



COMMUNITY DISASTER MANAGEMENT TRAINING

Module 1: Getting Started

This training module is one of a series of four modules designed to build the disaster management capacity of communities in Papua New Guinea.



Training Module Design

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Acknowledgements

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This training module has been developed based on consultations with a range of stakeholders. While every care has been taken to ensure the information is accurate at the time of publication, CARE International in PNG takes no responsibility for any errors or omission. The views contained in this training module do not necessarily represent the views of CARE, the Government of Papua New Guinea or the Australian Government.

Cover page photo: CARE leads health awareness activities in drought affected communities in Eastern Highlands Province.

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National Disaster Centre

Papua New Guinea (PNG) is prone to disasters. While the 2015-16 El Niño drought is still fresh in people's minds, it is timely that CARE International in PNG and its partners have developed a comprehensive Community Disaster Management Training package.

This training package is designed to equip first responders at district and ward levels to prepare for and respond to disasters. Participants in this training will learn how to conduct disaster risk assessments, disaster risk reduction (DRR) action plans, damage assessments, as well as how to prepare evidence-based reports for submission to Provincial Disaster Coordinators (PDCs).



It is with great pleasure, therefore, that I endorse these four training modules (Getting Started, Preparation, Respond, Recover) which have been developed by CARE International in PNG in close consultation with the National Disaster Centre (NDC) and the Department of Provincial and Local Government Affairs (DPLGA).

I commend CARE International in PNG and all stakeholders on developing these manuals.

It is my sincere hope that these manuals will improve the ability for communities and all levels of government to prepare for and respond to disasters.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'M. Mose', written over a horizontal line.

Martin Mose
Acting Director
National Disaster Centre
(Department of Provincial and Local Government Affairs)

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This Community Disaster Management Training has been designed by CARE in PNG with the support of the PNG National Disaster Centre and the Australian Department of Foreign Affairs and Trade. These modules are designed to prepare communities for natural disasters by training Ward Development Committees, community representatives, Local Level Government representatives, District representatives, Church representatives and field officers from government and NGOs.

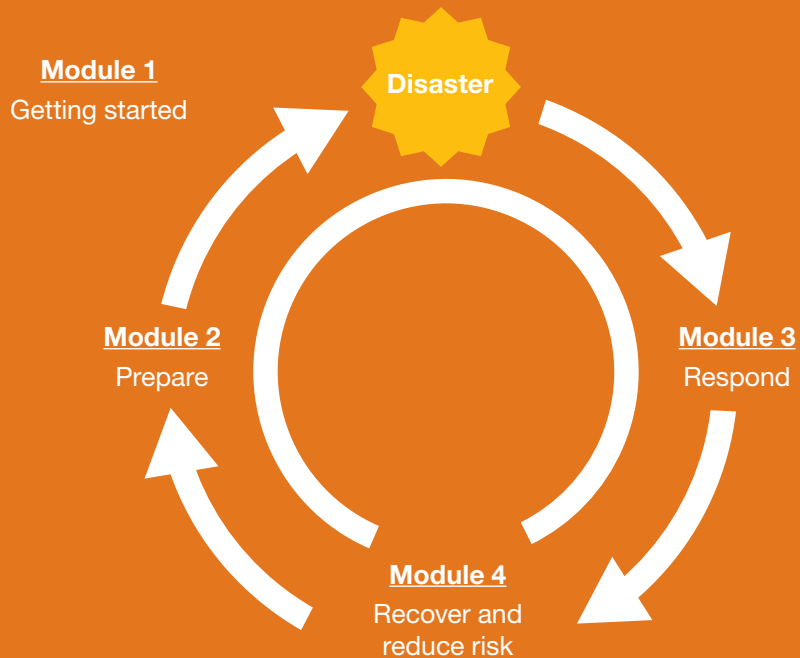
This training is 'multi-hazard', meaning it will help with all kinds of disasters ranging from slow onset hazards like drought and rapid onset hazards like landslides, floods and others. The training can be applied in the highlands, coastal and lowland communities and practical examples are given in the training activities. Social inclusion is integrated into each module and activity, and specific activities are also included.

The training is divided into four modules. Staff who participate in all four modules will be able to assist communities to PREPARE for, RESPOND to and RECOVER from the disasters.

Participants will also:

- › Develop stronger linkages with other stakeholders in disaster management in PNG
- › Feel motivated and engaged
- › Improve their understanding of social inclusion in disaster management
- › Be able to demonstrate their knowledge and understanding through simulations

Modules in the Community Disaster Management Training package



Module 1 - Getting started (2 days)

Module 2 - Prepare for a disaster (3 days)

Module 3 - Respond to a disaster (2.5 days)

Module 4 - Recover from a disaster and reduce risk (2.5 days)

Luk save: The sections of the Training Module are called Steps. You can use the page numbers (above) to find the step you want. Or the steps are shown at the top of each section and you can see where you are up to by following this woman up the steps below.



Who can deliver the training?

This course is designed to be delivered by trainers working in pairs – a man and a woman. This is so you can give each other confidence, share the workload and encourage participation by all people attending.



This Handbook is for Participants and Trainers. After you have completed all four modules, you can use the Handbooks to train other people yourself. Everything you need to know is in here.

How many people should come to the training?

The number of participants is really up to the trainers. Ten participants are enough but by working with a partner you should be able to handle twenty-five participants or more.

Getting WOMEN and men to participate

Give adequate notice to the community and actively encourage women as well as men to attend. This may take time so, if possible, don't rush this process and perhaps offer child friendly activities at the same time as the training so that both parents can attend and concentrate.



Remember!



Some people are more comfortable talking in groups than other people. This does not mean they have more or less to offer. Try to talk with people who are quiet in the group discussions during the breaks to get to know them. Encourage everyone to participate by using the small group discussion format and also use activities where people work in pairs. Check in with all groups during these activities to make sure everyone is feeling more comfortable – some people may need a bit more support and encouragement to feel confident. You can also ask people who are dominating to take a break!

How to run the course

Before the course

- › Visit the venue to check what it is like and that it has everything you need. Arrange the room so people are encouraged to participate
- › Make sure there is enough good food planned for people throughout the day
- › Draw up the Module Steps on the board or print in large
- › Work out how you and your partner will split the training
- › Go through each step and activity and imagine how it will run – create a little movie in your head of what you want the training to look like! Check what materials you will need and get it ready. And practice so you are comfortable – have a go at activities you are not confident about with your training partner to get the hang of it
- › Make sure you have a clock that you can easily see to keep track of time. Going over time can be very frustrating for participants to keep track and keep on time
- › Have all the handouts ready to go including a copy of this Handbook!

At the very start of the course:

- › It is a good idea to do a prayer and an icebreaker. At the beginning everyone (including the trainer!) feel at least a bit nervous and may not know all the people in the room. Icebreakers are short activities to help people relax, have fun and get to know each other. Examples of icebreakers are included at the end of this handbook.

At the start of the course

- › You will also need to explain the training objectives. The training objectives are the purpose or goal for the course. This module is part of a set of four so explain the objective for the whole program and for this specific module. You could draw the disaster cycle up and explain what each module will cover. Be sure to write the training objective for this module clearly on a poster and leave it up on the wall for the duration of the training. Check in with the participants through the course to show them where they are up to.
- › It is a good idea to set up a word watch butcher paper. This is where anyone at anytime can write down words or things that they don't understand. When you get a chance go over what participants have written down long kiarim ol.

During the course

- › It is a good idea to do a de-brief with your training partner at the breaks and after each training day so you can talk about what you have done and so you can get ready for the next session and training day.

- › It is a good idea to use energisers – especially after lunch! Energisers are short activities that help to increase everyone's energy level. Nogut ol i ai slip! At the end of this handbook there are examples of energisers. Examples of energisers are included at the end of this handbook.
- › It is a good idea to start each new day with revision of what you covered the previous day (or in the course so far). Use the 'review ball' activity (below).
- › If there are experienced people participating in the course, then try and involve them as much as possible. Ask them whenever you can to share their thoughts and experiences.

At the end of the course

- › Be sure to leave time for the participants to give feedback in an evaluation. This is an important way to get better at training and to improve the activities in the manual. There is guidance on how to do this at the end of this Handbook.

Materials the trainer will need to run this course

You will always need the following materials whenever you teach this course:

1. A copy of this Handbook for your own use
2. A copy of this Handbook to give to each participant (or at least a few copies for each community organisation)
3. An exercise book to use as a training journal
4. Butcher paper and markers or a white board and markers
5. Post-it notes, blue tack/sticky tape
6. An exercise book and pen to give to each participant



How do I use this handbook?

The approximate time needed to take the step is on the front page of each step. Sometimes it will take more and sometimes less time, just keep your eye on the whole agenda and make sure that you can get through it all.

Next is the **information** the information and guidance for sharing the information in the module. All of the information for each step is given.

Each step has a number on the left side of the page. This is to help you keep track of which step you are on.

You can lead the group step by step with your training partner (you teach one step then your partner teaches the next).

When your partner is leading them up one step you have the opportunity to go over the next step that you will lead so that you are ready.

Make sure you cover each step and all of the information in each step – you can check by reviewing the key questions at the end.

All the information is necessary for people to be able to understand the skills and knowledge in each step.

There are also **activities** and **questions** for the participants that are connected to the information in each step.

Sometimes they are included *before* the information in each step and sometimes they are included *after*.

TIME Activities can take a long time if you don't control them so you will need to keep an eye on the clock and give time limits. There are suggested times for each activity.

When you explain the information in each step make sure it is clear to the participants and use tok pisin or the local language.

When you become familiar with the steps in each module you will be able to style things a little more. In time you will come up with your own training style!

Materials	Sometimes there is a <i>tok save</i> at the start of the step if there are any special materials to prepare before you teach the step.
Key questions for this step	There are key questions for each module. Tell the participants these questions at the start of the step and write them somewhere <i>long ples klia</i> so participants can refer back to them. Ask the participants to answer them at the end of the session.

At the end of the Step are the key questions again. Ask the whole group these key questions. If the participants can answer the key questions, then the step has been a success. Don't forget to see if the quiet participants also know the answers. This is a good time to go back over important information to clear up any misunderstanding.

Save moa yet:



Sometimes there is also an extension activity box. This contains extra information that is not essential. However, people who are interested can go through this in their own time – *save moa yet!*

Training journal

Keep an exercise book to write notes and comments in. This is called a training journal (or training diary). Use the [training journal](#) to write down any observations about what works and what doesn't work during the training or any comments people have made about the training. This will help you to learn from experience so that you are able to improve the course and your training skills for next time.

Write down any questions people have asked that you could not answer. This will remind you to get back to them with the answer. It is very important to get back to people with answers to their questions (even if you have to say you couldn't find an answer!) because it shows you respect them.

Write down the time and date of each training conducted and how many people came to each training and their names. This is a valuable record that can be used to evaluate the course and to work out who should get a certificate at the end.

On the next page is the agenda for this module that you can print or write up on the wall so participants know what the plan is for the training.

Let's get started!



Agenda for Module 1

Getting started in Community Disaster Management



Step 5 - Roles & responsibilities

Step 4 - Social inclusion

Step 3 - The principles of humanitarian disaster assistance

Step 2 - Tok ples community disaster management

Step 1 - Tok I go pas

Day 1	
8.30-10.00	Welcome, icebreaker and Step 1: ' <i>Tok i go pas</i> ': What is this training about?
10.00-10.30	Break
10.30-12.00	Step 2: Tok Ples community disaster management
12.00-1.00	Lunch
1.00-2.30	Step 3: Principles of humanitarian assistance
2.30-3.00	Break
3.00-4.00	Continue Step 3: Principles of humanitarian assistance
4.00-4.30	Wrap up day 1

Day 2	
8.30-10.00	Review day 1 and start step 4: Social inclusion
10.00-10.30	Break
10.30-12.00	Step 5: Roles and responsibilities (for Ward, LLG and District levels)
12.00-1.00	Lunch
1.00-2.30	Scenario: Showing what you have learned today
2.30-3.00	Break
3.00-4.00	Scenario debrief and wrap up day 2
4.00-4.30	Evaluation and plans for Module 2

After this training, participants will understand and be able to explain:

1. The key concepts and terms in community disaster management
2. The principles of humanitarian disaster assistance
3. The importance of social inclusion in humanitarian disaster assistance and community disaster management
4. Their, and other's, roles and responsibilities in disaster management


Where possible the group will have identified a community disaster management representative to follow up the next training sessions.

