

Learner Workbook

Certificate I in Climate Change and Disaster Risk Reduction

Units 10 and 11: CGRM0316 and CGCA0416

Demonstrate knowledge of disaster risk reduction and climate change mitigation and adaptation

Promote community action to prepare for climate change and disaster risk reduction



Learner:

Facilitator:

Date:

Before we start...

This Learner Workbook is designed to accompany the Learner Guide for the units of competency CGRM0316 and CGCA0416. It provides learner-centred activities and assessment tools to foster learning of key concepts and skills in these units, which form part of Certificate I in Climate Change and Disaster Risk Reduction. The competencies developed are line with the key competencies promoted by VQA to foster greater empowerment and success in the work place. Additionally, a Facilitator Guide for these units provides further background knowledge and teaching notes for facilitators, trainers and teachers.

This guide was designed to be used by a trained and accredited assessor who is registered to assess these specific unit standards as per the requirements of VQA. Prior to the delivery of the program the facilitator and assessor must familiarize themselves with the content of this Learner Workbook and the accompanying Learner Guide. The assessor, facilitator and learner must plan the assessment process together, in order to offer the learner the maximum support and the opportunity to display his/her competence.

This guide provides step-by-step instructions for the assessment process of:

Title: Demonstrate knowledge of disaster risk reduction and climate change mitigation and adaptation		
VQA Code: CGRM0316	VQA Level: 2	Credits: 3

Title: Promote community action to prepare for climate change and disaster risk reduction		
VQA Code: CGCA0416	VQA Level: 2	Credits: 3

These units are two of the building blocks in the qualification listed below:

Title	Code	VQA Level	Credits
Certificate 1 in Climate Change and Disaster Risk Reduction	1 & 2	46

Activity 1.1a – Instruction to learner:

Definitions

Write down a definition of each of the following in a way that you will be able to remember in the future. Try to use your own words.

Hazard: _____

Disaster: _____

Disaster risks: _____

Emergency: _____

Vulnerability: _____

Activity 1.1b – Instruction to learner:

Short answer questions

Identify the natural hazards that caused the damage shown in the photographs A, B, C, D and E given in Fig. 1 on page 4 of this Learner Workbook.

Fig. 1



Pierce, C., 1987



Visi, F., 2011



Pierce, C., 2011



Fumiyo Kagawa

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____



VMGD, 2002

Activity 1.1c – Instruction to learner:

Pair work - short answer questions

In pairs, discuss these questions and record your answers in the spaces provided:

- Complete this table to show **ten** common hazards/ disaster risks in Vanuatu and an actual example of each:

Hazard / Disaster risk		One actual example (date and place)
1	Earthquake	
2	Tsunami	
3	Tropical cyclone	
4	Flooding	
5	Drought	
6	Very high temperatures	
7	Coastal erosion	
8	Landslide	
9	Volcanic eruption	
10	Ash fall	

- Why has Vanuatu been called “the most vulnerable developing country in the world” to hazards and disasters?

Activity 2.1 – Instruction to learner:

Short answer questions

Read pages 15 and 17 of your Learner Guide, then answer these questions:

1. What is the difference between a “hazard” and a “disaster”? _____

2. Give a simple definition of “disaster risk reduction” : _____

3. What are three important elements of disaster risk reduction?
 - a) _____
 - b) _____
 - c) _____
4. What is the work of the National Disaster Management Office?

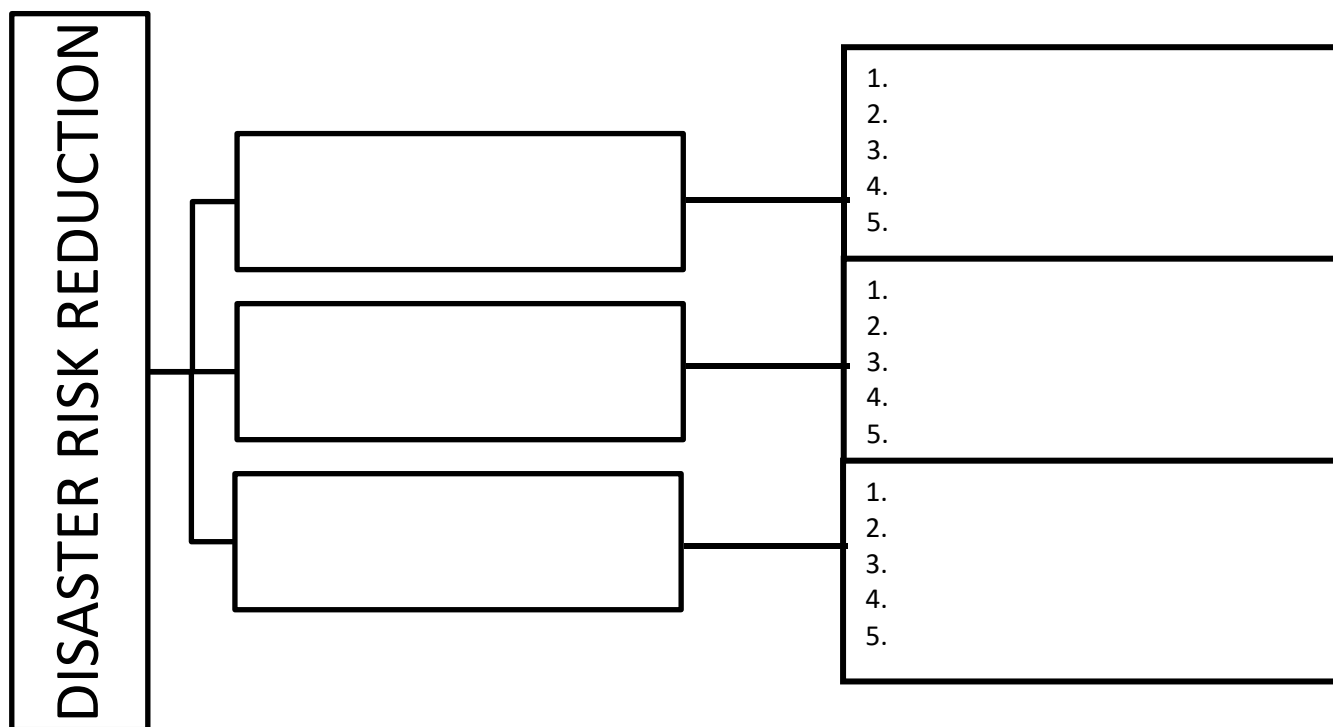
Activity 2.2 – Instruction to learner:

Diagram construction

On the next page, complete the flow chart (Fig. 2) to show three important elements of disaster risk reduction.

In the boxes on the right of the diagram, write down the **five** examples of preparedness, response and recovery that you think are the **most** important.

