

PASSA Youth

Participatory Approach for Safe Shelter and Settlements Awareness



International Federation
of Red Cross and Red Crescent Societies
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In collaboration with



International Federation of Red Cross
and Red Crescent Societies, Geneva, 2016

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**PASSA Youth – Participatory Approach
for Safe Shelter and Settlements Awareness
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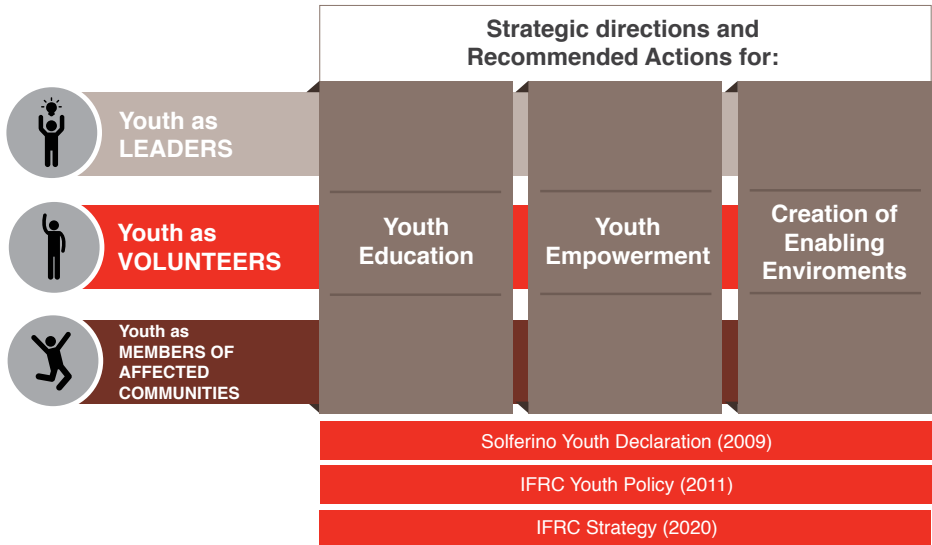
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Y.E.S.

Youth Engagement Strategy

“Strong youth for Strong National Societies and Safe and Resilient communities. Youth doing more, doing better, and reaching further.”

The IFRC has institutionalised youth engagement as a way of thinking and working through the Youth Engagement Strategy which sets the framework for engaging children, adolescents, and young people as members of affected communities, volunteers, and leaders who benefit from the tailored educational opportunities, empowerment, and enabling environments fostering inter-generational dialogue, genuine partnership, leadership renewal, and hence community resilience.



Youth Education

Opportunities for youth to acquire knowledge, skills, competencies and values for a healthy, safe and fulfilling life. In the Red Cross Red Crescent, educational and training opportunities with and for young people are provided in formal and non-formal settings and are always underpinned by the Fundamental Principles and humanitarian values.

Youth Empowerment

Complements education and includes components that foster decision-making by children, adolescents and young adults. It encourages changes in personal behaviour and drives humanitarian action to make individuals and communities healthier and safer.

Creation of Enabling Enviroments

Focuses on internal organizational matters, such as institutional culture, processes, structures, policies and regulations that promote and support youth engagement and foster intergenerational dialogue and cooperation throughout National Societies.