They will also be able to demonstrate their knowledge and ability in a simulation.

Step 1:

Tok Igo Pas



Materials	Prepare icebreaker and a poster with the course objectives using the disaster cycle image. And a sheet to the wall for Word Watch (follow ups). Check your white board markers are working.
Key questions for this step	1. What are these four training modules about? 2. What are the three things you can do about disasters? 

Brainstorm

(10 minutes)

What disasters affect people in your District?

Call out whatever comes into your heads.

Do this in a fun way – maybe using the Review ball to invite people to introduce themselves and talk about disasters they know of.

General discussion

(2 minutes)

What does 'disaster' mean?

Clarify: Hazard is a dangerous event. If a hazard affects someone seriously it is a disaster.

Igat kain kain bikpela graun bagarap we em save bagarapim yumi PNG.

Use an example of a landslide that happens far away and one that happens in a village damaging houses and gardens: one is a hazard and the other is a disaster.

Natural disasters are caused by things like volcano, flood, king tide, sea swell, tsunami, earthquake, strong wind, landslide, bushfire, drought.

There are also man-made disasters caused by *haus paia*, oil spill, accidents. *Kain kain*.

Sometimes people affected badly by a disaster need help or assistance. This assistance is called humanitarian or emergency assistance.

When something has happened that has caused damage – it is a disaster and it has become very serious for someone. Something needs to be done – and quickly. This is a disaster – these words sometimes mean the same thing.

Taim bikpela graun bagarap i kamap pinis o luk solem bai kamap, em nau em taim blo statim wok.

Try to work through this with people so they don't worry too much about the differences between the terms emergency and disaster as these terms can be used to mean the same thing.

Small group discussion

(45 minutes)

Get into groups of five or six people.

Ask them to discuss:

What kinds of disasters have you yourself experienced?

Who was affected and how? What did you do?

After 20 minutes check in and ask them:

Did you ask for assistance? Who from?

What assistance did you get?

Invite them to share their discussion to the main group: what was common? What was different?

Debrief (after a further 10 minutes)

Clarify any terms as they are using them: hazard, natural disaster, man-made disaster, impact, damage. We will discuss key terms next.

Highlight different agencies and people that have played a role. We will come back to these in Step 5 of this module.

Some people believe that God causes disasters but this is not true.

Ol save tok olsem bikpela graun bagarap God i mekim o yumi no save. Ol save tok olsem ino samting bilong yumi manmeri. Ino tru!

People think a disaster is something you can't do anything about but there is a lot that we can each do to make them less serious.

We can't stop the wind but we can reduce the damage it causes.

Refer to the poster of the disaster cycle and the modules and explain the cycle and the modules.

Module 2 PREPARE

You can prepare with your community so that if a disaster happens you can respond yourselves in the best way possible.

For example where will you go in a tsunami warning?
What do you do in heavy rain to protect your garden?
Where can you go to get safe drinking water?

When a cyclone is heading your way, who will do what
and when to reduce the damage? We will talk about this
in Module 2.

Module 3 RESPOND

Your community can act immediately after a disaster to help each other. Assessing what damage there is and starting to rebuild is a good place to start. BUT if it is too big for you to do yourselves you can ask the government for assistance. We will talk about when to expect help and how to give them the information they need to give it in Module 3. The community also has important roles in supporting for the Government and its partners to deliver help when a disaster occurs such as by providing damage assessments and supporting relief distribution. This will be covered in more detail in Module 3.

Module 4 RECOVER AND REDUCE RISK

As well as recovering from a disaster you can act with your community to prevent it *long daunim bagarap o hevi bilong en*. For example not cutting (or replanting) trees can stop landslides or building strong houses can strengthen them against strong winds and cyclones. We will talk about this in Module 4.

This training module is Getting Started in community disaster management, and there are three other training modules that come next: to help communities PREPARE for disasters, RESPOND to disasters and RECOVER AND REDUCE RISK from disasters.

General discussion

(5 minutes)

What can you do about disasters? What are the three kinds of actions your community can take? Can you think of some examples of each kind of action that you could take here? (prepare, respond, recover and reduce risk).

The PNG Government wants all communities in PNG to do what they can to PREPARE for disasters, to RESPOND to disasters, and RECOVER from and REDUCE RISK of disasters.

General discussion

(2 minutes)

Who in the community is responsible for community disaster management?

Reflect on your small group discussion about who gave assistance last time...

The short answer is **everyone**. But unless you identify who will take the lead - *husat bai go pas* - you might be left pointing fingers.

Your community needs to PREPARE for disasters, RESPOND to disasters, and RECOVER themselves. Your Ward Development Committee can play a key role in this, and with a specific ward disaster representative taking a lead you will have someone to guide and advise on your actions.

If you don't have a Ward Development Committee a disaster management committee or another group can also play this role.

PNG Gavman laikim olsem

However, even if you have a Ward Development Committee in place *bai gutpela sapos olgeta ki pipol wanwod sindaun wantaim long dispela trenin*. If everyone in a community knows what to do then everyone can *mekim samting ai op i stap na givim gutpela sapot*. Everyone has a role to play in supporting their own family and community to prepare, respond, recover and reduce risk.

General discussion

(5 minutes)

Who would be the best person to lead your community disaster management actions?

Are they here? Who can invite them if they are not here?

Do they accept this leadership role? What do you want them to do?

Organise the following training sessions?

Lead the development of plans and actions?

Bai yumi step bai step na luksave. Pinis long dispela trenin bai yumi bungim olgeta step. Em bai stap olsem resipi nau. Em wok mak long bihainim long taim yu redi long kuk!

We are going to go step by step through this now. It is like a recipe for baking a cake.

Revision:



Ask the participants the key questions for this step:


1. What are these training modules about?
2. What are the three things your community can do about disasters?



Step 2:

Tok Ples Community

Disaster Management

Materials	Village picture on poster paper or whiteboard (you can also draw this as you go after a bit of practice!).
Key questions for this step	<ol style="list-style-type: none"> 1. What does 'disaster mean? 2. What does 'vulnerable' mean? 3. What is 'humanitarian disaster assistance'? 4. What is 'development assistance'? 5. What is 'climate change'? 

If your community is going to PREPARE, RESPOND, RECOVER AND REDUCE RISK there are a few words and ideas to talk about and get clear.

The first thing is *tok ples* disaster. *Bai yumi lukluk long sampela tok ples* disaster *we bai gutpela sapos yu klia long en.*

General discussion

(2 minutes)

Refresher:

Natural disasters are caused by hazards like volcano, flood, king tide, sea swell, tsunami, earthquake, strong wind, landslide, bushfire, drought. There are also man-made disasters caused by hazards like *haus paia*, oil spill, accidents. *Kain kain.*

Emergency and disaster are sometimes used to mean the same thing. Try to work through this with people so they don't worry too much about the differences between the terms

Hazard is an event, if it affects someone it is a disaster and that needs humanitarian assistance, sometimes called emergency assistance.

Long tok ples disaster *ol save tok* emergency.

General discussion

(2 minutes)

What does 'vulnerable' mean?

Long tok ples disaster *ol save tok* vulnerable.

There are some people and some communities and some areas which are more likely *long kisim bagarap long taim bikpela graun bagarap*. And some people are affected more seriously than others and find it harder to recover.

People or communities or areas who will be affected more by a disaster are called vulnerable people or vulnerable communities or vulnerable areas.

The most vulnerable people or communities or areas are the most likely *long kisim bikpela hevi long taim graun bagarap*.

Small groups

(30 minutes)

Stay in the same group of five or six people that you were in for the last small group activity. Think about the disaster that you focused on that you had experienced.

- › Who are some people in your community who are more likely *long kisim bagarap* if your disaster actually happened?
- › Are their communities – *haus lain o kain olsem* – who are more likely *long kisim bagarap* if your disaster actually happened?
- › Are there areas – *ples tais o antap long maunten o arere long solwara o kain olsem* – which are more likely *long kisim bagarap* if your disaster happened?
- › Who finds it harder to recover from disasters? Why?

Ask each group to present back on their discussion

Small group discussion

(30 minutes)

Vulnerability:

Draw a simple version of the picture below - include local style houses near and far from the water and up on the hillside. Include a mix of old and young people and give one home a radio. Add as much detail as you need. Describe what you are doing as you go (unless you drew it earlier).

Ask participants to discuss these questions in small groups and to report back in 10 minutes:

- › Which family is the most exposed to (or most likely to be affected by) the floodwaters? Landslides?
- › What kind of impacts might they have?
- › In each family who is most vulnerable to these events? Why?
- › Who will find it hardest to recover? (Like rebuild a house or replant a garden)



Explain:

- › Some people and places are more likely to be affected because they are close to a disaster (**exposed**)
- › Some people are more likely to be affected because they can't take action to protect themselves or others (eg disabled, pregnant) (**vulnerable**)
- › Some people are more likely to be affected because they don't know what actions to take or don't hear the alerts (**capacity**). Having a radio gives information. Do they share the information (capacity) with others?

We can all take action to address all of these factors in disaster management for example:

- › Actions to protect property from flooding
– reduces exposure
- › Actions to support people who need help
– reduces vulnerability
- › Actions to share information and knowledge
– increases capacity

General discussion

(2 minutes)

What does '*humanitarian disaster assistance*' mean?
Long tok ples disaster ol save tok humanitarian assistance.

Write Humanitarian Disaster Assistance on the board.

What does this mean to you?

If you are someone who wants to save lives and help people you are a 'humanitarian'. *Yu gat gutpela pasin long halavim ol manmeri ol noken bagarap.* The assistance you give is called humanitarian assistance.

Organisations that try and save lives and help people are called humanitarian organisations. The assistance they give is called humanitarian assistance.

In a disaster the Government and its partners try and save lives and help people. The assistance they give is called humanitarian disaster assistance.

Brainstorm

(10 minutes)

Call out whatever comes into your heads:

- › What are some examples of humanitarian disaster assistance?
- › What have you experienced (refer to past discussions)
- › Have you seen it been given?
- › Have you been given it?
- › Who gave the support?
- › What did you do yourselves and were you helped with?

Humanitarian disaster assistance is designed to save lives and reduce suffering in a disaster. For example it might be supply of food or drinking water or puritabs (to clean drinking water), rescuing people or helping to move people to a safe place. It could also be training people in how to stay safe in a disaster like this training is doing!

It can also mean helping yourselves or others in your community or even the next Ward.

We will learn more about all of these things in the next modules, particularly Module 2 Prepare and Module 3 Respond.

Development assistance is designed to develop the community so that next time there is a disaster the community is less vulnerable. For example it might mean supply of better varieties of sweet potato or training for the Ward Development Committee or improving the water supply or better housing design or setting up community laws to stop people cutting down or burning trees on steep hillsides.

We will learn more about how this happens after a disaster to help you recover and what you can do to support this process in Module 4.

General discussion

(5 minutes)

It is possible that people have already mentioned climate change.

If not now is the time to introduce it. You could ask the group who has heard of it and what do they think it means. What causes it? What can be done about it? By who?

