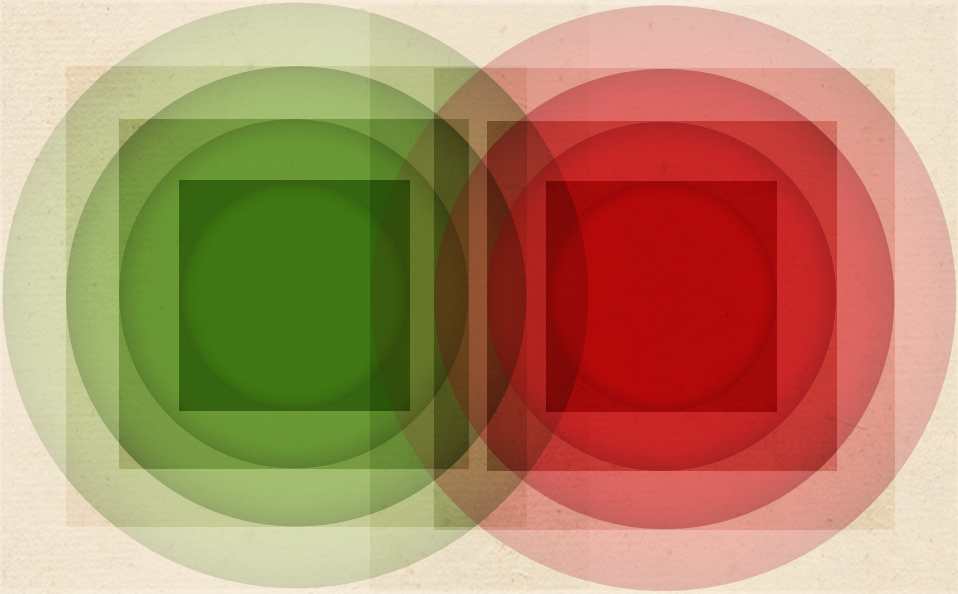
ACTIVITY 4

Safe and unsafe shelter and settlements

Duration
4 hours

> ***"Earthquakes never kill people, but collapse of the buildings kill people"***
> *Shigeru Ban*



Activity 4. Safe and unsafe shelter and settlements

- Recognizing vulnerabilities -

Summary

Conditions that make individual structures and the settlement as a whole vulnerable, or exposed to suffer the consequences of events related to the prioritized hazards, are singled out.

Purposes

To identify specific conditions of the shelter and the settlement that make the community vulnerable against the hazards selected by the PASSA Group.

To recognize that vulnerabilities are related to factors in the shelter itself, the location or the environment, and are often specific to certain types of hazards.

To inquire what can be done to make the shelter and settlement safer.

ACTIVITY 4
PLAN

Materials

Illustrations of selected hazards*
Hazards chosen by the PASSA Group in Activity 3 coming from the illustrations set A and those created by participants.

Illustrations set B*
One set of illustrations set B for each subgroup.

Sets of 3 size-A5 sheets*
A set of 3 signs with the words 'Safe', 'Unsafe', and 'In doubt' for each subgroup.

A5 size paper*
To draw additional illustrations.

Pen, pencils & erasers*
Some to write and draw (better if erasable); others to color.
Alternative: chalk, markers, pens.

Game materials*
Check the Safe Shelter game page for specific materials.

Digital Track*
To document conditions that make the community safe or unsafe.

Considerations

1. It is possible that young people bring new ideas or change their minds about the priority of the hazards. If that is the case, facilitate a dialogue so they can share their reasons and support the PASSA Group to make adjustments.

2. Stimulate group thinking beyond the conditions shown in the illustrations provided. Encourage them to propose innovative solutions to make a safer shelter.

3. The illustrations are not used to test the knowledge of people but as a starting point of the dialogue about safety conditions at the local shelters.

4. If someone asks a question about a picture, ask if another participant has the answer to it. If nobody does, ask for support from the technical adviser.

Previous preparation

1. Put together 1 copy per subgroup of the illustrations of the hazards selected by the PASSA Group at the end of the last activity.

2. Prepare the signs described on the materials list.

3. Assign a place in the room for the subgroup presentations where all can see the illustrations as they are shared in the columns.

4. Request the presence of a technical advisor to explain what makes a shelter safe or unsafe and to answer specific questions that come up throughout the activity. The technical advisor should prepare for step 3 using the timeline created in Activity 1 and the maps from Activity 2. The Safe Shelter game can be used to introduce or reinforce the concepts.

5. If you have tablets or computers for the youth, familiarize yourself with the interactive version of this activity available on the Digital Track and add local illustrations to it.

