and scientific knowledge.
2. At the beginning of the activity take 10 minutes to talk about the elements that will be used during the exercise, making sure that everyone understands them.
3. Discuss with participants that they will be evaluating the elements that should be considered in implementing activities that promote resilience.

Suggestions

For people with higher educational levels, you could increase the level of difficulty of the activity by asking them to write about each element.

Another suggestion is to assign one element per team and let them defend it as the most important one, explaining the reasons why they consider it to be the most important.

Reflection

When everyone has had a turn, take a moment to observe the position of the elements. Which have turned out to be the most important, and which ones are the least important? Stimulate dialogue and allow them to comment with each other on the positions. Why did they decide on the order they put them in?

Then reflect on the importance of each element, one by one, commenting on how the situation would change if one of them was considered to be the most important.

This activity will help to reveal each person's perceptions of the topic and help them understand that each element is important and should be considered equally. What would happen if they were not all considered or were not given importance?

To conclude the activity, put them all back in a horizontal line and invite them to talk about the advantages of treating them equally.



Activity

2

Forum of positive experiences

Purpose of this activity

Through this activity participants will:

- Recognize, analyze and discuss different experiences that other communities are implementing to strengthen their Resilience.

**Materials**

- Document: "Sabiduría Local y Cambio Climático" (available at <http://www.bivica.org/upload/sabiduria-cambio-climatico.pdf>) or case studies of other community experiences.

Instructions

1. For this activity tell participants that they will hold a forum in which they will share experiences that other communities are implementing to strengthen their Resilience. The facilitator should first review the document indicated in the materials.
2. At least five teams should be formed one week before the activity.
3. When the teams have been formed, allow them to review the document on Local Wisdom and Climate Change or other additional material, and have them choose one of the experiences shared in it.
4. When they have chosen the experience, provide them with a copy of the experience or give them enough time to copy it.
5. Then draw lots to determine the order in which the experience will be presented. Decide on the time each team will have.
6. Each team should decide on how to present the experience they have chosen and should prepare what they have selected.
7. On the day of the activity, form a circle and allow the teams to present their experience one by one.
8. When everyone has presented, encourage discussion with questions about the benefits of the experience. How could the experiences presented enrich the community's knowledge? What would they adapt to their community? Also allow students to ask questions of their peers.

Reflection

To conclude the presentations, take time to reflect on the importance of the projects that other communities are implementing and how these ideas could enrich what is being done in the community.

Suggestions

As follow-up to the activity, ask participants to choose one of the activities and write about how they would adapt it to implement it in the community.



Activity
3

Diversifying livelihoods

Purpose of this activity

- Through this activity participants will:
- Understand the importance of livelihoods and what would happen if they were affected, suggesting alternatives in order to diversify them.



Materials

- Half letter size cards (at least 8 per team) made out of blank sheets or recycled card (such as publicity posters)
- Crayons
- Scrap paper
- Glue
- Scissors
- Scraps of wool, clips or other materials to hold the cards

Instructions

1. Hold a brainstorming session with all the participants to make a list of the different livelihoods in the community.
2. When you have finished the list, take a moment to talk about the importance of all the livelihoods, commenting in general terms on how Climate Change or a disaster might affect them.
3. Next, divide the participants into as many teams as livelihoods that they have mentioned.
4. Assign a couple of weeks for the task, explaining that during that time they will research livelihoods through observation, interviews, questions to elders and other means. They should find ways in which livelihoods could be affected by Climate Change or a

disaster, and especially find alternatives to minimize adverse effects or variations that could be implemented to strengthen them.

5. When they have finished their research, they should make a small set of cards, a cover with the name of the livelihood, another card with a general explanation and one more card for each idea or variation they propose. When they have finished, they can make a hole in the corner of each card and fasten them together.
6. Once they have a complete set of cards, they can exchange them with the other teams and pass them round so that everyone has the opportunity to get to know the different livelihoods. They can be left for the participants for the following weeks, in case they want to look at them again.