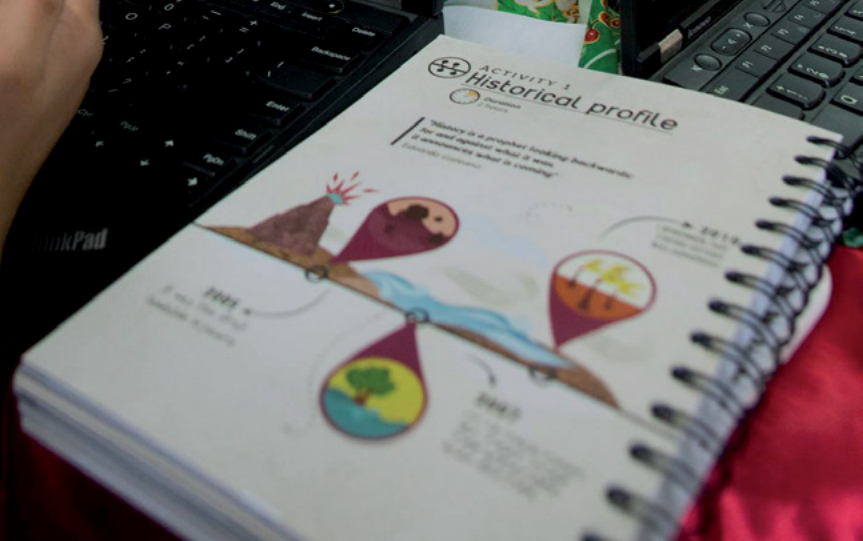
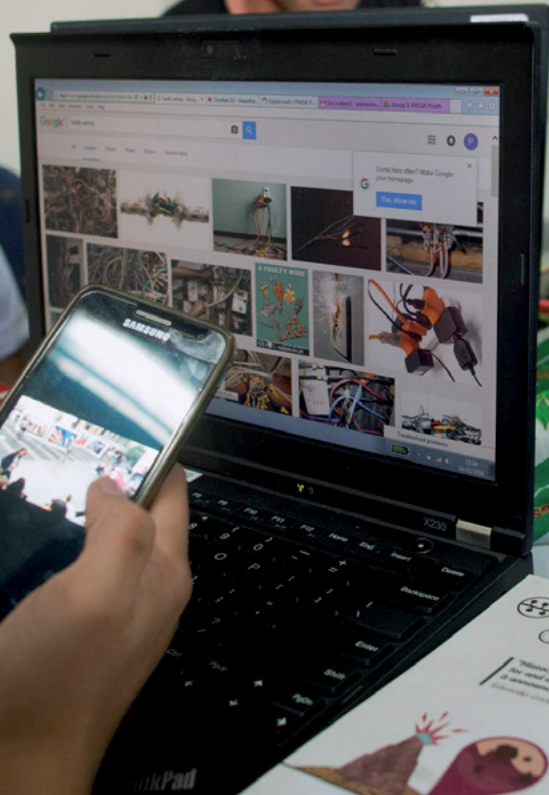


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PASSA
jóvenes



PASSA
Enfoque Part
para la S
Edo



Foreword

Investing in youth and volunteers means investing in the future generation and their unique role in society. Empowering youth networks allows them to jointly analyse, learn and make decisions at community level, transforming neighbourhoods and making these safer, more accessible and inclusive. At the same time, the lack of tools for young people in the field of shelter safety awareness undermines the ability to capitalize on resources and methods that can harness their potential.

There is increasing evidence of success stories of implementing PASSA in various parts of the world showing the great value of this methodology to transform communities into ones with safer shelters and to improve living conditions.

Encouraged by these positive results, and strengthened by effective collaboration in several countries to promote and implement the tool, the IFRC and Habitat for Humanity are expanding their partnership to adapt the method in order to make it attractive for youth aged between 13 and 17 living in disadvantaged and vulnerable communities.

The process has been developed in conjunction with various actors, initiated and led by IFRC's Shelter & Settlement and Youth & Volunteering programmes, youth leaders from various countries, and a team of creative media and educational tools advisers.

Innovation is at the heart of PASSA Youth, including the use of digital and new media resources to connect, share and engage. In addition, the youth-focused version shows the advantages of linking up to makers' communities, and the viability of digital technologies to increase capacities and resilience, when disasters and crisis strike.

The purpose is to develop capacity of youth (leaders, volunteers, members of affected communities) to make positive changes in their communities, by raising their awareness on specific habitat related risks they are exposed to and to articulate their priorities and choices to adult counterparts.

The adaptation draws upon the experiences of community pilots which are addressing different contextual realities. It builds social capital in order to find common solutions to humanitarian challenges such as access to adequate and safe shelter, violence prevention, urban risk. It also will look beyond crises and disasters, to demonstrate the power and role of youth as real change-makers in their communities, constantly finding ways of interacting with their environment and creating more livable, thriving, resilient and inclusive neighbourhoods.

