

# The Disaster Masters

## Introduction

The Disaster Masters has been designed as a resource for young people of secondary school age (11 – 16 yrs). The primary purpose of The Disaster Masters is to introduce young people to the work of the IFRC, to explore various human aspects of disasters and emergencies and how these are affected by climate change, to increase young peoples' understanding of the world around them, and to build their personal resilience to disasters and emergencies through the medium of role play. The role play aims to develop an empathy with those effected by disasters and emergencies, and to represent them as actors in their own recovery rather than helpless recipients of aid.

The full activity will take 3.5hrs to carry out.

## Objectives

- > Young people understand how individuals and communities are affected by disasters and emergencies
- > Young people understand the humanitarian consequences of climate change
- > Young people understand how organisations respond to disasters or emergencies
- > Young people understand how local communities respond to disasters or emergencies
- > Young people understand the short and long term needs of communities
- > Young people empathise with those affected by disasters and emergencies
- > Young people develop first aid skills and learn about community resilience
- > Young people develop critical thinking
- > Young people develop team work and communication skills
- > Young people are able to make local and global connections

## Resources

The following resources should be prepared in order to carry out the activity

- > Risk Assessment & First Aid kit (+first aider)
- > IFRC film clip and facilities to play the clip (dvd player and tv/ laptop, projector and speakers)
- > S.O.S. cards (1 per participant)

- > Name tags (with Tuvalu flag for Tuvalu group or with IFRC symbol for IFRC group – 1 per participant)
- > Pens (1 per participant)
- > Handouts (1 per participant)
- > Funafuti map (1 per group)
- > Bandages (1 per participant)
- > Radios (1 per pair)
- > 3 people or clothes to represent people for casualties
- > 3 casualty signs (reading: dead; pregnant women, bleeding hand; unconscious, breathing)
- > 2 sheets of canvas, poles, rope, tape (Tuvaluan side)
- > 1 frame tent (IFRC side)
- > River dissecting space (long strip of material or floor marked out with tape). There should be an island marked out in the middle of the river. The gap between the river bank and the island should be a few inches shorter than the long plank of wood on the Tuvaluan side and a few inches shorter than the combined length of the long plank and the short plank of wood on the other side.
- > Signs indicating features of Tuvalu and devastation (school, airstrip, fast-flowing water, polluted water, cables down etc.)
- > 1 long plank of wood (placed on Tuvaluan side)
- > 1 piece of rope (on island)
- > 1 bag (on island)
- > Gaffer tape (on island)
- > 1 pair of scissors (on island)
- > 1 short plank of wood (on IFRC side)
- > Approximately 20 blank cards – all of one colour (Tuvaluan group)
- > Cards with short/ medium and long term needs on them – all of one colour – different to colour used for Tuvaluan cards (IFRC group)
- > Blank cards – of same colour as other IFRC cards above (IFRC group)
- > Evaluations

# The Disaster Masters: Facilitators Notes

For a group of approximately 20 young people, there are three facilitator roles. A narrator, a group leader for the IFRC group, and a group leader for the Tuvaluan group. As activities are carried out by different groups simultaneously, for the remainder of the document, the script or instructions for the three roles will be indicated by the following symbols:

 = Narrator  = Tuvaluan group leader  = IFRC group leader



## **NARRATOR'S RESPONSIBILITIES:**

The narrator is responsible for over-seeing the whole activity. As Narrator you will be responsible for the following:

- > Overseeing overall health and safety
- > Explaining the rules of the exercise, helping to create a sense of empathy with the two different roles the students will be divided into, making sure everyone follows the rules correctly
- > Keeping the activity running on time, working closely with the group leaders
- > Setting up for subsequent activities while group leaders are busy (e.g. casualties, floodings, setting out materials for tents, queuing up film etc) as well as clearing previous activities materials
- > Being responsible for comfort level of students, making sure S.O.S. cards are respected etc.
- > Setting the scene for the beginning and end of the role-play



## **TUVALU/ IFRC GROUP LEADERS' RESPONSIBILITIES:**

As a group leader you are responsible for leading your group throughout the activities, making sure the young people understand what is being asked of them and for bringing out key learning points along the way. Your responsibilities are:

- > To oversee the smooth running of the role-play during each task
- > To help create empathy for the roles of the group you are managing

> To teach the important first aid and radio skills that the students will be asked to apply later on

> To ensure the safety of the students and make sure each student is engaged in the activity

> To prompt students, asking them to consider different viewpoints where relevant

> To conduct debriefs after activities, ensuring key learning points are met

## Introduction - 20 min

### Introduction Overview



The narrator should start by introducing the facilitators, and going through necessary health and safety guidelines (fire exits, watch what is on the floor, be aware of own safety and that of other people, highlight designated first aider). If necessary, the narrator can carry out a short icebreaker.

The narrator introduces the activity to the young people and plays a short video (see script below).



Introduce yourself to the young people when indicated by the narrator. Help the narrator to give distribute handouts.

### Activity Resources

- > Tuvalu clip
- > S.O.S. cards (1 per participant)
- > Name tags with either Tuvaluan flag or IFRC symbol (1 per participants)
- > Pens
- > Handouts (1 per participant)



### Introduction

“Hello. Bonjour. Talofa.

Before we start I'm going to give you an 'S.O.S. card'. What does S.O.S. mean? ('Save our Souls' - it indicates that you want help, or to 'get out'). If at any time during the activities you feel uncomfortable and don't want to continue, just show your S.O.S. card to me or one of my colleagues, and you will be excused from the activity. You don't have to do anything that you are not happy with.

