



COMMUNITY DISASTER MANAGEMENT TRAINING

## Module 2: Preparation

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

Christopher Gard and Julie Webb

## Acknowledgements

Thanks to the the following people and organisations who supported the development of this training module:

The Government of Papua New Guinea: The National Disaster Centre

Project Donors: The Australian Government through the Humanitarian Partnerships Agreement

CARE International in PNG: Helmtrude Sikas, Bennie Atigini, Grace Mondiai, Joy Waffi, Anna Bryan, Brendan Jinks and Blossum Gilmour.

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

# Agenda for Module 2

## Preparation



**Step 4 - Community response plan**

**Step 3 - Roles and responsibility**

**Step 2 - Disaster and vulnerability assessment**

**Step 1 - Community population profile**

| DAY 1       |  |
|-------------|--|
| 8.30-10.00  | Welcome, review Module 1, Start step 1: Community population profile |
| 10.00-10.30 | Tea break  |
| 10.30-12.00 | Step 1: Community population profile                                 |
| 12.00-1.00  | Lunch  |
| 1.00-2.30   | Step 2: Disaster and vulnerability assessment                        |
| 2.30-3.00   | Tea break  |
| 3.00-4.00   | Step 2: Disaster and vulnerability assessment                        |
| 4.00-4.30   | Wrap up  |

| Day 2       |   |
|-------------|---|
| 8.30-10.00  | Review day 1 and start Step 3: Roles and responsibility (for provincial and national level) |
| 10.00-10.30 | Tea break   |
| 10.30-12.00 | Step 3: Roles and responsibility  |
| 12.00-1.00  | Lunch   |
| 1.00-2.30   | Step 4: Community response plan   |
| 2.30-3.00   | Tea break   |
| 3.00-4.00   | Step 4: Family response plan  |
| 4.00-4.30   | Wrap up   |

| Day 3       |  |
|-------------|--|
| 8.30-10.00  | Review day 1 and day 2. Introduce simulation |
| 10.00-10.30 | Tea break                                    |
| 10.30-12.00 | Run simulation                               |
| 12.00-1.00  | Lunch  |
| 1.00-2.30   | Debrief                                      |

After this training, participants will:

- › Understand the key elements of community disaster preparation
- › Be able to develop a community population profile and a disaster and vulnerability assessment
- › Be able to develop a community response plan and family action plan
- › Know who their community disaster management representative is

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



**Step 1:**

**Community Population**

**Profile**



|                                    |   |
|------------------------------------|---|
| <b>Materials</b>                   | Prepare icebreakers<br>Write up a poster for Module 2 objectives<br>Write up a word watch page on the wall<br>Have at least one copy of Module 1 to review content<br>Check your whiteboard / markers for writing key questions |
| <b>Key questions for this step</b> | 1. What was covered in Module 1?<br>2. What information is needed for a community profile?<br>3. How do you develop a community profile?  |



## Review ball

(45 minutes)

The aim of this session is to review the content from Module 1 and to get to know any new participants, as it is possible (or even likely) that there will be new people in the group.

Encourage other participants to share the content with them rather than yourself. The Review ball activity (throwing a ball amongst the group asking for things they remember from the session) is one way of doing this:

The whole group forms a circle (or break the group into two circles). Ask a question about any topic so far in the course and then throw the ball to a participant to answer your question. After they answer the question they need to ask their own question and then throw the ball to another participant to answer it. The activity ends when everyone in the group has had a turn. If a participant doesn't know the answer get everyone to help!

You can add topics to the word watch sheet that the group want to clarify or discuss further.

Check in on the role of the disaster coordinator that was nominated last time – how did this work? Are they here? What has been done since Module 1? What do we need to follow up?

## Brainstorm

(10 minutes)

The first step in preparing for a disaster is to find out the characteristics of who lives in the Ward.



- › Why is this important?
- › What kind of information do you think might be included in a population profile?

List them up on the board. It could include:

Who lives here? How old are they?

Where do they live? What kind of house do they live in?  
Where are their gardens?

## Small group discussion

(30 minutes)

Get people into Ward groups if possible. Show them the form at the back of this Manual. Explain that it is based on the Ward Profile form used for Ward Development Planning but it has been reduced in size and detail for community disaster management.

- › Are the instructions easy to follow?
- › What parts are not clear?
- › Where would you get this information?
- › Why is it a good idea to use pencil?
- › What if you can't find some information?
- › What if you need more space?

### Feedback to the main group and discuss:

1. How would you make sure the information was accurate? (Encourage them to talk about talking to people to check)
2. How would you make sure you didn't leave anyone out? (Encourage them to remember the discussions about social inclusion)

## General discussion

(15 minutes)

- › What will you do with this information?
- › Who should you share it with? Why?

It is important to validate this information and also to share it with people in the Ward as it is the basis of your efforts to prepare for disasters.

## General discussion

(15 minutes)

- › Will this information change over time?

Clarify that they need to keep this information up to date as people move in and out of the community and people's lives change with births, deaths and marriages.



If you don't know who is in your community you won't know who may need extra help in times of disaster and also who can help out with efforts to prepare and respond.

› Why should you keep the Ward Profile up to date?

If you want a donor to provide funding for a project, or if you need to complete a damage assessment, you already have the information available and you can save time but just checking the information and not starting from the beginning.

› Who should be responsible for keeping it up to date?

You may want to allocate this as a role for the disaster coordinator you previously nominated or you may want it to be part of Ward Planning. Document this in the Ward Profile so you are all clear.

---

## Wrap up

(10 minutes)

Invite someone in the group to present a summary of the session on completing the Ward Profile.

Refer to the key questions to prompt them if needed.

### Revision:




Ask the participants the key questions for this step:

1. What was covered in Module 1?
2. What information is needed for a community profile?
3. How do you develop a community profile?

**Step 2:**

# **Disaster and Vulnerability Assessment**



|                                    |   |
|------------------------------------|---|
| <b>Materials</b>                   | <p>Prepare icebreaker, poster for course objectives and word watch on the wall. Check your whiteboard / markers for writing key questions.</p> <p>Add a paper to the wall to keep a list of ideas that come up to include in the planning activities that come later. Include preparation actions for this Module as well as risk reduction actions that can be used in Module 4.</p> |
| <b>Key questions for this step</b> | <ol style="list-style-type: none"> <li>1. What is in a disaster and vulnerability assessment?</li> <li>2. How do I do one?</li> <li>3. What can all this information be used for?</li> </ol>   |

## General discussion

(10 minutes)

Now that we have an idea of who lives in your community we are going to build a picture of what disasters have happened and may happen in the future, and also of who is affected – and how. This will help us to understand the key disasters to prepare for, and key vulnerabilities to address. It will also give us an idea of how these have changed over time.

**Example:** You can't stop the rain but you can learn from your past experiences (where who how impacted), and then act to reduce the impacts in two ways:

- › Short term in preparation to a particular event (hear official warnings, see traditional signs, share warnings, lift up or protect your important resources and assets, safe evacuation)
- › Long term (strengthen houses, replant riverbanks, move assets)

There are two lines of discussion from these two ways to act:

- › How can we better prepare to respond to a disaster (Module 2) and
- › How can we reduce disasters over time? (Module 4).