Youth represent over 50 percent of the global 17 million volunteer base of the Red Cross and Red Crescent Movement and are therefore critical to fulfilling the Movement's humanitarian mandate. PASSA Youth contributes to demonstrate the need to be sensitive to the rights and needs of youth. It also articulates a role of local governments, supporting organisations and the adult community (parents, friends, relatives) in paying particular attention to the contributions from youth to reduce shelter and settlement risks.

To what extent PASSA Youth will be capable of mobilizing young people and keeping their interest high, in a world of countless media tools and interactions, is yet to be seen.

Its outreach potential is huge. If youth 'buy in' it will no doubt go viral.

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Acknowledgements

Project Coordinated by: Sandra D'Urzo, Santiago Luengo (Shelter Department/IFRC) and Jaime Mok (Habitat for Humanity International).

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Thanks to the communities of **Pasig** in the Philippines and **Chacarita** in Costa Rica, **Habitat for Humanity Philippines**, **Habitat for Humanity Costa Rica** and the staff and volunteers of the **Costa Rican Red Cross** and the **Philippine Red Cross**, in particular to their Youth Programmes, for their crucial support during pilot tests of the tool.

Special thanks to the valuable contributions of individuals from **Red Cross National Societies**, the **IFRC Secretariat**, **Habitat for Humanity** and other organizations: Carlos Aquije, Elale Baldeova, Roberto Brito, Sandra Cortesi, David Dalgado, Klaas Hernamdt, Aynur Kadihasanoglu, Lena Mora, Maria Muller, Beryl Ruby Pinohan, Anna Pont, Mónica Ramírez, Graham Saunders, Margot Steenbergen, Marcel Stefanik, Sussana Urbano, Gerardo Urrunaga, Sir Mark Mauro Victorio and Jose Zuñiga.

The development of the tool was made possible by the generous financial and technical support of the **British Red Cross** and the **Swedish Red Cross**.



PASSA presentation

About PASSA

PASSA is a participatory method of disaster risk reduction (DRR) related to shelter and settlements safety. It is a variation of **Participatory Hygiene and Sanitation Transformation** (PHAST), which has been used by many Red Cross Red Crescent National Societies in water and sanitation programmes since the late 1990s. PHAST in turn is based on a participatory approach called SARAR which stands for Self-esteem, Associative strengths, Resourcefulness, Action-planning and Responsibility.

The aim of PASSA is to **develop local capacity to reduce shelter-related risk** by raising awareness and developing skills in joint analysis, learning and decision-making at community level.



PASSA

Participatory Approach for Safe Shelter and Settlements Awareness

Participatory method of disaster risk reduction (DRR) related to **shelter safety**.



PHAST

Participatory Hygiene and Sanitation Transformation



SARAR

Self-esteem Associative strengths Resourcefulness Action-planning Responsibility

INTRODUCTION

What is PASSA Youth

PASSA Youth is a variation of the original PASSA introducing changes and additions to make it attractive and productive for youth 13 to 17 years-old conceiving them as change agents in the 21st century.

Bringing PASSA into the digital age and making it attractive to this new target group has tackled different aspects of the existing tool, while placing special emphasis on the incorporation of social networks and multimedia resources, and the viability of using these technologies in the vulnerable communities where PASSA Youth is needed.

The methodology has been enriched by expanding the range of tools for mapping, diagnosing and finding solutions, which can be useful and inspiring for participants of all ages and offer an increased potential for youth to reach out, connect and bring different stakeholders to the discussion.

The new focus on youth will allow:

- Greater recognition of the role of youth as first responders and change-makers in their communities, particularly relating to urban violence prevention and social inclusion.
- Improved awareness among urban actors, including governments, local authorities, donors and humanitarian organizations, on ways to engage youth and volunteers in shaping more inclusive and safer living environments.
- Increased understanding of initiatives that use technologies familiar to and preferred by youth to shape and improve shelter and settlements.