Go to Digital Track

Game

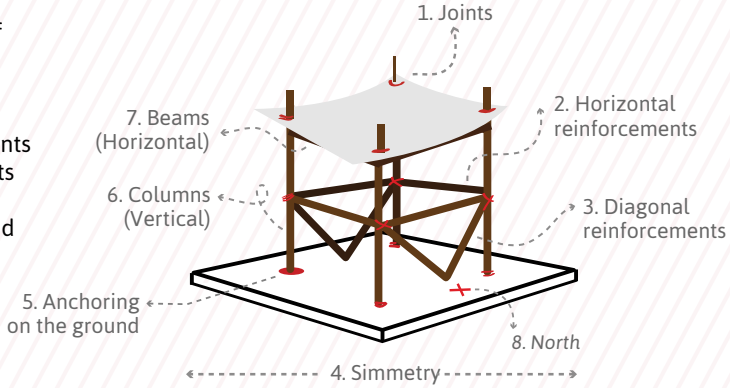
Safe shelter

Teams of 5 people chosen at random

Give ***one point*** for each of the following elements:

1. Joints
2. Horizontal reinforcements
3. Diagonal reinforcements
4. Simmetry
5. Anchoring on the ground
6. Columns
7. Beams
8. Orientation

***TOTAL MAXIMUM POINTS:* 8**



Materials for the facilitator

- 2 dice
- Pencil that acts as compass
- Cover of the box used for materials

Materials per team

- Work table

- 30 wooden sticks
Skewer sticks

- 50 elastic bands
Use to join wooden sticks

- 30 strips of yarn about 12" long

- 1 large pizza box aprox 15"x15"
Draw a 12"x12" square in the middle of the box, mark which of the 4 sides would be the North.

- 1 12"x12" sheet of paper

Objetive

We're going to build a house, that can accomodate 5 people, resistant to earthquakes and winds.

¿Who wins?

The team with more points ***at the end of 2 rounds.*** Points are earned for good construction and lost for lack of resistance to hazards.

Time

There are ***5 minutes*** per round**.**
Project a countdown timer on a visible place; when it reaches zero yell: "hands up".

NOTE

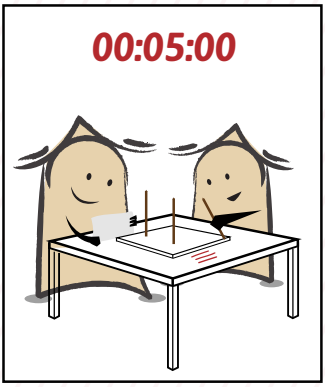
Each team starts with 20 wooden sticks and 20 elastic bands. The rest are given to teams for the second round.

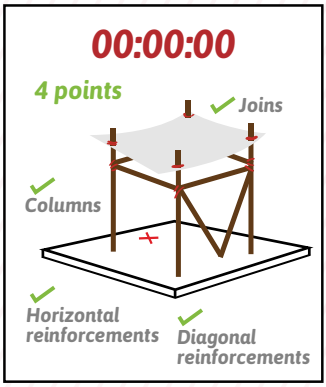
Round 1 - Earthquake

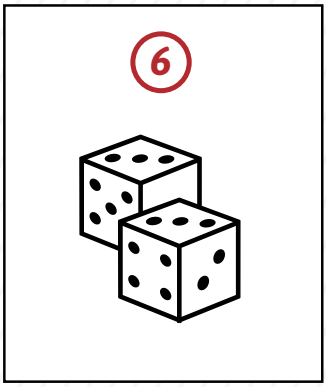
1.
Players have **5 minutes** to build a safe shelter.

2.
Give points for each safe element in the structure.

3.
Ask someone from the group to roll the dice to determine the magnitude of the earthquake.



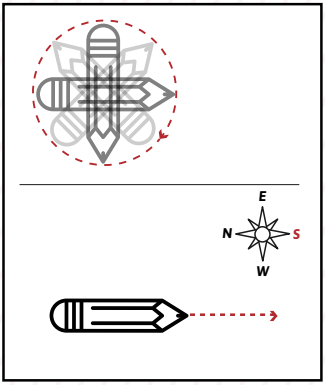


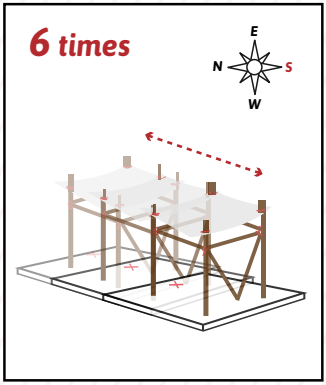


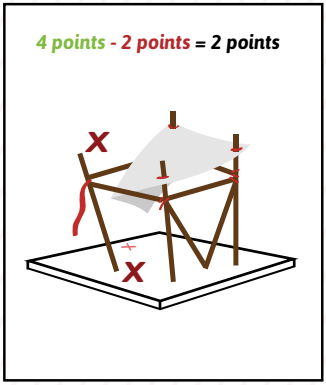
4.
Ask someone else to spin the pencil to determine the direction of the earthquake.

5.
Shake the structure the number of times shown by the dice in the direction marked by the pencil.

6.
Check the structures and take away points for the damage.







Round 2 - Wind

For this round repeat all the steps with the following modifications:

STEP 1: Ask them not to start from zero, but instead to reinforce their shelter.

STEP 5: Instead of shaking, use the cover of the box to fan the number of times shown by the dice in the direction marked by the pencil.

Activity 4 - FACILITATE

Presentation

Step 1

Invite participants to present a summary of the last activity.

