The vision
Save the Children works for:
- a world which respects and values each child
- a world which listens to children and learns
- a world where all children have hope and opportunity

The mission
Save the Children fights for children's rights.
We deliver immediate and lasting improvements to children's lives worldwide.

ISBN 978-974-7519-42-6
© 2007 Save the Children Sweden - Southeast Asia and The Pacific Regional Office

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Printing: Eastern Printing Public Company Limited
Published by: Save the Children Sweden
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Preface

This training manual, *Child-Led Disaster Risk Reduction in Schools and Communities*, is produced by Save the Children Sweden and Save the Children UK as a guide for organising activities to strengthen children's capacity in disaster risk reduction in schools and communities.

Save the Children produced this training manual using a process developed by Marta Casamort Ejarque (DRM Project Co-ordinator and Consultant) for a disaster risk-reduction project, Listening to the Water, operated by Save the Children UK in Cuba. The first draft of this manual was refined as a result of two disaster risk-reduction training workshops for youth trainers in August and September 2006. The project partners, Rabatbai Group, Duang Prateep Foundation, the Asian Resource Foundation and the Youth Network for Development, then used the draft manual in their work with children in southern provinces of Thailand. In January 2007, Save the Children and its partners revised the manual again. The outcome is the training manual before you now.

From Save the Children's experience in 2006, children's participation in conducting disaster risk-reduction activities in their communities shows clearly that children not only are 'victims' of disasters but are capable citizens who, with proper and sufficient support from adults, can truly participate in activities that are beneficial to their societies.

This manual aims to promote leadership by children and young people in planning, analysing and conducting disaster risk-reduction activities by providing training on the following topics.

- Concepts and definitions relating to disaster risk reduction.
- Risk and resource community mapping.
- An educational campaign on disaster risk reduction.

Future work will address mitigation activities and integration into community DRR in similar depth.

Facilitators of the training may choose to use any of the steps in the manual that suit the context in which they are working. The manual may be used for diverse contexts, for example in a regular training programme in classrooms or for a capacity-building camp outside schools.

Save the Children hopes this manual will assist organisations and others working to promote the participation of children and young people in community efforts to reduce the risk of disaster.

Save the Children Sweden

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Handouts
The main idea of this section is to ensure the participating children know how a disaster risk-reduction project will benefit them, their schools and their communities. They need to understand their roles in the project, what they have to do and how much time the project requires of them. It is most important that children decide for themselves whether they want to join the project. The project's activities will run smoothly and effectively when participants fully understand the process and join the project of their own volition.
1.1. Recruiting children

It is essential that children consent to participate in the project and that any child in the target community has the opportunity to participate, without discrimination.

Issues to consider in recruiting children

◆ Give the children all information relating to the project so they can make an informed decision about whether to join it.

◆ Give the children time to think before they make a decision.

◆ If there are limits on the number of participants (no more than 30 should join any one training group), ensure the selection process is non-discriminatory regarding age, nationality, ethnicity, gender, language, religion, economic or social status, physical capacity, and so on.

◆ At the beginning of the process, explain clearly to the children how much time they will need to set aside for the project and also the benefits of participating. The children should understand they will acquire more responsibilities and may sometimes be tired as a result of their participation, so they need to feel certain of their commitment from the outset.

◆ The children should be aware that they may choose to withdraw from the project at any time.
The following activities may be helpful in recruiting children for the project.

a. Before seeking applications for participation in the project, organise awareness-raising activities such as a stage drama or a storytelling about disasters, or screen a video about the lessons learnt in a pilot project.

b. Explain to potential participants the objectives of the project and the general activity plans.

c. Open for applications from children who are at a particular educational level or fit relevant criteria - whatever the project in the area has targeted.

d. The maximum number of participants in any one training group should be 30. A transparent and democratic selection process is needed if more than 30 children apply to participate. The appropriate number of participants may depend on factors such as a facilitator’s skills.
1.2. Introducing the project and explaining children's roles

Objective
To ensure the children understand the project's aims and processes as well as their potential roles within the project.

Process
a. The facilitator explains the project to potential child participants and distributes the following information (for example, as a handout)

Child-led disaster risk reduction in schools and communities

1. Project's objectives
To strengthen children's skills so that they understand the risk of disasters in communities and are enabled to take a lead in reducing the risks and impacts of potential disasters.

2. Project's strategy and principles
In this project, children are the centre of the activities. Their participation in all steps is essential. The children are expected to acquire the skills to think, plan and conduct activities independently.

3. The role of children in the project
Children and young people will be trained in tactics to reduce disaster risks. They will produce a risk and resource community map. They will be encouraged to conduct an educational campaign on disaster risk reduction. Finally, they will jointly evaluate the project and note the lessons learnt.
b. The facilitator discusses with potential participants how children in general may participate in disaster risk reduction. The facilitator leads the discussion to the conclusion that children and young people are entitled and able to express themselves on important issues in their communities. Like adults, they can play a significant role in reducing disaster risks and in helping their communities if a disaster occurs.

Why is children’s participation important?

In the case of the 2004 tsunami disaster in southern Thailand, children were seen to play significant roles in assisting their families and communities during the initial impacts and in the aftermath.

- Children rescued others from drowning.
- Children helped adults in temporary shelters.
- Older children looked after younger children.
- Children comforted their friends who had lost loved ones.
- Children helped in the massive clean-up and did housework.
- Children became family breadwinners.

Children took on these roles naturally. With further strengthening of their skills and capacities, supported by the adults around them, children may be able to take on other important roles, including the following:

- Organising a volunteer group to protect children in schools and communities.
- Organising a group to run a community radio program.
- Organising a group to comfort friends who have experienced losses.
- Preparing a prevention plan and conducting an educational campaign to reduce the risk of disaster.
2. Disaster risk reduction: Concepts and definitions

Before beginning any or all of the activities presented in this training manual, participating children need to understand the main concepts and definitions relating to disaster risk reduction. The facilitator is advised to avoid shortening the term 'disaster risk reduction' to 'DRR' in order to avoid any misunderstanding. Once the children know the distinction between 'hazard' and 'disaster' and understand the concepts of 'risk', 'risk assessment' and 'risk management', they will be ready to go on to the next activities.
2.1 What is a 'hazard'? What is a 'disaster'?

Objective
To ensure the children understand the meaning of 'hazard' and 'disaster' and are able to distinguish between the two.

Materials
Flipchart paper, marker pens.

Process
a. The facilitator divides the children into small groups and gives each group flipchart paper and pens.

b. The facilitator asks each group to discuss what 'hazard' and 'disaster' mean to them. Ask the children to write their answers on the paper.

c. The facilitator asks the groups to make a short presentation of their answers and discussion.

d. The facilitator makes use of the children's replies to lead to the following conclusion.

A hazard is a human-made or natural danger or risk that causes damage. Examples of natural hazards are floods, typhoons (or hurricanes) and earthquakes. Examples of human-made hazards are chemical spills, landmines and industrial toxic pollution.

A disaster is a hazard that causes such great losses and damage that the affected communities do not have the capacity to cope.
Note for the facilitator

Following are some examples that show the difference between a hazard and a disaster.

◆ A tsunami is a kind of hazard.

◆ Hawaii, in the Pacific Ocean, has a good plan for preventing damage in case of a tsunami. When a tsunami did occur there, homes and buildings were not damaged and no one died. In this case, the tsunami was not a disaster.

◆ When tsunamis occur in Indonesia, where strong prevention plans are currently lacking, there has been such great loss of life and damage to property that the affected communities cannot cope. In this case, the tsunamis are disasters.
2.2. What is 'risk', 'risk assessment' and 'risk management'?

Objective
To ensure the children understand the meaning of 'risk', 'risk assessment' and 'risk management' and are able to apply these concepts practically.

Materials
Flipchart paper, marker pens.

Process
a. The facilitator invites the children to share opinions about the possible risks in their daily lives. For example, children may suggest that a woman walking alone in a desolate area may be at risk of being assaulted, or that someone who rides a motorcycle without wearing a helmet risks suffering a serious injury if an accident occurs.

b. The facilitator sums up the examples offered by the children, and explains that:

A risk is the potential for something to go wrong.
c. The facilitator explains that if we want to know whether we are at risk of something going wrong, we need to think about - or assess - the potential for risk to occur. What is the likelihood that a risk exists?