It is important to bear in mind that the community plans resulting from PASSA Youth for improving shelter and settlement safety can expand to include youth-specific requirements, such as media labs, public spaces (parks, entertainment spaces) or awareness campaigns related to environment and climate change. In some cases, plans and proposals will need to be technically supported by adult counterparts or validated by professionals in order to become actionable in terms of planning procedures and building permits.

In practice, PASSA Youth is a process, facilitated by volunteers, that guide a community group (called PASSA Group) through 8 participatory activities which enable the youth to do the following progressively:

- **Develop their awareness** of shelter safety issues in their community.
- **Identify** hazards and vulnerabilities that create risk related to shelter.
- **Analyse** causes of shelter vulnerability.
- **Prioritize** potential strategies to improve shelter safety.
- **Plan** to put those shelter safety strategies into place.
- **Implement** improvements based on local capacities.
- **Monitor** progress.

PASSA Youth serves as a tool to **help communities analyse, plan, act and monitor**, and is not a tool for Red Cross Red Crescent to do the same. However, community plans for improving shelter safety that are produced as a result of PASSA Youth may be used as a basis for a shelter programme.



FORM PASSA GROUP

Pick a group of
15 to 30
youth leaders
from the community



EXPLAIN to youth and guardians

What the process entails
How long it takes
What commitment is needed
What responsibilities are involved



PASSA YOUTH ACTIVITIES

8 PASSA
meetings
activities



facilitated
by

Trained volunteers
of the Red Cross and the
Red Crescent or allies

The process is shared between meetings

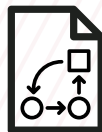
Everyone should be
aware of and participate
in the process



**PASSA Youth
Community**



RESULT



**ACTION
PLAN**



**FOLLOW-UP
PLAN**

*Reflect the thoughts and
contributions of the community*

Designed to create inspiring and powerful initiatives driven by youth, PASSA Youth can be used as a tool to start immediate action –using flash mob style events and attracting attention on neighbourhood safety conditions– as well as to progressively enable long-lasting change in communities.

PASSA Youth can also be regarded as a tool to progress from the shelter relief phase to more long-lasting reconstruction solutions. In both pre-disaster and post-disaster settings, the tool will allow youth to express concerns and demands, and steer their plans into realistic and sustainable outcomes.

How does PASSA Youth work

First, a group of 15 to 30 willing youth community members is chosen to form the PASSA Group; they and their parents or guardians are briefed on what the process entails, how much time it takes and what responsibilities it carries.

Second, the group attends a series of 8 meetings during which they work through the PASSA Youth activities, facilitated by volunteers with the support from an artist, a technical advisor and a manager, all trained by the Red Cross Red Crescent Societies or their allies such as Habitat for Humanity. Between meetings, the PASSA Group interacts with other community members so that the whole community is informed of the process and has an opportunity to provide information and opinions.

By the end of the process the PASSA Group should have created an action plan and a monitoring plan that reflect their thinking and the contributions of the wider community.

Each activity takes about 4 hours. The 8 activities are spread over

INTRODUCTION

the course of 2 to 8 weeks. This is an estimated time that should be adapted to different contexts and concerted among the parties beforehand. It is necessary to make preparations before implementing PASSA Youth.

 ***This is explained in detail in Part 3 -Guide for Volunteers- of this manual.***

Participatory methods used for PASSA Youth

There is a wide range of participatory methodologies for young people; some are longstanding and others are only possible with emerging technologies. They all share the belief that each member of a group has knowledge and ideas to contribute and that solutions to common problems can be found when people work together effectively.

Participatory methods have proven effective in the work with communities, among other things because:

- They enable anybody to contribute to the analysis and planning as an equal, whatever their age, gender, social class or level of education.
- They build self-esteem, respect for other members of the group and a sense of individual and collective responsibility for decisions.
- They develop understanding and respect for local capacities and knowledge while helping to spread innovations generated by the community making their adoption of higher value and appropriation.
- They are fun and rewarding for the facilitators and, in the case of Red Cross Red Crescent volunteers, they foster a new and positive relationship with community members.

The surfacing of digital tools that make communication and collaboration easier, has enriched participatory methodologies and expanded their focus from the communities and local issues to global affairs.