Fig. 2



Activity 2.3 – Instruction to learner:

Pair work : short answer questions

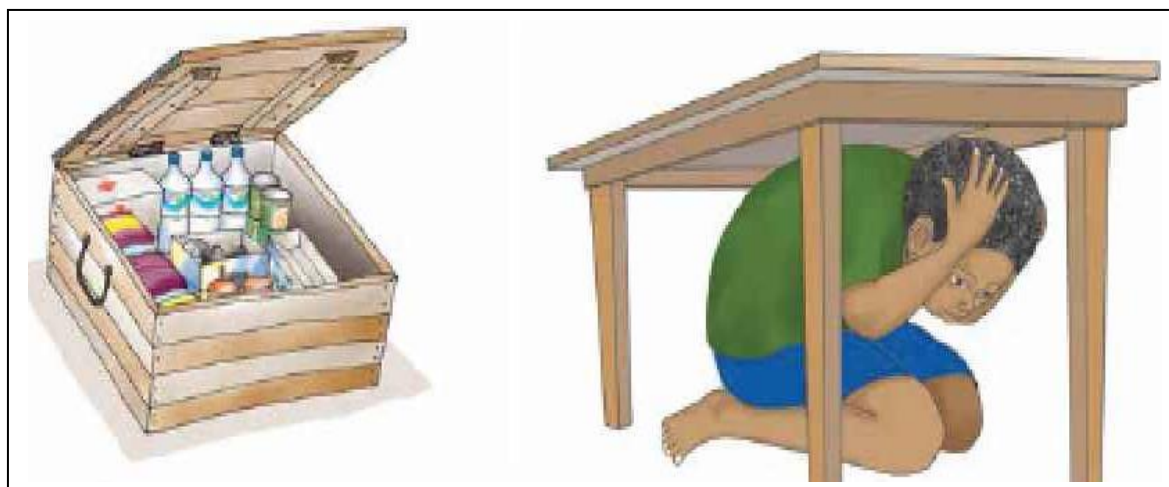
Read pages 18-20 of the Learner Guide, then answer these questions:

1. Complete this table:

Word	Meaning	Actual example, with name of place
Prevention		
	Taking steps to make the impact of the hazard less severe	Most buildings in Luganville are now fitted with cyclone shutters.
		Extended family support systems on Pentecost after the 1999 tsunami.
	Making sure that people are ready to respond to a disaster when it occurs	
Response		
		Rebuilding the Ministry of Education in Port Vila after the 2002 earthquake.

2. Study these two pictures (Fig. 3) and answer questions a), b) and c):

Fig. 3



Save the Children, 2014

- a) What do these two pictures show? _____

- b) The pictures are an example of which element of DRR? Why do you say this?

- c) Do you think that the strategies shown will help to save lives? Why or why not?

3. Make a list of **five preparedness measures** that you have seen on your island:

Preparedness measure	Where and when?

Activity 3.1a – Instruction to learner:

Pair work - analysis of DRR measures in a real life disaster

Read pages 21-23 of the Learner Guide. Talk together about the various disaster risk reduction measures that were taken, or were not taken. Then complete the following table:

Element of DRR	Measures that were carried out	Measures that were <u>not</u> carried out
Preparedness		
Response		
Recovery		

Activity 3.1b – Instruction to learner:

Small group work - analysis of DRR measures in a real life disaster

Form small groups of 3-4 learners. Each group should choose a recent disaster event that affected your island or another island in Vanuatu. A good example would be Cyclone Pam in March 2015. Find out about more about this disaster - when it took place, who were the people affected, what was some of the damage done. Then write a short description of the disaster. Finally, complete a table like the one above in which you analyse the DRR measures that were or were not taken.

To help you write a description of the disaster, here is an example - Cyclone Uma.

Cyclone Uma hit Port Vila and the southern islands of Vanuatu on the night of 7th February 1987, causing enormous destruction. Fifty-five people lost their lives, including the entire crew and passengers of two inter-island vessels. On Efate, 95% of the houses were damaged or destroyed, including government buildings and offices. Forty boats were lost in Port Vila harbour. Most people and businesses were totally unprepared, even though Radio Vanuatu had broadcast cyclone warnings issued by the Meteorological Department. The cyclone left Port Vila without water, electricity and communications for about two weeks. Evacuation centres on Efate were set up for 5,000 people made homeless by the cyclone. On Tanna, over 18,000 people were affected. There was heavy damage to food gardens, and thousands of coconut trees were uprooted. Immediately after the cyclone, the National Disaster Committee met daily to coordinate distribution of the relief supplies (blankets, food, tents, tarpaulins, chain saws, clothes) provided by the governments of UK, Fiji, France, Japan, USA, Australia, New Zealand and Nauru, as well as by UNDP and NGOs such as Red Cross, Save the Children and World Vision. In the months that followed, as houses and offices were rebuilt in Port Vila, structures were made more cyclone-proof by using long screw-in nails, rounded roofs, etc.

(Compiled from reports by Save the Children Australia, the UN Department of Humanitarian Affairs, Mike Longworth and Charles Pierce)

Element of DRR	Measures that were carried out	Measures that were <u>not</u> carried out
Preparedness		
Response		
Recovery		

Activity 4.1a – Instruction to learner:

Matching exercise - individual work

Link the traditional techniques in List A with the correct items in List B.

LIST A

**TRADITIONAL
CULTIVATION
TECHNIQUES**

**TRADITIONAL BUILDING
DESIGNS**

**TRADITIONAL FISHING
TECHNIQUES**

**TRADITIONAL
CALENDARS**

**TRADITIONAL FOOD
GARDEN**

**TRADITIONAL METHODS
OF FOOD
PRESERVATION**

**READING SIGNS IN
NATURE OF
FORTHCOMING
HAZARDS**

**TRADITIONAL
COMMUNITY SUPPORT
SYSTEMS**

**PROTECTION FROM
EROSION ON SLOPES**

LIST B

1. Everyone in the community is cared for during and after a disaster.
2. Agroforestry, mulching and composting.
3. Link agricultural activities with seasonal changes in weather and climate.
4. Mara and putangi techniques.
5. Bush fallow system.
6. Low walls, sloping or rounded roofs and lack of windows.
7. Planting trees or bushes at right angles to the direction of slope
8. Frigate birds, ants and flying foxes.
9. Taboos on a section of reef, traditional sailing canoes, traditional traps

Activity 4.1b – Instruction to learner:

Pair work - learning from your partner

In Unit CGCR0216, you participated in an activity in which you worked in a small group to learn about a traditional technique for reducing a community's vulnerability to natural hazards. You may have had help from a local expert who taught you the technique and showed you how to demonstrate the technique to others.

You learnt about one of the following traditional techniques:

1. Reading natural indicators of weather, climate, earthquakes and volcanic eruptions - changes in plants, animal and insect behavior, etc.
2. Food preservation
3. Building design and construction
4. Cultivation and fishing
5. Protection from erosion on slopes

Now each of you must go and find someone from another group who learnt about another technique to the one that you did. This person will be your partner for this activity.

