

COMMUNITY-BASED DISASTER RISK REDUCTION
for Field Practitioners



SUPPLEMENT
to FACILITATOR'S GUIDE







Foreword

South Asia remains one of the most disaster prone regions in the world. Annually millions of people are affected by natural disasters; from 1987 to 2006, 24% of people killed worldwide by disasters were in South Asia, according to data from the Centre for Research on the Epidemiology of Disasters. The frequency and magnitude of disasters in South Asia has increased over recent years and has demonstrated the need to reduce the underlying risk factors and to develop and improve disaster risk reduction strategies, particularly taking into consideration climate change, that aim to reduce disaster related risks, death, injury and adverse affects on livelihoods. Disasters obviously also have a negative impact on the achievement of the Millennium Development Goals and too on national development plans of countries in the region.

The International Federation of Red Cross and Red Crescent Societies is committed to the implementation of the Hyogo Framework for Action that set out a series of initiatives that governments, civil society, regional and international organisations and communities can carry out for promoting a strategic and systematic approach to reducing vulnerabilities, risks and hazards.

Red Cross and Red Crescent national societies in South Asia have for many years conducted Disaster Management / Disaster Risk Reduction training programmes





at various levels. However, the training terminology, curriculum, methodology, materials vary from one national society to another despite commonalities in the nature of the hazards that they face, their needs and challenges and increasingly the standardisation of Disaster Risk Reduction policy and strategy. Existing training curricula used by field practitioners also need to be updated to address the emerging threats faced in the region include new developments and good practices in Disaster Risk Reduction. More consistent and better quality Disaster Risk Reduction training programmes can produce the necessary human-resources within the national societies in order to transfer appropriate knowledge and skills to the local communities to face these new challenges.

This training material is significant in providing the first comprehensive attempt in South Asia to provide a standardised Disaster Risk Reduction training curriculum targeting field practitioners and community in order to improve the overall quality and impact of the Disaster Risk Reduction training programmes in South Asia undertaken by Red Cross and Red Crescent Society staff and volunteers working in disaster risk reduction. The book brings together material drawn from our own experiences within the Movement in dealing with the hazards that we face in this region but also from international non-government organisations and United Nations system agencies. Disaster risk reduction is most effective when it is undertaken in close cooperation and coordination with the government and other organisations.





Each national society has been assigned crucial roles and responsibilities under their respective Government's policies, legislation, strategies and plans, which this material will help us to undertake them more efficiently and effectively. This reference volume on community based disaster risk reduction, I am sure, will benefit not just to those in the national societies in South Asia - both staff and volunteers - but also to others working in the region and for national societies and Federation delegations elsewhere, as well as those working for other organisations and in the governments.

We are particularly grateful for the financial support from DIPECHO and other Participating National Societies that has enabled the International Federation South Asia Regional Delegation to undertake this work.

I strongly encourage national society staff and volunteers to use this excellent resource in your efforts to ensure that we play our part to undertake the priorities under the Hyogo Framework for Action and contribute to the achievement of the Millennium Development Goals.

Head of International Federation
South Asia Regional Delegation

February 2009





Acknowledgement

This document has been published with the generous support of the ECHO / DIPECHO, DFID and Swedish Red Cross Society. We are thankful to Asian Disaster Preparedness Centre for the technical support in curriculum development.

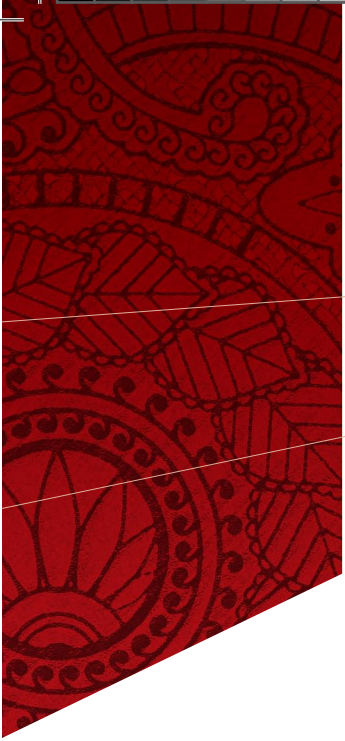
We are thankful to all the DIPECHO partner agencies specially Handicap International for reviewing the documents and giving inputs to make this disability inclusive.