Today you are going to learn more about the work of the Red Cross.

- > **What do you know about the Red Cross?** (Allow young people to shout out responses)

The British Red Cross works to help people in crisis wherever and whenever they are. There is a Red Cross here in the UK, but there are also Red Cross, Red Crescent or Red Crystal societies in many countries across the world.

- > **How many national societies do you think there are?** (There are national societies in 187 countries)

All the societies work to help people in crisis situations. Today we will be looking at the work of the National Societies in a disaster situation. We will also be looking at the work of the IFRC, the International Federation of the Red Cross. The IFRC is based in Geneva and is the body of the Red Cross that responds to disasters and emergencies across the world. If there is disaster somewhere in the world, the IFRC will work with national societies to respond to that disaster.

- > What sort of thing do you think they might do to respond? (Provide aid – food, water, shelter, provide refugee camps)

Today, we will be learning more about the IFRC but we will also be learning about a place called Tuvalu.

- > Has anyone heard of Tuvalu?

Tuvalu is a country made up of a group of small islands in the South Pacific (show pictures of Tuvalu).

- > What do you think it would be like to live there?

Tuvalu faces the threat of extinction due to high water levels that are increasing because of climate change.

- > What does climate change mean? What do you know about climate change?

We are going to watch a short film about how climate change is affecting people all over the world. I want you to pay special attention to the part on Tuvalu and see if you can guess what challenges they face.

(Play film)

- > Are there any initial thoughts on the film?
- > Earlier we were talking about the IFRC. What do you think might be the connection between Tuvalu and the IFRC?

For today's activity you will be divided into 2 teams. (Split young people up into two groups). One of you will be a group of local people from Tuvalu. The other group will be a Red Cross and Red Crescent emergency response team from the IFRC in Geneva.

I'm going to give you each a nametag. Could you please write your names on the tag (give out name tags). I am also going to give you a handout, which will be useful during the days activities (give out handouts).

Tuvaluans, to start the activities we have someone from the Tuvalu Red Cross here to teach you some basic first aid skills (indicate Tuvalu group leader). They will stay with you for the rest of today's activities.

IFRC delegates, you will be led in a training session by an IFRC delegate (indicate IFRC group leader) who will stay with you for the rest of the activities.

Please go with your group leaders and enjoy your training sessions."



Help the narrator distribute materials during the introduction. After the narrator has finished the introduction, take your group to the appropriate area in order to start your next activity. The two groups should be taken to opposite ends of the space you are using. The Tuvaluans are led to 'Tuvalu' whereas the IFRC delegates are led to 'Geneva'.

## Activity 1: Disaster Preparedness Training Session - 60 min

### Activity 1 Overview



Training sessions are held simultaneously but in a room separated by a divider or two separate rooms) by the Tuvaluan group (facilitated by their group leader – a Tuvaluan Red Cross volunteer) and the IFRC group (facilitated by their group leader – an IFRC delegate). The group leader should introduce the session (**10 min**). Young people are then taught basic first aid (**30 min**) and radio skills (**20 min**). See script below.



During this activity the narrator should ensure that group leaders have all the resources they require (see Activity 1 resources) and set up for the next activity (see Activity 2 resources).

### Activity 1 Resources

- > Map of Funafuti (Tuvalu Group)
- > Radios (1 per pair)
- > Bandages (1 per participant)
- > Pens



### Activity 1

“Talofa. My name is (insert name), and I am a volunteer for the Tuvalu Red Cross.

‘Tatou ne Tuvalu Katoa’, does anyone know what that means? It means, ‘We are all Tuvaluans’. This is a saying here in Tuvalu that we will say throughout the day. (Practice the saying with the young people). This is a map of our beautiful island Funafuti (allow young people to look at the map, comment on different aspects of it etc.) Tuvalu is a series of islands. (Ask the young people to look at the information) What are our economic activities? Are we a big or small nation? As I mentioned I am here from the Tuvaluan Red Cross. In order to do the work we do both in Tuvalu and abroad we agree to 7 principles, these are the same for all Red Cross societies in the world (allow young people to look at the principles, discuss what they mean).

As you saw in the film, our work in disaster preparedness is even more important due to the threat of climate change and increasingly high waters. So I am going to teach you to very easy life-saving skills.”

(Teach recovery position, bleeding and First on the scene. Young people practice on one another. Then teach radio skills and encourage young people to practice with radios in

pairs. In order to practice, each young person should be assigned a call sign, which they write on their nametags).



### **Activity 1**

“ Bonjour. Welcome to Geneva! My name is (insert name). As you know, the IFRC has delegates from different countries all over the world. It’s great to see so many of you here today. Our work in helping people recover from disasters, emergencies, and illnesses has helped thousands around the world. As you already know there are 187 RC societies. This is the emblem, it is a protected symbol. Countries can choose whether they use a cross, a crescent or, most recently a crystal. Whichever they choose the meaning is the same. This symbol should be respected because the people wearing it are there for humanitarian purposes. Although the emblems used may be different, all 187 societies agree to the same seven principles. (Allow young people to look at the fundamental principles. Discuss what they mean. Explain that they allow us to do the work that we do.)

While I’m sure you know already that First Aid is not a necessary component of our emergency relief work, it is important that we help all those in need and we thought it would be a useful supplementary skill for you to learn and build on your teamwork

(Teach recovery position, bleeding and first on the scene. Young people practice on one another. Then teach radio skills and encourage young people to practice with radios in pairs. In order to practice, each young person should be assigned a call sign, which they write on their nametags).