A risk assessment is a survey or a study that investigates, monitors and anticipates factors that combine to create the potential for something to go wrong and thereby harm children and adults in a community.

d. The facilitator explains that risks are common in our daily lives. But if we know a risk exists, do we just stand by and let something harmful or dangerous happen? If we do not want something harmful or dangerous to happen, we have to find a way to manage or reduce the risk.

Managing or reducing risk means limiting the possibilities for something to go wrong and cause harm.
2.3. Risk assessment activity: Weather forecast

Objective
To encourage the children think about how to apply risk assessment and risk management in everyday practice.

Materials
One or several copies of the picture below.

Process
a. The facilitator shows the children the picture (or distributes copies of it) and asks, "When you see the picture on the left (the cloud), what do you think is the risk?" The children may say the risk is that there will be rain and they will get wet or not be able to go to school.

b. After the children reply, the facilitator explains that their answers are a kind of 'risk assessment' (they suggest what kind of risk a cloud may present).

c. The facilitator then asks, "How risky do you think it will be?" or "How much risk of harm is there?" The children may say the situation is very risky because the cloud is dark and looks like it will cause heavy rain.
d. After the children reply, the facilitator explains that their answers are a way of identifying or analysing how big the risk is (the scale or the extent) of the cloud causing negative impacts.

e. The facilitator then asks, "What can you do to solve the problem of the risk of getting wet because of possible heavy rain?" The children may suggest carrying an umbrella.

f. After the children reply, the facilitator explains that the children's answers are an example of 'risk management' or 'risk reduction'. That is, they have thought about the risk (or possibility) of getting wet and then they have thought about ways to limit or reduce that risk.

g. The facilitator explains that there may be other ways to reduce the risk of getting wet. For example, the children may wear a raincoat, or they may avoid riding a motorcycle and instead travel by car, or they may wait for the rain to stop before going outside, etc.

h. The facilitator concludes by suggesting the example shows us that children need to know in advance about the risks of something going wrong so that they can assess the risk. If they think, on the basis of their assessment, that there is a definite risk, they will be able to find ways to reduce or manage the risk. Note that different people may have different ways of reducing risk.

i. The facilitator presents the table below as a summary of the discussion.
The situation:
We listen to the weather forecast on the radio or the television before we go outside.

The risk:
After listening to the forecast, we learn there may be heavy rain.

Risk Assessment:
Will there be a great impact? Why?
Yes, because we may get very wet outside.

How likely is the risk? Why?
The risk of rain is very likely because the weather forecast is usually accurate.

Risk Reduction:
What should we do?
Carry an umbrella and wear waterproof shoes.
2.4. Risk assessment activity: Home alone

Objective
To help the children develop skills for analysing disaster risks.

Materials
One or several copies of the picture below.

Process

a. The facilitator shows the children the picture or distributes copies of it.

b. The facilitator asks, "What are the risks for the child in this picture?" The children may say the child in the picture might get an electric shock, be hurt by a nail, be burnt by hot water, or crawl out through the door and fall down some stairs.

c. After the children reply, the facilitator asks, "How risky do you think it will be?" or "How great will be the impact of the possible harm?" The children may say there is a very high risk of great danger, even the loss of life, if the child crawls outside and is hit by a car, or if the door to the stove is left open or the child tries to reach the pot of boiling water.

d. The facilitator explains that the children's answers are a way of identifying or analysing the scale or the extent of the risk of possible negative impacts on the child.
e. The facilitator then asks, "What do you think could be done to solve the problem of the risks for the child?" The children may say the child should not be left alone or that the room should be redesigned to prevent danger (for example, the electricity sockets could be moved higher, the stove should be turned off, the door to the room should be kept closed, and things on the floor should be cleared away).

f. After the children reply, the facilitator explains that the children's suggestions are forms of 'risk management' or 'risk reduction'. That is, they have thought about the risk of the child being harmed and then thought about ways to limit or reduce that risk.

g. The facilitator may conclude the activity by presenting the table below to give the children a summary of the discussion.

<table>
<thead>
<tr>
<th>The situation:</th>
<th>A child is left on their own in a room where the door is opened to the outside.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The risk:</td>
<td>The child might crawl out of the house and be harmed.</td>
</tr>
<tr>
<td>Will there be a great impact? Why?</td>
<td>Yes, because the child is too young to know that it is dangerous outside.</td>
</tr>
<tr>
<td>What should we do?</td>
<td>Close the door to the room and ensure an adult is there to look after the child properly.</td>
</tr>
</tbody>
</table>

Note for the facilitator

In conclusion, note that the main steps in reducing risk or managing risk are to:

- Identify risks by thinking about and listing the potential risks.
- Analyse the types and extent of risks.
- Think about ways or measures to reduce or manage the risks identified. i.e. what can you do which will completely prevent the danger? If you cannot completely prevent it what can you do to reduce the level of danger and damage?
2.5. Risk assessment activity: Natural hazard risks

Objective
To help the children develop skills for analysing disaster risks.

Materials
Flipchart paper, marker pens.

Process
a. The facilitator divides the children into three groups and gives each group a topic and questions to discuss. Each group should answer the questions below.

"Suppose your village or town faces this type of natural hazard every year."

- Group 1: Flood
- Group 2: Landslide
- Group 3: Typhoon (or hurricane)

1. What do you think are the risks for your village or town if this natural hazard occurs?

2. Which groups of people in your village or town would potentially be at the greatest risk of being harmed?

3. What should people in the community do to prepare themselves so that they reduce the risk of harm?

b. Each group is asked to discuss the questions for about 15-20 minutes and to write their answers on flipchart paper.

c. The groups give a brief presentation of their responses.

d. The facilitator encourages the children to discuss in detail the groups of people in their community who may be at the most risk of harm (for example, children or the elderly). This discussion leads to the next step.
2.6. What is 'vulnerability'?

Objective
To encourage the children to analyse 'vulnerability' in relation to a hazard or a disaster, so that they know which groups of people in their community may be at more risk of harm than others.

Materials
Flipchart paper, marker pens.

Process
a. The facilitator explains to the children that 'vulnerability' means the potential to be easily hurt or harmed.

b. The facilitator asks the children to work together in the groups they were in for the previous activity. They should discuss which groups of people in their community are most at risk or are vulnerable to a natural hazard. The children also may offer suggestions based on other natural hazard situations.

c. The facilitator writes on a flipchart the groups of people identified.

d. The facilitator asks the children to discuss in their groups why they think the identified people are vulnerable.

e. If the children do not readily identify all vulnerable groups, the facilitator asks questions to lead them to identify such groups. "Are small children vulnerable when there is a disaster?" "Why?" "What about elderly people?" "Why?" "What about children with disabilities such as being in a wheelchair?" "Why?"

Vulnerability is the potential to be easily hurt or harmed.
**Who is vulnerable?**

**Elderly people** may be physically weak and in poor health. They may be nervous and also feel strongly that they do not want to leave their homes no matter what. They may lack access to information. Many older people do not want to be seen as a burden for their children and so they may not easily accept their children's help.

**Small children** do not have the physical skills or coordination of older people. Curiosity can lead them to danger. They may be too young to know how to set priorities, and do not have the knowledge and information that older people may have. They are less able to control emotions and may experience very serious psychological effects as a result of distressing situations.

**Adolescents** may be less able than older people to control their emotions, they may be quick tempered, and they may be easily influenced by their peers in a negative way. They may be curious and keen to try new things. Adolescent girls may be at risk of sexual harassment or assault in the chaotic situation created by a natural hazard. Adolescents may feel guilty if they cannot help or look after their family members.

**Women** may place the welfare of their children and families (and even their belongings and property) above themselves. They may be physically less strong than men and they may lack access to information. Their cultural perception of themselves and their role in the society may put them at risk. In India, for example, it was reported that some women drowned during the 2004 Indian Ocean tsunami because they had not dared to get out of the water naked, having had their saris torn from them by the wave.

**Marginalised groups** may be people with disabilities, street children, people forced to be beggars, migrant workers, displaced people and people of ethnic minorities, amongst others. They may lack information and education and have only limited access to social services. They may have an illegal status (for example, if they are an undocumented immigrant). They may experience social discrimination that causes insecurity in their lives.
2.7. What is 'capacity'?