This work would not have been possible without full participation and support from all the Red Cross Red Crescent national societies and country delegations in the region.

We would like to extend a special thanks to the members of technical working group on curriculum development : Abol Hasan Nazari, Afghan Red Crescent Society, Mohamed Yusef Sherzai, Afghanistan Delegation Nurul Amin, Bangladesh Red Crescent Society, Khaled Masud, Bangladesh Delegation, Mainak Mazumder, Indian Red Cross Society, Krishna KC, Nepal Red Cross Society, Kanwar Waseem, Pakistan Red Crescent Society, Shakeel Malik, Pakistan Delegation, Gothami Chandraratne, Sri Lanka Red Cross Society, Nandana Mohottige, Sri Lanka Delegation, Rita Savla, Focus International, Dr. Mel Capistrano, Asian Disaster Preparedness Centre, Arghya Sinha Roy, Asian Disaster Preparedness Centre, Adesh Tripathy, International Federation, South Asia Regional Delegation and Eilia Jafar International Federation, South Asia Regional Delegation.

We are also thankful to Ms. Hai Minh Vu, International Federation, and South East Asia Delegation for providing support in technical review of document and to ensure that the curriculum can be of relevance for South East Asia also. Last but not the least we are thankful to all the participants of field testing training programmes, whose names we are not able to record here due to space constraint, for their constructive inputs.





ICEBREAKERS AND ENERGISERS

Icebreakers are useful tools for training courses when the participants are unfamiliar with each other. These group activities help to build rapport and make participants sharing ideas with one another.

Energisers are useful to reinvigorate participants when concentration and interest is flagging. This is natural during training courses when participants have to concentrate for extended periods of time. Energisers provide short breaks to do something 'fun' and allow the participants to relax and regroup, ready to learn more.





**The following are example exercises
that can be used as icebreakers or
energisers, during this training...**





Group game **“Handwriting”**

Timing 5 minutes

Materials pen and paper

Methodology Each participant needs a pen and paper. Ask the participants to write their name with the hand they normally use for writing. Ask them to repeat this with their other hand. A short discussion can be had as to the results and what this means. It can also be linked to the following analogy: the community is the usual writing hand and the RC when it visits the community is the other hand.



Group game **“Stretching”**

Timing 5 minutes

Materials NA

Methodology Quite an effective and simple energiser is to get the participants to stand away from their seats and do some stretches, or very light exercises.