### **Activity 1**

During this activity the narrator should ensure group leaders have all the resources that they require (see Activity 1 resources) and set up for the next activity (see Activity 2 resources). A water divide should be put down between the Tuvalu group and the IFRC group. Signs should be put out marking anything on the Tuvaluan side of the divide (the fast flowing water, school etc). On the Tuvaluan side, set up 3 casualties using spare personnel (use clothes to represent bodies if there are no other people available) and the 3 casualty signs. This should be done as discreetly as possible.

## Activity 2: Disaster Strikes – 25 min

### Activity 2 Overview



When the previous activity is coming to an end, the narrator instigates activity 2 by radioing through to the Tuvalu group and announcing that there has been flooding on the island (see script).



The Tuvalu group receive a radio call to inform them there has been flooding. After ascertaining where the flooding is, they venture out to find casualties. They find and treat the casualties. One young person contacts the narrator to tell them what has happened based on METHANE. **(15 mins)**

After the activity, the group leader should get the group together and discuss debrief questions **(10 mins)**.



The IFRC group finish their training session and get a call that there has been an accident and once they figure out where it is find the casualties and treat the casualties. **(15 min)**

After the activity, the group leader should get the group together and discuss debrief questions **(10 mins)**.

### Activity 2 Resources

- > River dissecting space (long strip of material or floor marked out with tape). See resources on page 2 for set up specification. This can be set up prior to the whole activity if it is discreet.
- > Signs indicating features of Tuvalu and devastation on Tuvalu side only (school, fast-flowing water, polluted water, cables down etc.)
- > 3 casualties (people or clothes to represent people)
- > 3 casualty signs (reading: dead; pregnant woman, bleeding hand; unconscious, breathing)
- > Radios (1 per group)
- > Pens



### Activity 2

When the previous activity is coming to an end, the narrator instigates activity 2 by radioing through to the Tuvalu group and announcing that there has been flooding on the island.

“ Tuvalu Uniform 1, Tuvalu Uniform 1, Tuvalu Uniform 1, this is Sierra Alpha 1, this is Sierra Alpha 1. I have a message. Over. (Await Response). There has been severe flooding on the lower part of the Funafuti near the beach. There is total devastation in the

village. The waters are fast flowing and dangerous and there is debris everywhere. Many buildings have been damaged. The **Sierra Charlie Hotel Oscar Oscar Lima** has been completely destroyed. I repeat the **Sierra Charlie Hotel Oscar Oscar Lima** has been completely destroyed. Please make haste and help. We have casualties. Out.”

The Narrator then radios the IFRC and informs them that there has been a serious accident and a number of people have been injured.

“India Foxtrot 1, India Foxtrot 1, India Foxtrot 1, this is Sierra Alpha 1. This is Sierra Alpha 1. I have a message. Over (Await response). There has been a severe road accident and a number of people have been injured. The accident occurred by the **Romeo Echo Delta Charlie Romeo Oscar Sierra Sierra** centre. I repeat the accident was by the **Romeo Echo Delta Charlie Romeo Oscar Sierra Sierra** centre. Please make haste and help. We have casualties. Out.”



### Activity 2

The radio should be kept on after the training session and should be switched to an agreed station. The narrator will call the Tuvalu group alerting them of flooding on the island. Make sure the young people listen to the message and mark which building has been destroyed on the map.

Lead the Tuvalu group to the casualties. They should treat them as they see fit. Ask one young person from the group to radio to the narrator to tell them what has happened based on the ‘first on the scene’ METHANE . **(15 min)**

When the narrator indicates to do so, get your group together and facilitate a debrief using the following questions: **(10 min)**



### Tuvalu Debrief (Activity 2)

Show picture of impacts of flooding.

- > How might people be affected if they are living in an area that is flooded? How do you think they would feel? How would you feel if your home or community was flooded? What would you do?
- > How did they do in the scenario? How useful do you think it would be to have FA skills in a disaster? Would you feel confident using them? Could you learn more? What about the concept of Triage?
- > Did you remember to follow your first-on-the-scene skills? What about METHANE?
- > Why might you need to use a radio in a time of emergency? Why is it important to have radio call signs? Was it challenging to use the radios?



## Activity 2

The narrator radios the IFRC group to tell them there has been an accident in Geneva and there have been a number of casualties. Their help is urgently needed. Lead the group to the casualties and help them figure out who needs treatment first and how to treat the casualties.

When the narrator indicates to do so, the group leader should get the group together and facilitate a debrief using the following questions: **(10 min)**



## IFRC Debrief (Activity 2)

Show picture of impacts of flooding.

- > How might people be affected if they are living in an area that is flooded? How do you think they would feel? How would you feel if your home or community was flooded? What would you do?
- > How useful do you think it would be to have FA skills in a disaster? Is it important for emergency response teams to know first aid? Is it important for ordinary people to learn first aid? Why
- > Would you feel confident using your first aid skills? Could you learn more? How would learning first aid be useful if a disaster struck where they live now?
- > Why is it important to have radio call signs? Was it challenging to use the radios?
- > Why might you need to use a radio in a time of emergency? What are some obstacles that might arise in using radios (e.g. coordinating the channel, interference etc) does it make sense to have radio codes?

## Break – 15 min



During the break, the narrator should set up the emergency shelter activity (see Activity 3 resources).