PASSA Youth activities use closely connected multiple media so young people move from one to another with ease. Starting from **orality and collective memory**, followed by **creative cartography** and **community journalism**, youth use a variety of tools for collecting data about their community in multimedia formats. Presenting group findings is encouraged using **transmedia storytelling**.

Activities are boosted with the addition of an interactive component to PASSA Youth, crystallised in the **Digital Track**. For example, the historical profile is enhanced with the construction of a **digital timeline** and the **community maps with QR codes**.

 <http://passa.ifrc.org>

In the end, the goal is to empower the participants to become agents of change in the 21st century. The artist plays a fundamental role demonstrating techniques and promoting that youth express themselves and communicate lessons learned to the community, among other reasons, to gather support to complete the enhancements.

 ***In Part 4 -Artists guide- there are additional details on the role of the artists.***

Activities require one or more facilitators, whose role is to present the activity to the group and to help to create conditions for an active and productive interchange among group members.

 ***Read in 3.3. -Carrying out the PASSA Youth activities- how to incorporate these methods into PASSA Youth.***

Ideas to engage youth in the 21st century

Learning through the body and the experience with **games and playfulness** as an integral part of the process

Multiple space configurations in a way that everyone has the same importance and opportunity to participate

Permanent use of technology and social networks to support and accompany the journey

Well defined specific activities that fit **short attention spans**

Multimedia information to complement and speed up the idea interchange

Inverse relation between **group size** and **time** devoted to an activity

Key PASSA Youth stakeholders

Following are the main stakeholders in PASSA Youth with their roles and relationships explained.

Community

- Represents the collective views and local knowledge.
- Provides members of the PASSA Group.
- Provides feedback on the PASSA Group's ideas and proposals.
- Participates in improving shelter safety.
- Encourages support from local authorities and other local stakeholders.
- Supports the PASSA Group in exploring financing mechanisms for the implementation of the enhancements.

PASSA Group

- Represents the vision and future of the community.
- Works on learning and analysing that contributes to planning for the improvement of shelter and settlement safety.
- Discusses ideas and plans with other community members, volunteers from the Red Cross Red Crescent Branch and partner organizations, and local authorities and experts.
- Carries out improvements to shelter and settlement safety that serves as an example to other community members.

INTRODUCTION

- Encourages and mobilizes the community to improve shelter and settlement safety.
- Develops relationships with other groups within and outside the community to share experiences.
- Learns and encourages the use of new resources, especially related to new technologies and communication channels, integrating the community within itself and with other communities.

Volunteers from the Red Cross Red Crescent branch and partner organizations

- Facilitate PASSA Youth activities with the PASSA Group.
- Help the PASSA Group develop analysis and plans.
- Support the PASSA Group in finding ways to solve their problems.
- Report on PASSA Youth activities and results to the branch/shelter programme.
- Connect with other youth programs both inside and outside the Red Cross Red Crescent branch.
- Supports the PASSA Group in exploring financing mechanisms for the implementation of the enhancements.

Shelter and youth programmes of the National Society and allies such as Habitat for Humanity

- Trains, supervises and supports volunteers.
- Supplies the materials, meeting space and equipment needed.

- Develops the PASSA Youth illustrations pack with a local artist before and during the activities.
- Discusses and gives feedback on reports about PASSA Youth implementation and results.
- Informs local stakeholders of the PASSA Youth process.
- Coordinates with local authorities and other local stakeholders to back the needs of the community.
- Gets involved as required if problems arise beyond the volunteers capacity to manage.
- Provides essential technical support on shelter and settlements safety.

Local authorities and other stakeholders

- Respond to demands and proposals from communities providing technical expertise via community leaders or the PASSA Group. Local authorities may include Civil Protection, Fire Brigade, local Planning and Housing Authority.
- Liaise with Red Cross Red Crescent Branch and the International Federation of Red Cross and Red Crescent Societies (IFRC) Secretariat on community demands.