Reflection

When they have finished passing the sets of cards round, take some time to comment on the importance of adapting to the changes taking place or being prepared for disasters. What would happen if livelihoods were lost or affected? Who would be most affected? Is diversification and adaptation of livelihoods important?



Suggestions

Promote and motivate participants to borrow the livelihoods cards to take home and share the ideas suggested with their families. Another suggestion could be to invite a livelihoods expert or a very experienced person from the community to come and talk.

Activity
4

Deciphering the signs of nature

Purpose of this activity

- Through this activity participants will:
- Get to know and make a list of the signs of nature that are related to the climate, crops or other important events related to Disaster Risk Reduction, Climate Change Adaptation and/or Ecosystem Management and Restoration.



Materials

- White sheets of paper
- Waste card for making the cover
- Scraps of wool, clips or other material to hold the card

Instructions

1. Tell the participants that they will make a compilation of traditional experiences and knowledge based on the observation of nature.
2. Explain that they should ask the adults in their household about natural events that serve as indicators or signs of climate change and harvesting times, for example, the appearance of certain birds when the rainy season begins.
3. Ask them to cite the fact and indicate the date to which it refers.
4. On the day specified for collecting the indicators, make a list on the board and then give out one or more blank sheets per team so that they can write them down. When everyone has finished, put the sheets together, make a cover sheet, and leave some blank sheets to add other facts discovered later.

Reflection

Take some time to reflect on the importance of observing nature and the changes that occur in nature. Also comment on how this observation can serve as an early warning system or an indicator of adaptation to certain events.



Suggestions

As follow-up to the activity, ask participants to choose their favorite indicator and write a short story about it. Another suggestion could be to invite a traditional midwife, older adult or weaver to comment on their experience and knowledge of the topic.

Activity

5

Searching for clues about who and where it has an impact

Purpose of this activity

Through this activity participants will:

- Recognize the importance of taking into account geographical aspects to discover how actions and decisions can affect other places and other people.



Materials

- Recycled paper
- Crayons
- Pens or pencils

Instructions

1. For this activity, form a circle with the participants and take a moment to talk about how our actions have consequences on other people. Similarly, comment on how activities in one place can affect other places. For example, what happens upstream and downstream.
2. Next, with all the participants choose five or six activities that you want to investigate and divide the participants into as many teams as activities you will investigate.
3. Draw lots to assign an activity to each team. Then ask them to get together and think about how this activity sometimes benefits some groups, but may have a negative impact on other groups and other geographical areas.
4. When they have discussed and researched the activity, ask them to write down a series of clues that will allow other participants to guess which areas and who might be affected (Appendix 1).
5. When the teams have developed their clues, ask them to number them and write them down on small cards made from recycled paper.
6. When the teams have finished making their clues, by drawing lots, exchange the clues. Then, each team, following the clues given to them, will have to guess which areas and who is affected by the activity mentioned. The team that solves the clues given to them will win.

Reflection

When all the teams have solved the mystery using the clues, take a moment to talk about how an activity or decision might affect other people or other places. What solutions do you suggest? Should these aspects be considered before making decisions? Can impacts be minimized?



Suggestions

To make the activity more fun, you could suggest that the clues involve doing small activities or the clues can be hidden so that team members have to look for them.

Activity

6

Education campaign to promote Resilience

Purpose of this activity

Through this activity participants will:

- Recognize the importance of different media and forms of communication to raise awareness about Resilience in the community.



Materials

- The materials will depend on what each team gets to do. If possible, materials should be used that are accessible and can be recycled.

Instructions

1. For this activity it is important that you talk beforehand about what Resilience means and the importance of people understanding what it is about and being well informed to motivate them to participate in activities that may be promoted.
2. Together they will conduct an education campaign to promote understanding of Resilience.
3. Mention the different media that can be used to carry out a campaign: posters, leaflets, information flyers, television and radio announcements. Each of these will be assigned to a team by drawing lots.
4. Each team must work as assigned, e.g. the team that has received a poster must make one, or if they are assigned a leaflet or a flyer, they must make one. The groups assigned a television announcement or a radio announcement should work on these too.
5. Give each team enough time to work on the assignment and then take turns for each team to present what they have done.