Both are relevant in this opening discussion but then focus the discussion in this Module around preparation to respond.

## Brainstorm

(10 minutes)

- › What are disasters that can affect people in your District? Call out whatever comes into your heads.

Refresh their memory about some key terms as you go (see Module 1 Handbook for more details):

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.*

- › Remember our discussions in Module 1 about vulnerability? What does it 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*.

## General discussion

(5 minutes)

Let's build a picture of what has and may happen in the future, and also of who is affected and how.

We will go through five important tools to help us do this. Who has heard of or used or participated in using any of these?

1. Historical profile: what are key events in the past and how have they coped and recovered?
2. Seasonal calendar: what are the key times of the year when certain hazards and vulnerabilities are most serious?
3. Transect walk: where are these things happening and what else can you observe from seeing them? Do you have more questions about related processes?

4. Disaster mapping: Where are these things happening and where are there changes over time?
5. Vulnerability matrix: how are key hazards affecting the most vulnerable resources?

**Note:** If there is strong expertise and experience amongst the group invite participants to lead the activities that follow.

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## General discussion

(15 minutes)

The facilitator's role is to use questions to prompt discussion and gather information. The most important question to ask is 'why'! In order to gather a full picture it is important to think about who is answering and who else might have a different idea:

- › Who usually leads community discussions?  
Who usually participates?
- › Who is usually left out of these discussions?  
What knowledge do they have that we aren't hearing?
- › How can we make sure that we hear from everyone in the community?

**Summary:** it is important in each of these activities to make time and space for all groups to contribute. This will require additional time but is important because everyone has the right to participate and will have their own knowledge and experience to share.

**Suggest** they facilitate them twice for men and women, or even three or four times with an additional group for children, young men and women. Then run a meeting of everyone to share the different views together. People may not all agree which is OK – the purpose is to get a shared view of each other's perspectives not necessarily to agree.

Note to facilitators: it is best to have female and male facilitators for community meetings and to break into groups.

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## Small groups

(40 minutes)

Break the group into five smaller groups and allocate one of the five tools to each group.

Show them the facilitation guides in the Handbook and give them time to discuss in small groups:

- › Are these instructions clear? What isn't clear?
- › Are they similar to what you have done or participated in, in the past?
- › What is useful about this information?
- › Do you think different people would have different views on key events? Why is this important to capture?

Ask them to report back with advice on how to use these tools and tips based on their past experience.

---

## General discussion

(10 minutes)

It is important to not only gather information using these tools but to also think about how you will use the information. This means having a system for gathering and recording the information and analyzing the information as well. This will help you to support the community to make decisions about preparing for disasters and reducing disaster impacts over time.

Discuss these questions with the group:

- › How could you record all the information?
  - › What questions are you trying to answer with all this information?
    - What are the most important hazards to prepare for?
    - What can be done to prepare for them?
    - Who needs extra help to prepare for disasters?
    - Who will lead this process?
- 

### Revision:



Ask the participants the key questions for this step:

1. What is in a disaster and vulnerability assessment?
2. How do I do one?
3. What can all this information be used for?



**Step 3:**

## **Roles and Responsibilities**



|                                    |   |
|------------------------------------|---|
| <b>Materials</b>                   | Prepare icebreaker, poster for course objectives and word watch on the wall<br>Check your whiteboard / markers for writing key questions                                  |
| <b>Key questions for this step</b> | 1. Who has what role in disaster management in your community?<br>2. Who is your disaster coordinator and what is their role?<br>3. What is your personal responsibility? |

## General discussion

(10 minutes)

Review the content from Module 1 on Roles and Responsibilities (see the Organogram). This is in particular in relation to the stage immediately after a disaster and shows the key role the community plays in assessing damage and requesting assistance when it is too big for the ward to cope with.

In this Module we will look more closely at what roles and responsibilities there are before a disaster happens to prepare. In Module 4 we will look more at roles and responsibilities in reducing disaster risk.

- › What can you remember about the process after a disaster?
- › Who does what? Who decides what?

## Brainstorm

(10 minutes)

- › What are some key things that can be done to prepare for a disaster?

(Prompt them – we have done some of them already in the training: develop a population profile and a disaster and vulnerability assessment! But also we need to write a plan and implement it!)

- › What needs to be done to prepare in your community?

Someone to lead the process.

People to participate in the process .

People to analyze the results.

People to plan actions – more on this next in Step 4!

## Small group discussion

(40 minutes)

Refer the group to the list of roles and responsibilities for the community in disaster management. Specifically discuss the list related to preparation and what is clear or not clear.

**Preparedness.** Ward Committee or community disaster group must:

- › **Learn** about the hazards and vulnerabilities in their community.
- › **Learn** about the resources and assets that the community has that can help prepare such as road access, vehicles, and water storage.
- › **Give** assistance to other organizations, government, and non-government who may be able to support community action to prepare.
- › **Lead** awareness activities and share information about disasters in the community, being sure to reach all groups including those often missed.
- › **Lead** the development of a community population profile; disaster response plan and family response plans.
- › **Reach** out to other groups in the community and leaders to engage in the processes.
- › **Monitor** implementation of the plans.
- › **Manage information** such as the profile, disaster and vulnerability assessment and plans up to date.
- › **Manage any resources** that come to the community, or are gathered from the community, to support disaster management such as loud hailer, vests, radios, assessment forms or notice boards.
- › **Lead** regular community meetings, at least at the start of times of the year when disasters are more common, to remind people of preparation and response planning; early warnings and safe place to go.
- › **Share early warnings** that are given such as for cyclones.
- › **Ensure community action** is being taken by everyone – including vulnerable people - to prepare.
- › **Coordinate moving to safe places**, and preparing the safe houses.

Discuss as a bigger group how relevant these actions are, how possible and what needs to happen for them to be taken.





## Small group discussion

(30 minutes)

Building on the activities above now discuss the normal tasks of men and women to help them to understand people have gendered roles and responsibilities in times of disaster.

- › Separate the group into women/girls and men/boys, community leaders
- › Make a simple table and list down the particular daily activities of women and men, girls and boys (try to make a difference between the dry and wet seasons). Start with waking up etc
- › Provide as many details as possible (instead of just breakfast add all the steps eg fetching water to prepare food, getting fire wood, preparing food etc.)

- › Leave some space between the activities as there may be more details
- › Share and discuss with the other group
- › Use the activity mentioned to identify responsibility of the women/girls and men/boys

Relate this to disaster preparation: who typically does what in the family? In the community?

Who does more? Who is more important?



## Wrap up

(20 minutes)

- › What would you do if you knew a disaster was happening or about to happen?
- › What do you need to know more about?
- › Where can you get this information?

In the next Step we will be developing a community response plan and family action plans – this should give you a lot more information!

### Revision:



Ask the participants the key questions for this step:

1. Who has what role in disaster management in your community?
2. Who is your disaster coordinator and what is their role?
3. What is your personal responsibility?