In your new pair, you will be an “expert” on one technique, while your partner will be an “expert” on a different technique. You must now share your knowledge with each other. In this way each of you will now become expert in two techniques, not just one.

Please summarize your learning about the new technique in the boxes below and on the next page.

(Notes and diagrams on another traditional technique for building community resilience to natural hazards)

(Notes and diagrams on another traditional technique for building community resilience to natural hazards)

Activity 4.2a – Instruction to learner:

True or False?

Read again pages 27-32 of your Learner Guide, then state whether these statements are TRUE or FALSE:

1. We can learn to stop extreme weather events such as cyclones and droughts. _____
2. The removal of vegetation on the sides of a river valley leads to more soil erosion and river flooding. _____
3. In the recovery stage of disaster risk reduction, buildings should be quickly reconstructed so as to be just like they were before the disaster. _____
4. The most effective way to stop coastal erosion is to build a sea wall. _____
5. Replanting of mangroves and other coastal tree species will increase resilience to natural disasters. _____
6. Risk maps help people to prepare for volcanic activity, earthquakes, tsunamis and cyclones. _____
7. A CDCCC assists vulnerable members of the community in the event of a disaster. _____
8. CDCCCs are responsible for all three elements of DRR at a community level. _____
9. A community that has coherence will find it difficult to prepare for disasters. _____
10. Cultural and religious beliefs can help to build community coherence. _____

Activity 4.2b – Instruction to learner:

Pair work - analysis of risk maps

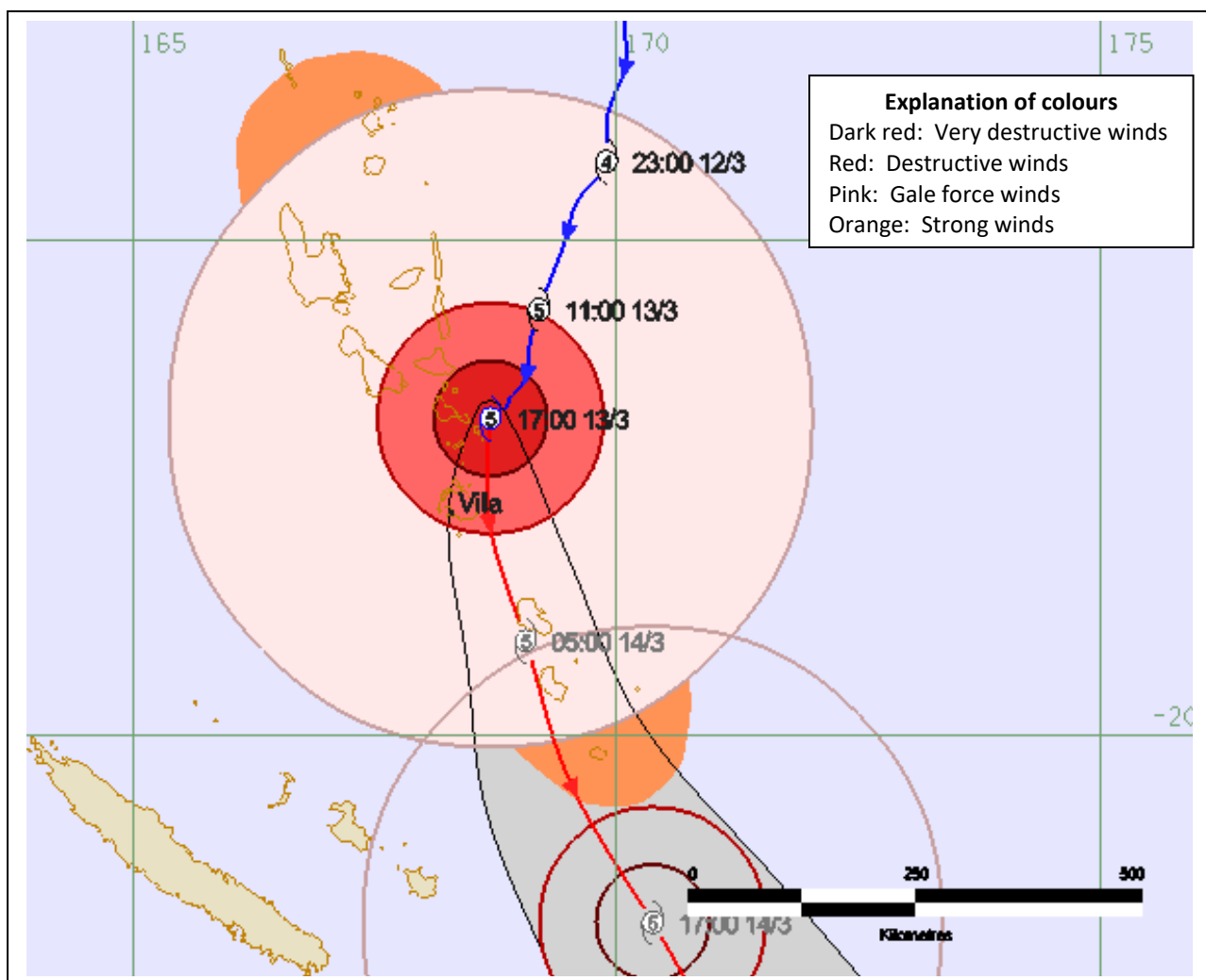
1. Study the risk map of volcanic hazards on Ambae given on page 30 of your Learner Guide, then answer questions a) and b):

a) Where are the areas of high risk? Why are they at high risk?

b) Where are the safe areas on Ambae? _____

2. Study this map of Tropical Cyclone Warning no. 28 for Cyclone Pam (Fig. 4), then answer questions a), b), c) and d):

Fig. 4



- a) When cyclone warning no. 28 was announced at 17:54 hours on 13th March, the eye of the cyclone was very close to which islands? _____
- b) On what day and time did Pam become a category 5 cyclone? _____
- c) When this cyclone warning was announced, which islands were expected to suffer from the cyclone during the next 24 hours? Did this happen?