## Activity 3: Emergency Shelters – 30 min

### Activity 3 Overview



The narrator introduces the activity for both groups (see script) and sets up for the next activity (see Activity 4 resources) while the groups are debriefing. The groups should now all be in the same room with the divider pulled away. The narrator will have placed hazard cards around Tuvalu.



The Tuvalu group listens to the update from the narrator. As they are stranded they must design an emergency shelter to stay in over night using the materials available. At some point, they should receive a radio call from the IFRC giving them an update **(15 mins)**

After the activity, the group leader should get the group together and discuss debrief questions **(10 mins)**.



Meanwhile, the IFRC group arrives in Tuvalu and assesses the situation. They contact the Tuvaluan group to give them an update and to find out the situation on the Tuvaluan side. As they are unable to reach the Tuvaluans at present, they prepare for their arrival after they are evacuated by putting up an IFRC tent, which represents shelter in the form of a refugee camp. **(15 min)**

After the activity, the group leader should get the group together and discuss debrief questions **(10 mins)**.

### Activity Resources

- > Signs indicating features of Tuvalu and devastation on IFRC side (airstrip, dead bodies, cables down etc.)
- > 1 frame tent (IFRC side)
- > Radios
- > 2 sheets of canvas, poles, rope, tape (Tuvaluan side)



### Activity 3

“As you all now know, there has been severe flooding in Funafuti, Tuvalu. There is a great deal of devastation. Buildings have collapsed and there have been a number of casualties.

IFRC delegates, your plane has now landed in Tuvalu at the airstrip after a call you received from the Tuvaluan Red Cross for aid. As you can see, you are cut off from the local Tuvaluans who have been affected by the floods, by a fast flowing and dangerous river created by the flooding.

Tuvaluans, you are stranded in the flooded area because of this fast and dangerous river, but you have found slightly higher ground for the moment.”

Set up the bridge activity (see Activity 4 resources) while the groups are debriefing.



### Activity 3

After listening to the update from the narrator talk to your group. The river is too dangerous to cross at the moment. What do they need to get through the night? Lead the young people to the materials and explain it is debris left by the flooding. Prompt them to think about how they would build a shelter for the evening. Point out the hazards based on the cards on the floor-as a group decide where is the best place to build the shelter.

The group should construct a shelter out of the materials available.

At some point the group should receive a radio call from the IFRC updating them of their progress. **(20 min)**

When the narrator indicates to do so, the group leader should get the group together and facilitate a debrief using the following questions: **(10 min)**



### Tuvalu Debrief (Activity 3)

- > Was it challenging? Did you do a good job? What could you have done better?
- > How would your shelter needs be different in the long term instead of the short-term? What sorts of things would you need to consider for the long-term? E.g. food, prayer, sanitation, school, Communal area?
- > If you were building this shelter for people who lost their homes, what sorts of things would you need to take into consideration? e.g. separation men and women, preparedness for next flood
- > How did it feel having to make use of the materials you had on the ground? Get them to think about how local communities care for themselves -do they always need the help of external organizations? Do they have the capacity to respond on their own? What are some things they may need to start thinking about for next time-what could they put in place for another flood?



### Activity 3

After listening to the update from the narrator talk to your group. Encourage them to assess the situation they have arrived in. Have them assess according to METHANE and report back to the narrator.

As they are unable to reach the stranded Tuvaluans at present, what can they do? The group should contact the local Tuvaluans to explain that they can't reach them at present because of the river but that they will prepare for their eventual evacuation. They should also try and find out the situation on the Tuvaluan side.

If they haven't already thought of it, encourage the young people to think about providing shelter. Using the tent provided, the group should work together to construct emergency shelter for the local Tuvaluans once they are evacuated. **(20 min)**

When the narrator indicates to do so, the group leader should get the group together and facilitate a debrief using the following questions: **(10 min)**



### **IFRC Debrief (Activity 3)**

- > How did you do? Did you have to work together? How would building a shelter be different for long term as opposed to interim?
- > Do you think you would usually shelter everyone together or would you separate men and women? Explain that it depends on different countries' customs (refer to code of conduct).
- > What about the materials for building the shelter? Would you ship it over or use what is there? Explain that this depends on the situation. Give example of Pakistan earthquake where it made more sense to buy tents there as most tents are made in Pakistan anyway and apt for the climate. Can also explain that IFRC has stores for each region where supplies would come from (not always shipping from Geneva). Also as the Federation works through societies there may be RC societies nearby which may be called in to help or set up an appeal.

## Activity 4: Building a Bridge – 20 min

### Activity 4 Overview



The narrator introduces the activity for both groups (see script) and sets up for the next activity (see Activity 5 resources) while the groups are debriefing.



The groups listen to the instructions from the narrator. They must work together using the materials available to build a bridge and evacuate the local Tuvaluans from the flooded area. **(15 min)**

After the activity, the group leaders should get the groups together and discuss debrief questions **(5 min)**.

### Activity Resources

- > River dissecting space (long strip of material or floor marked out with tape). There should be an island marked out in the middle of the river. The gap between the river bank and the island should be a few inches shorter than the long plank of wood on the Tuvaluan side and a few inches shorter than the combined length of the long plank and the short plank of wood on the other side.
- > 1 long plank of wood (placed on Tuvaluan side)
- > 1 piece of rope (on island)
- > 1 bag (on island)
- > Gaffer tape (on island)
- > 1 pair of scissors (on island)
- > 1 short plank of wood (on IFRC side)
- > Other 'red herring' items



### Activity 4

“Two days have passed, and the temporary shelter that the Tuvaluans have built has just managed to stay up. However, the flood water in Funafuti remains, it is dirty and there is danger of infection. Luckily, the fast flowing river has receded enough for you to attempt to build a bridge.