**Step 4:**

**Community Response**

**Plan and Family**

**Action Plans**



|                                    |   |
|------------------------------------|---|
| <b>Materials</b>                   | <p>Prepare icebreaker, poster for course objectives and word watch on the wall.</p> <p>Check your whiteboard / markers for writing key questions.</p>   |
| <b>Key questions for this step</b> | <ol style="list-style-type: none"> <li>1. What is a Community Response Plan for?</li> <li>2. What is an early warning?</li> <li>3. What is a Family Action Plan for?</li> <li>4. Who is responsible for developing and keeping these up to date?</li> </ol> |

## Brainstorm

(10 minutes)

What are some ideas of community actions that have come up so far?

Review the paper on the wall – what have we got so far?

Invite a participant to summarise the results and feedback to the group:

- › How are the different between the groups?
- › Which ones are about preparing and which are about risk reduction?

You may want to revisit this process again after the next discussion on the Community Response Plan and Family Action Plan.

## General discussion

(10 minutes)

How can we prioritise all these ideas in a participatory way?

- › Separate the men, women, youth and community leaders for the ranking exercise to let them express themselves and their ideas
- › By group, people address 2 or 3 issues on a A4 paper (1 issue by paper)
- › Put the issues together and regroup them according to the topic
- › Make the community vote for the main issues with one stone by person that they put on the A4 paper
- › The issue that has the highest number of stones is the priority 1 in the action plan, the second one the priority 2
- › Make the same process to find local solutions to the issues.



## General discussion

(15 minutes)

### Community Response plan (CRP)

The CRP will help the community to prepare for disasters. It can be a part of the Ward Development Planning process and should be seen as sitting underneath that plan and be compatible with it. It is also important that it is linked to other processes such as government response plans and early warning processes.

There are two different kinds of CRP:

- › Multi hazard CRP: this is a plan that covers all the hazards that can cause a disaster in the community. It is a summary plan that the community develops based on the Population Profile and the Disaster and Vulnerability Assessment process.
- › Specific Risk CRP: the community should develop specific plans to prepare for major disasters and common disasters. This is important because different preparation actions are needed, and different disasters may mean different places are safe.

A CRP has four sections

1. Information and early warnings: make sure everyone has access to early warning information and either knows what they mean or knows who to ask for advice. Warning sound should be clearly different for each hazard (Cyclone, tsunami, etc)
2. Roles and responsibilities: everyone must know who will do what and who can give assistance when it is needed
3. Evacuation plan: everyone has a safe place to go for each kind of disaster. Report on the Community Map.
4. Contact list: key list of names and numbers to call in times of disaster

We will discuss number 1 and 3 in more detail (have already discussed Roles and Responsibilities but may want to revise this, and the contact list can be completed in the Simulation).

---

## Small group discussion

(30 minutes)

Refer to the template at the back. Ask them to discuss the CRP.

- › Is it clear? What isn't clear?
  - › Where will you get this information?
  - › Who will manage the plan?
- 

## Brainstorm

(5 minutes)

- › How can we know in advance of some kinds of disasters?
- › Where can you get a warning?
- › What traditional signs do you know of?
- › How do you share information like this? Who with?

Summary: early warnings and information can give us valuable time to prepare for a disaster. We can secure houses and belongings, harvest food and store water. We can also move our family, our neighbors and ourselves to a safe place.

Early warnings can come through government systems like cyclone alerts, or from your own knowledge and observations.

As well as receiving an early warning it is also very important to know what to do with the information:

- › What to do to prepare and
  - › Who and how to share the information so that many people can benefit from it.
- 

## Small group discussion

(30 minutes)

Have a look at the Early Warning section of the CRP template. Start to complete this information for your community.

- › What is clear and easy to complete? What is not?
- › Where can you get this information?
- › Who will you share this with and how?
- › Are there people in your community (remember the population profile and vulnerability assessment?) that might not get this information or know what to do about it? What can you do to help?

## General discussion

(20 minutes)

**Review the Evacuation Plan section.**

- › Do you know where to go in the disasters you face?
  - › How might you find out? Prompt: talk to elderly people about where was safe last time.
  - › What has changes since then?
- 

## General discussion

(15 minutes)

**Family Action Plan.**

These plans sit within the CRP and are specific to each family. They are to make sure each family understands the early warning that they may hear and know what to do and where they will go.

The Family Action Plan has four sections:

1. Early warnings
  2. Family list
  3. Evacuation plan
  4. Preparation checklist
- 

## Small group discussion

(15 minutes)

Refer to the template at the back. Ask them to discuss the FAP.

- › Who will manage the plan?
  - › Could you fill this out for your own family?
  - › If not what information do you need? Where can you get it?
- 

## Wrap up

Who will lead the development of a CRP and the FAP?

The important thing is to keep them up to date and make sure everyone is used to them. We will put them into practice in the Simulation next.

### Revision:



Ask the participants the key questions for this step:

1. What is a Community Response Plan for?
2. What is an early warning?
3. What is a Family Action Plan for?
4. Who is responsible for developing and keeping these up to date?



## A Simulation to try out your new knowledge

4 hours

The aim of this Simulation is for the group to put into practice what they have learned so far

– in Module 1 and 2. It is an extended and amended version of the Simulation at the end of Module 1 and should show how much more they have learned since last time!

Two Simulations are provided depending on the relevant disasters the group want to consider. They both require preparation by the facilitators and enough time to run the Simulation and lead a debrief.

### Time needed

30 minutes to set up and introduce; 2 hours to run the Simulation and 1.5 hour for debriefing.

Give it around 1 hour and 20 minutes to run, in four stages. Suggested timing is below. There may be some chaos – this is ok!

### Before the Simulation 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 Simulation

### Roles:

Invite 2 people to be observers.

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

The other 1/3 are the disaster coordination group with one as the designated leader.

### Briefing:

Remind them of the key terms (eg social inclusion, vulnerability) that we have talked about when allocating roles and thinking about the setting to make it interesting.

**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 Simulation to be lifelike.

**Disaster group:** Ask them to take on the role of the people leading and coordinating action. They will have to decide what help to provide and what to do.

### Simulation!!

An early warning has been received.

- › Community – what do you do?
- › Disaster coordinators – what do you do?

| Stage    | Start to prepare:<br>30 minutes   | Finish preparing:<br>20 minutes   | Stay safe:<br>10 minutes  | Disaster assessment:<br>20 minutes                                    |
|----------|---|---|---|---|
| Option 1 | A cyclone alert is issued that a Category 3 tropical cyclone will hit your area in 24 hrs | The cyclone alert is even more serious with 12 hrs to go                        | The cyclone is upon your community                                    | The winds have eased for several hours (make sure the eye has passed) |
| Option 2 | There has been no rain for a long time  | The government has said the coming wet bring relief and has declared an El Niño | Crops have failed and highland communities have suffered frost damage | The damage from drought and frost is significant in your community    |



**Debrief:**

- › What did you learn?
- › What was confusing? Clear?
- › Do you want to learn more? About what?
- › Did you think about social inclusion? What action did you take / see taken to ensure social inclusion?