Objective
To encourage the children to analyse 'capacity' in relation to a hazard or a disaster so that they know which groups of people in their community may be safe and therefore able to help other people.

Materials
Flipchart paper, small paper cards, pens.

Process
a. The facilitator asks each group of children to discuss which groups of people in their community would be less vulnerable (less likely to be hurt) than others if a natural hazard occurred (a flood, a landslide or a typhoon). Each child is given at least two paper cards on which to write their answers within five minutes. Their replies may include community leaders, strong people, people with traditional wisdom, etc.

b. The facilitator asks the children to stick their paper cards on a flipchart (one flipchart for each group). The children are encouraged to read the cards and group the answers into categories.

c. The facilitator asks each group of children why one group in the community is less vulnerable than others. The facilitator writes the replies on a flipchart. The replies may include the following.
Who is less vulnerable?

- People who go to work outside the community and the hazardous zone.
- Community leaders who may have good knowledge about the community because of their role in its management (for example, in setting up infrastructure or services). They may have better access to services and information than other people.
- Working-age people may be more emotionally mature than younger people. They may have better skills to make good decisions and therefore be more able to deal with a difficult situation.
- People in the civil service, teachers and those whose work relates to information may be at less risk.
- People in good physical health are better able to help themselves and others.
- People who have absorbed traditional wisdom and are aware of historical and other information about hazards and disasters may be less vulnerable. For example, in southern Thailand, the Moken people pass on from generation to generation an understanding of the warning signs of an approaching tsunami.
- People in big families may cope better because they are able to depend on one another physically and emotionally.

e. The facilitator summarises, noting that the examples given show that some people in the community are less vulnerable than others. They have some kind of ability or skill or knowledge to deal with a difficult situation. These abilities, skills and knowledge are known as ‘capacity’.

f. The facilitator may use the information in the next page to further explain ‘capacity’ in this context.
Capacity is an ability to cope with a difficult situation.

It means having skills and knowledge to respond and prepare for a risk.

There are various aspects of capacity. The capacity to survive and recover in a difficult situation includes skills such as the ability to:

- Run quickly.
- Swim quickly.
- Obtain funds to build a strong house in a safe area.
- Know what to do during a crisis, such as storing belongings in a safe place, keeping food stocks dry, not drinking contaminated water, etc.

With proper support, a person’s capacity can be increased and developed. The capacity of vulnerable groups can be strengthened by:

- Promoting opportunities for people to access information, including creating an accessible information channel.
- Raising awareness and educating people to be aware of the needs of vulnerable groups.
- Reducing the gap between vulnerable people and other people, including acting to end discrimination against marginalised people.
- Including a course on disaster preparedness in schools and communities.
2.8. Revision of definitions

Objective
To ensure the children have gained a clear understanding of key terms and concepts relating to disaster risk reduction.

Materials
Two balls, one big and one small (for example, a football and a tennis ball).

Process
  a. The facilitator reviews the definitions of terms as follows.

A hazard is a human-made or a natural danger that causes damage to people, property and the environment.

A disaster is a human-made or a natural hazard that causes such great damage and loss of life that the affected community cannot cope.

A risk is the potential for something to go wrong or for something harmful to occur.

A risk assessment is a survey or a study that investigates, monitors and anticipates factors that combine to create a potential for something to go wrong and thereby harm children and adults in a community.

Managing or reducing risk means acting to limit the possibilities for something to go wrong, being prepared so that the risk of disaster is reduced.

To be prepared is to make individuals and communities ready for a potential natural hazard so that they may prevent or reduce loss of life and damage to property and the environment.

Vulnerability is the potential to be easily hurt or harmed.

Capacity is an ability to cope with a difficult situation. It means having skills and knowledge to respond and prepare for a risk.
b. The facilitator may choose to ask the children to play a game in order to strengthen their understanding of the key terms and concepts discussed. The children do not need to play the entire game outlined in the next steps.

c. The facilitator asks the children to stand in a circle and then explains to them the rules of the game. There are two balls that the children have to throw to one another. The first ball to be thrown is bigger than the second ball. The bigger ball is to be thrown in sequence around the circle from one child to another (not across the circle). Once the bigger ball starts to pass round the circle, the smaller ball will be thrown in the same manner. Whoever receives the bigger ball must try to throw it to the next person quickly before the smaller ball catches up. Those with the smaller ball must try to throw quickly so that it catches up with the bigger ball. The game ends when the smaller ball catches up with the bigger ball. When this happens everyone shouts to mark the 'explosion' would be good.

d. The facilitator begins the game by throwing the bigger ball to a child, and then throwing the smaller ball. The facilitator allows the children to play the game for a few rounds.

e. At the end of the game, the facilitator explains that the bigger ball is like a bomb and the smaller one is like a match. The children had to try not to let the two meet at the same place because there might be great danger if the bomb is ignited by the match.

f. The lessons from the game allow the facilitator to note that we can consider the bomb (the bigger ball) to be a community's vulnerability and the match (the smaller ball) to be a possible hazard. A community will be safe if the hazard and the vulnerability do not cross paths. But it is possibly dangerous if they do cross paths. For example, a tsunami is a hazard. The fact that people live in a hazardous zone where a tsunami might strike is the community's vulnerability. If a tsunami occurs, the potential for a disaster is high. But if the community is prepared to deal with such an event and has knowledge and information about such situations, the capacity of people to deal with the hazard can be improved and the risk of a disaster can be reduced.
2.9. Hazards and disasters in Thailand

Objective
To assess the children's knowledge about potential hazards and disasters in their community and to ensure they are aware of such potential situations.

Materials
Two flipchart papers (one marked 'hazard' and the other 'disaster'), paper cards.

Process
a. The facilitator asks each child to write down examples of a hazard and a disaster, according to their understanding, on a paper card.

b. The facilitator asks the children to stick their cards on one of the two flipcharts according to whether the answer is a hazard or a disaster. In this step, the facilitator will see how much the children know about hazards and disasters.

c. If the children's replies cover all the possible hazards in the area in which they live, the facilitator proceeds to the next step. If the replies do not cover all the potential situations, the facilitator should explain more as outlined below.

Significant hazards and disasters in Thailand

1. Floods
2. Accidents
3. Storms
4. Droughts
5. Landslides
6. Fires (including forest fires)
7. Earthquakes
8. Chemical spills
9. Epidemics
10. Tsunamis

Thailand experiences both natural and human-made hazards and disasters. Some hazards, such as landslides and floods, potentially occur more often and therefore cause greater losses.

3. Risk and resource  
community mapping

The risk and resource community map to be developed by the children is not the usual kind of community map. In this case, the map will identify which people and places in the community would be at risk or safe in the event of a hazard. Children will produce the map by collecting information from the community as the basis for the map. They will be expected to cross-check the accuracy of the map's information with supportive adults before disseminating the map to other community members. The children will learn to recognise the benefits of such a map and gain the skills to produce one. As the children help adults around them to plan for disaster prevention, the adults can be expected to see the ways in which children can contribute serious and beneficial work to their communities.
3.1. What is a risk and resource community map?

Objective
To explain the meaning and benefits of a risk and resource community map and to outline the steps involved in creating such a map.

Materials
Flipchart paper, paper cards (or copies of the boxed information below), marker pens.

Process
a. The facilitator explains the meaning of a risk and resource community map by writing the key words on paper cards so that the children will understand easily and clearly.

A risk and resource community map is a sketch of an area or a place, made by people in the community. It shows the risks, the vulnerability and the capacity of the community and its members in relation to potential hazards.

b. The facilitator explains the benefits of creating a risk and resource

A risk and resource community map is made to:

◆ Let people understand easily and know the location of both the risks and the resources in their community.

◆ Prevent or reduce the impacts of a hazard or a disaster.

◆ Help people in the community prepare to deal with danger.

◆ Help people respond to a hazard or a disaster through community participation.

◆ Present the outcome of discussion in the community about risks and resources.

◆ Provide a space for children and young people to participate in disaster risk reduction.
c. The facilitator explains that there are three types of maps that reveal risks and resources in communities.

A hazard map shows areas in and near the community that could be affected by a hazard. For example, a map of an area where a tsunami may strike shows areas where waves may reach while a map for a flood-prone place shows areas that could be flooded, and a map for land slides shows areas which could be hit by the land which falls into the village. Each map clearly marks dangerous and safe zones.