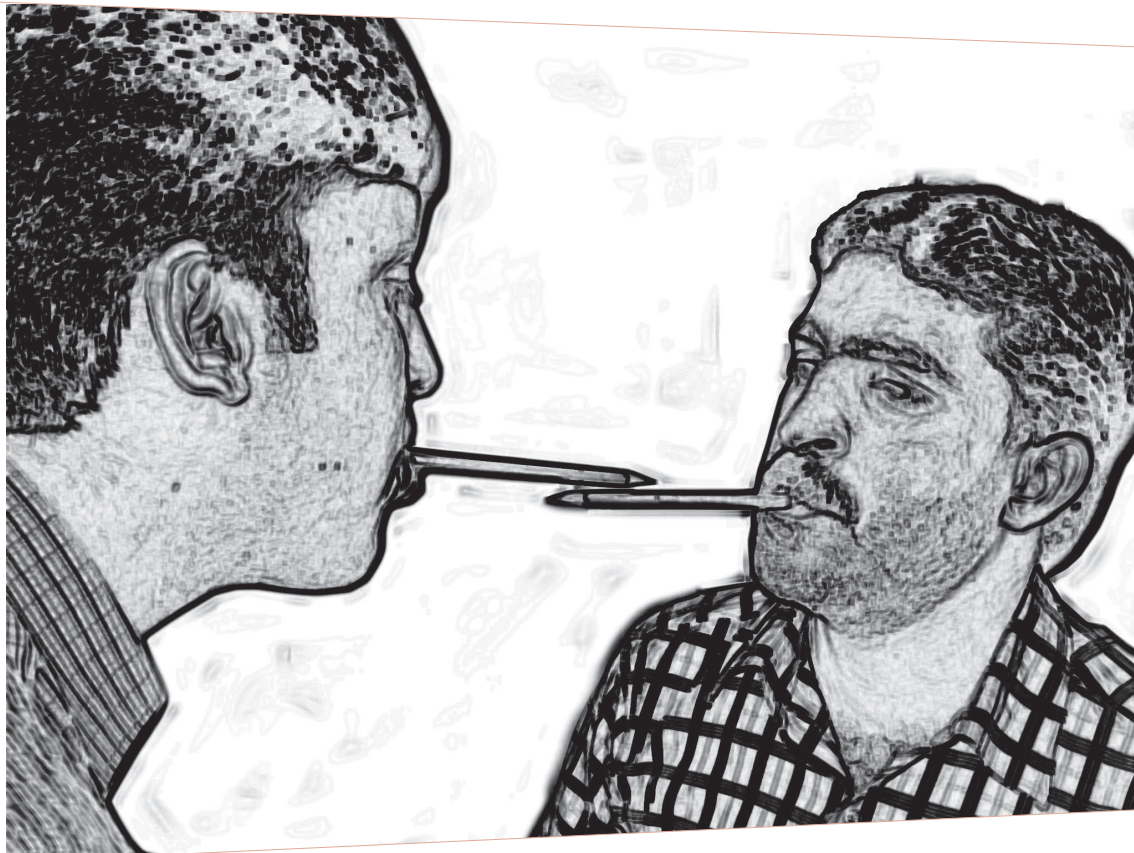


Group game **“Pass the Ring”**

Timing 15 minutes

Materials pencils, 2 rings

Methodology Men take pencils, women are judges. Men stand in two rows. Hold pencils in mouths. The ring must be passed from one end of row to the other using the pencils. If the ring falls on the floor can only be picked up using pencils held in mouths.





Group game **“Musical Chairs”**

Timing 20 minutes

Materials chairs, some sort of music or noise making equipment (this could just be a box that you hit like a drum, for instance)

Methodology The chairs are arranged in a circle. The participants walk around the chairs while the music is playing. When the music stops the participants sit in the chairs (one per chair). There should be one chair fewer than the number of participants. The participant left without a chair is out. Start the music again, the participants should carry on walking. Remove another chair so that there are once again fewer chairs than participants (for the sake of time you may decide to remove more chairs in one go, so that more participants are out in each round). This process repeats until there is only one participant sat in a chair.





Group game **“Newspaper Dancing”**

Timing 20 – 25 minutes

Materials large (newspaper size) sheets of paper (1 per group)

Methodology The sheets of paper need to be arranged so they are, roughly, in a circle, though still quite well spaced apart. Each group needs to stand near their sheet of paper (you may want to write the name of the group on the paper to make this more clear). Each group needs to select two people; these are the groups ‘dancers’. The others in the group can provide ‘coaching’/encouragement. When the music plays the ‘dancers’ need to dance, when the music stops, they need to jump onto the paper. No part of the participants feet (or other body part) can be touching the floor around the paper. If this is the case the group is disqualified. Once it has been assessed whether the groups successfully jumped on the paper, they need to step off the paper. The paper is then folded in half, and the exercise is repeated. The exercise is repeated till the paper is roughly half the size of this page. The objective of the exercise is to be the group who stays in the exercise the longest. If there is a tie, a ‘dance-off’ can be held to decide the winner (if time permits).





