



## Activity: Disaster Risk Communication

**Purpose:** Building upon their community vulnerability and capacity mapping work (*previous activity*), students communicate their learning about local hazard and disaster risk in community settings, so providing them with the opportunity to take a leadership role in building community awareness.

**Age level:** 14-18

**Time needed:** 60 minutes (Stage 1); varying periods of time over a few weeks (Stage 2); 60 minutes (Stage 3)

### Procedure

#### *Stage 1*

Staying with the same groups that worked on the *Mapping Community Vulnerability and Capacity* exercise, students are asked to discuss the main disaster risk and safety messages they would like to share with their community. They are also asked to decide how they can most effectively share their messages with community members (e.g. posters, a mural, songs, dance or mime, street drama performance, a puppet show, a photo exhibition, using social media, hosting radio or TV programs, conducting community members on a walk and pointing out hazard concerns), deciding their precise target group.

After drawing up their ideas on a big sheet of paper, each group presents their action plan to the whole class. As each group presents, class members are encouraged to offer each other constructive suggestions as to how the group's plans might be improved.

After all the presentations, groups put the finishing touches to their plans.

#### *Stage 2*

Students are given space and time to do all the work necessary to prepare for and follow through on their plan of action

#### *Stage 3*



In class, and with action plans put into effect, groups prepare a presentation describing and reviewing what they did, as well as community members' reactions and responses. Each group presents to the class, followed by a question and answer session.

### **Potential/Facilitation Guidance**

This activity follows organically from earlier work on mapping community vulnerability and disaster mitigation capacity. Given the community action dimension to the work, it is important that the school authorities and parents are appraised of and approve student action plans.

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