Step 2

Ask if the group is still firm on the selection of the priority hazards and give them the opportunity to make changes if needed.

Step 3

Ask the technical advisor to explain briefly what makes the shelter capable of withstanding the selected hazards and provide protection against them contrasting with the characteristics that make it less safe.

Step 4

Invite participants to give examples of aspects that make the shelters more or less resistant, when facing the prioritized hazards, from what they observed in the visit or what they know about their settlement; then, together with the technical advisor, make any necessary clarifications until everyone understands.

Action

Step 5

Form subgroups.

See Part 5 -Annex 2. Energizers- for ideas on how to split the PASSA Group in subgroups.

Distribute the prioritized hazards so each subgroup has one. If they do not agree about what hazard to choose ask them to take out at random from a container. Give each subgroup the following:

- 3 signs that read 'Unsafe', 'Safe', and 'In doubt'.
- 1 illustration of one of the selected hazards.
- 1 copy of the illustrations set B.

Step 6

Introduce the illustration set B and ask them to put the illustrations in order in three piles for the hazard that has been assigned:

Unsafe: those that they think make the shelter unable to withstand the hazard or to provide protection against it. **Safe:** those that they think make the shelter able to withstand the hazard or to provide protection against it. ***In doubt:*** those that they think show elements that are not safe nor unsafe, or that include some safe elements and some unsafe, or some they have doubts about.

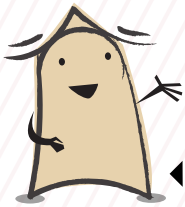
This step can be done on the Digital Track

Step 7

Once they have organised all the illustrations provided, distribute materials and ask them to illustrate other features that make the shelter safe or unsafe with respect to the hazards that have been assigned to them. They must end with safe options for each unsafe feature. Pass by the subgroups making sure that everyone understands the process and that they are focused on the corresponding hazards.

LISTEN, THINK AND CLARIFY

What makes a shelter and settlement capable of whitstanding the selected hazards and provide protection against them?



Examples

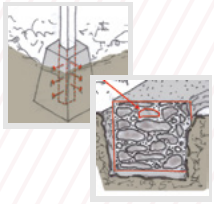
Questions

Technical advisor

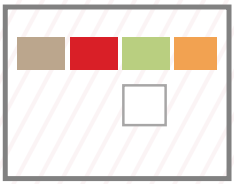
CLASSIFY

1 Illustration of one of the selected hazards

1 Copy of illustrations set B

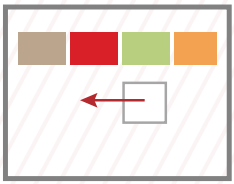
Hazard	Unsafe	Safe	In doubt
			

DEBATE and REORDER



Why were these choices made?

Q & A



Move illustrations from one stack to another

Step 8

Set the area so that members from each subgroup:

- Display their illustrations under the 3 titles: 'Unsafe', 'Safe' and 'In doubt'.
- Explain why they made their choices.
- Answer questions from other participants.
- Move their illustrations from one pile to another if they decide to.

Keep in mind

The whole group can continue to contribute illustrations of 'safe' and 'unsafe' throughout the process.

Step 9

When the subgroups finish presenting, ask them to place all the illustrations on the wall or on the floor in the following order from left to right: 'hazard', 'unsafe', 'safe' and 'in doubt'.

Closing

Step 10

Ask participants if they agree that the exhibited illustrations:

a. Represent the main hazards facing the community for the safety of their shelters.

b. Represent the main problems of the shelters increasing their vulnerability.

c. Represent possible forms to improve the safety of the shelters.

Step 11

Encourage a discussion to discover if there is any problem to the safety of the shelter that is related to more than one hazard and to consider the implications in that case.

Step 12

Ask if there is any improvement or safe condition that helps to protect the community against more than one hazard and the implications in that case.

Extra

Note that the same feature can make a shelter to be 'safe' against a hazard and 'unsafe' against another. For example, a light thatched roof causes less damage if it falls in an earthquake but is more susceptible to fire.

Step 13

If you notice problems in the safety of shelters in the community that are not shown in the illustrations, ask participants if they have thought of those problems and let them decide whether to add them or not to the set of illustrations.

Step 14

Conduct a dialogue with the group on what has been learned during this activity and what they liked or did not like about it, and document any element that can be improved.

Step 15

Explain that in the next activity they will consider again the ways they have identified to make the shelter safer and decide what improvements they choose to develop.

Step 16

End the activity by asking participants to look in their homes and in their community for any other safe or unsafe condition and to document and show them in the next session.

Go to Digital Track

Activity 4 - DEBRIEF

Artist

1. Make drawings of 'safe' and 'unsafe' from the most useful suggestions that arise and that may be included in the illustrations pack for use with this and other communities.

Facilitators

2. Take pictures of the illustrations as they were displayed in the three piles.
3. Retain the illustrations grouped by hazard with the corresponding 'safe' and 'unsafe' conditions for the next activity.
4. Share your thoughts about the activity and reflect on:
   - Creativity on the youth's input.
   - Results in relation to purposes.
   - Additional requirements for the next activity.