**Wrap up with reference to the learning outcomes for Module 2 (and 1):**

**Module 2 learning outcomes:**

After this training, participants will:

- › Understand the key elements of community disaster preparation
- › Be able to develop a community population profile and a disaster and vulnerability assessment
- › Be able to develop a Community Response Plan and Family Action Plan
- › Know who their community disaster management representative is

**Module 1 learning outcomes:**

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, and know who their representative is

**Actions to follow up**

Facilitate a discussion about the CRP and FAPs to amend and update these.

Ensure multiple voices are heard about changes needed.

## Supporting materials

| Community population profile for Community Disaster Management  |   |  |          |         |  |  |  |  |
|---|---|--|----------|---------|--|--|--|--|
| <b>Fill out this form in pencil</b><br>Keep this information up to date as people move in and out of the community and people's lives change with births, deaths and marriages. |   | <b>Date completed</b>  |          |         |  |  |  |  |
| Year .....<br>Province .....<br>LLG .....<br>Village 2 .....<br>Village 4 .....   | Ward .....<br>District .....<br>Village 1 .....<br>Village 3 .....<br>Village 5 ..... | If there are more than 5 villages in your Ward add the names of the villages underneath.   |          |         |  |  |  |  |
| <b>Ward Development Committee members or Disaster Committee</b><br>Ward Councillor .....<br>Nominated Disaster Coordinator:.....  |   | If you need more space then write the details on separate paper or just squeeze it in.   |          |         |  |  |  |  |
| <b>Name</b>   | <b>Position</b>   |  |          |         |  |  |  |  |
| <table border="1"> <thead> <tr> <th>Name</th> <th>Position</th> <th>Village</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>           |   | Name   | Position | Village |  |  |  | If you need more space then write the details on separate paper or just squeeze it in. |
| Name  | Position  | Village  |          |         |  |  |  |  |
|   |   |  |          |         |  |  |  |  |
| <b>Other leaders</b>  |   | You can write more than one name if necessary<br><br>Use the space at the bottom if there is another category of Ward Official that you want to include (for example Disability Representative)<br><br>If there are more Ward Officials that you want to include then write the details on separate paper or just squeeze it in. |          |         |  |  |  |  |
| Village Court Officials   |   |  |          |         |  |  |  |  |
| Land Mediators  |   |  |          |         |  |  |  |  |
| Health Officials  |   |  |          |         |  |  |  |  |
| Education Officials   |   |  |          |         |  |  |  |  |
| Ward Recorder   |   |  |          |         |  |  |  |  |
| Women's Leaders   |   |  |          |         |  |  |  |  |
| Youth Leaders   |   |  |          |         |  |  |  |  |

# Population: Village Population

| Village 1          |          |          |          |              |   |                                     |
|--------------------|----------|----------|----------|--------------|---|-------------------------------------|
| Village name ..... |          |          |          |              | Date .....                                |                                     |
| Clan names .....   |          |          |          |              | Number of births last year ..... <b>A</b> |                                     |
| Age                | Male     | Female   | Resident | Not Resident | Total                                     | Number of Deaths last year <b>B</b> |
| 0-4                |          |          |          |              |   | Number of Children (0-14) <b>C</b>  |
| 5-9                |          |          |          |              |   |                                     |
| 10-14              |          |          |          |              |   |                                     |
| 15-19              |          |          |          |              |   | Number of Youth (15-24) <b>D</b>    |
| 20-24              |          |          |          |              |   |                                     |
| 25-29              |          |          |          |              |   | Number of Adults (25-54) <b>E</b>   |
| 30-34              |          |          |          |              |   |                                     |
| 35-39              |          |          |          |              |   |                                     |
| 40-44              |          |          |          |              |   |                                     |
| 45-49              |          |          |          |              |   |                                     |
| 50-54              |          |          |          |              |   |                                     |
| 55-59              |          |          |          |              |   | Number of Elderly (55+) <b>F</b>    |
| 60-64              |          |          |          |              |   |                                     |
| 65-69              |          |          |          |              |   |                                     |
| 70-74              |          |          |          |              |   |                                     |
| 75+                |          |          |          |              |   |                                     |
| <b>Total</b>       | <b>H</b> | <b>I</b> | <b>J</b> | <b>K</b>     |   | Number of Households <b>G</b>       |

| Village 2          |          |          |          |              |   |                                     |
|--------------------|----------|----------|----------|--------------|---|-------------------------------------|
| Village name ..... |          |          |          |              | Date .....                                |                                     |
| Clan names .....   |          |          |          |              | Number of births last year ..... <b>A</b> |                                     |
| Age                | Male     | Female   | Resident | Not Resident | Total                                     | Number of Deaths last year <b>B</b> |
| 0-4                |          |          |          |              |   | Number of Children (0-14) <b>C</b>  |
| 5-9                |          |          |          |              |   |                                     |
| 10-14              |          |          |          |              |   |                                     |
| 15-19              |          |          |          |              |   | Number of Youth (15-24) <b>D</b>    |
| 20-24              |          |          |          |              |   |                                     |
| 25-29              |          |          |          |              |   | Number of Adults (25-54) <b>E</b>   |
| 30-34              |          |          |          |              |   |                                     |
| 35-39              |          |          |          |              |   |                                     |
| 40-44              |          |          |          |              |   |                                     |
| 45-49              |          |          |          |              |   |                                     |
| 50-54              |          |          |          |              |   |                                     |
| 55-59              |          |          |          |              |   | Number of Elderly (55+) <b>F</b>    |
| 60-64              |          |          |          |              |   |                                     |
| 65-69              |          |          |          |              |   |                                     |
| 70-74              |          |          |          |              |   |                                     |
| 75+                |          |          |          |              |   |                                     |
| <b>Total</b>       | <b>H</b> | <b>I</b> | <b>J</b> | <b>K</b>     |   | Number of Households <b>G</b>       |

Be careful that there are no groups of people that have not been missed out. When you have filled out these forms for each village in your Ward then everyone in your Ward should have been counted.

Write the date you are completing the form.

Write the village name and the names of the Clans in the village

'Resident' means people currently living in the Ward. 'Not resident' means a person who would normally live in the Ward but is currently not present.

When you work out the 'total' for each age range make sure you include the people who are 'not resident'.

When you work out the numbers of people in each age range think about the number of people at the time you are filling out the form.

However when you fill out the sections 'number of births last year' and the section 'number of deaths last year' you should think about the number of births and deaths in the last calendar year. Your WDC should be completing this Ward Profile (or updating it) in February each and every year so the last calendar year is the year that has just ended. Get this information from the Health Officer.

Household means number of families (tupela marit).