- d) How can you tell from this map that Pam was a “monster” cyclone? Give two reasons: _____

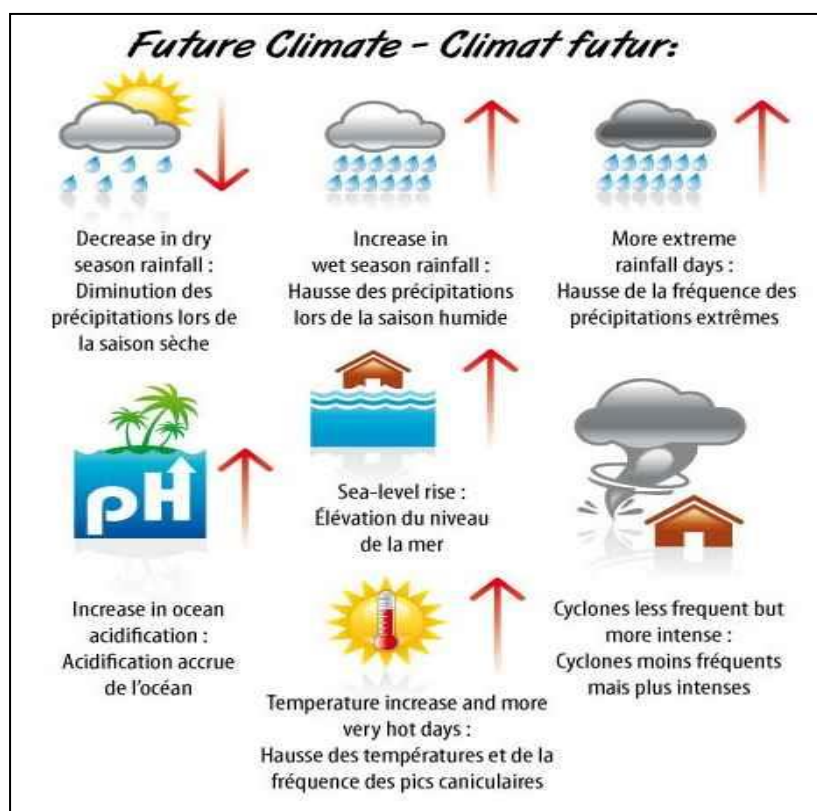
3. Do you think that risk maps like the ones of Ambae and Cyclone Pam are useful for people living in rural areas? Why / why not?

Activity 5.1a – Instruction to learner:

Interpretation of a diagram

Look at this diagram (Fig. 5). What are some of the things it is telling us about our future environment in Vanuatu?

Fig. 5



SPC & GIZ, 2014: A visual guide

Activity 5.1b – Instruction to learner:

Pair work - picture interpretation

In pairs, study and discuss these two pictures of the imaginary Pacific island known as Pasifika. The first picture (Fig. 6) shows the island **before** measures were introduced for adapting to climate change and mitigating greenhouse gas emissions. The second picture (Fig. 7) shows the island **after** adaptation and mitigation measures have been introduced.

Your task is to identify the measures that have been introduced, indicate whether they are adaptation or mitigation measures (or both), and provide an example of the measure from your island or from elsewhere in Vanuatu.

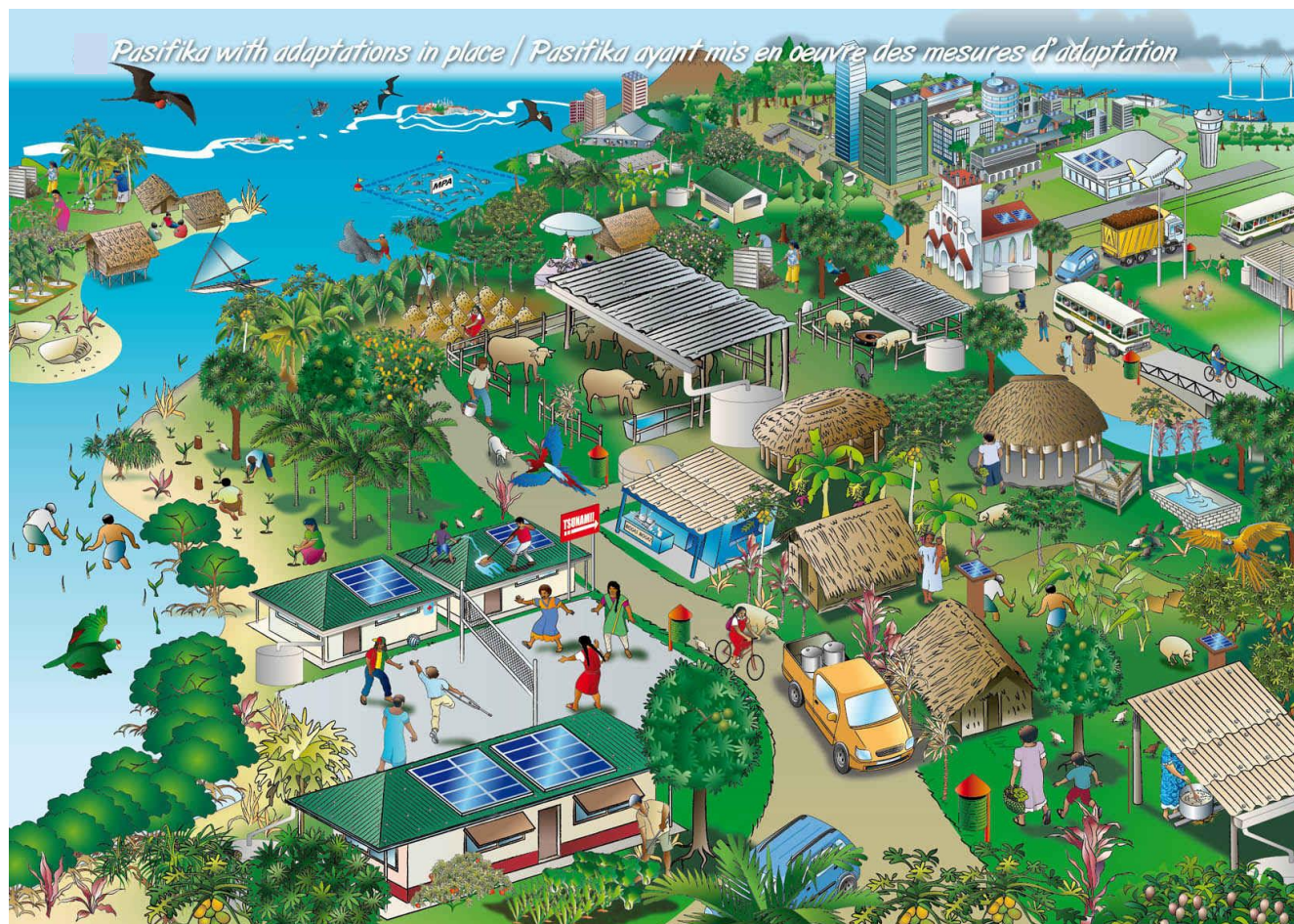
Please write your answers in the table provided on page 18.