Clarify we need to adapt here but mitigation has to mainly happen in big countries that cause a lot of pollution like Australia and America.

Be sure to clarify any understandings of what it is and what it isn't.

Depending on their level of interest and misunderstandings you may discuss this definition and draw a version of the pictures below to explain it for them.

Climate Change: The earth has an invisible blanket of gases (greenhouse gases) around it that keeps some of the heat from the sun inside and lets some of it back out. The gases keep the earth's temperature just right for people, plants and animals to grow. This is called the 'natural greenhouse effect'.

Because of burning fossil fuels like oil, petrol and coal, and large scale cutting of trees, there are more and more gases in the atmosphere. Much, much more of these gases come from countries like America, Australia and China than from Papua New Guinea. These gases are trapping more heat inside the atmosphere so the earth is warming up. This is just like if we were lying under an extra blanket. This is known as 'global warming'.

Climate change means the changes in our climate that are happening because of the extra warmth being trapped by the thicker blanket of gases. These changes include:

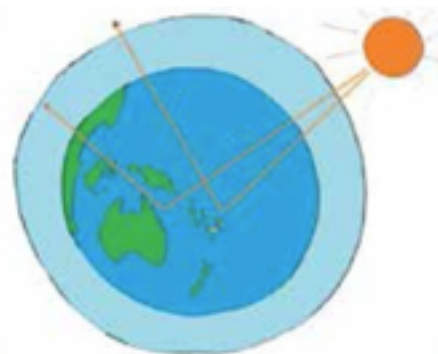
- › Changing extreme events such as droughts, floods, and tropical cyclones
- › Changes in average temperature and rainfall patterns

Higher levels of gases in the atmosphere are causing some to be taken into the ocean. This makes it more acidic, or sour like a lemon. This makes it hard for coral and other marine animals and plants to grow. This is called 'ocean acidification'.

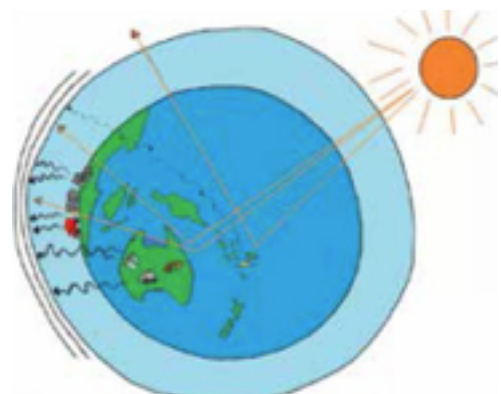
Climate change is already happening and is expected to continue because of the record rate of greenhouse gases going into the atmosphere around the world.



The natural greenhouse effect



The natural greenhouse effect is a global process



Extra greenhouse gases cause global warming

(Source: Vanuatu Red Cross Handbook for Weather Climate and Climate Change 2013)

Tok save: It is common for people to blame climate change for many of the changes that are happening around them, especially things like coastal erosion. Make sure to acknowledge their concerns but also point out in these cases the other things that are causing changes such as loss of trees leading to unstable land, sand mining on the coast or new infrastructure that changes water flows or coastal sand movement.

There is a list of important terms and ideas at the back of the book including translations into *Tok Pisin*. Refer to these.

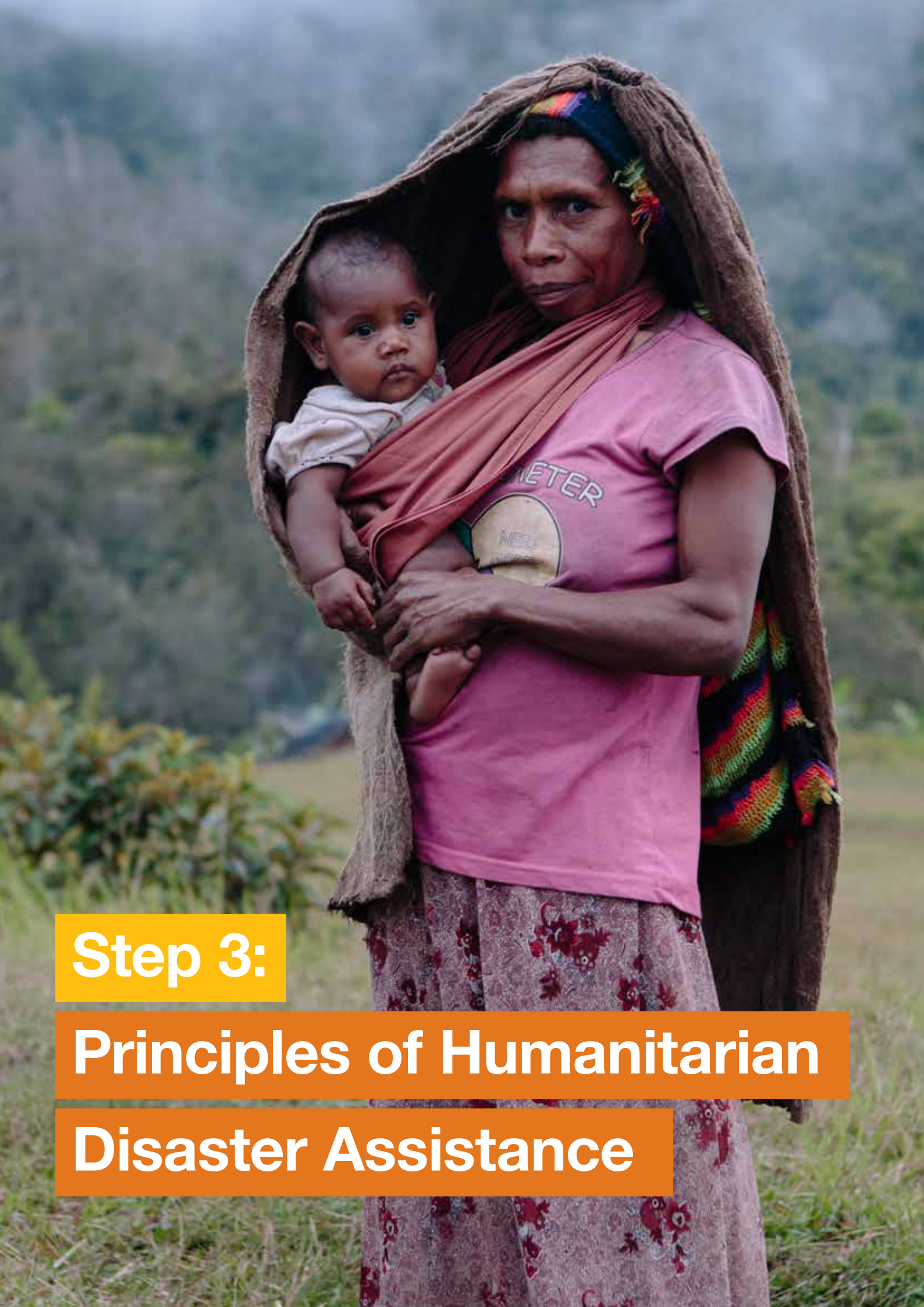
We will discuss climate change more in Module 4, Recovery and Risk Reduction.

Revision:




Ask the participants the key questions for this step:

1. What does 'disaster' mean?
2. What does 'vulnerable' mean?
3. What is 'humanitarian disaster assistance'?
4. What is 'development assistance'?
5. What is 'climate change'?



Step 3:

Principles of Humanitarian Disaster Assistance

Materials	The eight principles written on posters, and if you want to as a hand out as well.
Key questions for this step	What are the eight principles of humanitarian disaster assistance? 

General discussion

(2 minutes)

What are 'principles'?

Principles help us decide what to do and what not to do. We all have our own personal principles. These ones have been agreed upon around the world as being important when doing humanitarian work.

Long tok inglis ol save tok principles. Principles em ol bikpela gutpela pasin bilong mekim wok.

Examples of principles are *mekim samting long ples klia, olgeta wokbung wantaim, lukim yu wankain olsem narapela, bihainim pasin lotu. Kain kain!*

The more you follow principles the more they become part of the *kastom* of your family or your organisation or your clan or your church or your country.

Humanitarian disaster assistance *tu i gat kastom long en*. In this step we will look at ten principles of humanitarian disaster assistance *istap pinis insait long kastom bilong humanitarian disaster assistance*. These are based on principles that humanitarian organisations around the world have agreed are important. We have modified them to make them relevant to us here in this training and in PNG.

These ten principles will help you to understand why and how humanitarian disaster assistance is given, and what you can do to can support the process.

There are two ways to facilitate this session: principle-by-principle or grouped together. The guidance for principle-by-principle is next.

To discuss the principles together, allocate a few principles to each group depending on the number of participants.

Ask them to discuss the principles amongst themselves and think of some real examples of when they have seen this principle being (or not being!) followed. Invite them to present back to the main group to discuss and clarify.

Everyone should have a chance to understand all the principles this way.

Principle 1

Humanitarian action must be taken to reduce suffering in a disaster if people cannot cope themselves.

Husait ol lain kam lo givim halivim lo taim graun bagarap lo ol lain husait I no inap lo halivim ol yet...(to reduce suffering).

Small group discussion (10 minutes)

Has there been a time when you have needed help?
Who helped and how?

Has there been a time when you have helped someone else? How did you help?

How did these situations make you feel?

Principle 2

The humanitarian organisation must never ever use humanitarian disaster assistance to benefit their own religious or political point of view.



Husat i kam halavim long taim graun bagarap em mas noken mekim bilong apim nem bilong lotu bilong ol o bilong mekim politik wok.

Pairs (10 minutes)

Get in pairs. The Trainer will read out the following scenarios. After each scenario decide whether it breaks Principle 2 or not.

1. Someone who is delivering humanitarian disaster assistance says: *"Memba em i givim long yupela na long neks ilekson yupela mas tingim em"*.
2. Someone who is delivering humanitarian disaster assistance says: *"Mipela kam long wanpela sios. Sios bilong mipela yupela mas planim long hia. Sapos yupela mekim olsem bai mipela kam givim moa halavim"*.
3. Someone who is delivering humanitarian disaster assistance says: *"Kaunsel bilong yupela em i rait na rait olgeta. Long kisim wankain halavim bihain aiting yupela mas givim em long taim ilekson"*.

Principle 3

Humanitarian disaster assistance will be given based on who needs the most help and never ever based on who the person is that needs help.



Nambawan halavim long taim graun bagarap em mas go long husat i gat bikpela nid moa tambu tru long mekim wansait.

Brainstorm (10 minutes)

What sort of *wansait pasin* could occur during humanitarian disaster assistance?

Call out whatever comes into your heads.

The Government and its partners *bai wok wantaim yupela ol ki pipol* so that help is given based on who needs the most help – and never ever based on who the person is that needs help.

Yupela ol ki pipol long ples bai yupela givim stia long ol autsait lain husat ikam halavim long taim bikpela graun bagarap. Yupela mekim nau noken wansait.

Make sure that help is never ever given to someone because of:

- › How loudly they yell
- › Whether the Government or its partners know them
- › Which clan they are from
- › Whether they are male or female
- › Their age
- › Which *haus lain* they are from
- › Which politician they voted for
- › Whether they are *as ples* or *kam lain*
- › Which church they go to
- › Which language they speak
- › How close they are to the distribution centre
- › How easy they are to get to
- › The *kastom* that everyone should *kaikai wankain*

General discussion (10 minutes)

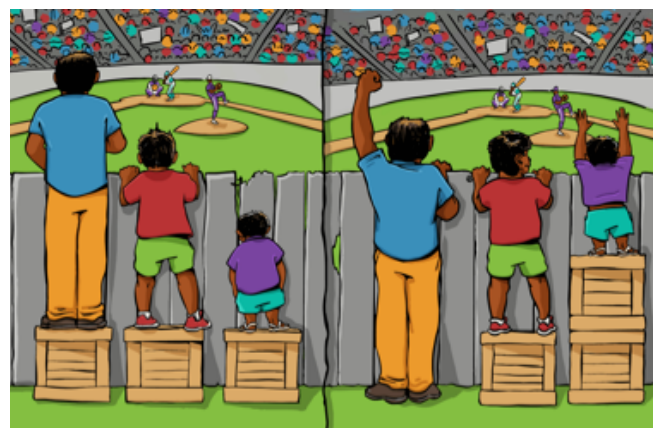
What is the difference between equal and fair?
And what does this mean for humanitarian assistance?

