ACTIVITY 3

Frequency and impact of hazards

Duration
4 hours

> ***"Nature presents termites with challenges which they have to overcome. Shouldn't we also take similar advantages of natural instincts in our architecture?"***
>
> *Christine Mbai*

Activity 3. Frequency and impact of hazards

- Discovering patterns -

Summary

Hazards identified are examined according to how often they happen and their impact on the community; patterns are analysed to infer the likelihood of recurrence.

Purposes

To identify and classify the major hazards facing the community according to their recurrence and the damage they cause.

To raise awareness of the consequences generated by the occurrence of events related to these hazards.

To explore connections between hazards, vulnerabilities of the settlement and capabilities of the community.

ACTIVITY 3
PLAN

Materials

Illustration set A*
One per subgroup.
Alternative: Printed photographs.

Frequency chart on B1 paper*
One per subgroup to guide the categorization of hazards.
Alternative: B2.

A5 size paper*
To draw additional illustrations.

Self adhesive colored labels*
Should be the same colors as the ELEMENTS.
Alternative: Paper or cards.

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

Digital Track*
To visualize and analyse data.

Adhesive tape*
To place posters during the activities.
Alternativa: Pins or thumb tracks.

Ball
For the energizer.

Considerations

1. In this activity, participants use a chart with several options to sort events. This type of chart may be new to some, so you should spend enough time explaining it step by step.
2. If the group does not know enough data to accurately discern the frequency or impact of hazards help them to find additional input from community members or online sources and to place the known facts in the chart.

Previous preparation

1. Have ready on a wall or board one of the frequency charts for the presentation of the activity. Distribute the other in the room or work area according to the number of subgroups that can be formed.
2. Prepare a set of illustrations for each subgroup, remembering to include any additional ones created by the participants during Activity 1, and make available markers, crayons, paper and coloured stickers in a place easily accessible to all.
3. Request the presence of a technical advisor to guide the PASSA Group through questions and let the youth draw conclusions and make their selections.
4. If you have tablets or computers for the participants, become familiar with the data processing tools that are in the Digital Track.

Go to Digital Track

Activity 3 - FACILITATE

Presentation

Step 1

Explain that the group will identify the major hazards on which they will focus on the following activities. Make clear that in this activity they will not work on solutions yet.

Step 2

Introduce the technical advisor and have him or her explain the hazards posed in the illustrations until everyone understands.

Step 3

Show the frequency chart placing some illustrations as examples. Explain that this is only a demonstration so the process is clearly understood and that participants will decide amongst themselves where to place the illustrations.

Action

Step 4

Lead the energizer:

- Form a circle with the participants.
- Take the ball and throw it to someone else as you mention an element: air, water, or land.
- Whomever gets the ball names an animal belonging to the element that was mentioned: e.g. water - dolphin.

- The participant then throws the ball to someone else mentioning an element.
- Repeating animal names is not allowed and responses should be quick.
- Those who fail to name an animal leave the circle until there is a winner.

Step 5

Invite relaters to summarize the previous activity; comment on what they have learned from their dialogues with family or in the community between sessions.

Step 6

Divide participants into subgroups and give each subgroup a set of illustrations with the different hazards, including the ones they created in Activity 1. Make sure everyone understands the hazards represented in the illustrations and indicate that they can draw other hazards identified by them.

Step 7

Ask participants to divide the illustrations into 5 groups according to the type of hazard: **fire**, **air**, **water**, **land** or **social phenomena** and to label them with stickers of the indicative colors.

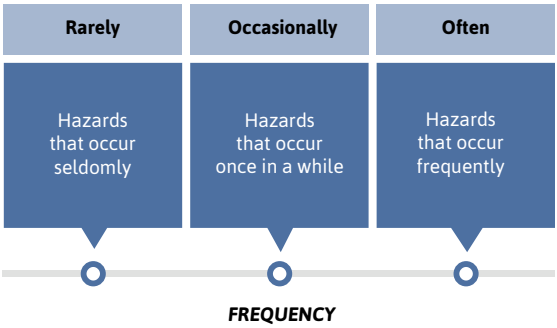
Step 8

Then ask them to order them in three piles at the bottom of the chart according to the regularity with which they occur:

a. Hazards that rarely had happened.

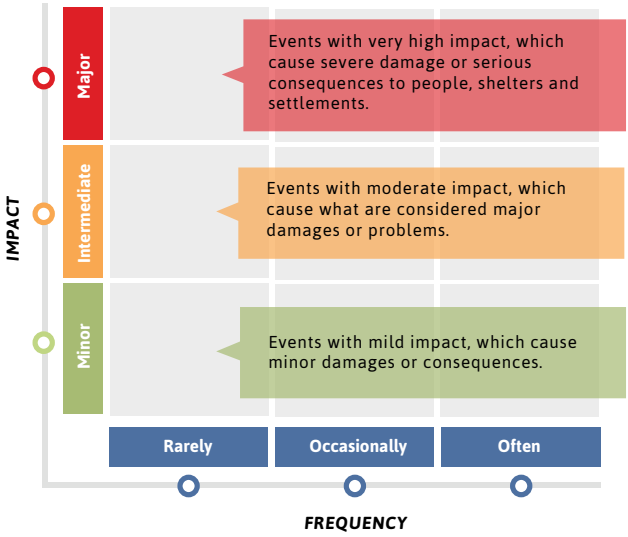
b. Hazards that happen every once in a while.

c. Hazards that happen very often.