Fig. 6



SPC & GIZ, 2014, A visual guide

Fig. 7



SPC & GIZ, 2014, A visual guide

Measures introduced	Adaptation (A) or Mitigation (M) ?	An example from Vanuatu

Activity 5.1c – Instruction to learner:

Pair work - learning from your partner

In Unit CGCA0716, you participated in an activity (8.3) in which your class prepared a public display of adaptation and mitigation measures. Your class made use of materials on adaptation that you had already prepared in activity 6.3 of the same Unit, as well as information on fishing techniques and mitigation activities. Each of you became an expert in one or more of the following:

1. Yam planting (vine technique)
2. Yam planting (minisett technique)
3. Taro breeding technique
4. Banana multiplication technique
5. Pig breeding
6. Honey bee husbandry
7. Tree planting to reduce coastal erosion
8. Planting trees and vetiver grass to reduce soil erosion
9. Backyard tilapia farming
10. Alley cropping
11. Using cover crops and crop rotation
12. Agroforestry
13. Forestry
14. A traditional method of food preservation
15. Solar fruit drying
16. Taboos and community conservation areas
17. Modern and traditional fishing techniques
18. Using renewable sources of energy
19. Using electrical energy in a more efficient way
20. Recycling, composting and mulching
21. Walking, cycling and using canoes
22. Ensuring that both men and women are involved in adaptation and mitigation activities

So you already have knowledge about several of these techniques. Now you should select a technique that you would like to know more about. Please go and find another learner who can teach you about it. You can form a pair with this person and share your knowledge with each other. In this way, you become a more useful resource person on mitigation and adaptation techniques.

Please summarize your learning about the new technique in the box below.

(Notes and diagrams on another technique for adapting to climate change or mitigating GHGs)

Activity 6.1a – Instruction to learner:

Complete the missing words

Read pages 38-40 again, then complete the missing words in these sentences:

1. A Community Disaster and Climate Change Committee is a body set up at local community level to look after _____ and preparation for climate change. (p. 38)
2. A CDCCC serves a community with a population of between _____ and _____ people. The three elements of disaster risk reduction for which it is responsible are _____, _____ and _____. It is also responsible for helping the community to become more _____ to _____. (p. 38)
3. A CDCCC must try to find out the community's _____ or assets that will enable it to become more resilient to risks. (p. 39)
4. A CDCCC works with school _____ committees and develops a community _____ for coping with disasters. (p. 39)
5. A CDCCC communicates all official _____ and _____ about a hazard that are received from the NDMO or the VMGD. (p. 39)
6. One of the preparedness measures undertaken by a CDCCC is to conduct _____ programmes on disaster risk reduction and climate change. (p. 40)
7. One of the response measures undertaken by a CDCCC is to assist _____ community members to get to safe areas. (p. 40)
8. Two of the recovery measures undertaken by a CDCCC are to assist with the distribution of _____ supplies to households, and to encourage the community to _____ after the hazard has passed. (p. 40)
9. Members of a CDCCC include representatives of people with _____ and the _____. (p. 40)
10. The community response plan produced by a CDCCC is approved by the _____. (p. 40)

Activity 6.1b – Instruction to learner:

Discussion in pairs

In pairs, discuss these questions and write down your answers:

1. Why do you think that non-government organizations (NGOs) are so active in helping to form Community Disaster and Climate Change Committees?

2. What are **three** ways in which the CDCCCs are connected with the NDMO?
 - a) _____
 - b) _____
 - c) _____
3. What kinds of difficulties might a CDCCC face in trying to carry out its duties when a hazard arrives?

4. Why is it important to have representatives of vulnerable groups in the community as members of a CDCCC? _____

5. Why do you think that there are more CDCCCs on Tanna than there are on Efate?

Activity 6.2 – Instruction to learner:

Pair work - short answer questions on the Fes Komuniti Assessment Form

1. Why does a CDCCC complete a “Fes Komuniti Assessment Form” just after a hazard has affected the community? _____

2. Name **four** kinds of transport that must be investigated when completing the Assessment Form:
a) _____ c) _____
b) _____ d) _____
3. Name **five** kinds of water supply that must be investigated when completing the Assessment Form:
a) _____ d) _____
b) _____ e) _____
c) _____
4. Why do you think that the Assessment Form asks the CDCCC to check up on the number of households that use soap for washing hands?

5. What are the **four** age categories used to record information on population on this form?
a) _____ c) _____
b) _____ d) _____
6. What are the **six** categories of health being investigated after the hazard has passed?
a) _____ d) _____
b) _____ e) _____
c) _____ f) _____
7. Name the **eight** kinds of information that should be sent in a text message to the NDMO and the Provincial Disaster Committee after the hazard:

Activity 7.1 – Instruction to learner:

Group work - research

Form small groups of 3-4 learners. Each group must try to find out the main government agencies involved in helping communities to prepare for climate change and disaster risk reduction, and how they can be contacted. Do this research through mobile telephones or by asking knowledgeable people in the community. If you are lucky, you may also have access to a computer and internet connection.

Record your findings by completing this table:

Name of agency of Vanuatu Government, other government or international body	Contact person on your island (if known)	Contact details in Vila, Luganville or overseas
National Advisory Board on Climate Change and Disaster Risk Reduction (NAB)		www.nab.vu commmp@meteo.gov.vu NAB, PMB 9054, Port Vila. Manager, NAB Secretariat piccap@vanuatu.com.vu Tel: 774 4388
Vanuatu Meteorological and Geo-hazards Department		Tel: 24686
National Disaster Management Office		
Department of Agriculture and Rural Development		
VARTC		
Department of Livestock and Biosecurity		PMB 9095, Port Vila Tel: 23519 / 33580
Department of Fisheries		
Department of Forests		
Department of Environmental Protection and Conservation		
Department of Tourism		
Public Works Department		
USAID		
SPC & GIZ CCCPIR		Dr Christopher Bartlett PO Box 306, Vila. Tel.29594
AusAID		
NZAID		

Name of agency of Vanuatu Government, other government or international body	Contact person on your island (if known)	Contact details in Vila, Luganville or overseas
JICA		
University of the South Pacific PACE-SD		PACE-SD, Laucala Bay, Suva Tel: 679 3232894 www.usp.ac.fj/pace/
SPREP / PACC		
SPREP / PIGGAREP		
SPC/SOPAC		
UNDP		
UNESCO		
UNICEF		
World Bank		
World Meteorological Organisation		
Food and Agricultural Organisation		

Activity 7.2 – Instruction to learner:

Group work - research

Form small groups of 3-4 learners. Each group must try to find out the main non-government organizations involved in helping communities to prepare for climate change and disaster risk reduction, and how they can be contacted. Do this research through mobile telephones or by asking knowledgeable people in the community. If you are lucky, you may also have access to a computer and internet connection.