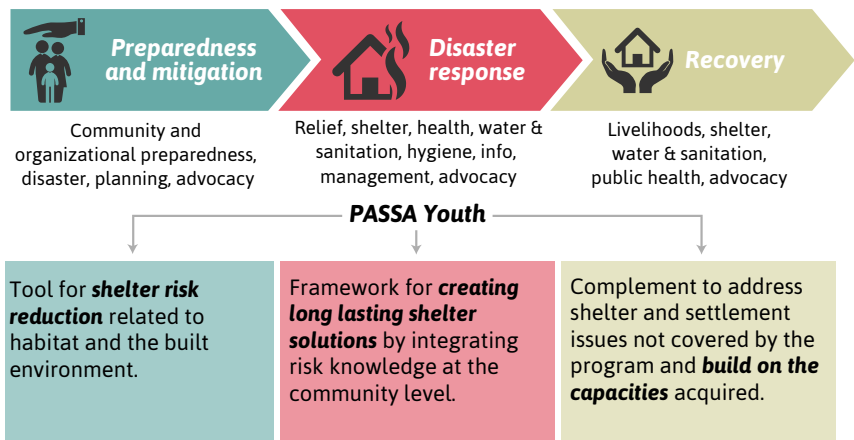
Facilitators

When volunteers, artists, technical advisors and managers interact directly with the youth, they do so as facilitators independently of the stakeholder they represent.

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How PASSA Youth fits into Red Cross Red Crescent programmes?

How does PASSA Youth integrate and complement other participatory tools?



PASSA Youth is designed to support programmes to improve shelter safety and thereby reduce disaster risk. It is therefore very closely related to **Vulnerability and Capacity Assessment (VCA)** and may often be built on a VCA where shelter is identified as a source of risk.

It is important to acknowledge and build up on community-based programmes that have been previously developed in the country concerned, in particular those involving the youth. This will ensure continuity of programmes.

PASSA Youth should not be implemented as a stand-alone initiative, or in the absence of other shelter-related activities that can enable construction and shelter improvements. If PASSA Youth were to be used on its own, without adequate technical support, it could potentially cause frustration, missed opportunities and even unsafe building practices.

Where does PASSA Youth fit into the disaster management cycle?

PASSA Youth can be implemented at different stages within the disaster management cycle:

Preparedness and mitigation

PASSA Youth is used as a tool for shelter risk reduction once VCA has identified risks related to habitat and the built environment.

From relief to recovery

As the emergency shelter phase is over, PASSA Youth provides the framework for creating long-lasting shelter solutions by integrating risk knowledge at community level (site mitigation measures, disaster-resistant techniques, etc).

Recovery phase

At the end of the recovery phase, PASSA Youth serves to address shelter and settlement issues not covered by the programme and builds on the capacities acquired. PASSA Youth enables the community to approach other actors and to lobby local governments on matters of common interest.

How can PASSA Youth be integrated into financial plans?

Consideration must be given to existing programmatic and financial mechanisms that IFRC has either developed or currently uses. The recommendations below are to be seen as entry points for PASSA Youth, both in global, regional and country-level planning.

Global funding in support of DRR initiatives

Ad hoc, unplanned funding by external donor agencies, or by global and regional initiatives to promote risk management tools. There is little control over this type of funding but these resources may address broad DRR initiatives of which PASSA Youth is one component.

Regional funding plans

Those are being developed on a yearly basis by IFRC Zone and regional offices. They include DRR activities and support individual technical sectors.

Country-level plans and appeals

A straightforward way to streamline PASSA Youth is by incorporating it to the shelter section of the country-level appeals, following the emergency phase; this ensures that shelter risk reduction is dealt with from the start of the operation.

Community fundraising

PASSA Youth is a process that leads to behavioural changes and action planning. Communities and Red Cross National Societies and their allies such as Habitat for Humanity fundraise locally or through local authorities and counterparts. It is also possible to fun-

draise at the global level using crowdfunding through social networks and sites specialized in raising monetary contributions. This is a win-win situation by which communities understand and address shelter-related risk and governments use these assessments to prioritize choices based on real needs. All parties share roles and responsibilities through participatory planning and budgeting.

Can PASSA Youth be used in rural and urban areas?

PASSA Youth can be used both in rural and urban areas.