A risk map shows the location of a potential hazard and the community's vulnerabilities, such as unstable buildings that might be destroyed or places where groups who may not be very able to get away are located.

A risk and resource map shows the places where a hazard may occur, the community's vulnerabilities, and the risks and resources in the community, including capacities such as safe gathering places, first aid centres, radio announcement centre and the village warning drum.
d. The facilitator gives the children cards with the above information on them or writes it up on a flipchart.

e. The facilitator explains to the children that the process of producing a risk and resource community map involves nine steps.

Nine steps

1. Draw a base-line map or a community map that shows known basic information such as the locations of houses, public places, roads, hazardous zones, etc.

2. Allocate roles and responsibilities of group members during the research/mapping process

3. Preparation before field work so that questions are designed and everyone is clear about how to gather and record information.

4. Conduct community survey to identify "risks" and "resources" that community possesses

5. Discuss and analyse the information obtained, especially information about risks and resources.

6. Draw the findings on to a map of the community.

7. Cross-check the accuracy of the information in the map with experts in the community, revising as appropriate.

8. Present the map in public places in the community.

9. Use the map as a guideline for developing a preparedness plan, or use it as part of other actions to prevent a disaster.
3.2. Base-line mapping

Objective
To help the children determine which basic information about their community is useful for a risk and resource community map.

Materials
Copies of a base-line map (such as Patong base-line map as below), flipchart paper or cardboard, coloured pens or pencils.

Base-line map: Pa Tong

Source: Asian Resource Foundation, Phuket, Thailand.
Process

a. The facilitator explains to the children that a base-line map shows basic information about the community, such as public places, houses and other buildings, roads, etc.

b. The facilitator divides the children into three groups and gives each group a sample of the base-line map. The children are asked to look at the map and note what kind of information it shows.

c. The facilitator asks each group to present their findings, and then summarises the information shown in the base-line map.

d. The facilitator asks each group to make a base-line map of their own community, using the flipchart paper or cardboard and the coloured pencils. Allow 30 minutes for this work.

e. The facilitator asks each group to present their findings, and then summarises the presentations, noting information about public places, resources, the homes of community leaders, etc.

f. The facilitator concludes by pointing out that all the children are able to participate in making a base-line map because they are all members of the community.

Note for the facilitator

The children's maps will reflect their knowledge, skills and attitudes. The facilitator can learn about the children by looking at their maps. The maps may be used later as tools for evaluation and interviews when the children conduct their research in the community.
3.3. Preparation before fieldwork

Objective
To prepare the children for fieldwork involving observation of their physical and social environment and contact with community members to gather information for a risk and resource community map.

Process
a. The facilitator asks the children to think about what kinds of topics and issues they think they should ask people about when they conduct their field work by interviewing people in the community. The facilitator may ask, "When you go to do research about disaster prevention in the community, what are you interested in? What information do you want to know?"

b. The facilitator explains to the children that these questions will be a guide for them as they collect information. The replies from community members will be used to produce a risk and resource community map as well as an educational campaign (which will be discussed later).

c. The facilitator divides the children, according to their interests, into three groups: A health group, a community group and an environmental group. The facilitator may choose to arrange the groups in different ways depending on the target community.

Health group: Investigate health issues such as sources of contamination (water, food, chemicals, etc), disease carriers (insects, livestock, etc), garbage and sanitation management, health services, health personnel, existing health problems and groups that are vulnerable to health problems.

Community and social group: Investigate social problems in the community, the location of groups and individuals that are vulnerable to disaster, educational access for children and others, and the status and location of people of various ethnicities.

Environmental group: Investigate environmental issues such as the condition of housing and other buildings (durability), community infrastructure such as water and gas pipes, electricity cables, roads and bridges, etc. This group should also study the environmental conditions of the community, location of river and condition of river banks, location of mangroves, crops etc.
d. After the children gather into groups, the facilitator talks with each group to ensure the children understand the issues they have been assigned to deal with and the questions asked of them. The facilitator discusses interview methods and helps the children to assign tasks among themselves (interviewing, note-taking, map drawing, etc.), according to the information below.

### Issues to research

<table>
<thead>
<tr>
<th>Environment</th>
<th>Health</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stability of homes and other buildings.</td>
<td>Health centres and hospitals.</td>
<td>Who are the vulnerable groups and individuals and where are they? (Children, the elderly, people with disabilities, particular ethnic groups, etc.)</td>
</tr>
<tr>
<td>Condition of infrastructure such as water facilities, electricity cables, gas pipes, roads and bridges.</td>
<td>Health-care personnel such as health centre workers (doctors, nurses, aides) and health-care volunteers.</td>
<td>Do all children in the community go to school? Where do the ones who are not at school go?</td>
</tr>
<tr>
<td>Condition of river banks, piers, and location of mangroves, crops etc.</td>
<td>Garbage and sanitation management.</td>
<td>Where are community meeting places and centres and who uses them?</td>
</tr>
<tr>
<td>Communication tools and practices.</td>
<td>Sources of disease and disease carriers.</td>
<td>Which agencies work in the community and what do they do?</td>
</tr>
</tbody>
</table>
Aim of the interviews

1. Hazards and risks
   ◆ Do people in the community know what hazards and risks are in the community?
   ◆ Do people know where hazardous areas are located?
   ◆ Do people know which groups of people or individuals are vulnerable?
   ◆ Do people know what kinds of behaviour may lead to risk or disaster?

2. Community plan
   ◆ Does the community have a prevention plan?
   ◆ If so, what does the plan prepare for and who made it?
   ◆ How is it shared with people in the community? Does everyone know about it?

3. Child and youth participation
   ◆ How do children participate in community affairs?
   ◆ Do children have the opportunity to participate in meetings (with adults)? If so, how does this occur?
   ◆ Do children have the confidence to express publicly their opinions about community affairs? Do children know about hazards, escape routes, community safe places? etc? And if yes, how do they know? If no, how would they like to find out about these things?
3.4. When children are in the field

Objective
To gather information for a risk and resource community map.

Process
a. The facilitator should coordinate with community members about the children's field trip before the trip is conducted.

b. The facilitator organises the children in the three groups to visit individuals in the community according to each group's area of interest. They are to collect information according to the guidelines above, by means of observation and discussion (for example, in focus groups and interviews with key informants such as community leaders, public officers and external agencies that work in the community).

Guide for focus group discussions

Why organise a focus group?

♦ To encourage community members to think about disaster risk reduction.
♦ To collect information about previous experience of disasters.
♦ To encourage adults to become allies who support the mapping activity.

Tips for proceeding

♦ The facilitator or others working with the children should explain to the adults targeted for a focus group why the children want to organise the discussion.

♦ Use simple language that is appropriate for the participating adults.

♦ Talk with the adults about the concept of disaster risk reduction, and explain hazard, vulnerability, capacity and risk in simple terms.

♦ Encourage everyone in the focus group to share opinions equally.

♦ Choose a suitable place and time. The meeting venue should be quiet and comfortable. The time should suit the adults.

♦ Create a friendly atmosphere.

♦ Respect the opinions of all participants.
Guide for individual interviews

- The facilitator or others working with the children should explain to the adults targeted for individual discussions why the children want to organise the discussion.

- First put interviewee at ease with general conversation, then say that you will now begin the interview.

- Record name, age and occupation of interviewee.

- Begin with a question on the topic of most relevance to the interviewee.

- Use simple language that is appropriate for the participating adults.

- Allow the interviewee to speak uninterrupted, using prompts where necessary but not intrusively.

- Do ask for further information or explanation if the point being made is not clear or does not give you all that you need to know.

- If a speaker covers one of the questions on the list before being asked about it, record their views and skip the later question - do not ask for repeat information.

- Do not express your own opinions or contradict the interviewee, although you may ask questions/make comments such as 'I may be mistaken, but I thought that took place in March rather than May'.

- When the interview is finished, ask the interviewer if he/she has any questions for you, and record both question and answer. Thank them for their time and tell them how useful their help has been.
3.5. Analysing disaster experiences

Objective
To help the children recognise the past experience of community members as important information for preventing future disasters.