Show or draw this picture and discuss with the group:

"Do they have equal rights to watch the sports game?"

"Which one is fair?"

"What does this mean for humanitarian assistance?"



Role Play (45 minutes)

Get into groups of five or six people. Principle 1 *ino isi* – *long sampela hap em bai bam wantaim tingting bilong ol lain long ples*. In your groups develop a role play showing what you would say to your community to explain Principle 3. *Yusim ol tok piksa na tok bokis sapos yu laik.*

Be prepared to perform your role play.

Principle 4

Humanitarian disaster assistance will be given based on humanitarian principles and not to benefit any government. Humanitarian organisations work in coordination with government but not for the government. **(Independence)**

Husat i kam halavim long taim graun bagarap em mas behainim ol gutpela pasin blo ol lain husait i save kam lo givim halivim lo taim graun bagarap.

General discussion (10 minutes)

Organisations like CARE are independent of the government of PNG, Australia and any other government. CARE is a 'non government organisation'. Actions are taken because of the principles we have been talking about like responding to need and relieving suffering. Having said that though the action is not done with disregard for the government. Humanitarian response is coordinated by and led by the government and international assistance is only given when the government asks it for. We will talk about how this happens when we look at roles and responsibilities for disaster management in PNG as different disasters will need action by different levels of the government.

Small groups (10 minutes)

Why is it important to work in coordination with government when responding to disasters with relief?

Why is it important not to just do what the government says?

Principle 5

Humanitarian disaster assistance must make affected communities less vulnerable and must not leave people behind or exclude them.

Halavim long taim graun bagarap tu em mas lukluk long developim komiuniti inap long bihain em no inap kisim wankain bagarap. Halavim long taim graun bagarap em mas noken mekim ol lain we yumi save misimaut i misaut moa yet.

General discussion

Social inclusion: if people who are normally left behind or excluded are involved in the community – and help to make decisions – then *yu wok long apim nem bilong ol. Ol bai kisim strong na komiuniti bai luksave olsem ol tu ol inap long mekim.* They will step forward.

And if you involve people who are normally left behind or excluded – the vulnerable people – then you can find out what development assistance they need to help them step forward and make them less vulnerable next time there is a disaster.

Development disaster assistance *igat wanpela traipela mama lo long en:*

The people most affected should be given the most support and this support must not make them more excluded from the community. For example giving food rations may make people reliant on such supplies so also giving support to replant crops with improved varieties at the same time might be a good idea.

If everyone is given the chance to be involved and make decisions, then you won't miss out on good ideas because some people were not involved. *Wanem developmen yupela laik mekim bai painim mak.*

Goodwill: If everyone is given the chance to be involved and make decisions, *then olgeta bai papa bilong toktok.* When it comes time to do the development everyone will want to be involved – *na ol bai putim ai gut long mek sua em kamap hau em sapos long kamap.*

If everyone is given the chance to be involved and make decisions, then everyone will be more likely to look after the development. *Olgeta manmeri bai tok em bilong mi.*

Les pasin save kamapim les pasin – yumi save pinis. Planti ol les lain stap long ples.

But if people are given the chance to be involved and make decisions – alongside people who have goodwill – it goes the other way. *Pasin wokbung save kamapim pasin wokbung. Gutpela pasin save kamapim gutpela pasin. Effective participation bai halavim long daunim les pasin.*

Success: If humanitarian organisations make use of local people to deliver disaster assistance it will be more successful. Local people can transport supplies, provide security, identify the most needy people, help with distribution, deal with disputes, come up with ideas, *wokim ol tok save. Kain kain. Em ples bilong ol na ol save.*

Your participation will make the humanitarian disaster assistance better. *Em klia.* And you are also thinking of ideas about what to do next time there is a disaster.

Yupela Wod Developmin Komiti o ki pipol o husat i go pas long taim ol autsait lain kam long halavim bai yupela lainim gut tru hau long mekim sapos igat narapela bikpela graun bagarap long taim bihain. Mekim na save.

Sharing (10 minutes)

If you have an example of how effective participation made something you did in your community more successful then share it.

Principle 6

The humanitarian organisation must try to work in a way that builds local capacity.

Husat i kam halavim ol i mas lukluk long strongim komiuniti long go pas.

General discussion (2 minutes)

How can humanitarian organisations work in a way that builds local capacity?

Discuss mentoring, employing, training...

Are these some limitations to this in practice?

Principle 7

Humanitarian disaster assistance must try to work in a way that encourages effective participation.



Halavim long taim graun bagarap em mas lukluk long strongim pasin wokbung wantaim.

General discussion (2 minutes)

What does effective participation mean?

Participation em i tok ples developmin. Participation means wokbung wantaim.

Effective participation is when wokbung wantaim em karim kaikai. For participation to karim kaikai everyone in the community has to have a chance to be involved and to make decisions. Sapos olgeta manmeri long ples pilim olsem ol i papa bilong wanem samting yupela laik mekim em mak bilong gutpela patisipeson.

Effective participation is when wokbung wantaim em karim kaikai. For participation to karim kaikai everyone in the community has to have a chance to be involved and to make decisions.

Effective participation igat tripela bikpela mama kaikai long en:

Effective participation save kamapim social inclusion. More on the is the next Step of this module.

Effective participation save kamapim goodwill.

Effective participation makes the development you decide to do more successful.

Principle 8

The humanitarian organisation must work in a way that is transparent.



Husat i kam halavim ol i mas mekim wantaim klia glas nogut dak glas haitim,

General discussion (2 minutes)

What does transparency mean?

Transparency means mekim samting long ples klia. Transparency means that all the decisions and work of the humanitarian organisation must be out in the open. Ol mas mekim wantaim klia glas nogut dak glas haitim.

Principle 9

The people who receive humanitarian disaster assistance have a right to complain if any of the humanitarian principles are not followed.



Husat i kisim halavim ol i gat rait long tokaut sapos husat i givim halavim abrus long wanpela bilong ol dispela ol humanitarian principles.

An agency working with your community must provide ways for you to feedback about their work. It might be through offering a box to submit your complaints or suggestions in writing, a phone number to call or facilitating feedback sessions.

You are encouraged to use these mechanisms, and to demand them if they are not there yet. Your input will make the assistance better and if you cannot contribute your thoughts you can complain to others such as the District of Provincial government.

General discussion (2 minutes)

What are the eight principles of humanitarian disaster assistance?

Sapos yupela ol lain long ples luksave olsem ol i abrus long wanpela bilong ol dispela aetpela prinsipal noken kot. Tokim ol. Givim sans long ol long stretim.

Humanitarian organisations are committed to the eight principles. They want to do the right thing. You can help them to do the right thing. Hold them to account. *Putim ai gut long ol dispela eitpela prinsipal.*

Principle 10

Humanitarian disaster assistance must not disrespect culture and custom.



Halavim long taim graun bagarap em mas noken daunim kastom long ples.

General discussion (2 minutes)

Will these principles sometimes clash with local culture and custom?

Refer for discussion to Principle 3: Humanitarian disaster assistance will be given based on who needs the most help and never ever based on who the person is that needs help

Nambawan halavim long taim graun bagarap em mas go long husat i gat bikpela nid moa tambu tru long mekim wansait).

There is no getting around the fact that sometimes principle 3 will clash with local culture and custom. *Em inap olsem long olgeta hap long wol.*

Ol wantok na wanples na wanlotu na pren na famili ol tu bai gat nid long taim bikpela graun bagarap. Pasin na kastom bilong halavim ol emi strong tru.

Long taim bikpela graun bagarap bai yumi mas lus tingting long ol pasin na kastom bilong laikim sampela moa long ol narapela. Nogut wansait pasin kamapim manmeri i dai. Nogut wansait pasin kamapim kain kain bekim bek. Em bai olsem. Yu save!

Olsem na wei long skelim halavim long taim bikpela graun bagarap em long lukluk long husat igat bikpela nid moa em tasol.

Yupela ol ki pipol bai yupela nid long tokim komiuniti gut bilong wanem nambawan halavim em mas go long husat igat bikpela nid moa noken wansait.

Brainstorm (10 minutes)

Tingim ples bilong yu. What are examples of culture and custom that humanitarian disaster assistance must not disrespect?

Call out whatever comes into your heads.

Principle 10 doesn't mean that humanitarian development assistance must always respect culture and custom. *Yumi lukim pinis olsem sampela taim prinsipal 1 bai kam bam wantaim kastom long ples. Nogut prinsipal 2 wankain.*

It means that humanitarian development assistance must not disrespect culture and custom.

This means that even if there is *kastom long ples* that needs to be challenged *ol husait i kam mas noken rabisim o tok nogut long kastom long ples.*

General discussion (5 minutes)

Do these principles make sense to you?

How do you think they can help you make decisions in disaster management in your community?

How do you think you will use them?

There is a complete list at the back of the Handbook.

Revision:




Ask the participants the key questions for this step:

1. What are the eight principles of humanitarian disaster assistance?

Step 4:

Social Inclusion



Materials	The ten principals written on posters, and if you want to as a hand out as well (<i>in Tok pisin</i>).
Key questions for this step	<p>1. Why is social inclusion so important?</p> <p>2. The PNG Government is targeting six groups of people who are often left behind or excluded – who are they?</p> 

Role Play

(30 minutes)

Everyone go outside and find an open space. Imagine that you are all from a remote village in Simbu. Stand in a straight line and face the Trainer. The Trainer will walk along the line and whisper to each person what your role is (don't tell anyone who you are).

- 35-year old woman living with AIDS
- Married man aged 70
- Married woman aged 70
- Deaf 25-year old man living with HIV
- 18-year old girl (not yet married)
- Young unmarried man aged 22
- Chief of the village
- Young mother aged 25
- Father aged 35
- Young married man aged 25
- Female school teacher
- 23-year old woman with crutches
- Widow aged 45 with no children living near-by

The Trainer will ask the following 13 questions one at a time. If you think your character would probably answer 'yes' to the question take one step forward. If your character would probably answer 'no' to the question, then step backwards.

- Are you confident to seek police support if you need it?
- Can you get money when you need it?
- Do you help decide how household income is spent?
- Can you leave your spouse if they hit you or abuse you?
- Can you get to the Health Centre whenever you need to?
- Can you travel to Kundiawa when you need to?
- Can you speak out in village meetings?

- Can you drive a car?
- Do you read the newspaper?
- Can you get top-up for your mobile phone when you need to?
- Do you live near or with your own family – *ol lain bilong yu stret?*
- Are you free to raise concerns or issues with the Wod Kaunsel?
- Step back if people say your sex is weak (*"yu meri tasol" o "yu man tasol"*)

When all the questions have been asked take a look at where you are and where all the other participants are. Without moving from where you are one by one tell the rest of the participants what character you are (the role you were given). Without moving from where you are, discuss the following questions:

- Who has been able to move forward the most? Why?
- Who has been left behind? Why?

General discussion

(2 minutes)

What does 'social inclusion' mean?

The Government wants every community in PNG to do all they can to **include** those people in **society** who are left behind or excluded – those people *husat wok long step igo bek ino asua bilong ol*.

Long tok ples developmin ol save tok social inclusion.