You have some resources on either side of the river and will have to work together to build the bridge. You cannot step in the water or jump over the river as it is too dangerous. Remember that both ends of the planks must be on the land otherwise the planks will get swept away. You have 15 minutes before it gets dark to complete this

activity. As you don't want any further casualties to slow you down, be careful of splinters, and be aware of each other when moving the planks"

Allow young people 15 min to complete the activity. The activity can be solved if the Tuvaluans use the long plank to get to the island, then use the rope and the bag to transport the short plank to the island. They can then tape the two planks together and use the new, long plank to get to the other side of the river.

  **Activity 4**

After the young people have completed the task, the group leaders should get the groups together and facilitate a debrief using the following questions: **(5 min)**

  **Tuvalu & IFRC Debrief (Activity 4)**

- > Did you do a good job? Was it difficult to work together?
- > Why was building the bridge important?
- > If you were designing an evacuation for a group of people why might some people be slower or left behind?
- > What things would be difficult for a community to access if a bridge were left down in real-life? What are the difficulties for aid agencies in real life e.g. coordinating between them and the people, getting information across, how to approach people, some cultures may not wish to cooperate

## Activity 5: Needs after a Disaster

### Activity 5 Overview



The narrator introduces the activity for both groups (see script) and sets up for the plenary while the groups are debriefing.



Group leaders discuss the code of conduct and the fundamental principles with the young people. **(5 min)**



The Tuvaluan group make short/ medium and long term lists of their needs on the blank cards provided. **(15 min)**



Meanwhile, the IFRC group sort cards into short/ medium and long-term needs of the community. They add anything that is missing on new cards. **(15 min)**



After the activity, the group leaders should get the groups together and compare the locals list of needs with the IFRC's sorted cards. Discuss the debrief questions. **(10 min).**

### Activity Resources

- > Pens (both groups)
- > Blank cards different color to IFRC cards (Tuvalu group)
- > Cards with short/ medium and long-term needs on them – different colour to Tuvalu cards (IFRC group)
- > Blank cards – same colour as other IFRC cards (IFRC group)



### Activity 5

“It’s the next morning and everyone is in the emergency shelter. The floods have stopped but there’s still devastation. The shelter will be expanded into a refugee camp whilst the original community is restored to normal life. The local Tuvaluans may have to remain in the refugee camp for the next six months.

Tuvaluans, you need to think about what your needs were immediately after the disaster, what you need in order to live here for the next six months but also but also how your community can restore your village and get back to normal life. Using the blank cards, write down what the short/ medium and long-term needs of your community are.

IFRC delegates, you need to sort out the warehouse. You have a number of cards with different needs of the community on them. You should sort these into short/ medium and long-term needs. There may be some things missing. If you think that anything is missing, use the blank cards to add them.”



### Activity 5

Discuss the code of conduct and recap on the fundamental principles with the young people. **(5 min)**

Assist the Tuvaluan group in making a list of their short/ medium and long-term needs. **(15 min)**



### Activity 5

Discuss the code of conduct and recap on the fundamental principles with the young people. **(5 min)**

Assist the IFRC group in sorting the warehouse cards into short/ medium and long-term needs. Encourage them to add new cards if they think there are things missing. **(15 min)**



### Activity 5

After the young people have completed the task, the group leaders should get the groups together and encourage the young people to share their findings. Facilitate a debrief using the following questions: **(10 min)**



### Tuvalu & IFRC Debrief (Activity 5)

- > What are short term needs? Why?
- > What are medium term needs? Why?
- > What are long term needs? Why?
- > What was on the Tuvaluans lists? Was it the same as the IFRC's warehouse pile? Why were they different? Did the IFRC consult with the locals or visa versa? Do you think communication is important? Why? Is there are difference between needs and wants?
- > We now have a list of needs after a disaster. Where would these things come from? Who should help? Why? How much can you use local resources? (Give the example of the Pakistan earthquake where the IFRC bought local tents because most tents are made in Pakistan anyway and they were apt for the climate. Explain that it usually depends on the situation and how much of the country's resources are left.)

> Why are the fundamental principles and the code of conduct important in times of disaster?

> How did the Tuvaluans feel about relying on the IFRC to help you?

## Plenary – 10 min

### Plenary Overview



The narrator makes the closing remarks and carries out an evaluation if necessary.  
**(10 min)**

### Activity Resources

> Evaluations



### Plenary

“Thank you for taking part in today’s activities. Do you think you did well? You have managed to respond to the disaster and rebuild the community so that the Tuvaluans can go back to their normal life for now. Well done!

(Ask young people to form groups including members from the Tuvaluan and the IFRC groups. In groups facilitate discussion around the following questions.)

- > How did it feel to be a Tuvaluan?
- > How did it feel to be an IFRC delegate?
- > What have you learnt about how disasters affect people?
- > What have you learnt about how local people respond to disasters and emergencies?
- > What have you learnt about how organisations like the Red Cross respond to disasters and emergencies?
- > There are lots of different agencies involved in responding to disasters and emergencies that have to work together. Can you think of any?

(Address the group as a whole for these closing comments).