Process
a. The facilitator summarises and explains to the children the benefits to them of understanding the community's previous experience of hazards and disasters and how to achieve such an understanding. For example, the children may talk with key informants such as the elderly, community leaders, religious leaders, government officers such as teachers, or others who have knowledge about the community and its history.

b. The facilitator asks each of the three groups of children to look at the interview guidelines below.

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Sample interview/discussion questions
disaster experiences

1. Environmental and infrastructure issues

◆ What kinds of hazards or disasters have occurred in the area previously?

◆ How did these affect the community?

◆ Where were the effects felt (near or far from the community)?

◆ What damages and losses occurred?

◆ What was the source of the hazard?

◆ Does the community have a plan to deal with the hazard?
2. Health issues

◆ What kinds of hazards or disasters have occurred in the area previously?

◆ How did these affect the health of people in the community?

◆ Which groups of people are vulnerable to the hazard?

◆ Which people in the community have health experience which can be helpful?

◆ Is there a good health centre people can use if there is a hazard/disaster?

3. Community and social issues

◆ What kinds of hazards or disasters have occurred in the area previously?

◆ What were the social impacts of the hazard? i.e. what happened to families? To children? To the elderly? Etc.

◆ How many people in the community know about the hazard and how to react to it? How do they know? Are there any people who you think do not know?

◆ In what way does the community find out what everyone thinks of the community plans.
3.6. Analysing the findings

Objective
To help the children use the information they have gathered to prioritise hazards of concern to their community.

Materials
Flipchart paper, marker pens.

Process
a. After the children have conducted their field studies, the facilitator asks each group to discuss their findings, thinking about the following questions. What are the main hazards or disasters that have occurred in this community? Why is that so? What are the risks to the community? What resources does the community already have to deal with such situations?

b. The facilitator asks the groups to make a presentation of their findings and analysis to the whole group.

c. The facilitator writes the findings on a flipchart and summarises the main hazards identified by each group (for example, a flood, a landslide or a typhoon).

d. The facilitator asks the children to decide together about one kind of hazard which they will all focus on in preparing a first community map. Usually, it is necessary to consult an expert and to collect information systematically before deciding on which hazard to map. In this case however the facilitator may guide the children to use the following criteria: How often might each different hazard occur? How great an impact might each hazard cause? (The facilitator may probably choose to ask the children to prepare different maps of risks and resources for different kinds of hazards, depending on the various hazards affecting each community. This is because a risk area and evacuation route for a landslide is probably very different to those in the case of a flood etc.)

Note for the facilitator
The process of analysing the children's findings is very important because the information will be used for mapping and developing an educational campaign.
3.7. Creating a map of risks and resources

Objective
To help the children define the focus of their risk and resource community map and begin to construct it.

Materials
Flipchart paper, cardboard, marker pens and coloured pens.

Process
a. Once the children have decided which kind of hazard they will focus on in their map, the facilitator explains that the children need to make an agreement about some things before they begin to draw the map. The facilitator may write these topics on a flipchart.

Let's agree on...

♦ Which kind of hazard will be the focus of the map?

♦ How big an area will the map cover (which communities, which schools, etc)?

♦ What colours will be used to identify different levels of risk in different areas? Usually, red means very risky, orange or yellow is moderate risk and green signifies the least risk.

♦ What symbols will be used to depict various things in the community (homes, schools, hospitals, etc)? It is best to make sure the symbols are easily understood by everyone.

♦ Where exactly are the community's risks and resources identified by the community visit?

♦ Where are the specific vulnerable people identified?

♦ Where is north (cardinal direction)?

♦ What is the scale of the map?

♦ Who will do what tasks for the mapping and how will they do these tasks?

♦ What will the map be called? The name should explain which hazard is depicted, the area covered and who has made the map.
b. Once the children have agreed on these issues, the facilitator asks them to prepare a list of things that need to be included in the map and to work together to create symbols for the map. The children may help each other to sketch the map or assign students who are good at drawing. They should be advised to use a pencil to make the first draft. All the children then are to work together to include agreed information and symbols in the map.
3.8. Cross-check the map’s information

Objective
To encourage consultation with community members to assess the accuracy of the map and to make revisions as necessary.

Process
a. The facilitator explains to the children that when they finish the map they will be expected to consult adults who are experts or who have special knowledge on the issues. This is a way to check that the information in the map is accurate and clear and to gather comments that will help to improve the map, by making revisions or adjustments as necessary.

b. Adults with special expertise to help the children may include geography teachers, school directors, village chiefs, and officers from the Department for Disaster Prevention or the Disaster Warning Centre.

Note for the facilitator
This step is very useful to strengthen the role of the children in the community because they have an opportunity to talk and exchange information about the community with adults, and to explain their activities to adults. The adults with whom the children speak and who offer suggestions may accept the skills and the abilities of the children to participate more actively in community affairs.

In addition, when adults look at the map created by the children they may be encouraged to think more seriously about how to use such valuable information. They may ask the children to produce more such maps.

Keep in mind that the quality of a map will vary according to age and capacity of the children.
3.9. Disseminate the map in the community

Objective
To distribute the map so that all community members have the opportunity to learn more about disaster risk reduction.

Process
a. The facilitator asks the children to make a plan for alerting their community to the information in the map. The facilitator explains that the map will be distributed in the community and asks the children to offer suggestions about where it should be displayed, in a way that everyone in the community is able to see it.

b. The facilitator advises the children that when they distribute copies of the map in community centres (for example, in grocery shops, religious centres, on bridges, etc) they should explain the map to people. They may tell people that the map is part of a campaign to reduce the risk of disaster in their community.
3.10. The map's benefits in preventing hazards

Objective
To help the children recognise that their map of risks and resources could be part of a wider education campaign on disaster risk reduction.

Process
a. The facilitator explains to the children that their map could be used to develop a campaign to reduce the risk of disaster, and could be part of a larger disaster prevention map to be used by schools and the wider community.

b. The facilitator explains that adults and children in many areas have benefited from similar maps made in communities in southern Thailand since the 2004 tsunami. For example, the director of a school (Ban Nai Rai) in Pang Nga province used a similar map to improve the community's disaster prevention plan. In another example, adults asked children attending a school in Phuket (Rajaprachanukroh 36) to produce a map of risks and resources which was to be distributed among community members.
4. Developing an educational campaign for disaster risk reduction

Objectives
To help the children understand the benefits of an educational campaign in reducing the risk of disaster and to give the children skills so that they are able to plan and produce simple materials and activities for a campaign.

Children can help their communities reduce the risk of disaster by providing accurate information to peers at school and children and adults in the community. They can do this in many ways, for example, by making materials such as pamphlets and posters or organising activities such as stage dramas or puppet shows. Producing materials and preparing activities for a campaign may initially seem difficult and so this work needs to be well-planned. With good planning and teamwork, the process of producing materials and then circulating them can be fun for children and adults, and usually receives a positive response within the community.
4.1. Basic principles for conducting an educational campaign

Materials
Flipchart paper, marker pens, examples of posters from other campaigns (for example, anti-smoking posters).

Process
a. The facilitator explains campaign media and materials to the children by presenting examples that are well-known locally. The children are encouraged to discuss materials with which they are familiar in everyday life. What type of campaign media and materials have they seen? What was the focus? Were the aims of the material achieved? Note the example of an anti-smoking campaign that has been running in Thailand for more than 20 years. The campaign includes information distributed to the public and advocacy (or requests) for a law to restrict smoking. The facilitator explains that if good results cannot be seen after a campaign has run for a long time, it means there may have been mistakes in planning or conducting the campaign. A successful campaign depends on understanding the elements of communication.

b. The facilitator explains the key elements of communication for education using the following diagram. Stress the difference between knowledge, attitudes and behaviour. The facilitator notes that campaign materials and activities generally aim to 1) educate people (give them knowledge), 2) change people's attitudes, and 3) change people's behaviour. These objectives may be achieved one at a time or by acting on all three at the same time.
c. The facilitator may present the children with examples of materials from other campaigns, for example to prevent smoking or dangerous driving. In discussing other campaigns, the facilitator highlights the factors below, stressing knowledge, attitudes and behaviour.

**Smoking**

**Knowledge:** A person knows that smoking is bad for their health. It may lead to sickness and death.

**Attitude:** A person thinks about or wants to stop smoking because they know it's bad for their health.

**Behaviour:** But the person still smokes even though they know it's bad for their health.

OR if the campaign has worked: the person stops smoking.
OR

Dangerous driving

Knowledge: Adolescent boys know that it's dangerous to drive fast.