Group game **“Communication and Coordination”**

Timing 15 minutes

Materials NA

Methodology Each group of participants should stand in a row. Each group is stood next to each other. The groups are then given an instruction; the groups then need to arrange themselves in order based on the instruction. When a group is in order, they should sit down in order to signal this. The first group to sit down and successfully complete the task wins. The facilitator should verify whether the task has been successfully completed once the groups have all sat down. If the first group to sit down is not in the correct order the next group should be checked etc. Examples of instructions for the groups are given below:

- ☞ Arrange yourself in order of height, shortest to tallest.
- ☞ Arrange yourself in order of date of birth, oldest to youngest.
- ☞ Arrange yourself by size of right foot, smallest to biggest
- ☞ Arrange yourself by size of waist line, largest to smallest
- ☞ Arrange yourself by number of years you have worked for Red Cross (or whichever organisation you currently work for), least to most.





Group game **“Find your partner”**

Timing 20 – 30 minutes

Materials pairs of numbered cards

Methodology This exercise is particularly good used as an ice breaker.

Each participant picks a card from a hat at random. The participants then have to find the other participant who has a card with the same number as them. Facilitators can also join in this exercise. Once you have found the participant with the same number on their card, you should find out a little bit about each other. At the end of the exercise you should introduce your new ‘partner’ to the rest of the group, sharing some of the new information you have found out.



Group game **“Coconut dance”**

Timing 5 minutes

Materials NA

Methodology The facilitator explains that there is a dance move for the word, “Co”, there is another move for, “nut”. The participants then have to do these moves when the facilitator calls out the words. The facilitator may say, “Co-co, co-co-nut” or something similar.





Group game **“Balancing a pole”**

Timing 5 – 10 minutes

Materials a pole or broom handle

Methodology The participants should be arranged so that they are facing each other in two rows, about a metre to a metre and a half apart. They should extend one arm each towards the row opposite, with only one finger extended. A pole (or broom handle) is then balanced on the participants’ fingers. The objective is to then lower the pole to the floor (without one end of the pole significantly overtaking the other). The participants should not communicate verbally with each other. If either of the cases previously stated occur or the pole drops to the floor, the participants need to return to the starting height and begin the exercise again.





Group game **“1, 2, 3, 4, 5...”**

Timing 10 minutes

Materials NA

Methodology The participants stand in a large circle, facing inwards, with their arms outstretched by their sides. Their left hand should have the palm facing up, the right hand the palm facing down. Each participant's right hand should hover above the left hand of the participant next to them. The participants in should count from 1 to 5 in a clockwise or anti-clockwise direction, each participant saying one of the numbers. The participant who says five should try to touch the left hand of the participant next to them with their right hand. If they do this the participant whose hand they touched is out of the game. This should be continued, as time permits, until there are two participants left.





Group game **“Front or Back”**

Timing 5 – 10 minutes

Materials NA

Methodology The participants should stand in a circle, facing inwards. When the facilitator calls out, “Front” the participants should take a step forward, when the facilitator calls out, “Back” the participants should take a step back. If a participant steps in the wrong direction, or hesitates for too long, they are out of the game. The facilitator can call out “Front” or “Back” more and more closely together to make the exercise harder.

Group game **“Next person answers”**

Timing 10 minutes

Materials NA

Methodology The group stands in a large circle. A participant is asked a question about themselves (for instance, “are you wearing black shoes?”), the participant next to the participant who was asked the question has to answer. If they hesitate too long or answer the question wrongly they are out of the game.





Group game **“The knot”**

Timing 15 – 20 minutes

Materials NA

Methodology A useful post- lunch ice- breaker is to get each team to stand in a circle and put their hands in the middle. Then without looking everyone needs to link each of their hands with another person’s so as to create a tangle. This then requires the active participation and problem solving of all group members. This exercise highlights the importance of every member’s involvement and communication skills.