Today’s scenarios haven’t actually happened in Tuvalu but it is a likely scenario that could happen in the future. The scenarios were actually taken from disaster situations across the world, even from the recent floodings in the UK.

At the beginning of the activity we learnt how Tuvalu is in danger of extinction. In fact, it is in danger of being submerged in 10 – 50 years.

- > Why do you think this prediction is so vague?
- > How would you feel if your community was threatened like this? What would you do? Where would you go?
- > If a disaster like this happened in your community, how would you feel? Would you know who to contact? Would you know who to contact? What could your community do to be more prepared?

In 2005, disasters killed around 100,000 people and affected 161 million people. But the number of disasters across the world is increasing. The RC Climate Change Centre thinks this is due to climate change. While disasters might come without warning this doesn't mean we have to be unprepared. The Red Cross are working with communities across the world to prepare for increased disasters in the future.

At the beginning of the activity the Tuvaluans learnt a special motto. Can they teach it to the group? (Tatou ne Tuvalu Katoa!) What does it mean? (We are all Tuvaluans). This is a phrase of solidarity used by local Tuvaluan people. However, in recent years, climate change campaigners have adopted the slogan to apply to the whole of the world. What do you think the slogan means to the climate change campaigners? (Climate change is not something that will only happen somewhere else, climate change will affect all of us).

- > How might we be affected?
- > Is there anything we can do to help the situation?
- > What would they need personally in a time of disaster? (e.g tinned food, bottled water, torches, first aid kit etc). Do they have these things in their homes? Do they have an Emergency disaster kit? Does their community/ school have an emergency disaster plan? Could they design one?

Thank you and evaluations.

Appendix A - Casualty Cards

**Breathing; not  
conscious**

**Bleeding, pregnant,  
shouting**

**Dead**

Appendix B - Hazards

**Polluted Water**

**Cables Down**

**Fast Flowing Water**

**Dead Body**

**Collapsed Building**

**School**

**Airstrip**

**Higher Ground**

**Low –Lying Flooded  
Ground**

## Appendix C – IFRC Warehouse Cards

**Access to  
Medical  
Care**

**Re-  
Stocking of  
Supplies**

**Towels**

**Basic  
Sanitation  
(Washing  
facilities)**

**Local Red  
Cross Relief  
Team Trained  
and assembled**

**Seeds,  
Tools &  
Animals**

**Building  
Repaired**

**Temporary  
water  
system**

**Strategically  
positioned  
emergency  
stocks**

**Clothes**

**Mini  
First Aid  
Kits**

**Cooking Sets  
(emergency  
food supplies  
included)**

**Blankets**

**Shelter  
Packs**

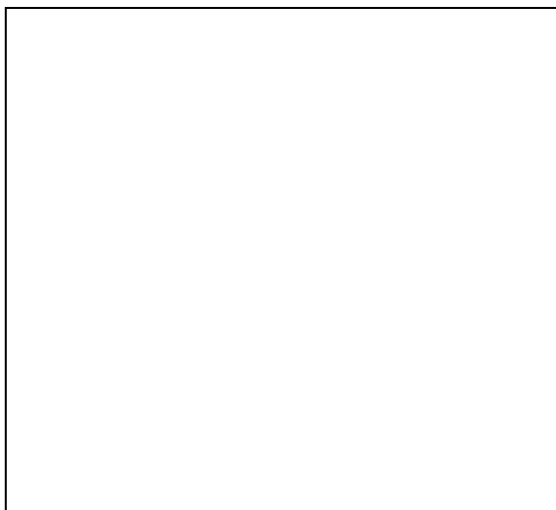
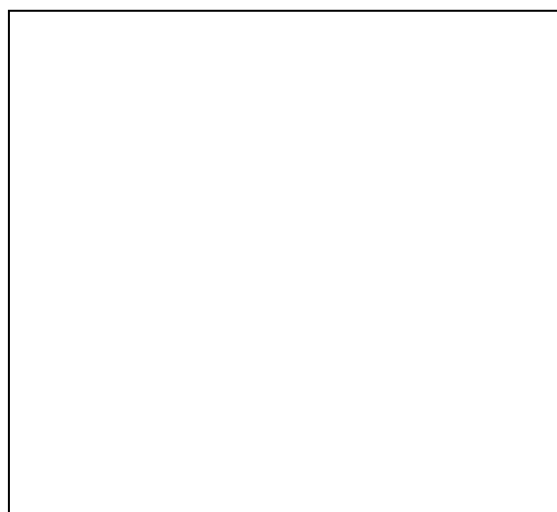
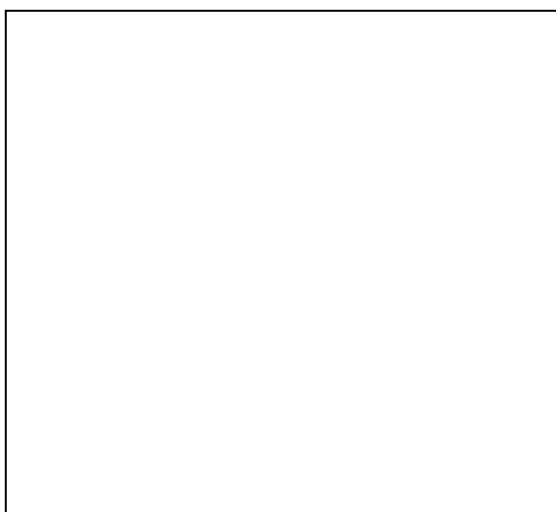
**Hygiene Packs  
(Soaps,  
toothpaste,  
washing  
powder etc.)**

**Communal  
Emergency  
Shelter**


**School Hall  
&  
Classroom**

**Water system  
sanitized and  
repaired**


## Appendix D – Empty cards for Tuvalu or IFRC




# Appendix E –Name Tags

 Name .....