Attitude: Driving fast is 'cool'. It's a way to express courage. So a boy does not think about stopping the habit of driving fast.

Behaviour: A boy still drives fast because it's more important to him to be cool than to avoid the risk of an accident. Also, he believes there is not much risk because he thinks his driving skills are good. OR if the campaign has worked: he realises he could kill himself so decides to drive more slowly and carefully in future and not take such risks with his life.

Therefore...

Knowledge: I KNOW

Attitude: I WISH, I WILL, I BELIEVE

Behaviour: I DO

d. The facilitator divides the children into small groups (no more than five to seven in each group). The groups are each given an example of promotional material for a campaign (for example, posters) and asked to think about 1) which people the campaign is trying to reach (the target audience), 2) what are the aims of the campaign (the campaign objectives), and 3) what changes does this campaign want to achieve (knowledge, attitude, behaviour, or all three at the same time)? Allow 20 minutes for the groups to discuss.

e. The facilitator asks the groups to make a brief presentation of their answers and discussion.
f. If the children do not present their answers clearly, the facilitator may add some information, noting that there are diverse types of campaign media, materials and activities (stage dramas, radio programs, posters, pamphlets, etc) and more than one type of media or activity may be used in any one campaign. It is essential to set clear objectives and to identify clearly which group of people the campaign will target (the target group). Once this is done, work can begin to prepare simple and suitable materials and activities to which the target group will respond.

g. The facilitator notes the basic principles for producing campaign materials and activities as outlined below.

**Target group:** An educational campaign must focus on a particular target group. For example, women, women who work in the home, children in school, children out of school, men, teenage boys, etc.

**What people think:** We need to know and understand the target group so that we know how to reach it. We need to understand what these people know and think about the issue on which we will campaign.

**Clear objectives:** We need to set clear objectives about what change we are aiming to achieve in knowledge, attitude and/or behaviour of these people.
h. The facilitator concludes by reminding the children that whatever they produce for their campaign will be 'tools' and not the main aim of the project or the campaign. To produce good materials or design good activities does not mean a campaign is a success. Success can be measured only after the materials have been distributed and activities conducted with the target audience.

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**Campaign materials to reduce disaster risks**

**We need to assess:**

**Pre-campaign situation:** For example, men in a flood-risk community may commonly refuse to evacuate during a flood trying instead to rescue property or look brave.

**Target group's knowledge, attitudes, behaviour:** The refusal of men to evacuate has led to many kinds of risks, including injuries and deaths.

**The change we want:** Campaign materials may be expected to give the target group more knowledge, such as an awareness that refusing to evacuate during floods leads to risks and damage. Attitudes may change as a result, and people may think life is more important than property. Behaviour may change, and people may prepare an evacuation plan to deal with floods. All of these represent a change from the situation before the campaign.
4.2. Producing campaign materials and activities

Process
a. The facilitator explains the six steps to producing materials and activities for a campaign.

Step 1. Assess the situation: Conduct a survey to collect, select, analyse and manage information to find out what kind of hazard is a risk to the community, the target group with whom we wish to communicate, and the message we will transmit through our communication activities. This may well have been collected during the community risk and resource mapping research or may require a further community visit.

Step 2. Planning: Identify what we wish to achieve and use the situation assessment in Step 1 to plan an educational campaign to reach that aim. Assess the main target group and any secondary target groups. Define the objectives of campaign communication activities. Consider again what the message is, and think about the best type of media to use to send that message. Devise an action plan and a budget.

Step 3. Campaign media and materials: Put the plan into action. It is essential that the materials or activities and the message are designed carefully, with a very clear message and effective ways for sending the message (distribution channels).

Step 4. Testing the media and materials: Conduct tests of the materials and activities by consulting experts and members of the main target groups. Ask them to consider whether the materials and activities provide accurate and clear information. Assess how well the message is delivered. Is it easily understood by the people who need to understand it?

Step 5. Launch the materials and activities: After testing the materials and activities, and revising them as necessary, release the materials publicly and conduct related activities.

Step 6. Evaluation: Assess the impact of the materials and activities on public attitudes. Are the materials and activities having the desired effect, is the message reaching the people we need to reach, what should we improve or correct?
4.2.1. Step 1: Assess the situation

Materials
Paper cards, flipchart paper, marker pens, sticking tape, explanatory slide presentation or handouts.

Process
a. The facilitator leads a discussion about situation assessments (what they are, what they aim to do, etc.)

If the children are in high school or above:

◆ Talk about research experiences. Have the children done research before, how did they do it?

◆ Link the children's experiences with the assessment activity so that they can see that a situation assessment requires the same skills as their previous research work (collecting information on attitudes and risk behaviours among different groups of people so that a target group may be defined).

◆ Explain the assessment principles so that the children appreciate the activity. Use slides or distribute handouts.

If the children are in primary school:

◆ Ask the children what do people normally do when they want to know about something. Suggest that finding out things often requires asking questions and collecting information, and then discussing the information together so that it is jointly understood. This kind of activity is an assessment of a situation, or a situation assessment.

b. The facilitator encourages the children to assess the situation regarding risk in their community, based on the field research they have already conducted. The facilitator leads the children by asking them to review the information they have gathered, according to the questions below
Situation assessment framework

- What kind of hazard is the greatest risk to the community? Why?
- Where and when (frequency) has a disaster occurred?
- What were the effects of the disaster?
- Which people were affected by the disaster?
- What kinds of things increased the risk of disaster (what knowledge was lacking, what was the attitude and behaviour of people)? For example, people may not know about the risk, they may not know about evacuation routes, or they may refuse to evacuate.
- What knowledge, attitudes and behaviour would help to reduce the risk of a disaster?
- What resources already exist in the community for communicating information? For example, are there local media and national media (radio, television, newspapers and magazines), community meeting and discussion places (town centres or halls, religious centres, etc), communication agencies and officers (for local councils or government bodies with responsibility for public safety, health or weather alerts, etc)?
- What communication resources do not exist in the community and can that be changed?

c. The facilitator helps the children summarise their situation assessment according to the framework above.

d. The facilitator may encourage the children to assess further the risk situation in their community by doing the activities below.
Situation assessment framework

A. Situation assessment activity: The Seasonal Calendar

a. The facilitator divides the children into groups (about five to seven in each group) and explains that there are some tools (or activities) that can help the children assess the risk situation in their community. The first activity is called the Seasonal Calendar.

b. The facilitator asks the children to think about the situation assessment framework and the hazard they have all agreed poses the greatest risk to their community and which has led to a disaster previously.

c. The facilitator asks the groups to draw a table of three columns on their flipchart paper. The facilitator may have already prepared an example chart to show the children. The headings for each column are: ‘Before the disaster’, ‘During the disaster’ and ‘After the disaster’.

d. The facilitator asks the groups to analyse each stage of the disaster (each column) according to the knowledge or the lack of knowledge among different groups of people in the community (adults, children, women, men, the elderly). An example is below.

<table>
<thead>
<tr>
<th>Before the flood</th>
<th>During the flood</th>
<th>After the flood</th>
</tr>
</thead>
<tbody>
<tr>
<td>◆ Men know that they should not install electricity sockets where flood waters can reach.</td>
<td>◆ Not all people know where to go to be safe during a flood.</td>
<td>◆ Women know they must boil water before drinking it.</td>
</tr>
<tr>
<td>◆ Women know where safe places are located.</td>
<td>◆ Children do not know what they should take with them.</td>
<td>◆ Children know they should not play where the water currents are strong.</td>
</tr>
</tbody>
</table>

e. The facilitator may then ask the children to do a similar exercise to assess attitudes and behaviour. Note that attitudes and behaviour may be more complicated and difficult to assess than knowledge, so think through likely options in advance for whatever disaster is likely to be discussed so that you can guide and prompt children.
B. Situation assessment activity: The Problem Tree

a. The facilitator asks the groups each to other draw a picture of a big tree on a flipchart. The tree should have roots, a trunk and leaves. The facilitator may have already prepared an example drawing, like the one below.