**Village 3**

Village name ..... Date .....  
 Clan names ..... Number of births last year ..... **A**

| Age          | Male     | Female   | Resident | Not Resident | Total | Number of Deaths last year | <b>B</b> |
|--------------|----------|----------|----------|--------------|-------|----------------------------|----------|
| 0-4          |          |          |          |              |       | Number of Children (0-14)  | <b>C</b> |
| 5-9          |          |          |          |              |       |                            |          |
| 10-14        |          |          |          |              |       |                            |          |
| 15-19        |          |          |          |              |       | Number of Youth (15-24)    | <b>D</b> |
| 20-24        |          |          |          |              |       |                            |          |
| 25-29        |          |          |          |              |       | Number of Adults (25-54)   | <b>E</b> |
| 30-34        |          |          |          |              |       |                            |          |
| 35-39        |          |          |          |              |       |                            |          |
| 40-44        |          |          |          |              |       |                            |          |
| 45-49        |          |          |          |              |       |                            |          |
| 50-54        |          |          |          |              |       |                            |          |
| 55-59        |          |          |          |              |       | Number of Elderly (55+)    | <b>F</b> |
| 60-64        |          |          |          |              |       |                            |          |
| 65-69        |          |          |          |              |       |                            |          |
| 70-74        |          |          |          |              |       |                            |          |
| 75+          |          |          |          |              |       |                            |          |
| <b>Total</b> | <b>H</b> | <b>I</b> | <b>J</b> | <b>K</b>     |       | Number of Households       | <b>G</b> |

To work out the number of youth add up the age ranges 15-19 and 20-24. Some of these people may not be 'youth'. That doesn't matter. What is important is the age not the word 'youth'.

**Village 4**

Village name ..... Date .....  
 Clan names ..... Number of births last year ..... **A**

| Age          | Male     | Female   | Resident | Not Resident | Total | Number of Deaths last year | <b>B</b> |
|--------------|----------|----------|----------|--------------|-------|----------------------------|----------|
| 0-4          |          |          |          |              |       | Number of Children (0-14)  | <b>C</b> |
| 5-9          |          |          |          |              |       |                            |          |
| 10-14        |          |          |          |              |       |                            |          |
| 15-19        |          |          |          |              |       | Number of Youth (15-24)    | <b>D</b> |
| 20-24        |          |          |          |              |       |                            |          |
| 25-29        |          |          |          |              |       | Number of Adults (25-54)   | <b>E</b> |
| 30-34        |          |          |          |              |       |                            |          |
| 35-39        |          |          |          |              |       |                            |          |
| 40-44        |          |          |          |              |       |                            |          |
| 45-49        |          |          |          |              |       |                            |          |
| 50-54        |          |          |          |              |       |                            |          |
| 55-59        |          |          |          |              |       | Number of Elderly (55+)    | <b>F</b> |
| 60-64        |          |          |          |              |       |                            |          |
| 65-69        |          |          |          |              |       |                            |          |
| 70-74        |          |          |          |              |       |                            |          |
| 75+          |          |          |          |              |       |                            |          |
| <b>Total</b> | <b>H</b> | <b>I</b> | <b>J</b> | <b>K</b>     |       | Number of Households       | <b>G</b> |

Add up the three age groups to get the total number of children.

Add up the two age groups to get the total number of youth.

Add up the six age groups to get the total number of adults.

Add up the five age groups to get the total number of elderly.



**Village 5**

Village name ..... Date .....

Clan names ..... Number of births last year ..... **A**

| Age          | Male     | Female   | Resident | Not Resident | Total | Number of Deaths last year | <b>B</b> |
|--------------|----------|----------|----------|--------------|-------|----------------------------|----------|
| 0-4          |          |          |          |              |       | Number of Children (0-14)  | <b>C</b> |
| 5-9          |          |          |          |              |       |                            |          |
| 10-14        |          |          |          |              |       |                            |          |
| 15-19        |          |          |          |              |       | Number of Youth (15-24)    | <b>D</b> |
| 20-24        |          |          |          |              |       |                            |          |
| 25-29        |          |          |          |              |       | Number of Adults (25-54)   | <b>E</b> |
| 30-34        |          |          |          |              |       |                            |          |
| 35-39        |          |          |          |              |       |                            |          |
| 40-44        |          |          |          |              |       |                            |          |
| 45-49        |          |          |          |              |       |                            |          |
| 50-54        |          |          |          |              |       |                            |          |
| 55-59        |          |          |          |              |       | Number of Elderly (55+)    | <b>F</b> |
| 60-64        |          |          |          |              |       |                            |          |
| 65-69        |          |          |          |              |       |                            |          |
| 70-74        |          |          |          |              |       |                            |          |
| 75+          |          |          |          |              |       |                            |          |
| <b>Total</b> | <b>H</b> | <b>I</b> | <b>J</b> | <b>K</b>     |       | Number of Households       | <b>G</b> |

If there are more than five villages write out the information on a separate sheet of paper and attach it to your Ward Profile.

**Population: Total Ward Population****Village 5**

|                                  |          |
|----------------------------------|----------|
| Total number of villages in Ward |          |
| Total number of clans in Ward    |          |
| Total number of births last year | <b>A</b> |
| Total number of deaths last year | <b>B</b> |
| Total children                   | <b>C</b> |
| Total youths                     | <b>D</b> |
| Total adults                     | <b>E</b> |
| Total elderly                    | <b>F</b> |
| Total households                 | <b>G</b> |
| Total males                      | <b>H</b> |
| Total females                    | <b>I</b> |
| Total resident                   | <b>J</b> |
| Total not resident               | <b>K</b> |
| Names of clans in Ward           |          |

The total number of births and deaths should match the health centre records (and the health section of this Ward Profile).

For each item add up the letter from each 'Village Population' form. For example add up the 'Gs' for each village and write the total here.



Don't double count the clan names.

# Facilitation guides

## Facilitation guide: historical timeline

### **Objectives:**

- › To get an insight into past disasters, and changes that have happened over time (intensity, location, impacts)
- › To raise awareness of these disasters and changes
- › To start to identify opportunities for action to better prepare for these events and to reduce risk (to be explored more in Module 4)

### **Time needed:**

This should take around 1 hour and 15 minutes depending on the size of the group: 30 minutes to identify the events and 45 minutes to discuss changes over time and potential actions.

### **How to facilitate:**

1. Introduce the activity and the aim of it
2. Discuss with the group how they want to capture their timeline  
  
On paper? One the floor with a photo? (if using the floor ensure a note taker also makes a paper version of the detail)As a table or as a long line?
3. Ask people to identify a key event in the past to build their timeline around. Many people will identify Independence
4. Recall major disaster events and put these on the timeline
5. Identify key changes in relation to the events such as:
  - Changes in land use (forest cover, cropping, house building etc)
  - Changes in land tenure
  - Changes in food security, health and nutrition
  - Major political events of note
6. Go through each one and discuss:
  - Who was impacted and how?
  - How did they cope? How did they recover?
  - Could anything have been done to prepare or to reduce the impacts?
7. Wrap up by emphasizing this is a historical timeline for the people in this group. We will present this to the wider group

## An example of a completed Historical Timeline.

CARE Climate Vulnerability and Capacity Analysis Handbook 2009. Image Angie Daze.

| CHRONOLOGIE HISTORIQUE<br>KOUGROU HOMME |   |
|---|---|
| ANNEE                                   | EVENEMENTS  |
| 2004 - 2005                             | Secheresse et Famine: "Sayim Aki,"<br>Chikaral tchiyawa               |
| 2002                                    | Fouage du puits cimenté du village                                    |
| 1999                                    | - Installation sur le site actuel du village<br>- Création de l'école |
| 1995                                    | Délimitation de frontières du village                                 |
| 1984/1985                               | Secheresse et Famine<br>Distribution gratuite de vivres<br>"Karakaiō" |
| 1973                                    | Secheresse avec perte massive<br>d'animaux: "Kakabawo"                |
| 1965                                    | Secheresse et Famine: "Taballé"<br>Arrivée du colon "Maiboujé"        |
|   | Création du village de Kougro   |

# Facilitation guides

## Seasonal calendar

### **Objectives:**

- › Build a picture of key events and activities in the community over a typical year
- › To identify periods of stress in the community that can exacerbate disasters and vulnerability
- › To understand important livelihood resources and how people have coped with disasters in the past
- › To understand changes in seasonal patterns that are happening

### **Time needed:**

This should take around 1 hour and 15 minutes depending on the size of the group: 30 minutes to complete the calendar and 45 minutes to discuss changes over time.