Call Sign .....

 Name .....


Call Sign .....

 Name .....


Call Sign .....

 Name .....


Call Sign .....

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Name .....

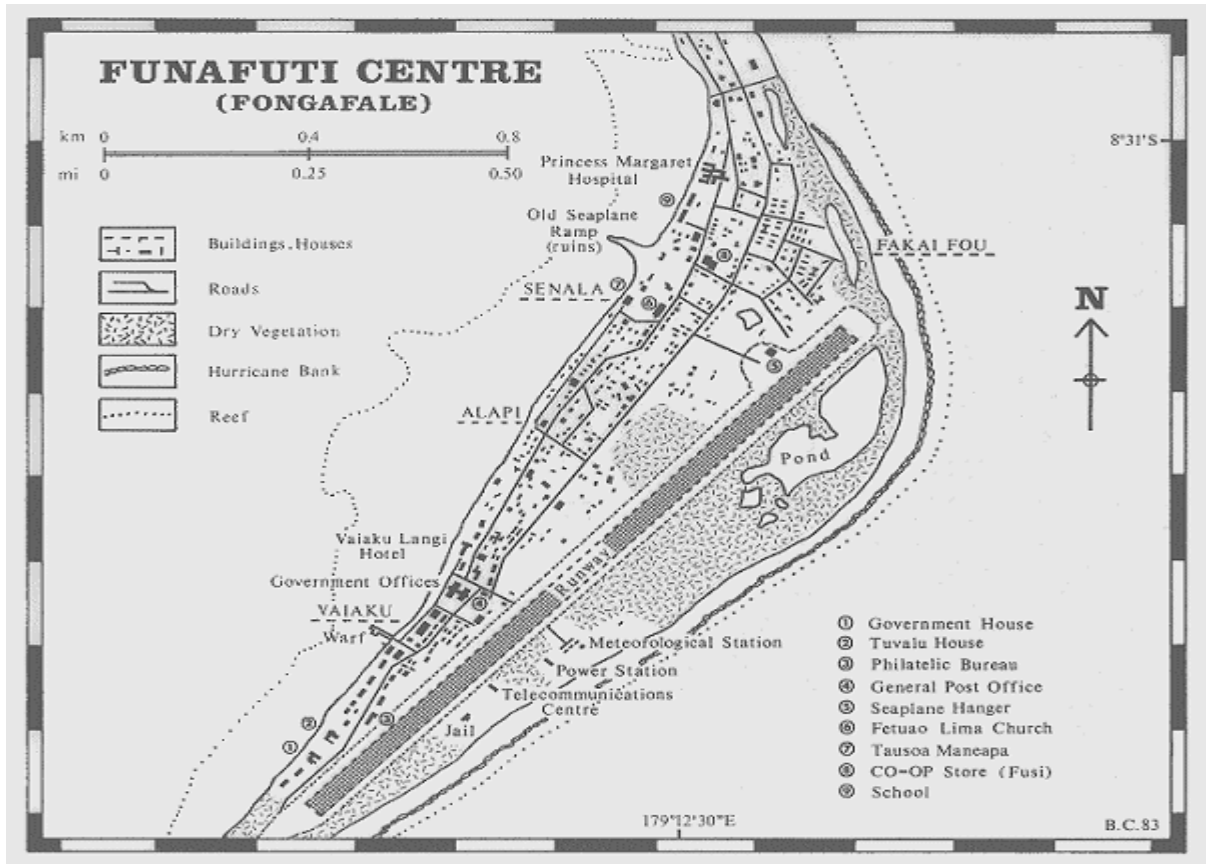
Call Sign .....



Name .....

Call Sign .....

# Appendix F –Map Funafuti



Appendix G – S.O.S CARDS

S.O.S.

S.O.S.

S.O.S.

S.O.S.

S.O.S.

S.O.S.

S.O.S.

S.O.S.

S.O.S.

S.O.S.

## Appendix H – Fold-up sheet



### Masters of Disaster Field Guide



#### Tuvalu

Tuvalu became Independent and a member of the Commonwealth on the October 1, 1978. **Funafuti** is the capital of Tuvalu. Population of Tuvalu is approximately 11,636

#### Climate

Tuvalu has a tropical climate. Average rainfall varies considerably..

#### Water Supply

There are no rivers or lakes. The Country relies on rainwater stored in tanks for its water supply.

#### Economy

High imports due to lack of resources. The people fish and gather coconuts for their daily use.

*"Tatou ne Tuvalu Katoa"*

#### Fundamental Principles

**Humanity:** To prevent and alleviate human suffering wherever it may be found. Promoting mutual understanding, friendship, cooperation and lasting peace amongst all peoples.  
*We exist to help people who are suffering.*

**Impartiality:** No discrimination as to nationality, race, religious beliefs, class or political opinions. Alleviate suffering being guided solely by needs and priority to the most urgent cases of distress.