Reflection

At the end of the presentations, take time to comment on the importance of Resilience and promoting a culture of learning in the community. How would they benefit from being better informed? Is communication important for Disaster Risk Reduction, Climate Change Adaptation and Ecosystem Management and Restoration?



Suggestions

They can support the actions of other institutions: for example, by promoting an education campaign in the school on a specific topic: What should be done if there is an earthquake or a flood? A campaign can also be considered at the community level on issues that are appropriate for the prevention of a problem in the community, such as the use of chemicals for crops, or hunting.

Activity
7

When times change, you have to adapt

Purpose of this activity

- Through this activity participants will:
- Understand and transmit the importance of adapting and being prepared for the changes that are taking place as a consequence of Climate Change.



Materials

Materials the participants consider appropriate for the activity. We suggest materials that are accessible and that can be recycled.

Instructions

1. It is important that you discuss with participants the importance of adapting to and being prepared to deal with the consequences of Climate Change and reducing the risk of disasters.
2. Tell them that they will write a play about this topic, which should be no longer than 10 minutes.
3. Participants should be divided into two teams. They should write the script for the play and think about the scenery and characters.
4. Give them enough time to work on their plays. When they have finished, ask them to perform their plays for the other team.
5. When the teams have performed their plays, hold a secret ballot to vote on the one they like best.
6. The winning team will present the play on other occasions too as an example to other classes in the school; the team not selected to act will be in charge of organizing the activity and will support the actors with setting up the stage and preparing the place.



Reflection

After the play, with the participants take a few moments to reflect on the importance of being prepared and adapting in order to reduce the risk of disasters and the consequences of climate change.

Also remember to take time for participants to share their experiences and talk about the importance of teamwork and multi-disciplinary work in implementing activities that promote Resilience.

Activity
8

Heading towards good practices

Purpose of this activity

- Through this activity participants will:
- Understand how certain human activities can produce risks and increase vulnerability in the community.
 - Identify inappropriate practices in the community and suggest alternatives that are more appropriate.



Materials

- Participants' notebooks
- Pen or pencil

Instructions

1. This activity will be done individually.
2. Take a few moments to talk about how human activities and inappropriate ecosystem management practices can cause risks and increase vulnerabilities to Climate Change and disasters.
3. Next, tell the participants that they will have a few days to identify an inappropriate practice in the community, so they should identify the activity, its consequences and comment in their notebook on how it can increase risk and/or vulnerability.
4. On the day assigned to present what they have found in this research, write down on the board a list of the activities that the participants mention.
5. When the list of activities is complete, form teams of five students, and give them some time to talk about them and suggest alternatives to modify the impacts of the activities.



Reflection

Remember to spend some time talking about the importance of identifying these activities and seeking solutions that are viable and that contribute to reducing risk and vulnerability.

Suggestions

A good way to enrich this activity could be to identify the practices that most affect the community and invite a local technician or expert to visit the classroom and discuss some alternatives that can be implemented.

Activity
9

Which way will the ball go?

Purpose of this activity

Through this activity participants will:

- Analyze different aspects of Resilience as applied to important life factors such as forests and biodiversity, water supplies, food supplies, employment, development and health.