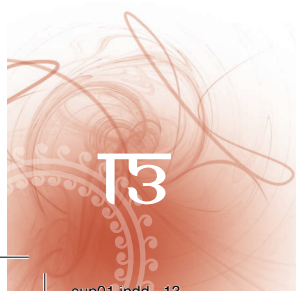


Group game **“Pass the scarf”**

Timing 15 – 20 minutes

Materials two scarves

Methodology The participants should arrange themselves into two teams with an equal number of members and stand in rows. The person at the front of each row should tie the scarf around their neck. When the facilitator indicates the start of the exercise the participants should remove the scarf and tie it round the neck of the participant behind them, this participant should then repeat this with the participant behind them. The objective of the game is to be the first group to successfully get your scarf from the participant at the front to the participant at the back and then all the way to the front again. Other facilitators may need to monitor for ‘cheating’ (i.e. was the scarf actually tied and untied etc.)





Group game **“7 UP”**

Timing 15 minutes

Materials NA

Methodology The participants should stand in a circle facing inwards. The participants need to count, one number each, as they go around the circle. The participants indicate the direction of the counting with their arm (held across the body). Through this method the direction of counting can be changed. The sequence goes, “1”, “2”, “3”, “4”, “5”, “6”, “up”. As is shown the participant should not say, “7”. The direction when the participant says, “up” should also be indicated by holding their arm over their head, in the intended direction, rather than across the body. If a participant makes a mistake, for instance, hesitating or shouting out incorrectly, they are out. The exercise goes on until only two participants are left taking part. These two participants are the winners.





Group game **“Good morning”**

Timing 5 minutes

Materials NA

Methodology The participants stand in a circle. The participants indicate which direction they are speaking in with the direction that they point their heads. The participant should turn their head to face the person next to them and say “Good morning”. A participant can reverse the direction around the circle that the ‘conversation’ goes if they wish by turning their head back towards the participant who has just said, “Good morning” to them, when it is their turn to say, “Good morning”.



Group game **“Counting with hands and feet”**

Timing 5 minutes

Materials NA

Methodology The participants stand in a large circle, or alternatively stand just away from their tables. The participants should extend their right hand and count from 1 to 10 by tracing out the shape in the air with their arm. This activity should be repeated with their left hand, left leg and right leg.





Group game **“Mild, moderate, severe rain”**

Timing 5-10 minutes

Materials NA

Methodology Depending on space available the participants should either stand in a large circle (facing the back of the person in front of them) or in small rows (again facing the back of the person in front of them). The exercise involves ‘chopping’ (with the sides of the hands) on the back of the person in front. For ‘mild rain’ it should be light chopping, then for ‘moderate rain’ it should be medium chopping, and then for ‘severe rain’ should be firm chopping (within reason!). The facilitator will call out either, “mild rain”, “moderate rain” or “severe rain” to indicate when the participants should increase the intensity of their chopping. When this exercise has been gone through once, the participants should turn round (so they are facing the back of the person who was behind them originally); the exercise should then be repeated.





Group game **“Write your signature”**

Timing 10 – 15 minutes

Materials Whiteboard / flipchart with paper, markers

Methodology The participants each take it in turn to write their signature on the whiteboard. When all the participants have done this they vote which of the signatures they think are the best (the top three for example). The participants with these signatures then have to write their signature again, only this time they should write it in the air facing the other participants as if the pen was on the end of their nose. Once the top three have done theirs, if there is time, the other participants can show the rest of the group how they write their signature with their nose, if they like.

Group game **“Drawing on your head”**

Timing 5 minutes

Materials NA

Methodology place sheet of A4 paper on a hard surface (e.g. folder) on your head. Draw a circle the size of a football. Draw a face in it. Check the results.