Brainstorm

(10 minutes)

Who are people that are often left behind or excluded in PNG? Call out whatever comes into your heads.

Every culture in the world has local *kastom* that discriminates or values different people unequally.

Some people get further and further ahead not because they are 'better' people but because their *kastom* gives them more choices and more options. Other people get further and further behind not because they don't have ability but because their *kastom* gives them less choices and less options.

People can get left behind because of their health, their sex, their social position, their age, their 'failure' at school, their disability, their language, their *ples*, their church, their skin colour, which political party they support. *Kain kain!*

General discussion

(2 minutes)

Does it matter if some people are left behind?

Social inclusion *em ino samting nating*. If the gap between the people stepping forward and the people stepping back gets wider your community gets weaker.

The best way to make your community stronger is to help those people who are least able to help themselves to step forward. If people who are normally left behind or excluded are given opportunities and choices, then they are able to contribute to the community – they make the community stronger.

For example, if women are given the power to be involved in decision making the evidence from around the world is that they use this power to do things that make the family and the community stronger.

If we stop people from stepping forward for *kastom* reasons, we are stopping people from contributing all they can to make the community stronger. *Na nogut bel hat bilong ol tu em kam bek long yumi. Em bai olsem. Yu save!*

This is why one of the best measures of community development is not how many shops there are or how rich some people are – but how well people who are normally left behind or excluded are *included* in the life of the community.

Sharing

(10 minutes)

It can be hard to explain to people in the community *ol lain long ples* why we should do all we can to include those people in society who are left behind or excluded.

You need to explain to them how including them will make everyone's lives better *bai stretim sindaun*.

The Trainer will read the following example *tok piksa*.

Ask them to be prepared to share your ideas.

If you want to have a good harvest you don't just plant a crop and leave it alone – you look after it by watering and pruning so that it can grow strong and bear more fruit. You will make sure to look after plants that need more help to grow by giving them extra care. When more people are left behind there are gaps in the community and if the gaps become wider we are not working to strengthen the whole community or the whole, and the crop won't be as good.

Yu laikim gaden bilong yu bai karim kaikai moa yet noken lukluk tasol long ol samting yu planim we em i karim gut pinis. Nogat yu mas givim bikpela lukluk long klinim na prunim na putim wara na gris igo long graun long halavim ol samting we em i painim hat long karim. Dispela kain nau gaden bilong yu bai karim moa yet.

Social inclusion is also a principal of humanitarian disaster assistance. *Em i bikpela prinsipal tru olsem na em igat topik bilong em yet.*

All humanitarian organisations have agreed to follow the principal of social inclusion when they provide humanitarian disaster assistance.

Principle 5: Humanitarian disaster assistance must make affected communities **less vulnerable** and must not leave people behind or exclude them.

Halavim long taim graun bagarap tu em mas lukluk long developim komiuniti inap long bihain em no inap kisim wankain bagarap. Halavim long taim graun bagarap em mas noken mekim ol lain we yumi save misimaut i misaut moa yet.

General discussion

(2 minutes)

What is social inclusion? Why is it important? What examples have you seen of it being supported or not in your communities?

The PNG Government is targeting six groups of people who are normally left behind or excluded. Their needs should be given priority.

1. **Women and girls.** Both women and men need to be involved in decision-making and share in the benefits.
2. **People living with HIV and AIDS** need to be included and their special needs taken care of.
3. **People living with disabilities** need to be included and their needs taken care of.
4. **Children** need to be planned for so that their special needs are taken care of and so they are never taken advantage of (exploited) – *pikinini nogat pawa olsem ol bikpela manmeri olsem na yumi mas mek sua ino gat sampela lain wok long lukautim pikinini olsem rabis bilong ol o wokboigel nating.*
5. **Youth** need to be planned for – *senis bilong yumi.*
6. **Elderly** need to be included and their special needs taken care of.

Small groups

(30 minutes)

Get into a group with five or six people from your Ward. If a disaster occurred who would be the people in your Ward that you would need to target to achieve principal 9? What could you do to make sure these people are not left behind or excluded? Be prepared to share your ideas.

Las tok. Social inclusion doesn't mean that *olgeta mas kaikai wankain*.

Sometimes people who are stepping backwards need MORE than everyone else – not just the SAME – so that they are not disadvantaged.

Revision:




Ask the participants the key questions for this step:

1. Why is the principle of social inclusion important?
2. The PNG Government is targeting six groups of people who are normally left behind or excluded. Who are they?

Step 5:

**Roles and responsibilities
for disaster management
in PNG**



Materials	An empty box with three things to put inside (could be a pen, a stone and a piece of paper... anything!). Put them in without anyone seeing them before the session starts.
Key questions for this step	<ol style="list-style-type: none"> 1. What is your responsibility as a community or Ward Development Committee in disaster management? 2. Who is your disaster management coordinator or leader? 3. What will happen if the disaster is too large for your Ward to cope with? 4. Who decides whether to respond to the disaster? <p><i>This should only be taught for Ward, LLG and District levels</i></p> 

General discussion

(2 minutes)

Do you remember? What are the three things your community can do about disasters? Review Step 1 content. PREPARE – RESPOND – RECOVER and REDUCE RISK.

But this can be a very big task after a disaster so who is responsible for doing what?

You're Ward Development Committee or other groups (like a disaster committee) have important roles to play to PREPARE for a disaster, RESPOND to a disaster and RECOVER and reduce risk of future disasters.

What can you do?

What do you know about your community that might be useful in disaster management?

Answers could be:

- Where the disasters are happening
- Who is affected
- What has been done to make it worse? Better?
- How have we coped in the past?

This is a good place to start thinking about roles and responsibilities – no one else has these specific skills and when knowledge!

General discussion

(2 minutes)

Humanitarian disaster assistance in PNG starts with you and your community.

Humanitarian disaster assistance starts with you. The Government and its partners depend on you because you are right there and know what has happened right there on the ground.

For example they depend on you to ring the warning bells. Paitim belo. And you can act to prepare for a disaster so that the impacts are not as bad. And afterwards you can let them know what damage you have experienced.

Let's find out more about why you and your community is important in disaster management in PNG.

Activity: what is in the box?

(15 minutes)

Ask for three volunteers from the group to come up the front.

Shake the box and say: let's find out what is in the box!

1. Give the box to the first person who is allowed to shake the box: what is in the box? Can you tell from the noises it makes?
2. Give the box to the second person who is allowed to put their hand in but not to look: what is in the box? Can you tell from how it feels?
3. Give the box to the third person who can look and touch and hear: what is in the box?

Discuss:

- Who is playing the role of a donor funding a project? The person who can only hear the noises (someone tells them what is happening they don't see it themselves)

General discussion

(2 minutes)

You here in this room have a lot of existing skills and knowledge that can help in disaster management. Are you surprised to hear that?

Brainstorm

Who has experience in disasters?
What did you learn?

- › Who is playing role of the CARE officer or another visitor? The person who can touch the things inside but not see them (they have some information but not all of it)
- › Who is playing the role of a community member? The person who can see and touch the things in the box as they have the most information about what is happening on the ground.

Summary messages:

All three people (organizations) need to know what is in the box to be able to take their best actions in community disaster management. The person who can hear or touch only knows some things about the situation on the ground but not everything.

It is the community who know what is really happening.

This is why it is so important for community to take the lead in disaster management and for organizations like CARE and donors to take their guidance.

General discussion

(2 minutes)

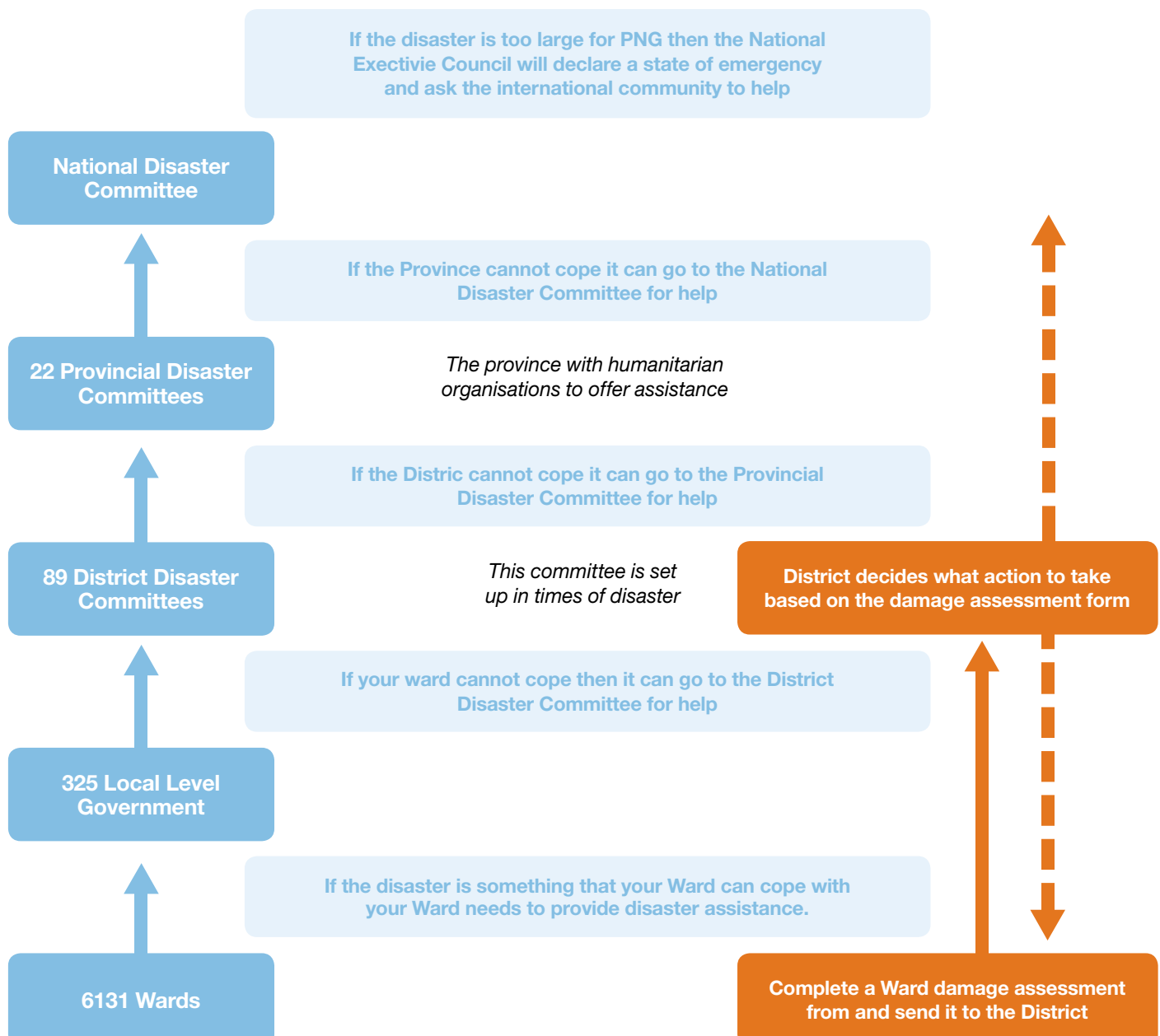
Who do you think has a role to play in community disaster management in PNG? What do you think their role is? Reflect back on the earlier discussions.

Let's talk about some specific roles and responsibilities in disaster management in PNG.

After a disaster occurs we all need move quickly!

The process starts with you:

Refer to the organogram below.



General discussion

(10 minutes)

Community - Collect information.

Your Ward Development Committee (or other community leaders or groups) needs to complete a Ward damage assessment form – the quicker the better – then give it to the District Disaster Coordinator. You will learn how to complete a damage assessment form in the RESPONSE Module.

If you don't tell the District what has happened and what damage you have experienced they won't know what help to provide.