Record your findings by completing this table:

Name of NGO	Contact person on your island (if known)	Contact details in Vila, Luganville or overseas
VANGO		
CARE INTERNATIONAL		www.care-international.org www.careinternational.org.uk

Name of NGO	Contact person on your island	Contact details in Vila, Luganville or overseas
		www.redcross.org.au/red-cross-in-vanuatu.aspx
		http://www.savethechildren.org.au/
		www.oxfam.org.au/2014
		www.livelearn.org . Tel. 27448. PO Box 1629 Port Vila. vanuatu@livelearn.org
		Wan Smolbag Haos, Tagabe, Port Vila. PO Box 1024, Port Vila. Tel: 27119 / 27464 email: kontaktem@wansmolbag.org

Activity 7.3 – Instruction to learner:

Report on class discussion

After you have discussed the questions on page 53 of the Learner Guide, please record your views in the table below:

Why should the Vanuatu Government and its agencies take actions to help villages and communities to prepare for climate change?	
Why should NGOs also get involved in working at community level to help people become more resilient to hazards and climate change?	
Do you think that the Vanuatu Government and its departments are doing enough to build resilience at community level? If not, what is preventing them from doing this work? What else could they be doing?	
What can a community do if it feels that it is not getting enough help to become more resilient to disaster risks and climate change?	

Activity 7.4 – Instruction to learner:

Complete the missing words

Read pages 54 to 60 in your Learner Guide, then complete the missing words:

1. Some of the modern tools for helping communities to prepare for climate change and disaster _____ are: _____ phones; mobile _____; television; communication by _____; using the _____ to access latest cyclone and tsunami warnings from the _____ and from meteorological departments in _____, _____ and _____. There are also the _____ Portal and social media sites such as _____.
2. The NAB Portal enables users to download and to _____ information. It is open to anyone who has access to the _____.
3. During and after a hazard, you can ring the number _____ to report on damage in your community.
4. Cyclone warnings are given out from the time that a cyclone is first identified in _____, and continue until the cyclone has _____.
5. The _____ has approved a set of key hazard messages for _____ and _____ to consider and _____ before, _____ and _____ a hazard. There are key messages that apply to _____. There are also specific messages for _____, _____, _____, _____, _____, _____ and _____.
6. One of the key hazard messages is that you should make an _____ plan, meaning that you should know your _____, evacuation _____ and _____.
7. Before a hazard arrives, you should store _____ and _____ at home, at work and at _____.
8. For volcanic eruptions, a level three alert means that there is high risk near the _____, along _____ valleys and in the _____ and _____ zones on _____ maps.

Activity 7.5a – Instruction to learner:

Group work - Making posters of key hazard messages for cyclones

Please follow these steps:

1. All learners should study the key messages for cyclones given below.
2. Then the class should divide into four groups, with four learners in each group. Each group should select one of the following sets of key messages:
 - Group 1: C1 to C6
 - Group 2: C7 to C11
 - Group 3: C12 to C17
 - Group 4: C18 to C23
3. In your group, you should now prepare a poster or posters to show these messages in visual form. Make your poster look exciting and eye catching. Each group should prepare one or more posters ready for presentation, and each member of each group should practice talking about the poster produced by his/her group.
4. Now present your posters to each other using the carousel method, described below:

When groups are ready, they pin up their posters on the classroom wall and each group stands in front of its poster. The members of each group then give themselves a number from 1 to 4. The facilitator will now ask the number 1s from each group to leave their group and come and stand in front of the first poster, the number 2s from each group to stand in front of the second poster, all the number 3s to stand in front of the third poster and all the number 4s to stand in front of the fourth poster.

In each of the new groups, there will be one person who has prepared a talk on the poster that faces the group. He or she then talks about the poster. After 4-5 minutes, the facilitator will tell the groups to move to the next picture. Now another member of the new group will give the presentation. In this way, every person will have the chance to talk about his/her topic to a small group of fellow-trainees.

A carousel is something that goes round and round. This is a carousel activity because groups are moving around the classroom from one poster to another.

If by chance there are more than 16 persons in the class, then there can be five or more in each of the first groups that are formed. Then, instead of one person giving the talk, two people can share the presentation together. In other words, in each of the new groups that form, there might be two number 1s, two number 2s, but only one number 3 and one number 4.

Code	Key message	
ASSESSMENT AND PLANNING		
C1	Know your area's risks in relation to cyclones.	<i>Save gud ol denja we i stap long eria blong yu long saed blong saeklon.</i>
C2	Know your cyclone warnings and the meaning of blue, yellow and red alerts.	<i>Save gud ol saeklon woning wetem ol blu, yelo mo red alet.</i>
C3	Make an evacuation plan: know your shelter destination, evacuation route and transportation method.	<i>Mekem wan plan blong muvaot: save ples we wan sef haos i stap, rod blong folem i go long ples we i sef, mo hao nao bambae yu kasem ples ia.</i>
C4	Work with your community to identify local cyclone shelters.	<i>Wok wetem komuniti blong yu blong faenem ol haos we i strong long taem blong saeklon.</i>
C5	Work with your community to determine the most suitable places for storing drinking water and food.	<i>Wok wetem komuniti blong yu blong faenemaot ol stret ples blong kipim sef wota blong dring mo kakae.</i>
C6	Store your valuable possessions in a high place.	<i>Putum ol impotan samting blong yu long wan hae ples.</i>
MITIGATE PHYSICAL AND ENVIRONMENTAL RISKS		
C7	Build and maintain your home, keeping in mind the damage that can be done by severe cyclones.	<i>Taem yu stap bildim mo reperem haos blong yu, yu mas tingting hevi long paoa blong saeklon.</i>
C8	Inspect and repair your roof annually.	<i>Jekem gud mo reperem ruf blong haos blong yu wan taem evri yia.</i>
C9	Keep trees and bushes well trimmed.	<i>Katem ol branis blong ol tri we oli stap klosap long haos blong yu.</i>
RESPONSE: CAPACITIES AND SKILLS		
C10	Practise using your evacuation routes.	<i>Praktis blong yusum ol rod we i go long sef ples.</i>
C11	Stay informed (Radio Vanuatu - FM100 or AM1125)	<i>Lisen oltaem long redio (Radio Vanuatu - FM100 or AM1125)</i>
C12	Keep supplies of tools and materials to protect and repair your home.	<i>Mekem reri ol tul blong yusum blong kipim haos blong yu i sef oltaem.</i>
C13	Keep vehicle fuel tanks filled.	<i>Fulumap bensin long trak, blong yu reri long taem blong saeklon.</i>
	IF YOU RECEIVE A CYCLONE ALERT	SIPOS YU HAREM ALET (WONING) BLONG WAN SAEKLON WE I KAM
C14	Blue Alert means that a cyclone can come within 24-28 hours. Prepare your property for high winds and storm surges.	<i>Blu alet i minim se bambae saeklon i save kam long nekis 24-48 aoa. Mekem rere ples blong yu blong fesem ol strong win mo taem we solwora i kam biqwan</i>