Keep the discussion moving along to complete the calendar as a summary of the year, then move to changes over time noting that these changes may not be agreed on amongst the group.

### **How to facilitate:**

1. Introduce the activity and the aim of it
2. Discuss with the group how they want to capture their calendar and prepare the setting to do so
 

On paper? One the floor with a photo?  
(if using the floor ensure a note taker also makes a paper version of the detail)

What will they use to show each element?  
(symbols on paper or stones, sticks etc?)
3. Ask the group to list seasons, events, activities across a year down the left side in a column.  
NOTE: Be specific about who each is relevant to e.g. men or women? Who does the work?  
The list could include:
  - Holidays and festivals
  - Planting and harvesting
  - Periods of food shortages
  - Times of migration out of the community or in
  - Timing of key disasters where possible
  - Timing of common sicknesses like malaria or diarrhea
4. List the months of the year across the top from left to right and make in the relevant box the timing of each of these events or activities

5. Discuss the results with the group:
  - What are the most important livelihood activities?
  - How are disasters affecting these?
  - How are people coping with these?
  - Can anything be done to prepare or reduce the impact?
  - How are seasons over time? Changes? What impacts are these changes having?
6. Wrap up by emphasizing this is a picture of the year from this group and that others will have a different view, and even this group may make a different calendar in the future.



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# Facilitation guides

## Disaster mapping

### **Objectives:**

- › To build a picture of the community
- › To identify and locate key assets in the community and who controls them (including safe places)
- › To identify key assets and places that experience disasters
- › To understand changes over time in disasters and their impacts

### **Time needed:**

This should take around 1 hour 30 minutes depending on the size of the group with 45 minutes to map and 45 minutes to discuss changes over time and potential actions

### **How to facilitate:**

1. Introduce the activity and the aim of it
2. Discuss with the group how they want to capture their map  
  
On paper? One the floor with a photo? (if using the floor ensure a note taker also makes a paper version of the detail)
3. Ask the community to identify a key landmark to start the map – for example this could be the oval, a church or school
4. Invite to community to complete the map including identifying a boundary within which they can take direct action themselves. Invite them to include:
  - Settled areas
  - Key facilities like schools, health post, shop
  - Gardens
  - Forest areas
  - Key water sources
  - Slopes / flood plains / coastal areas
5. Next discuss key hazards (remembering a hazard is not always a disaster as it may have no impacts)
  - Natural hazards (weather related, not weather related)
  - Illness
  - Accident prone areas
  - Areas of conflict
6. Discuss the map:
  - Who has access to or control over the assets in the map?
  - What impacts do the hazards have?  
On who or what?
  - Are these hazards changing? Why? How?
  - Are there safe places in the community for each hazard? Who has access to them? Control?
  - Who is most exposed to the hazards?

7. Wrap up by summarizing things to discuss further such as access to safe places, things to do to prepare and to reduce risk. Remind them that this is a picture of the year from this group and that others will have a different view

### A completed Disaster Map.

CARE Climate Vulnerability and Capacity Analysis Handbook 2009. Image Angie Daze.



# Facilitation guides

## Vulnerability matrix

### **Objectives:**

- To determine the disasters that have the most serious impacts on what is important to the community.

### **Time needed:**

This should take around 1 hour and 30 minutes with 45 minutes to complete the matrix and 45 minutes to discuss the results.

### **How to facilitate:**

1. Introduce the activity and the aim of it
2. Discuss with the group how they want to capture the discussion.  
  
On paper? One the floor with a photo? (if using the floor ensure a note taker also makes a paper version of the detail).
3. Ask the group to identify their most important livelihood resources or assets. List these in a long list to be prioritized next. You may want to introduce the idea of human resources, financial resources, social resources, physical resources and natural resources to get the discussion moving and to group the ideas.
4. Ask the group to prioritize four that are the most important to community well being, and write these in the left column of the matrix. Symbols can be a helpful way to keep the group engaged at this stage.
5. Next ask them to identify the key hazards that can cause a disaster in their community – natural, man made, climate and weather related or not.  
  
*Facilitator note:* You may want to prompt them to discuss natural hazards but be sure to keep questioning them if they are not being specific. For example if they say 'food insecurity' as a hazard question them further to get to the causes of the food insecurity, as food insecurity is a condition resulting from a hazard. They may also identify things that are actually a lack of a resource like money which is, itself, not a hazard.
6. Ask the group to prioritize four that are the most important, and write these along the top of the matrix. Symbols can be a helpful way to keep the group engaged at this stage too.
7. Next ask the group to rate the impact of the hazard on the resource:
  - 3 - Significant impact
  - 2 - Medium impact
  - 1 - Low impact
  - 0 - No impact

### 8. Discussion:

- What coping strategies are currently used?  
Are they working?
- Are there different strategies? To prepare?  
Reduce disasters?
- What resources do you have that could help?
- What is holding you back?

9. Wrap up the discussion by reminding them it is a picture of the results from this discussion and others will have a different view, and it may change over time.



## A completed vulnerability matrix.

CARE Climate Vulnerability and Capacity Analysis Handbook 2009. Image Angie Daze.

| Exposure<br>+<br>animals                    | human<br>disease | animal<br>disease | drought | floods | erratic<br>rain |
|---|------------------|-------------------|---------|--------|-----------------|
| food<br>resources                           | M                | M                 | 2       | M      | —               |
| well-fed<br>+ children                      | M                | M                 | 2       | 2      | M               |
| kids going<br>to school<br>(clothes, shoes) | M                | 2                 | 2       | M      | —               |
| engaged in<br>income gen                    | M                | 2                 | 1       | 2      | 2               |

# Facilitation guides

## Transect walk

### **Objectives:**

- › It is a good way to observe people, their surroundings, their resources and important sites
- › This is a good activity to do after the other activities as it is a chance to visit places mentioned before and to validate what people have said