Materials

- A sheet of newspaper crumpled up into a ball
- Four sheets of colored recycled paper
- Marker or pen

Instructions

1. Before starting the activity, using the colored sheets of paper, crumple them up into four balls that represent the different aspects of Resilience: anticipate or address, absorb or resist, accommodate or adapt, and recover. You should write each one on each sheet. The ball made out of newspaper will represent the life factors.
2. To start the activity, divide the participants into five teams and assign each team a life factor by drawing lots: health, ecosystems and biodiversity, water supply, employment and livelihoods, and food supply. Explain that they will have ten minutes to discuss how aspects of Resilience applied to their life factor can help them to cope with a given situation: Why is it important to anticipate situations? How can this contribute to making the community more resilient? They can also talk about how to strengthen each aspect of resilience based on the life factor, for example: for health, how can they adapt to diseases that are a consequence of floods?
3. If necessary, write the four aspects of Resilience on the board for reference during the discussion.
4. After the discussion, draw a circle on the floor (approximately one meter in diameter) and divide it into five parts, writing a life factor in each part (Annex 2).
5. Then participants should form a circle around the circle you drew. Ask them to throw the paper balls to each other in no particular order when you indicate that they should start (you can make a sound or use some other way to indicate when they should start).
6. When you indicate again, the participants who are left holding the paper balls should run to the center of the circle. The last person to arrive at the center with the colored paper balls should open it to determine the aspect of Resilience that the person with the newspaper ball should talk about, applying it to the life aspect that they were given in their team for group discussion.
7. After the participant has shared what they talked about in their group, the procedure can be repeated so that it will be another participant's turn.
8. Depending on the time available, they can repeat the game several times to achieve different combinations for comments and discussion.

Reflection

After playing for a while, take a few moments to draw some conclusions about what they have discussed during the game. Take advantage of the circle you drew on the floor to make participants aware of how life factors are related to each other and how individually or together they can determine how resilient a community is.

Suggestions

You could use just one ball to represent the life factors and use cards for aspects of Resilience and the participant who has the ball can take one at random for discussion.



Activity
10

My resilient school

Purpose of this activity

Through this activity participants will:

- Recognize different projects that can be implemented to promote Resilience in the school.



Materials

- Participants' notebooks
- Pen or pencil

Instructions

1. Make a list of project ideas that participants can implement to promote Resilience.
2. When you have the list, divide participants into as many teams as ideas that have come up and ask them to make a short investigation about the project.
3. On the day of the activity, give them a few minutes to comment on what they found.
4. When everyone has presented their ideas, try to decide together (evaluating pros and cons) what the most appropriate alternative would be for a project.
5. When they have decided which project they will implement, research the project further, determine what activities are necessary, develop a schedule and form teams for implementation.

Note: Some project ideas could be:

- School garden
- Reforestation project
- Water source conservation
- Composting
- Research into alternative energy
- Construction of energy-saving stoves
- Creation of composting systems
- Meteorological stations
- Tree adoption campaign
- Signs for the school
- Cleaning and recycling campaign
- Evacuation drill
- Awareness campaign for correct use of water

Reflection

It is important to take some time to talk about the importance of the activity they are going to implement, how everybody's participation and work will lead to better results.

Reflect on how they can take steps to be resilient in their homes and in the community. To complement this, they might investigate what actions institutions and organizations are taking in their communities to reduce vulnerability to disasters.

Suggestions

As far as possible, a record of all the activity could be kept as an evaluation and record of experience; this could serve as a reference for other grades that may later want to join the project, replicate it or maintain it in subsequent years.





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Annexes

1. Wash clothes in the river with soap.
Clue: The river water is dirty and soapy.
2. Cut down trees in the higher part of the mountain for building houses.
Clue: Heavy rain washed away the soil from the higher part of the mountain and damaged some crops.
3. Divert the riverbed to irrigate some crops.
Clue: Drought downstream.
4. Reforest the upper part of the basin or water catchment areas.
Clue: More water available for everyone.
5. Leave trash all over the place.
Clue: River waters polluted with waste or proliferation of mosquitos that has made some people sick.
6. Keep livestock loose.
Clue: Destruction of crops belonging to some community members.
7. No latrines constructed.
Clue: The river water is not suitable for drinking and is so polluted that it has caused some stomach diseases among community members.
8. Uncontrolled slash and burn.
Clue: A forest fire started, which damaged crops and green areas in the community.