![The Problem Tree diagram]

- Results of lacking information
- Knowledge gaps about hazards in community (wrong information or information that community does not know)
- Causes of problems

b. The facilitator encourages the children to think about and discuss what their community does not know about the hazard that poses the most risk (recall the situation assessment framework) and what information the community has that may be wrong or misleading. Ask the groups to write their answers on paper cards or on a flipchart.

c. The facilitator asks the groups to choose the most important example of 'wrong information' or 'information that the community does not know'. They should write the answer in the middle of the tree trunk on their flipchart. For example, the community may not know how to prepare to cope with a flood.

d. The facilitator asks the groups to think about why the community may not have knowledge (causes of problems) and to write the answers on the tree roots on the flipchart. For example, community members may think they are not at risk of a flood, or it may be that no one has ever given them good information or warned them about the risk.

e. The facilitator asks the groups to think about what happens when people do not have good information (knowledge) and to write the answers in the tree’s leaves on the flipchart. For example, people may have died, property may have been destroyed, etc.
4.2.2. Step 2: Planning

Materials
Flipchart paper, marker pens, slide presentation outlining the steps for producing campaign materials and activities, documents and notes from the field research, examples of campaign materials.

Process
A. Choosing the target group
   a. The facilitator explains the meaning and classification of target groups.

The main target group: People whose attitudes and behaviours the campaign will aim to change.

The secondary target group: People who have an influence on the attitudes of the main target group.

Example: A pamphlet to campaign about safety in the case of an earthquake mainly targets women who work in the home. A secondary target group is children because they have an influence over women who work in the home (their mothers). In this project, children conducted a safety campaign with women who worked at home.
b. The facilitator asks the children to choose one main target group and another secondary target group for their campaign, according to the criteria below.

**Target group selection criteria**

- The target group is the group of people most affected by a disaster. This group may be defined by looking at areas where most deaths and injuries have occurred previously, as well as assessing which groups in those areas are most vulnerable.

- A secondary target group comprises people who have influence on the thoughts and actions of the main target group. For example, it may be difficult to change the attitudes and behaviour of elderly people, but their children may be able to do this more effectively than others in the community.

- Access to the main target group. Although the group defined as a main target may be greatly affected by a disaster, an effective campaign cannot be conducted without access to that group.

c. The facilitator encourages the children to analyse their reasons for choosing particular target groups. They should link their decision with the information they have already received from the community during the field work.
B. Setting objectives

a. The facilitator explains that the objectives of communication materials and activities amount to the changes that are expected to occur among the target groups in terms of knowledge, attitudes and behaviour as a result of the campaign.

b. The facilitator asks the children to review the results of their group work on situation assessments and choosing a target group.

Situation assessment

- The target area (community or school) is...
- The hazard is...
- The problems relating to knowledge are...
- The causes of the problems are...
- The results of the problems are...
- The affected groups are...

The target group therefore is...

The secondary target group is...

c. The facilitator divides the children into small groups again and asks each group to work together to answer the following questions, based on the information above. Explain that if the children can estimate how many people they aim to reach in each target group, this will help them later when they assess how successful they have been in their campaign (evaluate the outcomes).
The target group

◆ Identify the target groups (main and secondary). Give reasons.

◆ Identify the objectives of the campaign. If possible, estimate how many people the campaign aims to reach.

◆ Analyse what resources are available for communicating information. For example, local media and national media, community meeting and discussion places, communication agencies and officers.

d. Ask the groups to give brief presentations of their discussions.

C. Message preparation

a. The facilitator explains what is meant by 'message'. A message is a statement to be transmitted to the target group, in language that is easy for people to understand and remember. The message is based on the campaign's objectives.

Components

◆ A campaign has about 3 messages (and no more than 5).

◆ Through the message, audience will be informed, motivated, and energised to join the campaign's objectives.

◆ The message should summarise the problem and explain the solution clearly.

◆ An effective message speaks directly to people's feelings and interests.

◆ A campaign should have a catchy slogan, tagline, or campaign's name (however you want to call it). The slogan usually contains part of the message but not the entire message.

◆ Strong messages are short, relate to the attitudes and concerns of the target audience, truthful, and "speak to the heart."
Preparing the message

◆ Be brief. The easier it is to read the message, the more likely it is the message will be read.

◆ Language literacy: Think about literacy level and language fluency of the target audiences.

◆ Use facts to support and give justification for the message. Most audiences are persuaded by facts. Find those that will support specific argument and create a sense of urgency about resolving it.

◆ Use "real life" examples. If you can tell the audience a story about a real life situation they can relate to, they are more likely to respond to your message.

◆ Describe the benefits of achieving your objective. Focus on benefits, but also know the costs. How will it improve the country? The local community? Your audience's daily lives?

Example:

<table>
<thead>
<tr>
<th>Message</th>
<th>Slogan</th>
</tr>
</thead>
</table>
| 1. Smoking is the single biggest cause of cancer in the world and half of all smokers eventually die because of their habit. | “Breathe healthily, live happily”  
And/or  
“If you can’t stop smoking, cancer will do it for you!” |
| 2. Many people claim that smoking helps them to cope with stress. But in fact, nicotine is a stimulant and won’t help you to relax. | |
| 3. Quitting smoking can greatly reduce your risk of cancer and other diseases. | |

b. The facilitator asks the children to look again at their flipcharts on the situation assessment and the objectives they aim to achieve through their campaign materials and activities. They should use that information to summarise the message they want to send to the selected target groups.
<table>
<thead>
<tr>
<th>Situation assessment</th>
<th>Communication objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>The target area is...</td>
<td>The main target group</td>
</tr>
<tr>
<td>The hazard is...</td>
<td>The secondary target group</td>
</tr>
<tr>
<td>The problems relating to knowledge are...</td>
<td>Communication objectives</td>
</tr>
<tr>
<td>The causes of the problems are...</td>
<td>Communication resources</td>
</tr>
<tr>
<td>The results of the problems are...</td>
<td></td>
</tr>
<tr>
<td>The affected groups are...</td>
<td></td>
</tr>
<tr>
<td>The target group therefore is...</td>
<td></td>
</tr>
</tbody>
</table>

c. The facilitator encourages the children to think about and discuss the campaign's message in light of the above. Ask them to summarise their discussions on a flipchart, noting 1) the slogan, 2) the main message and 3) the secondary message.

**D. Choosing which media and materials to use**

a. The facilitator explains the variety of media and materials commonly used for campaign activities.

<table>
<thead>
<tr>
<th>Media</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print media (newspapers, magazines, newsletters)</td>
<td>Posters</td>
</tr>
<tr>
<td>Art (posters, pictures, calendars)</td>
<td>Pamphlets or brochures</td>
</tr>
<tr>
<td>Radio</td>
<td>Story books / newsletters</td>
</tr>
<tr>
<td>Television</td>
<td>Calendars</td>
</tr>
<tr>
<td>Music and songs</td>
<td>Advertisements</td>
</tr>
<tr>
<td>Community media (stage dramas, puppet shows)</td>
<td>Cassette tapes and CDs</td>
</tr>
<tr>
<td>Contests</td>
<td>Costumes / puppets</td>
</tr>
<tr>
<td>Festivals</td>
<td></td>
</tr>
</tbody>
</table>
a. The facilitator explains that different media or materials may work better than others depending on the community, its situation and the target group. Repeat that all media and materials will need to be 1) attractive, 2) easy to understand (clear, concise and concrete), 3) participatory (inviting people's involvement through the use of visual and linguistic symbols), 4) acceptable within the culture, and 5) an encouragement to people to take action.

b. The facilitator presents examples of attractive and effective media and materials that the children may have seen in their daily lives, and which include the above components.

c. The facilitator asks the children to choose the type of media and materials they want to use in their campaign (such as posters, radio spots, a stage drama, a puppet show). They should think about the lifestyle of the target group and how suitable the media and materials will be in appealing to them and reaching them. (For example, elderly people may be more likely to listen to the radio at home than to see a poster in the street.) Consider: Can the children prepare the media and materials themselves?

d. Once the children decide on suitable media and materials, ask them to work in groups to prepare different things. For example, one group may work on a poster, another group may devise a radio spot, while another may develop a stage drama.

E. Action plan, timetable and budget

a. The facilitator asks each group to make plans or a strategy for how they will use and distribute the media and materials that they produce. They need to assess which kind of media or materials will be used with each target group, when, where, how often, and the cost, etc.

b. The ideas may be put in a table on a flipchart as below. An example of a planning chart for media production is also below.