Step 9

Ask participants to take each illustration and move it vertically on the respective column according to the level of impact the hazard has:



a. Events with low impact when damage or consequences are minor.

b. Events with a moderate impact if they cause some damage or major problem.

c. Events with a high impact when they cause serious personal injury or severe consequences or damage to the shelters and the settlement.

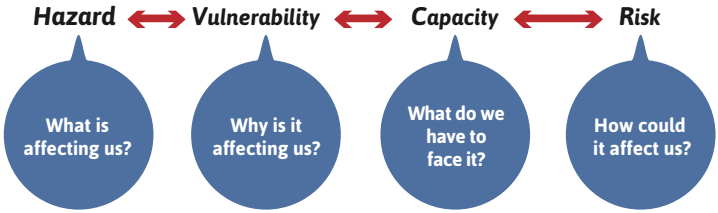
Step 10

When all subgroups have completed their chart invite them to present to the group. Encourage young people to make the presentation in a creative way, as a show, a story or representation. They can also use a digital tool like Scratch, alone or combined with Makey Makeys to tell their story.

Go to the Digital Track

Step 11

Introduce the concepts of Hazard, Vulnerability, Capacity and Risk with help of the technical advisor and the questions in the following graphic.



Facilitate the Risk Game. Choose a subgroup to stay in the room while the others wait outside. The ones outside should divide in groups of 3 people at random.

Narrative for the game: the house is burning and there's only one escape route. The floor and walls are very hot and you cannot touch them without burning. The sheets of paper protect you from the heat. The team that gets to the finish line faster without touching the floor or walls wins.

Use the diagram to explain the game's mechanics. The chairs and yarn are the walls that cannot be touched. The escape route is the path between the start and the finish line.

When the game is over, ask again the questions from the AVC diagram until they connect the hazard with the fire, vulnerability with the hot walls and floor, capacity with the sheets of paper that protected them and the risk with being burned. Don't give the answers; instead promote a discussion so they come up to their own conclusions.

Step 12

If you have at least one computer per subgroup connect with the Digital Track to export the data they just collected to spreadsheets or, if you also have Internet, use online tools for data visualization and analysis.

Go to Digital Track

Step 13

When all subgroups have presented their charts, encourage a collective dialogue around the following questions:

- What are the major hazards facing the community?
- What is the impact of those hazards, in terms of injuries, deaths, and damage?

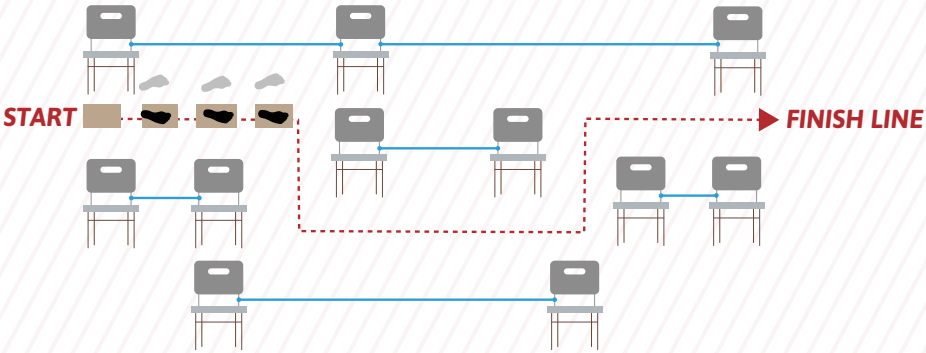
Game
Risk

Teams of 3 people chosen at random

In a room or an open space build a path delimited by chairs. They can be joined with ***yarn*** to create long borders.

Make teams of at least ***3 people.***

Use ***4 sheets*** to move across the path in such a way that no one touches the floor directly.
See **Moving around.**



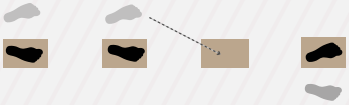
Moving around

1. Initial pose. Place 4 sheets of paper on the floor, all players line up and place one foot on a sheet keeping the other up in the air. The last sheet remains free.

2. Player 3 takes the free sheet and sends it until it reaches player 1.

3. Player 1 places one foot on the free sheet and liberates the sheet that was under the other foot.

4. Player 2 places one foot on the free sheet and liberates the sheet that was under the other foot.



5. Player 3 places one foot on the free sheet and liberates the sheet that was under the other foot.

6. Start the cycle again. Repeat the action until all players get to the finish line.

- Who are most affected by these hazards in the community?
- What measures have already been proven to reduce the impact or frequency of these hazards?

Step14

Ask them to meet in subgroups again to:

- Make the appropriate changes in their charts if needed as a result of the dialogue.
- Select the most frequent and highest impact hazards.
- Choose a representative for the group for the next step.

Step 15

Ask the technical advisor to guide the representatives of the subgroups to put in a single chart the most important hazards to the community based on their frequency and impact, summarizing the views of the PASSA Group.

Keep in mind

These are the hazards that the remaining activities of PASSA are focused on and the number of hazards chosen should be limited, to focus the time and energy of the group in the areas where they can achieve the most significant changes.

Closing

Step 16

Make a final check of the summary chart to ensure that all participants feel that their ideas have been considered and that the selected hazards correspond to a collective decision.

Step 17

Invite the youth to share and consult with their family and community the selected hazards and bring to the next meeting any concern or contribution that may arise.

Activity 3 - DEBRIEF

Facilitators

1. Be sure to save images, photographs and writings the youth created in this activity. The illustrations of the most important hazards will be the basis for subsequent activities.
2. Share your thoughts about the activity and reflect on:
   - Level of youth participation and how to continue to stimulate the group.
   - Results in relation to purposes.
   - Additional requirements for the next session.