C15	Yellow Alert means that a cyclone can come within 12-24 hours. Evacuate to a safe shelter.	<i>Yelo alet i minim se bambae saeklon i save kam long nekis 12-24 aoa. Muvaot blong go long wan sef ples.</i>
C16	Red Alert means that the cyclone is here. Stay indoors.	<i>Red alet i minim se saeklon i kam finis. Stap insaed long haos blong yu nomo.</i>
C17	Keep your pets and domestic animals indoors.	<i>Kipim ol animol blong yu long wan sef ples.</i>
C18	Stay informed.	<i>Lisen gud long ol nius we i kam long saed blong saeklon.</i>
C19	Know when to evacuate and where to.	<i>Save wanem taem blong muvaot, mo wea ples blong go.</i>
C20	If you don't evacuate, shelter in a safe place.	<i>Sipos yu no disaed blong muvaot, stap kwaet long wan sef ples.</i>
C21	If you are in a building, turn off electricity, water and gas and unplug small appliances.	<i>Sipos yu stap long wan haos, sarew ol elektrisiti, wota mo gas, mo tekemaot rop we i joenem ol smol tul mo masin long elektrisiti.</i>
C22	After the cyclone passes, check on neighbours and help anyone who is injured or trapped.	<i>Afta saeklon i pas finis, jekem ol fren mo famle we i stap klosap long yu. Helpem eni wan we i kasem kil o aksiden.</i>
C23	After the cyclone passes, stay safe.	<i>Afta saeklon i pas finis, lukaot gud long yu wan.</i>

Activity 7.5b – Instruction to learner:

Pair work - Making a response plan for your Training Institution

Form pairs. Each pair should then make a response plan for what to do if an earthquake or fire affects your Training Institution when all the trainees are inside.

Your response plan could include the following:

- Changes you would make to the buildings of your Training Institution to make them safer during an earthquake or a fire.
- Where to assemble in order to find out whether everyone is present.
- Plans to evacuate to a safe place in case a tsunami follows the earthquake, including the location of a safe place and a quick evacuation route.
- Designing a drill so that everyone can practice what to do during the earthquake or fire.
- A list of families in the village, and the safe places to which they should move.
- Any other measures that you feel are important.

(Activity 7.5b continued)

Each pair can now present its plans to another pair, or alternatively, each pair can present its plans to the whole group. It will be useful if everyone actually practices the escape drills that are proposed.

Activity 8.1a – Instruction to learner:

Individual work - recording your ideas for an action plan for the local community

First, discuss the following question with your facilitator and the other learners. If there is a Community Disaster and Climate Change Committee (CDCCC) in the area, some of the members of this committee could also be invited to participate.

“What are some of the main elements of an action plan for a local community that will build up its capacity to adapt to disaster risks and the impacts of climate change?”

You could think about the following:

- Changes that should be made to buildings and the village environment in order to better prepare for disaster risks (changes to buildings, tree planting schemes, drainage channels, etc.).
- Identification of evacuation routes to safe places
- Identification of safe buildings in or near the village, and how many people each can accommodate.
- Identification of vulnerable people in the village.
- A list of families in the village and the safe places to which each family should be evacuated.
- A list of key contact numbers, e.g. CDCCC, NDMO, Police, Provincial Government.
- Awareness talks to be given, and by whom.
- Safety drills to be conducted, and by whom.
- Identification of village leaders who will be responsible for organizing the evacuation of families before and during a disaster event
- Other things that should go in an action plan for your community.

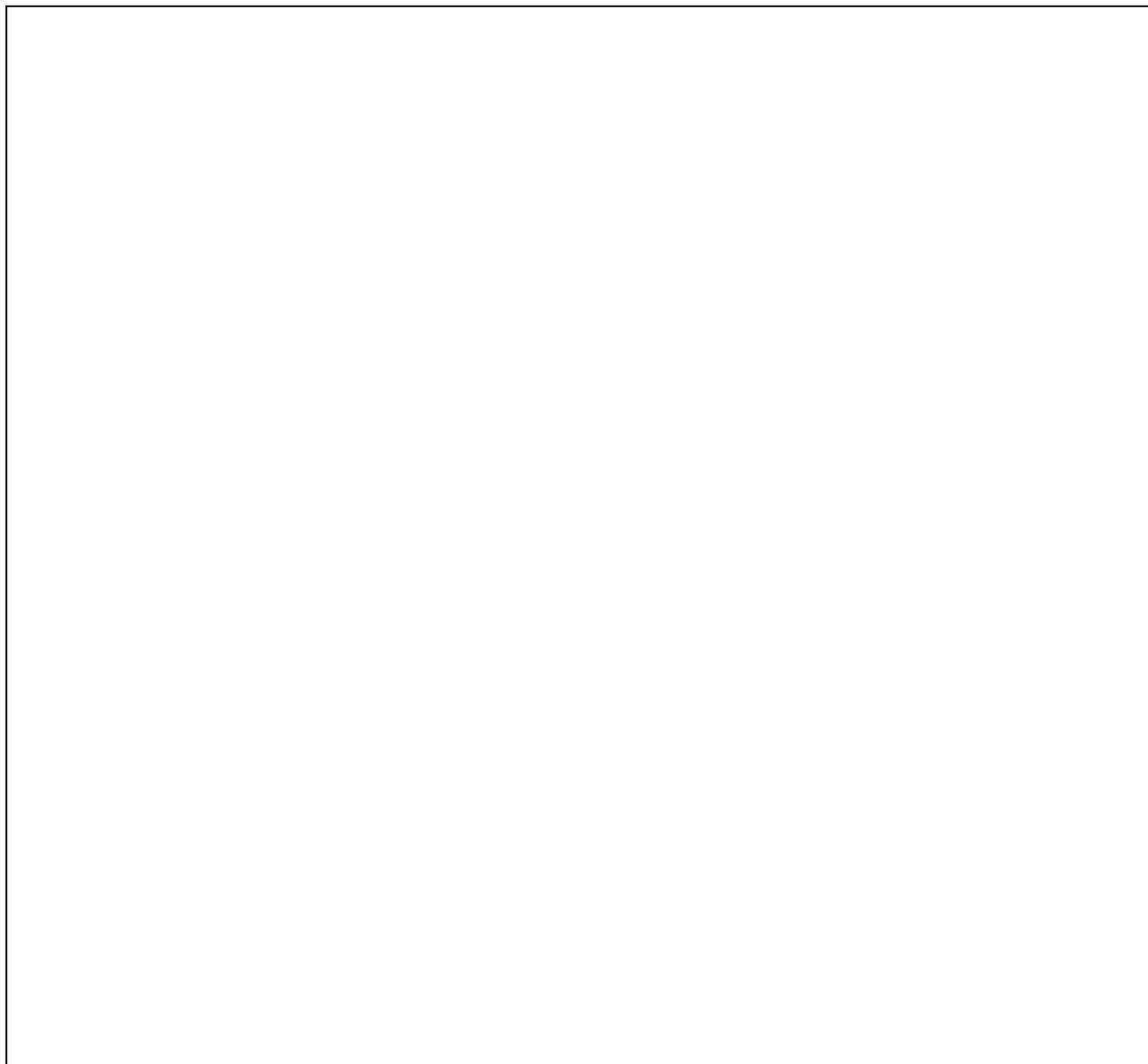
In the box on the next page, note down some of the ideas that result from this discussion:



Activity 8.1b – Instruction to learner:

Making a simple risk map of your chosen community

In the space below, draw a simple risk map of your chosen community based on the one that you already drew in CGHR0116 and CGHV0116. This time, just show the areas at high risk, moderate risk and low risk.