District - Analyse the information.

The District will use the Ward damage assessment forms – and anything else they know about the disaster – to *skelim* what disaster assistance is needed. If necessary (and if time) the Government or its partners will visit the affected area to collect more information.

How serious is it? - Provide disaster assistance

The Ward, the District, the Province or the National government will provide help depending on the scale of the disaster. The International Community will step in if it is invited in by the National government.

This is a very important message to discuss with the group:

- › If the disaster is something that your Ward can cope with itself then your Ward needs to provide disaster assistance.
- › If the disaster is too large for your Ward and the Local Level Government to cope with then the District and its partners will help provide humanitarian disaster assistance.
- › If the disaster is too large for your District to cope with then the Province and its partners will help provide humanitarian disaster assistance.
- › If the disaster is too large for your Province to cope with then the National Government and its partners will help provide humanitarian disaster assistance.
- › If the disaster is too large for PNG to cope with then the National Executive Council will declare a state of emergency. The international community will help provide humanitarian disaster assistance.

The Government and its partners are there to help your Ward *sapos bagarap o hevi long taim graun bagarap em i winim strong bilong yupela.*

Tasol noken singautim ol long kam halavim sapos yupela inap long stretim yupela yet. PNG Gavman laikim olgeta komiuniti long PNG mas sanap long lekhan bilong ol yet.

General discussion

(5 minutes)

Early warnings!

Not all disasters are a total surprise – for some we get a warning it is likely to happen before it does.

Question:

What are some examples of this?
(cyclones, some storms, drought or heavy rain seasons)

The good news is that there are better and better ways to predict some disasters like cyclones, floods and droughts. The Government and its partners keep an eye on whether a disaster like this is about to occur. *Ol tu ol igat mak pinis long soim olsem disasta em klostu bai kamap.*

If the National Disaster Centre thinks a disaster is about to occur they will put into practice their own disaster RESPONSE plan. There are things called 'early warnings' for some disasters like heavy rain, cyclone or tsunamis.

Question:

Have you ever hear an early warning?
What was it for? Did you understand it?
What did you do? What happened?

You will learn more about early warnings in the RESPONSE module.

Role Play

(45 minutes)

This role play will give people a chance to understand the challenges the District and other levels of government experience in responding to disasters, and how they make decisions.

Select two people in your group to be District disaster coordinator. Give them a small handful of stones or beans to represent their disaster assistance resources.

The others form three communities but give them their scenarios alone so they don't hear the other stories:

- › One community has experienced damage to a local road and the garden of one family from a landslide.
- › One community has experienced damage to a main access road and the gardens of half the households from a landslide.

Summary discussion

(2 minutes)

Disaster management starts with you! Your Ward Development Committee needs to put into practice your disaster RESPONSE plan as soon as a disaster happens or you think one might. You will learn how to develop a disaster RESPONSE plan in the 'respond to a disaster' training Module.

- › One community has experienced damage to a main access road, several houses have been destroyed and the gardens of half the households from a landslide.

Give the communities 5 minutes to document and prepare their approach to the District.

One by one they ask the District for help who then go away to decide how to allocate their limited resources (10 minutes)

Debrief: What does this show us about the role of the district? What challenges to they face? What does this show us about responsibilities for the community themselves?

Revision:



Ask the participants the key questions for this step:

1. What is your responsibility as a community or Ward Development Committee in disaster management?
2. Who is your disaster management coordinator/ leader?
3. What will happen if the disaster is too large for your Ward to cope with?
4. Who decides whether to respond to the disaster?

A Scenario to try out your new knowledge

1.5 hours

The aim of this scenario is for the group to put into practice what they have learned about the language of community disaster management, humanitarian principles, social inclusion and roles and responsibilities in PNG.

Before the scenario the trainer will:

- › Decide the community setting (including where the key infrastructure and key physical features) that is relevant to them such as a river side village with local style houses, or coastal village that relies on fishing.
- › Decide the disaster that will occur
- › Will clear the area for the scenario

Roles:

Invite 2 people to be observers.

Allocate 2/3 of the rest of the group to be the community.

The other 1/3 are the district staff with one as the designated disaster coordinator. Include the people who played the district in the previous activity.

Briefing:

Community: Explain the village setting. Ask them to decide amongst themselves who are in family groups and what their character is. Ask them to think quite specifically about age, gender, ability, language group as well as housing type and location. They will have time to arrange themselves around the room and to take up their characters. Props are allowed to assist the scenario to be lifelike. Remind them of the key terms we have talked about when allocating roles and thinking about the setting to make it interesting.

District: Ask them to take on the role of the district. After the disaster that is about to happen they will have to decide what help to provide and what to do. Ask the district to leave the room as they will not know what has happened unless the community tells them. And also - they don't know what help is needed unless the community collects information to tell them what has happened!

Scenario!!

A rapid onset disaster has hit - a landslide after an earthquake. It came from the hill to the east (west...as relevant to the room and location) and directly affected 1/3 of the community that are close by.

- › Community – what do you do?
- › District – wait and see what happens. You don't know what is happening until they tell you!

Give it around 15 minutes to run. There may be some chaos – this is ok!

Debrief:

What did you learn? What was confusing? Clear?
Do you want to learn more? About what?

Wrap up with reference to the learning outcomes for the Module and the agenda

After this training, participants will understand and be able to explain:

1. The key concepts and terms in community disaster management
2. The principles of humanitarian disaster assistance
3. The importance of social inclusion in humanitarian disaster assistance and community disaster management
4. Their, and others, roles and responsibilities in disaster management: who is their representative?

Supporting materials

Principles of Humanitarian Disaster Assistance

Principle 1: Humanitarian action must be taken to reduce suffering in a disaster if people cannot cope themselves. (Humanity).

Husait ol lain kam lo givim halivim lo taim graun bagarap lo ol lain husait I no inap lo halivim ol yet...(to reduce suffering).

Principle 2: The humanitarian organisation must never ever use humanitarian disaster assistance to benefit their own religious or political point of view. (Neutrality).

Husat i kam halavim long taim graun bagarap em mas noken mekim bilong apim nem bilong lotu bilong ol o bilong mekim politik wok.

Principle 3: Humanitarian disaster assistance will be given based on who needs the most help and never ever based on who the person is that needs help. (Impartiality).

Nambawan halavim long taim graun bagarap em mas go long husat i gat bikpela nid moa tambu tru long mekim wansait.

Principle 4: Humanitarian disaster assistance will be given based on humanitarian principles and not to benefit any government. Humanitarian organisations work in coordination with government but not for the government. (Independence).

Husat i kam halavim long taim graun bagarap em mas behainim ol gutpela pasin blo ol lain husait i save kam lo givim halivim lo taim graun bagarap.

Principle 5: Humanitarian disaster assistance must make affected communities less vulnerable and must not leave people behind or exclude them.

Halavim long taim graun bagarap tu em mas lukluk long divelopim komiuniti inap long bihain em no inap kisim wankain bagarap. Halavim long taim graun bagarap em mas noken mekim ol lain we yumi save misimaut i misaut moa yet.

Principle 6: Humanitarian organisations must try to build local capacity.

Husat i kam halavim ol i mas lukluk long strongim komiuniti long go pas.

Principle 7: The humanitarian organisation must encourage effective participation.

Halavim long taim graun bagarap em mas lukluk long strongim pasin wokbung wantaim.

Principle 8: The humanitarian organisation must work in a way that is transparent.

Husat i kam halavim ol i mas mekim wantaim klia glas nogut dak glas haitim.

Principle 9: The people who receive humanitarian disaster assistance have a right to complain if any of the humanitarian principles are not followed.

Husat i kisim halavim ol i gat rait long tokaut sapos husat i givim halavim abrus long wanpela bilong ol dispela ol humanitarian principles

Principle 10: Humanitarian assistance must not disrespect culture and custom.

Halavim long taim graun bagarap em mas noken daunim kastom long ple.

Key Words

Term	English	Tok pisin
Hazard	Hazard is an event that can happen like a volcano, flood, kingtide, sea swell, tsunami, earthquake, strong wind, landslide, bushfire, or drought. It can happen and not affect anyone but if it does, then it is a disaster.	Taim hevi bilong graun kamap olsem maunten paia, wara tait, solwara solap na bruk igo abrusim mak we em save stop long em, (graun) guria, strongpla win, graun buruk, bus paia tasol ino bagarapim ol manmeri o ol samting em I hazed.
Disaster	<p>Natural disasters happen when an event like volcano, flood, kingtide, sea swell, tsunami, earthquake, strong wind, landslide, bushfire, drought cause damage to a person, place or community.</p> <p>A disaster can happen quickly like an earthquake or much more slowly like a drought.</p> <p>There are also man-made disasters like house fire, car accident, oil spill or fights.</p>	<p>Ol bikpla graun bagarap save kamap long ol ples taim ol kain bikpla hevi olsem, maunten paia, wara tait, solwara solap, strongpla win, graun bruk, bikpla san kamap na bagarapim sindaun bilong ol manmeri long ples.</p> <p>Ol dispela graun bagarap ken kamap hariap tru olsem graun guria o ken kamap isi isi olsem long taim blo bikpla san.</p> <p>Ol man tu iken kamapim bagarap tu olsem kukim haus/ bus, kapsait long kar o kirapim pait insait long ples.</p>
Vulnerable	Some people, places or communities are more likely to be badly affected by a disaster. These people, places or communities might also find it harder to recover. Many things create vulnerability such as health, access to information, or social situation.	Igat sampala manmeri o ples we iken kisim mo bagarap long taim long bigpala graun bagarap. Dispala manmeri o ples bai painim hat blo stretim sindaun blong ol ken. Planti samting iken kamapim planti hevi long sait blong sik, kisim toksave, o sindaun blong manmeri long ples.
Risk	Risk is the chance of a hazard becoming a disaster. Risk is determined by the strength of the hazard; the vulnerability of the people, place or community; and their ability to prepare, respond or recover.	Sapos igat graun bagarap, risk em ol hevi we yu ting bai iken kamap na putim laip bilong ol manmeri long bikpela hevi. Husait ol manmeri o ples bai kisim bigpala hevi long taim graun bagarap imas gat save long redim ol yet long stretim sindaun.
Disaster risk reduction	Disaster risk reduction is anything that is done to reduce the impact of a disaster. It can be short-term actions like early warnings and evacuation maps or long-term actions like planting vegetation on a riverbank to reduce erosion and flooding.	Taim yu mekim samting long helpim yu yet long abrusim hevi blong graun bagarap, yu ken helpim yu yet long abrusim hevi long nau yet olsem kamapim mep long wanem ples long go taim graun buruk na tu yu ken traim mekim sampala plen long bihain taim long daunim hevi blong graun bruk na wara tait.
Recovery	Recovery means things that can be done after a disaster to get back to normal times. It could be clearing a road, rebuilding a house or replanting a crop.	Ol samting yumi inap mekim long helpim yumi yet sindaun gut long ples bihain long ol bikpla graun bagarap ikamap. Dispela em ol kain samting olsem yumi yet ken stretim rot, mekim haus o planim gaden kaikai bilong helpim yumi yet bihain long bikpla graun bagarap ikamap.
Humanitarian response	Supporting another person or community to recover from a disaster is a humanitarian response.	Nambawan helpim ol manmeri isave kisim taim graun bagarap na manmeri i kisim bigpla taim. Displa helpim i ken kam long ol narapal lain ikam givim helpim.
Development assistance	Supporting another person or community to improve their lives into the future is development assistance.	Ol helpim isave kam insait long ples long helpim ol manmeri iken kamapim gutpla sindaun bilong ol long bihain taim.
Seasons	Papua New Guinea has a dry season and a wet season each year. But some dry seasons are drier than normal, and some wet seasons are wetter than normal. This is natural climate variability.	PNG i gat tupela sisen, taim bilong san na taim bilong ren na em i save kamap insait long wanpela yia. Sampela taim san i save stap long pela taim na mekim ples igo drai olgeta. Sampela taim ren i save stap longpela taim na mekim wara i pulap long olgeta hap. Em bikos long senis bilong klimet.