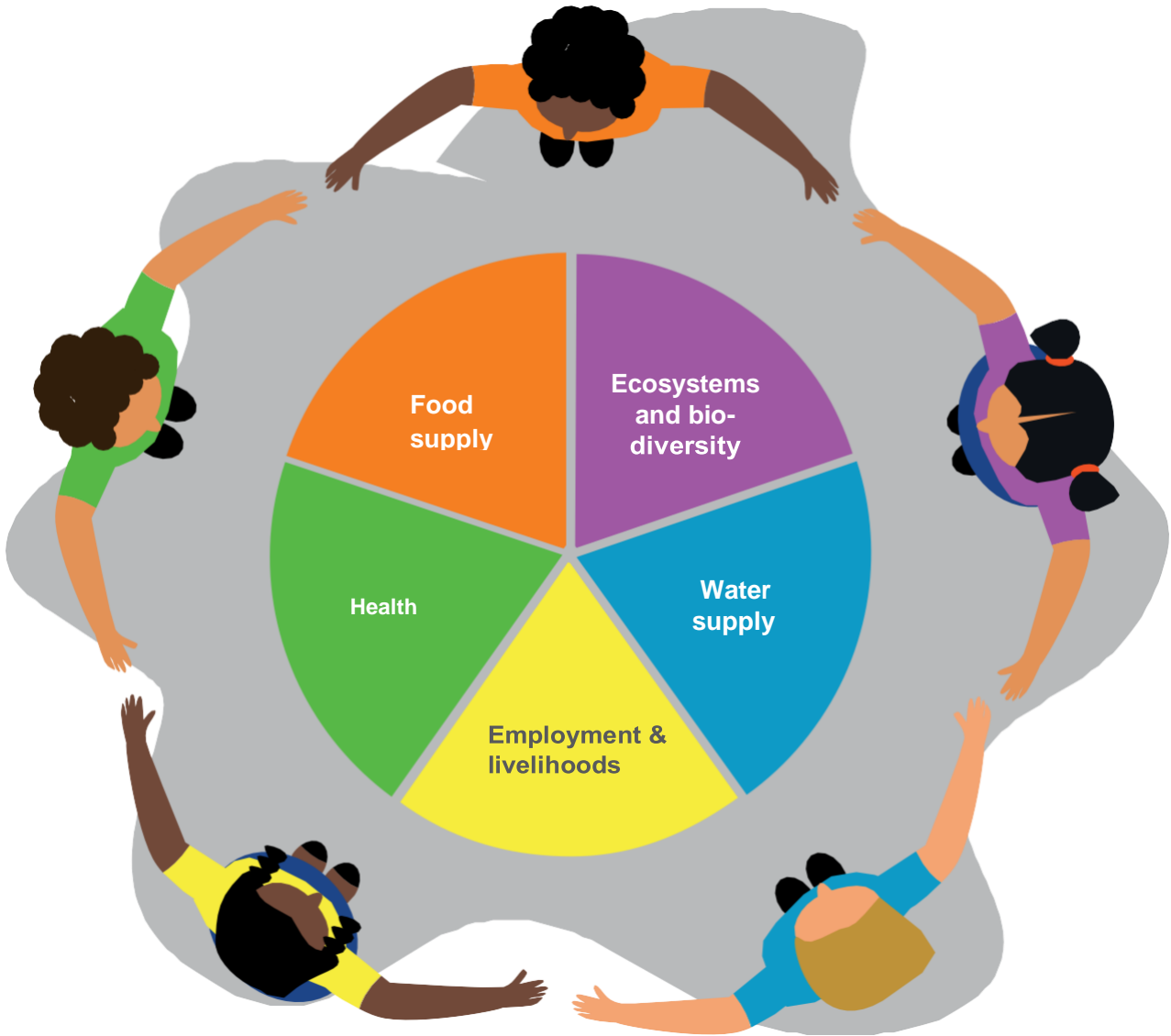
Annex 1

Examples of actions and clues for Activity 5.