### **Time needed:**

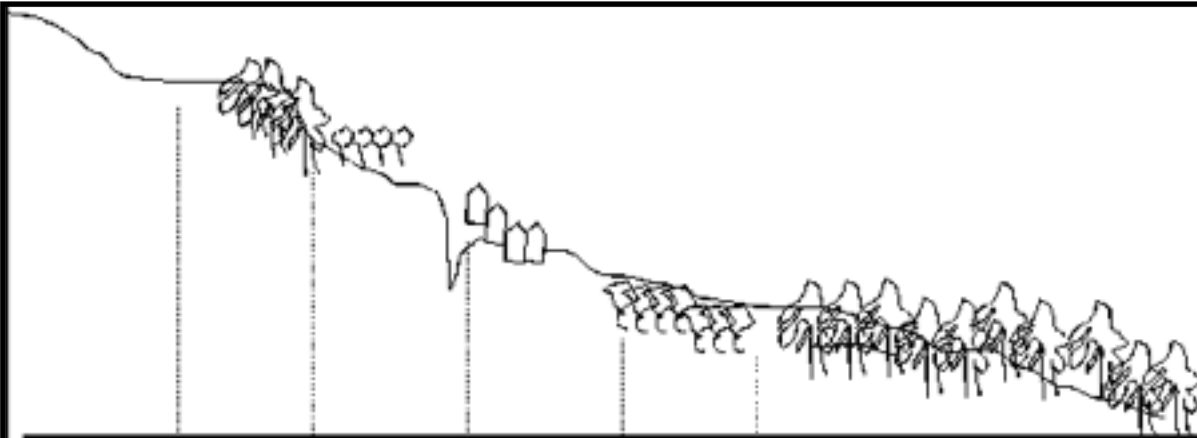
Up to an hour depending on the distances.

### **How to facilitate:**

1. Ask the group to identify a route to show relevant issues and gain an overview of the community.
2. When walking through the community, take the opportunity to talk to both men and women.
3. Observe the services, hazards and risks that apply to men and women and young men and women.
4. Draw the route on a community map for reference and document what you have seen.
5. Discuss with the group as you go:
  - Where are the key areas of disaster impacts?
  - Where are the safe places? How can people get there? Can everyone get there? Fit in to the safe houses?
  - How close are the neighboring communities? Do they have any influence in the community you are working with? For example, does garbage come from there? Do people move between them for health care?
8. Wrap up by clarifying what was seen and any new ideas for preparation or risk reduction. Remind them that this is what they saw today and it may change and that others will have a different view.

### An example of a completed transect walk.

Food and Agriculture Organisation (FAO). Training Materials, Environment in Decentralized Development  
- Economic and Institutional Issue 2002.



|                      |                                     |                           |  |                   |  |
|----------------------|-------------------------------------|---------------------------|--|-------------------|--|
| <u>Soils</u>         | Red-yellow podzolic                 | Well-drained shallow      |  |                   | Deep, fertile andosols                                 |
| <u>Forests</u>       | Cloud forest                        | Sub-mountain forests      |  |                   | Large plantations                                      |
| <u>Fauna</u>         | Primates                            | Birds, butterflies        |  |                   |  |
| <u>Water</u>         |                                     |                           |  |                   |  |
| <u>Activities</u>    | Fuelwood collection, pharmaceutical | Hunting, picking fuelwood | Village                                  | Cocoyam plantains | Tea, eucalyptus  |
| <u>Problems</u>      | Extinction risks for primates       | Overexploitation          | No water, health facilities, electricity | Soil              | Sensitive to clearance: erosion, run-off, flash floods |
| <u>Opportunities</u> | High conservation value             | Weed control              |  | Terraces          | Contour hedgerows                                      |

# Community Response Plan

Ward details: \_\_\_\_\_

Representative: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Disasters considered in this plan: \_\_\_\_\_

Who is responsible for the plan: \_\_\_\_\_

When will it be reviewed and updated: \_\_\_\_\_

## A CRP has four sections

1. **Information and early warnings:** make sure everyone has access to early warning information and either knows what they mean or knows who to ask for advice. Warning sound should be clearly different for each hazard (Cyclone, tsunami, etc)
2. **Roles and responsibilities:** everyone must know who will do what and who can give assistance when it is needed
3. **Evacuation plan:** everyone has a safe place to go for each kind of disaster. Report on the Community Map.
4. **Contact list:** key list of names and numbers to call in times of disaster

Family Response Plans should be developed for each household to ensure the recommendations in this community plan are put into practice.

Key hazards should have a more detailed plan with specific recommendations and actions.



| 1. Early Warning and Information  |   |            |  |   |                             |  |   |  |  |
|---|---|------------|--|---|-----------------------------|--|---|--|--|
| Radio   | Stations: .....<br>Particular programs and times: .....                                   |            |  |   |                             |  |   |  |  |
| HF Radio  | <u>Frequencies</u><br>National Disaster Centre: .....<br>Red Cross: .....<br>Other: ..... |            |  | What time is the HF Radio on?.....<br>Where is the HF Radio? .....<br>Who maintains the HF Radio? ..... |                             |  |   |  |  |
| Key people with mobile phones   | Name: .....<br>Phone: .....   |            | Name: .....<br>Phone: .....  |   | Name: .....<br>Phone: ..... |  | Name: .....<br>Phone: .....   |  |  |
| Traditional signs<br>(Talk to elderly people)   | Cyclone   | Heavy Rain | Tsunami  | Long dry  |                             |  |   |  |  |
|   |   |            |  |   |                             |  |   |  |  |
| Preparation Action  |   |            |  |   |                             |  |   |  |  |
| <u>Start to prepare</u><br>Listen to radio and watch traditional signs<br>Share information (family and community)<br>Work together to secure houses, property, water sources and food<br>Charge phones and torches, get batteries<br>Collect firewood and store matches<br>Prepare safe houses and evacuation routes |   |            | <u>Finish preparing</u><br>Listen to radio and watch traditional signs<br>Share information (family and community)<br>Finish preparations<br>Move to safe houses<br>Register people in safe houses |   |                             |  | <u>Stay safe</u><br>Listen to radio and watch traditional signs<br>Share information (family and community)<br>Stay inside a safe house |  |  |

## 2. Roles and responsibilities of the Ward Committee or community disaster group

*Key actions for the disaster management leaders are highlighted*

Someone should be **elected** as the leader of the group, a deputy, a treasurer and a secretary. Gender balance is ideal for this group to ensure a range of perspectives is heard. Be sure to support women to participate and be aware of the risk that women are left to do the roles of treasurer and secretary but not the leader or deputy!