*We help those in need, whoever they are.*

**Neutrality:** Not taking sides in hostilities or engaging at any time in controversies of a political, racial, religious, or ideological nature.  
*We don't take sides.*

#### Contact Details

Name: \_\_\_\_\_

Call Name: \_\_\_\_\_

Nationality: \_\_\_\_\_

\*\*\*\*\*

#### **British Red Cross:**

[www.redcross.org.uk](http://www.redcross.org.uk)

Tel: 01324 679 060

**IFRC:** [www.ifrc.org](http://www.ifrc.org);

Tel: +41 22 730 42 22

**Tuvalu:** [www.tuvaluaislands.com](http://www.tuvaluaislands.com)

**Emergency Services:** 999/ 112

#### The International Federation

The IFRC coordinates and directs international assistance following natural and person-made disasters. Its goals are to:

- 1) Reduce the number of deaths, injuries and impact from disasters.
- 2) Reduce the number of deaths, illnesses and impact from diseases and public health emergencies.
- 3) Increase local community capacity to address the most urgent situations of vulnerability.
- 4) Promote respect for diversity and human dignity.

*"The power of humanity"*

**Independence:** While subject to laws of countries, must always maintain autonomy so that may always be able to act in accordance with the seven principles. *We must always be guided by our Principles, and so cannot let others tell us what to do.*

**Voluntary Service:** Voluntary, not prompted by desire for gain.

*We do our work out of commitment to others, not for personal gain.*

**Unity:** There can only be one Red Cross society in any one country and must be open to all and carry out humanitarian work.

*We welcome everyone who wants to join, and try to reach everyone in need.*

**Universality:** International Red Cross movement in which all societies have equal status and responsibilities in helping each other is worldwide. *We work together, throughout the world, to help those most in need.*

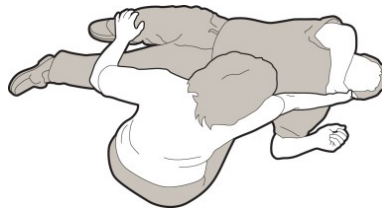
### Treating Bleeding

1. Safety first. Put on gloves if possible.
2. Examine the wound; check for any embedded objects
3. Apply pressure to the wound with a pad. If there is an embedded object, apply pressure on either side, do not remove it
4. Raise the wound above heart –level, apply a dressing to maintain pressure. Call for help.

### Recovery position

If an adult is unconscious but breathing, place them on their side in the recovery position

1. Place arm nearest to you at a right angle.
2. Move other arm, as shown, with the back of their hand against their cheek. Then get hold of the knee furthest from you and pull up until foot is flat on the floor.



### Radio talk

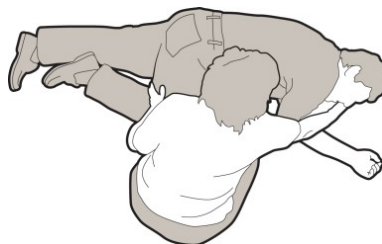
Affirmative	Yes
Negative	No
Copy	Heard the msg
Nothing Heard	No transmission
Roger	Msg. understood
Hold	Do not transmit
Immediate	Very urgent msg
Over	Reply expected
Out	<b>NO</b> reply expctd

- R** Rhythm-don't speed up/slow
- S** Speed- speak slower than usual
- V** Volume-use normal voice
- P** Pitch-beware of too high pitches, but high transmits better than low

### First on the scene

- M Major incident (standby?)
  - E Exact Location
  - T Type of incident (gas, flood etc.)
  - H Hazards (health & safety issues)
  - A Access- How can you get there?
  - N Number of casualties
  - E Emergency services (which ones are present)
- Go and report findings as soon as possible. Try to make note of as many details as possible.

3. Pull the knee towards you, keeping the person's hand pressed against their cheek, and position the leg at a right angle.
4. Make sure that the airway remains open by tilting the head back and lifting the chin, and check breathing.
5. Monitor the casualty's condition until help arrives.



### Radio Reminders

A Alpha	N November
B Bravo	O Oscar
C Charlie	P Papa
D Delta	Q Quebec
E Echo	R Romeo
F Foxtrot	S Sierra
G Golf	T Tango
H Hotel	U Uniform
I India	V Victor
J Juliet	W Whiskey
K Kilo	X X-ray
M Mike	Y Yankee
	Z Zulu

0 Zero	5 Five (fife)
1 One (wun)	6 Six
2 Two	7 Seven
3Three (tree)	8 Eight
4 four (fower)	9 Nine (niner)

**For the first call:**

- Say the call name of who you are addressing three times
- Say your own name twice

**NB: NEVER Finish a transmission by saying Over & Out.**

**Model call:**

**Alpha Echo(AE):** Alpha base, alpha base, alpha base this is Alpha Echo, this is Alpha Echo.

Over

Alpha Base (AB): Alpha Echo, Alpha Echo pass your message.

Over.

AE: Located casualty. Over

**AB: Come back to base. Over**

**AE: Roger that. Out.**

**The Code of Conduct:**

1. The Humanitarian imperative comes first
2. Aid is given regardless of the race, creed or nationality of the recipients and without adverse distinction of any kind. Aid priorities are calculated on the basis of need alone
3. Aid will not be used to further a particular political or religious standpoint
4. We shall endeavour not to act as instruments of government foreign policy
5. We shall respect culture & custom.

6. We shall attempt to build disaster response on local capacities

7. Ways shall be found to involve programme beneficiaries in the management of relief aid

8. Relief aid must strive to reduce future vulnerabilities to disaster as well as meeting basic needs

9. We hold ourselves accountable to both those we seek to assist and those from whom we accept resources

10. In our information, publicity and advertising activities, we shall recognize disaster victims as dignified humans, not hopeless objects