“Searching for clues about who and where it has an impact”

Annex 2

Example of spatial layout for pupils for Activity 9.
“Which way will the ball go?”



How to work on Community Resilience?

A resilient community is one that has the capacity to be resilient to disasters, crises and underlying vulnerabilities, a community that can anticipate the effects of these stresses and prepare to deal with them, reducing the consequences, and then recover, without compromising its long-term prospects.

It is in this context that the International Federation of Red Cross and Red Crescent Societies has broadened its approach, recognizing the dynamic and evolving nature of the communities and their underlying vulnerabilities in order to work towards the ideal of Community Resilience. A Roadmap to Community Resilience has been developed to provide National Societies with a step-by-step guide on how to support communities in this process.

So to work on the capacities required for a resilient community, the following six characteristics should be considered. These are linked with access to assets (capital) that influence livelihoods.

A resilient community...

...has experience, is healthy and can satisfy its basic needs

...is socially cohesive

...has economic opportunities

... has available a well maintained and accessible infrastructure and services

...can manage its natural assets

...is connected

Annex 3

Example of spatial layout of pupils for Activity 9.
“Which way will the ball go?”

Characteristics of a resilient community	Assets/capital livelihoods	Aspects considered
1. Improve community knowledge and health.	Human capital: the education, skills and health of community members	<ul style="list-style-type: none">Community members are able to assess and manage the risks they face.Everyone has the opportunity to acquire new skills, build on past experiences, and share and apply this knowledge in practice.Everyone has sustainable access to a water and sanitation network.Everyone has access to a safe supply of nutritious food.Everyone has access to health system resources.
2. Strengthen social cohesion of the communities.	Social capital: relationships, networks and social links that help families and communities to cooperate.	Communities provide protection and security for all their members and can draw on formal and informal community support networks to identify problems, needs and opportunities, establish priorities and act for the well-being and inclusion of all in the communities.
3. Provide well maintained and accessible infrastructure and services in the communities	Physical capital: infrastructure, equipment, improvements in crops, livestock, etc.	<ul style="list-style-type: none">The communities have well-planned, well-maintained and accessible infrastructure and services.Communities have the capacity to use, maintain, repair and renew public infrastructure and systems or to support these activities.Communities have:<ul style="list-style-type: none">- Safe and affordable housing.- Appropriate water and sanitation networks.- Appropriate transport and energy systems
4. Provide economic opportunities for community members.	Financial capital: access to financial resources that contribute to wealth.	<ul style="list-style-type: none">Communities provide a wide range of employment and income opportunities.Communities are flexible and resourceful.Communities have the capacity to accept uncertainty and react (with initiative) to change.
5. Manage natural heritage.	Natural Capital: natural resources and other resources that support livelihoods.	<ul style="list-style-type: none">Communities recognize the value of their natural heritage.Communities are responsible for managing their natural heritage.Communities have the capacity to protect, improve and maintain their natural heritage.
6. Strengthen community relations.	Social capital: the relationships, networks and social links that help families and communities to cooperate.	<ul style="list-style-type: none">Communities have the capacity and skills to maintain and build good relationships with a variety of external actors that can provide a broader supportive environment.Communities have access to a network of external actors who are able and willing to provide tangible and intangible forms of community support.



Other resources

- Farmers from the Río Cuilco watershed, Huehuetenango and San Marcos. 2011. Sabiduría Local y Cambio Climático. GIZ. Guatemala. 92 p.
- National Protected Area Council (CONAP), Trinational Commission of the Trifinio Plan and Trinational Community of the Lempa River. 2013. Radionovela: El Tesoro del Río Frío. Guatemala, Guatemala

Methodological support module to strengthen Resilience



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 them and should be used at the end to improve understanding and efficient use of the kit.

 **ALIANZA POR LA RESILIENCIA**

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