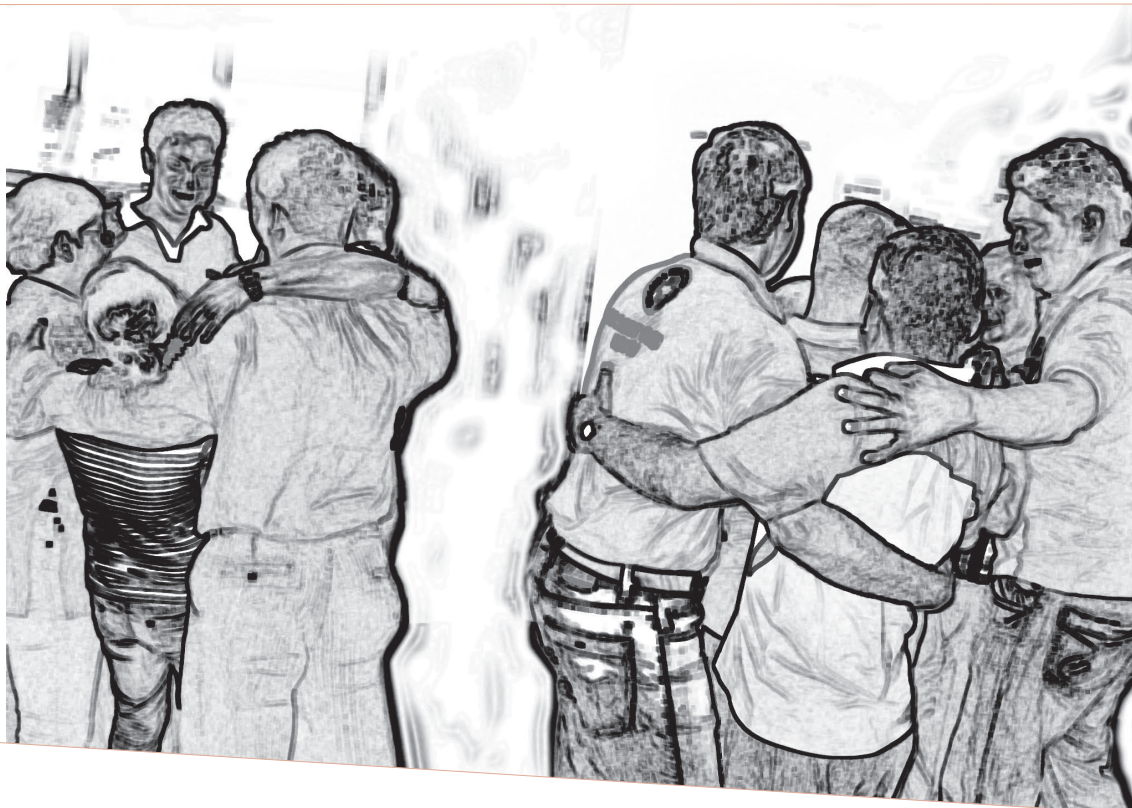


Group game **“25 and 50 Afghani/Taka/Ngultrum/Rupee/Rufiyaa (dependent on training venue)”**

Timing 10 minutes

Materials NA

Methodology For this exercise the male participants are given a value of 25 rupees (or other currency) and the women, a value of 50 rupees (or other currency). The facilitator then calls out an amount such as “150 rupees” and the participants have to huddle together to create this value e.g. $25+25+25+25+50=150$, $50+50+50=150$. If any participants are missed out i.e. cannot make the amount specified they are out. The process is repeated by calling out different amounts of currency.





Group game **“Not enough chairs”**

Timing 15 minutes

Materials Chairs (one less than the number of participants for the exercise)

Methodology The chairs should be arranged in a large circle, facing inwards. A participant should sit in each chair. The participant who isn't sat in a chair needs to say, for example, “I like everyone wearing red cross t-shirts”, all the people wearing red cross t-shirts then have to get out of their seat and run to another empty seat (vacated by someone else in a red cross t-shirt). The person who started stood in the middle should also try to run into a vacant seat. The process then repeats with the person now stood in the middle making a statement. Examples could include:

- ☞ “I like everyone wearing glasses”
- ☞ “I like everyone who is male/female”
- ☞ “I like everyone wearing slippers”
- ☞ “I like everyone”
- ☞ Etc.