Activity 8.1c – Instruction to learner:

Group work - making an action plan for the local community

Form small groups of 3-4 learners. In each group, put together the ideas you discussed in Activity 8.1a. Also make use of the simplified risk map that you drew in Activity 8.1b. Additional sources of information are the key messages for all hazards that are given in your Learner Guide and the key messages for cyclones given on pages 29-30 of this Learner Workbook.

Then it is up to your group to make a proposed action plan to help your chosen community cope with the impacts of hazards and climate change. If you have decided that each group will work in a different community, then each group prepares an action plan for that community. But if, in consultation with your facilitator and members of the local CDCCC, your class decides that you will all work together in the same community, then all of you will have to put your ideas together to make the plan.

Later you will discuss your plan with the community or communities that you have chosen. You will need to be able to talk clearly about your proposals, and you may wish to practice doing this.

Activity 8.2 – Instruction to learner:

Group work - consultation with the community

If you are working in separate groups, you should now go and consult with representatives of your chosen community about the action plan you are proposing. If you are working as one large group in just one community, you will need to plan out your presentation to the community in a way that all learners have a part to play.

If there is a Community Disaster and Climate Change Committee in the area or community, you will need to work alongside this committee. Its members may already have a good idea of suitable measures for the community, and quite possibly will know more than you do. So their comments will be most valuable.

In your meeting or meetings with community representatives, try to present your plan and get feedback from the people present. Show them a large copy of the simplified risk map that you have produced.

It is important to have conversations with both women and men, and with representatives of different vulnerable groups in the community, so that their interests are represented.

After these consultations, you can revise your plan and then give it to the community and/or the CDCCC, remembering to make a copy for yourselves. You can use the space below for making a copy of your final plan

Thank you for all your efforts in working with your local community.

<p>ACTION PLAN FOR THE COMMUNITY OF</p>

ACTION PLAN FOR THE COMMUNITY OF (continued)

ASSESSMENT OF LEARNING

You will be given a short test to find out your learning from this Unit. Here are some of the questions that you might be asked. Before the test, carefully go through these questions and think about how you might answer them.

1. What is the difference between a hazard and a disaster?
2. Why is Vanuatu so vulnerable to disasters?
3. Describe the **three** elements of disaster risk reduction and give an example of each.
4. For **one** recent natural hazard, describe the **three** elements of disaster risk reduction that were involved.
5. Describe **five** traditional measures that can be used to reduce disaster risks.
6. Describe **five** modern methods of preventing and mitigating disaster risks.
7. Why can we say that tree planting and agroforestry are measures for adapting to climate change as well as measures for mitigating emissions of greenhouse gases?
8. Why should Vanuatu use sources of renewable energy rather than fossil fuels?
9. State **three** responsibilities of Community Disaster and Climate Change Committees (CDCCCs)
10. Why should the membership of a CDCCC include representatives of women and vulnerable groups in the community?
11. Name **one** government agency and **one** NGO that help communities to prepare for climate change and disaster risk reduction. For each, describe some of its activities.
12. Do you think that modern technology can help communities to prepare for climate change and disaster risk reduction? Give some examples.
13. What are the **five** risk levels for volcanic hazards?
14. What are the **three** alert levels for tropical cyclones?
15. State **three** ways in which we should prepare for the arrival of a tropical cyclone.

Illustrations

Fig. number	Source
Cover	Secretariat of the Pacific Community (SPC) and Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ), 2014, <i>Learning about Climate Change the Pacific Way: A Visual Guide – Vanuatu</i> . Accessed on 12 December 2014 at http://www.spc.int/images/climate-change/cc-project/Vanuatu-complete.pdf
1.	A. Pierce, C., 1987, <i>Damage caused by Cyclone Uma</i> . B. Visi, F., 2010, <i>Landslide in Central Efate</i> . C. Pierce, C., 2011, <i>Erosion at Mele Beach, Efate</i> . D. Fumiyo Kagawa, 2011, <i>Flooding in Port Vila</i> , published in Save the Children Australia, 2012, <i>Disaster Risk Reduction and Climate Change Education in Vanuatu</i> , p. 27. E. Vanuatu Meteorology and Geo-hazards Department, 2002, <i>Damage to a main road caused by a severe earthquake</i> .
2.	Pierce, C., 2007, <i>Incomplete diagram to show the elements of disaster risk reduction</i> .
3.	Save the Children, 2014, <i>School Disaster Management flipchart</i> , Port Vila, Vanuatu.
4.	Vanuatu Meteorological and Geo-hazards Department, 2015, <i>Severe Tropical Cyclone PAM: Tropical Cyclone Forecast Track Map Number 28 issued at 5.54pm VUT Friday 13th March 2015</i> , accessed on 13 March 2015 at www.meteo.gov.vu
5.	Secretariat of the Pacific Community (SPC) and Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ), 2014, <i>Learning about Climate Change the Pacific Way: A Visual Guide – Vanuatu</i> . Accessed on 12 December 2014 at http://www.spc.int/images/climate-change/cc-project/Vanuatu-complete.pdf
6.	Secretariat of the Pacific Community (SPC) and Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ), 2014, <i>Learning about Climate Change the Pacific Way: A Visual Guide – Vanuatu</i> . Accessed on 12 December 2014 at http://www.spc.int/images/climate-change/cc-project/Vanuatu-complete.pdf
7.	Secretariat of the Pacific Community (SPC) and Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ), 2014, <i>Learning about Climate Change the Pacific Way: A Visual Guide – Vanuatu</i> . Accessed on 12 December 2014 at http://www.spc.int/images/climate-change/cc-project/Vanuatu-complete.pdf

Assessment Feedback Form

Comments/Remarks	
Feedback to learner on assessment and / or overall recommendations and action plan for competence:	
Feedback from learner to assessor:	
Assessment judgment You have been found: <input type="radio"/> Competent <input type="radio"/> Not yet competent in this unit standard	Action to follow: <input type="radio"/> Assessor report to VIT <input type="radio"/> Learner results and attendance certification issued
Learner's signature:	Date:
Assessor's signature:	Date:
Moderator's signature:	Date:

End of Document