<table>
<thead>
<tr>
<th>Type of media</th>
<th>Target group</th>
<th>Objectives</th>
<th>Where</th>
<th>When</th>
<th>Who will do it</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
1. Identify the target groups

<table>
<thead>
<tr>
<th>Main target group</th>
<th>Secondary target group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women who work at home, from six to seven households in the risk area. Because:</td>
<td>The elderly. Because:</td>
</tr>
<tr>
<td>☐ Their attitudes may lead to a risk in the case of a flood. They may evacuate only when they are confident that all family members are safe.</td>
<td>☐ They are under the care of the women who work at home. They may not be able to help themselves and may also not want to leave their homes.</td>
</tr>
<tr>
<td>☐ They are usually the ones who stay at home and look after the safety of all family members.</td>
<td></td>
</tr>
</tbody>
</table>

2. Identify the campaign objectives

- The target groups will know how to prepare for a flood.
- The target groups will know how to assess the levels of danger if a flood is expected.
- The target groups will know about hazardous and safety zones and evacuation routes during a flood.
- The target groups will know about hazard warning symbols.
- The target groups will know about the impacts of a flood.
- The target group will be ready and willing to evacuate, able to help family members and will have essential items ready to take with them.
3. Analyse the community's communication resources

**Personal and agencies**
- Including community leaders, village chiefs, members of sub-district administration organisations, people who are respected by the targeted women (teachers, religious leaders, health volunteers, local personnel of non-government organisations), disaster prevention agencies.

**Local media and communication networks**
- Including community radio stations, other forms of radio communication (for example, two-way radios), loudspeaker systems in villages, mobile phone systems, local newspapers.

**Meeting places**
- Including religious centres, schools, health centres, grocery shops, the home of the leader of a women’s group, etc.

c. In considering timetables, the facilitator may also ask the children to think about how long it will take for the campaign materials and activities to have a positive effect. They should set a time in the work plan for future evaluation (or assessment) of the results. Advise the children that they need to allow sufficient time for their campaign materials and activities to have an effect. But they also need to evaluate their work reasonably quickly so that they can make improvements if necessary. (See section 4.2.6. Step 6: Evaluation.)
4.2.3. Step 3: Production

Materials
Materials to produce media and information materials, samples of different campaign media and materials.

Process
a. The children continue to work in groups focused on developing particular media or materials (for example, a poster group, a radio group, a stage drama group).

b. Each group is now to produce an example of campaign media or material. The facilitator should advise the children as they conduct their work and make sure they keep their work relevant to the disaster issue. The facilitator reminds the children to 1) focus on the identified target group and objectives, 2) use a concise, simple and easy-to-understand slogan suitable to the target group, and 3) make sure the format of the material is interesting and attractive.

The components of good campaign media and materials

◆ Attractive (a colourful poster, a lively radio program).

◆ Concise, clear and easy-to-understand statement (message).

◆ Shows understanding and empathy towards the target groups.

◆ Avoids issues that the target groups do not like or to which they are opposed.

◆ Inspires the target group to take appropriate action.

◆ Shows the positive side of problem-solving. If people see only the negative side, they may resist the campaign message. (In Cuba, for example, a designer suggested a picture of a man falling into water and a god of death about to take his life. This picture highlighted the danger clearly, but it was so frightening that the target group may not want to hear the message.)
Strengths and weaknesses

- A pamphlet or brochure has more space for information than some other materials and can be carried anywhere.

- A poster has limited space for information but it can be more eye-catching (and memorable) than a brochure. One poster can reach a big audience of passers-by.

- A stage drama can explain a lot of information while also providing entertainment but it is a one off event, seen only by those present at that time.

- A radio programme can reach many people and can explain detailed information. But it can reach only those people who have access to a radio.
4.2.4. Step 4: Testing media and materials

Materials
The draft media and materials developed for the campaign, a pen, a notebook, question guidelines.

Process
a. The facilitator explains again that before producing big quantities of media and materials, it is wise to test samples with experts and members of the target group. The children need to be sure that their work delivers the campaign message and that the target groups appreciate it.

b. Explain that two groups of people should be sought for the testing. 1) Experts such as community leaders or disaster relief officers. Seek technical and academic opinions. 2) Members of the target group such as women who work in the home, children, etc.

c. Testing can be done by conducting interviews with individuals or holding focus group discussions, depending on the type of media or material to be tested. The facilitator may ask the children to read the guide below.

d. After the testing, the children will make amendments as necessary and produce the final version of the media and material (including conducting rehearsals for a stage drama).
Testing campaign media and materials

Introduce yourself. Explain that you have prepared materials for an educational campaign in the community and you would like to know what people think about the material. Do not explain the objectives because this information may influence people’s opinions.

1. Attraction
   ◆ Do you like this material? Why? Why not?
   ◆ Can you suggest ways to improve this material?

2. Understanding
   ◆ Please explain what you see and/or read in this material?
   ◆ What does this material mean to you?
   ◆ Is there any language or are there any symbols that do not make sense to you? If so, what do you think should be said or pictured?

3. Participation (involvement)
   ◆ Is the language used in this material easy to understand and commonly used in your community? If not, please explain.

4. Acceptance
   ◆ Is there anything in this material with which you disagree? Why?
   ◆ Do you think this material applies to your community? If not, please explain.

5. Action
   ◆ What does this material invite you to do? How?
   ◆ Will you take the suggested action? Why? Why not?
4.2.5. Step 5: Launching the campaign

Materials
Flipchart paper, marker pens, materials needed for a campaign launch.

Process
a. The facilitator advises the children that they may launch the campaign by holding a public event or series of events at which they release their materials or conduct a special activity. Or they may choose not to hold a public launch, depending on their situation. Explain that activities to launch the campaign may vary, depending on the type of media or material.

b. The facilitator helps the children to decide what kind of launch activity they will organise and helps them to make plans for it.

Some launch tips

◆ An activity or series of activities to launch the campaign should be attractive so that community members are made aware of the project. For example, an activity may be timed to take place on the day of a village meeting or during a community festival. Organiser of these other events should be consulted so that the children have their support and so that the campaign launch does not conflict with other events.

◆ The timing of the launch activity should be precise, opening and closing according to a pre-arranged timetable.

◆ The launch activity could be a special event jointly organised by children and community members.

◆ All community members should be invited to participate in preparing the launch. This will then make it a special activity in which all community members feel involved.
4.2.6. Step 6: Evaluation

Materials
Flipchart paper, marker pens, documents and information relating to the campaign, evaluation tools.

Process
a. The facilitator and children should have agreed previously (in the work-planning stage) on a timetable for conducting an evaluation. The facilitator explains again that the evaluation (or assessment) is intended to find out whether the media and materials produced have proved suitable for the target group and the wider community and whether the campaign has achieved its objectives.

b. The facilitator asks the children to look again at the objectives they agreed on before they produced the media and materials for the campaign. They should consider the following questions.

Results of the campaign

- Has the campaign done what you wanted it to do?
- Have you been able to do everything you planned to do?
- What are the impacts of the campaign? How will you know?
- Will positive impacts continue for longer than six months?
- If objectives have not been met, why is this so? What action should be taken?
Conclusion

The most important thing to consider when conducting training on disaster risk reduction activities with children is the focus on “child-led” components of the process. Therefore, when conducting training, the following points should always be remembered:

- Trainers should perform as facilitators not teachers. Roles of trainers are to support and guide children through the process and ensure that they understand concepts and instructions so that they can confidently and independently deliver outputs as expected.

- The process of this training is designed to be community based and use a participatory and active learning approach. Training should not be conducted only in classrooms, on the contrary, children should be encouraged and supported to go out and talk to adults in the community as much as possible.

- Outputs produced by children (i.e. risk and resource maps and education campaigns) may vary in quality and comprehensiveness depending on the age range of children. This is acceptable.

- Although children are trained to be capable of assessing disaster risks and education campaigns, they can not do it all alone. They need support from their parents, teachers, communities and local authorities in taking their initiatives forward.

Sustainability of disaster risk reduction activities largely depends on cooperation of adults (schools and communities). At the end of the process, we would like to see adults and children working hand in hand to develop disaster risk reduction processes and/or emergency preparedness plans in response to the situation of their own communities.
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