### **Preparedness**

- › Learn about the hazards and vulnerabilities in their community
- › Learn about the resources and assets that the community has that can help prepare such as road access, vehicles, and water storage.
- › Give assistance to other organizations, government, and non-government who may be able to support community action to prepare
- › Lead awareness activities and share information about disasters in the community, being sure to reach all groups including those often missed
- › Lead development of a community population profile; disaster response plan and family response plans
- › Reach out to other groups in the community and leaders to engage in the processes
- › Monitor implementation of the plans
- › Manage information such as the profile, disaster and vulnerability assessment and plans up to date
- › Manage any resources that come to the community, or are gathered from the community, to support disaster management such as loud hailer, vests, radios, assessment forms or notice boards
- › Lead regular community meetings, at least at the start of times of the year when disasters are more common, to remind people of preparation and response planning; early warnings and safe place to go
- › Share early warnings such as for cyclones
- › Ensure community action is being taken by everyone – including vulnerable people - to prepare
- › Coordinate moving to safe places, prepare safe houses

### **Response**

- › Register people in safe houses and manage them for safety and dignity
- › Do a community assessment immediately after the event and share it with the District
- › Coordinate immediate action such as first aid care and immediate and urgent recovery
- › Reach out to vulnerable people and ensure they have help needed
- › Support teams that come from outside to review damage and offer assistance
- › Facilitate distribution of relief items ensuring social inclusion is central to the approach

### **Recovery**

- › Coordinate relief and recovery activities and support vulnerable people
- › Lead a learning and review exercise that looks at the response plan, family action plans and overall approach.
- › Update plans and approaches to improve based on experience

### **Risk reduction**

- › Refresh your knowledge about the hazards and vulnerabilities in community
- › Refresh your knowledge about the resources and assets that the community has that can help prepare such as road access, vehicles, and water storage.
- › Lead the development of a community risk reduction plan – as part of the Ward Development Planning process
- › Reach out to other groups in the community and leaders in the processes
- › Monitor implementation of the plan
- › Manage any resources that come to the community, or are gathered from the community, to support disaster management such as loud hailer, vests, radios, assessment forms or notice boards

| 3. Evacuation plans                                  |   |   |   |   |   |
|--|---|---|---|---|---|
| Area names →   | 1 | 2 | 3 | 4 | 5 |
| How many people need to evacuate?                    |   |   |   |   |   |
| Where are the safe houses?                           |   |   |   |   |   |
| How many people can each one fit?                    |   |   |   |   |   |
| Who is responsible for accessing it and managing it? |   |   |   |   |   |
| How can everyone get there?                          |   |   |   |   |   |

Community map with location and routes for everyone to get to the safe houses:

| 4. Contact list           |   |                                  |  |
|---------------------------|---|----------------------------------|--|
| Organisation              | Phone or other contact information (e.g. website) | Availability (e.g. office hours) |  |
| National Disaster Center  |   |                                  |  |
| Provincial Administration |   |                                  |  |
| District Administration   |   |                                  |  |
| Red Cross                 |   |                                  |  |
| Ward Councilor            |   |                                  |  |
|                           |   |                                  |  |
|                           |   |                                  |  |
|                           |   |                                  |  |
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|                           |   |                                  |  |
|                           |   |                                  |  |



# Family Action Plan

These plans sit within the Community Response Plan and are specific to each family. They are to make sure each family understands the early warning that they may hear and know what to do and where they will go. Representative:

Disasters considered in this plan: \_\_\_\_\_

Who is responsible for the plan: \_\_\_\_\_

When will it be reviewed and updated: \_\_\_\_\_

## The Family Action Plan has four sections:

1. **Early warnings**
2. **Family list**
3. **Evacuation plan**
4. **Preparation checklist**

### 1. Early warnings

**Stations:** .....

**Particular programs and times:** .....

#### Frequencies

National Disaster Centre: .....

Red Cross: .....

Other: .....

What time is the HF Radio on? .....

Where is the HF Radio? .....

Who maintains the HF Radio? : .....

Name: .....

Phone: .....

Name: .....

Phone: .....

Name: .....

Phone: .....

#### Traditional signs:

**Cyclone**

**Heavy Rain**

**Tsunami**

**Long dry**

## 2. Family list

Ward: .....

Family name: .....

| Age                    | Male<br>(Names) | Female<br>(Names) | Resident<br>(tick) | Not Resident<br>(tick) | Total |
|------------------------|-----------------|-------------------|--------------------|------------------------|-------|
| 0-4                    |                 |                   |                    |                        |       |
| 5-9                    |                 |                   |                    |                        |       |
| 10-14                  |                 |                   |                    |                        |       |
| 15-19                  |                 |                   |                    |                        |       |
| 20-24                  |                 |                   |                    |                        |       |
| 25-29                  |                 |                   |                    |                        |       |
| 30-34                  |                 |                   |                    |                        |       |
| 35-39                  |                 |                   |                    |                        |       |
| 40-44                  |                 |                   |                    |                        |       |
| 45-49                  |                 |                   |                    |                        |       |
| 50-54                  |                 |                   |                    |                        |       |
| 55-59                  |                 |                   |                    |                        |       |
| 60-64                  |                 |                   |                    |                        |       |
| 65-69                  |                 |                   |                    |                        |       |
| 70-74                  |                 |                   |                    |                        |       |
| 75+                    |                 |                   |                    |                        |       |
| <b>TOTAL</b><br>Number |                 |                   |                    |                        |       |

Who completed this form: .....

### 3. Evacuation plans

| Disaster   | Is your house safe?<br>(tick) | If not, where is? | Have you got access to it?<br>(tick) |
|------------|-------------------------------|-------------------|--------------------------------------|
| Cyclone    | Yes / No                      |                   | Yes / No                             |
| Tsunami    | Yes / No                      |                   | Yes / No                             |
| Heavy Rain | Yes / No                      |                   | Yes / No                             |
|            |                               |                   |                                      |
|            |                               |                   |                                      |
|            |                               |                   |                                      |
|            |                               |                   |                                      |
|            |                               |                   |                                      |

Draw a map of your house and where the safe houses are for all the relevant disasters:

## 4. Preparation action

### List of items to prepare:

- ☐ Radio and mobile phone: be sure they are charged or have batteries (and spares)
- ☐ Torch: charged or with batteries (and spares)
- ☐ Mat and blankets for sleeping
- ☐ Clothes
- ☐ Mosquito net and coils to burn
- ☐ Clean water to drink for several days
- ☐ Matches and firewood
- ☐ Food including harvested garden produce
- ☐ Cooking pots
- ☐ Important papers in plastic container / bag

### Actions to take to prepare (as relevant to the disaster)

- ☐ Clear up anything that could cause damage in strong winds or could be washed away in flood waters
- ☐ Move boats or canoes away from the coast, secure them well and weigh them down
- ☐ Let animals go free
- ☐ Cut big or weak branches of trees that could fall down
- ☐ Dig a path for flood waters to pass by your home
- ☐ Cover water sources and remove (and secure safely) the pipes from roof to tank
- ☐ Check and secure your home such as covering with coconut palms, strapping the roof, and securing posts
- ☐ Harvest important crops and seeds for several months of food
- ☐ Cut manioc and banana tops (or other)



## 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*

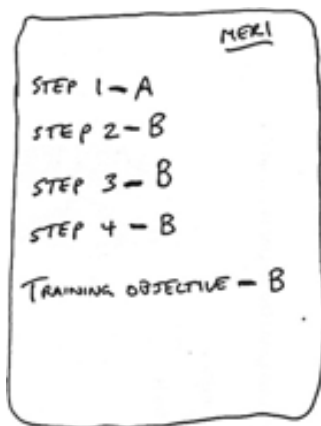
Write **C** if you are *NAMEL STRET*

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.

1. 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.
2. 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.

## CARE International in PNG

PO Box 1157  
Goroka, EHP  
Papua New Guinea  
[info@care.org.au](mailto:info@care.org.au)  
+675 5322766

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[care.org.au](https://care.org.au)