Term	English	Tok pisin
El Niño and La Nina	<p>The main causes of climate variability in the Pacific are El Niño and La Niña. El Niño means that Papua New Guinea will be drier than normal, and La Nina means it will be wetter. When we are not experiencing an El Niño or La Niña event we have our average seasons – we call this ‘normal’ or ‘neutral’. There is no regular pattern to El Niño and La Niña. The cycle between them has happened around every 3 to 7 years in the past.</p> <p>El Niño and La Niña can stay for a year or sometimes longer and will have a big influence on life by causing long dry times and long wet times. El Niño and La Niña are not human-induced climate change - they are part of the natural climate system.</p>	<p>As bilong senis bilong ol dispela samting i save mekim senis bilong ren na san insait long Pasifik em ol i kolim El Niño na La Niña. Taim ol i tok El Niño kamap em i olsem san bai go strong olegta na La Niña em i oslem i bai gat bikpela hevi ren na i kamap planti mo taim na i no wankain olsem nomol taim. Taim nogat senis long ren na san em i gutpla taim bilong ren na san, yumi mas save oslem ino gat gutpla taim blong El Niño na La Niña. Na em i save kamap olsem namel long olgeta tripla igo sevenpla krismas.</p> <p>El Niño na La Niña i ken kamap na stap insait long wanpela krismas o mo long wanpla krismas tasol em i ken mekim bigpla senis long laif olsem mekim drai sisen i go drai moa yet na wet sisen i go wet mo yet. El Niño na La Niña em i stap bifo long taim i gat senis long ren na san. Bai stap yet oltaim.</p>
Climate change	<p>The earth has an invisible blanket of gases (greenhouse gases) around it that keeps some of the heat from the sun inside and lets some of it back out. The gases keep the earth’s temperature just right for people, plants and animals to grow. This is called the ‘natural greenhouse effect’.</p> <p>Because of burning fossil fuels like oil, petrol and coal, and large scale cutting of trees, there are more and more gases in the atmosphere. Much, much more of these gases come from countries like America, Australia and China than from Papua New Guinea. These gases are trapping more heat inside the atmosphere so the earth is warming up. This is just like if we were lying under an extra blanket. This is known as ‘global warming’.</p> <p>Climate change means the changes in our climate that are happening because of the extra warmth being trapped by the thicker blanket of gases.</p> <p>These changes include:</p> <ul style="list-style-type: none"> › Changing extreme events such as droughts, floods, and tropical cyclones › Changes in average temperature and rainfall patterns <p>Higher levels of gases in the atmosphere are causing some to be taken into the ocean. This makes it more acidic, or sour like a lemon. This makes it hard for coral and other marine animals and plants to grow. This is called ‘ocean acidification’.</p> <p>Climate change is already happening and is expected to continue because of the record rate of greenhouse gases going into the atmosphere around the world.</p>	<p>Displa graun bilong mipla igat wanpla kain blanket isave karamapim. Dispela blanket isave holim sampela hot bilong san insait na larim sampela hot bilong san igo autsait. Dispel ol kolim long ‘natural greenhouse effect’. (Wan kain olsem neseri haus)</p> <p>Taim planti bus paiya kamap, o simuk i kamaut long ol faktori o kar o yumi katim ol diwai we isave kamapim ol gutpela win, em nau yumi kamapim planti ol win nogut. Dispela ol win nogut isave bung na kamap planti nau na hotim ples insait long dispela blanket. Wankain olsem yumi karamapim planti blanket. Dispela ol kolim ‘global warming’.</p> <p>Ol taim bilong sun na ren iwok long senis long wonem igat ol sampela moa hotpela win istap inait long dispela blanket.</p> <p>Ol displa senis em olsem;</p> <ul style="list-style-type: none"> › Bikpela senis ikamapim graun bagarap olsem bikpela san, wara tait, kamapim, ol strongpela win. › Ol senis long taim bilong san na ren o kol ples iwok long kamap hot nau. <p>Taim planti ol smok nogud ipulap antap long skai, sampela bilong ol dispela smok nogud isave go long solwara. Taim dispela smok nogud imix waintaim solwara, em imekim solwara ipait liklik. Kain olsem teist blong muli. Dispela imekim hat long ol rif na ol narapala samting bilong solwara long kamap. Dispela ol kolim ‘ocean acidification’.</p> <p>Ol taim bilong sun na ren iwok long senis ikamapim finis na bae go yet.</p>

Term	English	Tok pisin
Mitigation	To mitigate means to reduce the causes of something. In climate change, mitigation means to reduce the cause of climate change, which is the emission of greenhouse gases. In disaster risk reduction mitigation means reducing the causes of disasters. Sometimes disaster mitigation activities and adaptation activities can be similar.	Ol rot bilong daunim ol hevi blong kainkain samting. Long climate change, mitigation minim daunim hevi bilong greenhouse gases (smuk nogud). Long taim bikpala gruan bagarap na ol wok bilong daunim ol hevi, ol I save tok disaster risk reduction.
Adaptation	Adaptation means doing things to reduce the impacts of climate change, or sometimes to take advantages of some benefits. Climate change brings new challenges but learning how to adapt to the natural ups and downs in the climate, like those from El Niño and La Niña, will help us to prepare for climate change.	Adaptation i min olsem, taim yu helpim yu yet na usim displa ol gutpela senis ikamap bihain long climate change. Climate change i save bringim nupela senis tasol yumi mas yusim ol save bilon El Niño and La Niña long redim yumi yet long climate change.

Note: *Tok Pisin* varies in different regions in PNG.

Evaluating the training

After every one of the training modules it is very important to ask participants for their feedback. This will help the trainer to learn from the experience of running this training, and it will give feedback on the content and activities in the training so we improve it as we go.

To do this we will 'evaluate' the training. This just means seeing if the training achieved what we wanted it to achieve by asking the participants: How did the training go? What can we learn for next time?

A training evaluation save *karim planti kaikai*:

- › The participants get to think about what they were supposed to learn
- › The participants get the chance to *autim bel na lukim bel bilong ol narapela*
- › Giving everyone the chance to *autim bel* shows them you value their opinion
- › You can see if the participants learned what they were supposed to learn
- › You can learn lessons to improve your own performance
- › The content of the training can be improved
- › Your line manager can see if the training was worthwhile (provided you include what the participants thought in your report)
- › Any organisations involved in the training can learn lessons

For these trainings we will use two methods at the end of each module:

- › Ranking
- › Feedback questions

Be sure to allow enough time in the agenda for this to be done. It should take around 30 minutes.

Don't forget to read all this guidance before the course and prepare what you can in advance so you don't waste time.

And remember to keep everyone's piece of paper with their ranking and their feedback – you will need to put this information in your training report.

All Trainers need to take evaluation to heart. Sit down with your fellow Trainers and read the evaluation information. Do a debrief.

Experience is the best teacher but only if you learn from it. Look at the evaluation information and learn lessons for next time.

Ranking

Do the following:

1. Give everyone a blank piece of A4 paper.
2. Next ask the participants to write whether they are male or female on the top of their piece of paper. If you have different levels of participants – for example from the Government or NGO or Ward – then you can also ask them to write whether they are Government or NGO or Ward on the top of their piece of paper. It all depends on how you want to disaggregate (separate) the evaluation information.
3. On the board or butcher paper draw the five faces below. Don't forget to include the letters A, B, C, D, E.



4. Next go to where you have written step 1 on the wall. In this training step 1 is UNDERSTAND HUMANITARIAN DISASTER RELIEF. Read out the step then read out *ol wanwan hap step long mekim – em nau insait long kos mipela bin tokim yupela Trena long raitim long ples klia ol hap step ananit long wanwan step. It is a good idea to quickly go over each hap step so that everyone remembers what it is about – or get a participant to have a go at summarising it. Kirapim bek tingting.*
5. Next ask the participants to write 'step 1' on their sheet of paper and next to where they have written 'step 1' they need to write which letter lines up with how well they understand it. Remind everyone to be honest. Point to the smiley faces and explain what A means and what B means and what C means and what D means and what E means.

Tell them:

Write **A** if you are *KLIA OLGETA* (full bar)

Write **B** if you are *KLIA TASOL SAMPELA HAP INO YET*

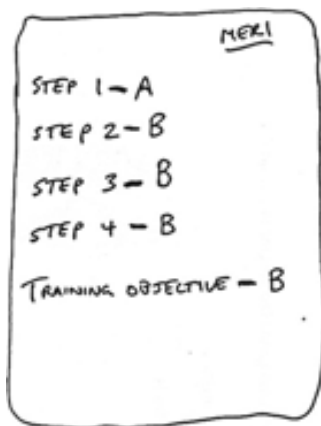
Write **C** if you are *NAMEL STRET*

Write **D** if you are *KLIA LIKLIK TASOL BIKPELA HAP INO YET*

Write **E** if you are *LUS OLGETA* (no bar – out of the network area)

6. When you have completed step 1 do exactly the same thing for step 2. Step 2 is COMPLETE A DAMAGE ASSESSMENT FORM. Then when they have done step 2 do exactly the same thing for step 3. Step 3 is SUPPORT EMERGENCY ASSISTANCE. Then when they have done step 3 do exactly the same thing for step 4. Step 4 is SUPPORT DEVELOPMENT ASSISTANCE.

7. The last thing to do is find out how well everyone thinks the training objective has been achieved. The training objective is PARTICIPANTS WILL UNDERSTAND HOW TO SUPPORT HUMANITARIAN DISASTER ASSISTANCE. Point to where you have written the training objective on the wall – *em nau insait long kos mipela bin tokim yupela Trena long raitim long ples klia trenin objektiv*. Then say the training objective out loud so everyone is clear. Ask everyone to write the words 'training objective' (or 'TO') on their piece of paper. Then ask everyone to write which letter lines up with how well they think the training objective has been achieved.
8. At the end each participant should have something like the example on the right. **Ask everyone to hold on to their piece of paper for the next evaluation activity.**



Feedback questions

Next do the following:

1. Write the following five questions on the board or butcher paper and number them:
 - I. One comment I would make about the way the Trainers did the training is...
 - II. The part I found really useful was...
 - III. The part I am most confused about is...
 - IV. One change that should be made to improve the training is...
 - V. Something else I want to say is...
2. Next ask everyone to **turn over their piece of paper** (their ranking should now be on the other side)
3. Ask everyone to write their feedback for each of the five questions. Ask them to write the number on the side and then their comments. They can write as much or as little as they feel they need to.
4. When participants have finished collect their piece of paper. One side should have the ranking information, and whether they are a male or a female. The other side should have their feedback for each of the five questions.
5. Place everyone's piece of paper on the floor with the feedback side up. Invite everyone to come and look at what other people had to say for each of the five feedback questions. Evaluation is for everyone – everyone will be very interested in what other people had to say. If you want to read and answer some of the feedback, then do so. However, don't get cross or cause offense if people have made negative comments.

You can also do this for the ranking if you have time. After everyone has had a look at everyone's feedback then turn over their pieces of paper so that the ranking information is visible – and invite everyone to have a look. They will be very interested.

Thank everyone for their feedback and explain that it will be used to improve the training for other people. Also say that you are available after the training if anyone wants to talk more about the training.