If someone is left standing three times they may have to face a forfeit.





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Additional Interesting Energisers

Source: Training of Trainers Curriculum for Community-Based Disaster Management, Indian Red Cross Society

Body Writing

Helps the group to loosen up. Write your name with different body parts i.e. left finger, right finger, left leg, right elbow, nose....

This one involves a good deal of exercise.

As a facilitator do them yourself as well.

Deepakbhai says....

Stand in a circle. Give instructions – to jump up, kneel down, touching toes, turn around, to stop, etc. participants only follow the instructions when you say “Deepakbhai says....” but not when you only command. Those who make mistakes drop out.

Mirrors

This one is fun. Done in pairs. One person is the actor, the other the mirror. The mirror does whatever the actor does. Continue for a couple of minutes and then reverse roles. Demonstrate with a partner to set an example with appropriate vigor.

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The Fundamental Principles of the International Red Cross and Red Crescent Movement

Humanity

The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.

Impartiality

It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

Neutrality

In order to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

Independence

The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

Voluntary service

It is a voluntary relief movement not prompted in any manner by desire for gain.

Unity

There can be only one Red Cross or Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

Universality

The International Red Cross and Red Crescent Movement, in which all societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.

List of Participants

The following individuals had provided valuable inputs in the development of the standardised curriculum on Community-Based Disaster Risk Reduction for Field Practitioners, which was pilot-tested in Pakistan, Sri Lanka and Bangladesh:

Abaid Ullah Khan, Asima Nasim, Dawar Adnan Shams, Javed Ahmed, Mehboob Karim Joiya, Mufti Mansoor, Waqar Shams, Muhammad Iqbal, Farida Bangulzai, Muhammad Ayub Khan, Malik Ishaq, Yasir Manzoor, Muhammad Ayaz Khan, Nadia Tabsum, Aamir Raziq Shah, Humaira Nawaz, and Muhammad Hussain - Pakistan Red Crescent Society, Atta Murtaza Durrani - German Red Cross, Pakistan, Asif Aman Khan - Danish Red Cross, Pakistan, Anjum Nathaniel - American Red Cross, Pakistan, Muhammad Shakeel Malik and Akbar Gul - Pakistan Delegation, Abdul Jalil Basiri, Abdul Rahim Frotan, Mohammad Shahpoor, Ahmad Nawid and Ahmad Javid - Afghanistan Red Crescent Society, Kalana Cooray, Upali Wickramaratne, Buddhika Manawasinghe, Migara Bandaranaike, Rangika Wickramage, Kumara Weeraratne, Vajira Mahesh, Aruna Priyadharshana, Udaya Kumara, Nimal Silva, Vijith Rasanga, Vinodan Dias, Chami Fernando, Tharangani Muttettupola and Sampath Silva - Sri Lanka Red Cross Society, John Bales, Aminath Sharmeela, Ibrahim Fawaz and Mariyum Niema - Maldives Delegation, Laila Shareef - WFP, Maldives, Belal Hossain, Ekram Elahi Chowdhury, Nur Islam Khan, Mijanuar Rahman, Nurul Amin, Akram Ali Khan, Tariqul Islam, Azruddin Safder, Nazmul Azam Khan and Nazrul Islam - Bangladesh Red Crescent Society, Karma Doma Tshering, Lhachey Dema and Tshering Wangchuk - Government of Bhutan, Laura Perander - Swedish Red Cross, Nandu Keshari Khanal, Prakash Aryal and Shivaram Gautam - Nepal Red Cross Society, Michael Slotema - Plan Bangladesh, Syed Shah Nawaz Ali - Islamic Relief and Maliha Ferdous, Nusrat Azim, Khaled Masud Ahmed, Ahmed Nazri, Areefa Mehera Islam and Sanjida Sabrina Tawhid - Bangladesh Delegation





building safer communities
in South Asia

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