Icebreakers:

For people to get to know each other and have fun

Icebreaker: MY FAVOURITE IS.... Materials: None

1. Ask the group “what is your favourite team – Blues or Maroons?” They then divide quickly into groups with the people who shared their preference.
2. They then have 5 minutes to introduce themselves to everyone in their group.
3. Then use this same process to break into different groups a few times so that everyone has had a chance to meet most people in the course. For example, you could also ask “what is your favourite food – rice or kaukau?” and “what is your favourite drink – tea or coffee?” and “what is your favourite meat – beef or lamb?”

Icebreaker: NAME GAME. Materials: None

1. This game helps the trainer and the participants to remember each other’s name. Stand or sit in a circle. The first person says “My name is”. The second person then has to say: “Her name is..... and my name is.....”. The third person has to then say the names of the first and second person, and then their own name.
2. Keep going on like this around the whole circle until the last person has to be able to remember everybody’s name.

Icebreaker: WHITE LIES. Materials: None

1. Ask everyone to think or write down four things about themselves. However, one of the things they say has to be untrue (a lie). This can be difficult for people to do so it is a good idea if the trainer does it first so that everyone gets the idea.
2. Go around the group one by one and ask each person to say their four things about themselves. The others have to guess which fact is a white lie.
3. The trainer then needs to ask for a bit more information about the three things that were true – this will help other people in the group to get to know the person.

Icebreaker: JIGSAW PIECES. Materials: Shapes on paper – such as circles, squares, names, or animal shapes.

1. Make some shapes on paper such as circles, squares, names, or animal shapes. Cut them into two and mix them up.
2. Each participant then chooses one piece.
3. Tell everyone to find the person with the other half of their shape. When they find their match they can get to know each other.
4. After 2 or 3 minutes ring a bell and participants have to return their shape and choose another shape. This can be repeated again so that everyone meets everyone else. Otherwise you can do it once and ask them to introduce their partner to the group.

Icebreaker: RACE TRACK. Materials: None

1. This is a good game if there are a lot of participants. Get everyone to stand in a circle. Starting at one end, get the first person to say their first name – let’s say David. Then the next person repeats David’s name, and then the next person also repeats David’s name, and then keep getting the next person to repeat David’s name until you get back to David (the beginning).
2. Then get them to do it again but faster. The sound of David’s name being quickly repeated around the circle will sound like a car going around a racetrack.
3. When everyone has got the hang of it repeat the game with the next person’s name. Go around the whole group. Get everyone to speed it up as fast as possible, and encourage them to try and make each other’s names sound like the engine of a car.
4. As a variation say that anyone can say “beep beep” instead of the person’s name - if they say this then the ‘car’ must skip the next person. Or anyone can make the sound of a car breaking - if they make this noise then the ‘car’ must go in the opposite direction.

Icebreaker: BALL TOSS NAME GAME. Materials: 3 balls (You can just use balls of paper if you don’t have other balls or other soft objects like cushions or fruit.)

1. Ask the group to stand in a circle. This game will help everyone learn each other’s names.
2. Start by getting everyone in the circle to say their name, one by one. Repeat this once or twice and remind the group to call out their names slowly and clearly so that the others have a chance to remember their name.
3. Give one person a ball and tell them to call out the name of someone in the group and then throw the ball to him or her.
4. The person who receives the ball then calls out someone else’s name in the group and they throw the ball to them. And so on....
5. After a couple of minutes add in a second ball and tell the group to continue throwing and catching both balls. After another minute add a third ball to the game. If a ball is dropped tell the person to pick it up and start again.

Icebreaker: ACTION INTRODUCTION. Materials: None

1. Get people into pairs (or use the ‘jigsaw pieces’ icebreaker to put people in pairs)
2. Explain that they need to find out about their partner to introduce them to the rest of the group. When they do the introduction tell them to say their partners name first but then the rest of the introduction has to be without words! They have to use actions to inform the rest of the group (1) where their partner is from; (2) what their favourite sport is; (3) what their favourite food is. The rest of the group has to guess based on the actions.

Energisers:

Use if people seem tired or are getting bored

Energiser: A SONG. Materials: None

1. A good energiser is singing. Ask different people to lead the group in a song – if possible songs that are energetic and have actions.

Energiser: STORY BAG. Materials: Put five unrelated items into a bag. Suggestions for materials include a condom, bottle cap, hat, diaper, kitchen item, food item, school item, tool, coins, video disc, toy, leaf, flower, stick, beer bottle, sock, etc.

1. Firstly, give the bag to the group and say there are five items in the bag.
2. Tell them that they have to make up a story with the five items in it!
3. If necessary, you can give them a theme for the story to get them going – for example “Sewage got kicked off a PMV” or “Jen lost her job at the supermarket”.
4. Then give the group time to come up with a story – 5 minutes should be enough. At the end they will need to tell their story so ask one person to be the story teller.
5. If you want to the group could act out their story.
6. You can repeat this energiser as many times as you like during the course – just have five new items in the bag, and ask a different person to be the story teller.

Energiser: EVERYBODY WHO.... Materials: Chairs (one less than the number of participants) or you could have mats instead of chairs or you could draw circles in the dirt or place leaves on the ground instead of chairs.

1. Everyone sits in a circle (on chairs or mats) and one person stands in the middle
2. The person in the middle makes a statement such as “everybody who is wearing black shoes” or “everybody who likes buai” or “everybody who is wearing a watch”
3. Anyone who matches the statement has to stand up and try and find a new seat, while the person in the middle takes over someone else’s seat.
4. The person left standing moves into the middle and then makes up a new statement so that they can get a seat.

Energiser: THE HUMAN KNOT. Materials: None

1. Ask everyone to stand in a circle.
2. Ask everyone to reach into the circles and grab the hand of two other people not standing next to them. The result is a big tangle of people.
3. Then ask everyone to try and untangle the knot without anyone letting go of hands. They may have to step over

arms and under other people. It should be a lot of fun. Encourage everyone to communicate to try and find a solution.

4. If they are successful then everyone should be back in the original large circle or in a few smaller circles that are connected.

Energiser: BALLOON BUST. Materials: A few balloons (or condoms)

1. Blow up a balloon and tie it off (have a few spares!). If you don’t have balloons you could try blowing up condoms.
2. Ask two people to come to the front.
3. Ask them to stand facing each other with their hands behind their backs.
4. Put a balloon on the ground between them.
5. Tell them that they have to break the balloon between each other (not on the ground) and that they are not allowed to use their hands. This means they will have to try and get the balloon off the ground using parts of the body so that it is in a position that the pair can bash into each other or press against each other and break the balloon.
6. If one pair is successful or cannot do it, then invite another pair to have a go.

Energiser: PASS IT ALONG. Materials: A buai or orange or keys or any object

1. Ask everyone to hold hands in a line. Tell everyone they have to keep holding hands no matter what happens.
2. Put a buai (or similar object) in the hand of the person at the end of the line.
3. Tell everyone they need to pass the buai along the line until it gets to the last person, then it needs to come back along the line until it gets back to the person who started.
4. If the buai is dropped it can be picked up off the floor as long as everyone continues to hold hands.
5. You could time them to see how fast they can do it and then repeat the activity to see if they can beat their time. If there is a large group have two separate lines and have a race!

Energiser: OINK...2...3. Materials: None

1. Get everyone in pairs.
2. Ask the pairs to stand opposite each other.
3. Ask the pair to say 1...2....3...1...2...3...1. This means the first person says ‘1’, their partner then says ‘2’, the first person says ‘3’, their partner says ‘1’ again and so on. Get everyone to practice doing this!
4. Next ask each pair to replace the number ‘1’ with an animal sound. Each pair can come up with their own sound. Then ask everyone to begin again.

5. Next ask each pair to replace the number '2' with a movement. Each pair can come up with their own movement. Then ask everyone to begin again.
6. If any pair does it really well, then get them to demonstrate to the class.

Energiser: ANIMAL CRACKERS. Materials: None

1. Ask everyone to find a partner and choose an animal.
2. Get them to work out the sound the animal makes.
3. Get all the partners on one side of the room and the other partners on the other side.
4. Tell everyone to close their eyes.
5. When you say "go", they must make their animal sound and find their partner WITHOUT looking. Keep track of which pair finds each other first. This is noisy and a lot of fun!

Energiser: BALLOON IN THE AIR. Materials: Balloons (or condoms)

1. Blow up a balloon (or a condom).
2. Explain to everyone that they can only use their breath to keep the balloon in the air.
3. Do it a few times to see if everyone can beat their record.

Energiser: GOTCHA. Materials: None

1. Participants stand in a circle, arms out to the side. Their left hand should be palm up. The index finger (the pointing finger) on their right hand should be pointing down and touching their neighbours palm.
2. They tell everyone that when you say go they should try and grab the finger in their left hand, and at the same time prevent their own right finger from being grabbed.
3. 1 ... 2 ... 3 ... [add suspense] ... Go!
4. Repeat several times.

Energiser: TEAM BALLOON. Materials: Balloons (or condoms)

1. Blow up a balloon (or a condom).
2. Ask everyone to hold hands. Explain to everyone that they must try and keep the balloon in the air without letting go of anyone's hand.
3. Do it a few times to see if everyone can beat their record.

Energiser: NOSE BALLOON. Materials: A few balloons (or condoms)

1. Blow up a balloon (or a condom) and tie it off (have a few spares)

2. Invite a pair to come to the front and stand face to face.
3. Place the balloon at their feet between them.
4. Ask the pair to try and get the balloon up off the ground so that it ends up between their noses without using their hands or lower arms.
5. Tell them they can talk to each other. If they cooperate and think about how to do it first it can be done. (Hint: the best way is if one person stands still and the second person uses their body to roll the balloon up the other person until it gets between their noses)
6. If one pair is successful or cannot do it, then invite another pair to have a go

Energiser: I CAN DO THAT - CAN YOU DO THIS. Materials: None

1. Get everyone in a large circle
2. Start yourself. Say "can you do this" then do something – a trick, dance step, sound or just jump!
3. The next person in the circle has to say "I can do that" and then do what you did
4. Then they have to say "can you do this" and do their own thing – a trick or a cool dance step or a sound or just jump in the air
5. Continue until everyone in the circle has had a turn

Energiser: TONGUE TWISTER. Materials: None

1. Get everyone to stand in a circle
2. Say a tongue twister and write it on the board.
Good examples are:
"Willy's real rear wheel"
(you have to say it fast three times!)
"Frogfeet, flippers, swimfins"
(you have to say it fast three times!)
"Black background, brown background"
(you have to say it fast three times!)
"Tie twine to three tree twigs"
(you have to say it fast three times!)
"Green glass globes glow greenly"
(you have to say it fast three times!)
"Black back bat" (you have to say it fast three times!)
"Six slippery snails slid slowly seaward"
(you have to say it fast three times!)
"The queen in green screamed"
(you have to say it fast three times!)
"He threw three free throws"
(you have to say it fast three times!)
3. Give everyone a turn to say the tongue twister. They have to say it fast three times! See if anyone can do it! If they do it get them to repeat it again!

Energiser: CHINESE WHISPERS. Materials: None

1. Get everyone to stand in a circle.
2. Start yourself. Whisper something to the person next to you. A good idea is to whisper one of the tongue twisters from the 'tongue twister' energiser.

3. The person you whisper to then has to whisper the same thing to the next person in the circle
4. Continue until the whisper gets back to you.
Say the whisper out loud - it will be completely different from what you started with!

Energiser: OMO (or COCONUT). Materials: None

1. Get everyone to stand up
2. Ask everyone how to spell OMO (or COCONUT or their name) with a hand, elbow, knees, foot...
3. Then ask everyone to do it with their hips! Make it funny!

Energiser: PASS THE CLAP. Materials: None

1. Get everyone to stand in a circle
2. The first person demonstrates a clap rhythm with the hands – wokim stail wan!
3. The next person has to copy the first persons clap rhythm, then they have to demonstrate their own different clap rhythm for the next person to copy.
4. The next person copies it and so on until everyone has had a turn.

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