Consult 2.3.1. -Selection criteria- to see the suggested criteria to select the communities for PASSA Youth.

Recently, experience in risk reduction, disaster preparedness and response in urban settings is growing, along with urban dwellers' needs. Semi-urban areas, fast-growing outskirts of cities in many developing countries, have a lack of planning tools and mechanisms to adequately address shelter safety. Although it may be more difficult to identify a neighbourhood because often the sense of community is missing in these locations, PASSA Youth can set the path for phased improvement of habitat in urban environments as well.

In urban situations it will take significant skills on the part of the volunteers to identify capacities and opportunities within neighbourhoods. Stronger relationships with local government and external actors will be needed at both the neighbourhood and community levels, as decision-making about construction issues is more complex and controlled. In such environments Red Cross Red Crescent will be able to facilitate shelter improvement but not be able to

INTRODUCTION

meet all settlements' needs; so, one strong, integrated community mobilization process is recommended, combining different tools – VCA, PHAST, PASSA Youth and CBHFA assessments – with a holistic approach.

How sustainable is PASSA Youth?

If PASSA Youth is systematically and correctly used it will bring about behavioural change. For this to happen youth need to take full ownership of the process which will happen if they are treated as autonomous beings and not as children depending on other people's decisions. This will ensure, for example, that care and maintenance plans for shelter and settlements – both individual and collective – are adopted and the necessary resources allocated on an annual basis.

To institutionalize PASSA Youth within Red Cross Red Crescent and allies such as Habitat for Humanity, disaster-preparedness tools such as contingency plans at local and municipal levels should incorporate PASSA Youth as standard practice, and use it as the tool for shelter safety and community-driven improvement.

Once PASSA Youth has been implemented, the community and the National Society or allies have a clear understanding of what the community can do on its own and what additional support may be needed to improve shelter safety. It is important that PASSA Youth is considered as a tool that strengthens both a 'software component' – namely knowledge and skills development within the community – and a 'hardware component' – leading to the physical improvement of housing and infrastructure.

Overview of the manual

Who the manual is for?

This manual is for use by National Societies wishing to use PASSA Youth in their programmes. There are different parts to it, that should be used as appropriate by senior National Society or allies staff, shelter and youth programme managers, branch staff and volunteers.

How the manual is organized?

PART 1

Part 1 of the manual contains the 8 activities to facilitate with the youth. This section should be read by anyone wanting to understand the PASSA Youth process in detail, including volunteers, artists, technical advisors and managers.

The information on each activity is divided in three moments, **plan** (before the activity), **facilitate** (during the activity), and **debrief** (after the activity). Most activities require the use of illustrations to facilitate the discussions. The 8 activities are summarized in the following table:

PASSA YOUTH ACTIVITIES PURPOSE



1. HISTORICAL PROFILE

- **To familiarize** young people with situations that have occurred in the past in their community and have endangered the life or property of their family and neighbours.
- **To understand** that the current situation of their community has roots in those past events and establish a cause-effect relationship with what is happening in terms of health problems and vulnerability in front of new hazards.
- **To explore** how things can keep changing in the future and understand what trends are and why it is useful to know them.



2. COMMUNITY MAP

- **To identify** hazards, vulnerabilities and strengths related to individual buildings and the human settlement as a whole.
- **To explore** the territory to recognize current conditions of the community.
- **To create** a base map to plan, follow up, and evaluate, reflecting the conditions with its vulnerabilities and strengths.
- **To develop** a common vision within the community to help the youth understand the safety conditions of their shelter.
- **To foster self-esteem** and associative strength by allowing the participants to create their own map.



3. FREQUENCY AND IMPACT OF HAZARDS

- **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 capacities of the community.



4. SAFE AND UNSAFE SHELTER AND SETTLEMENTS

- **To identify** specific conditions of the shelter and the settlement that make the community vulnerable against the hazards selected by the PASSA Group.
- **To recognize** that vulnerabilities are related to factors in the shelter itself, the location, the environment, and are often specific to certain types of hazards.
- **To inquire** what can be done to make the shelter and settlement safer.



5. OPTIONS FOR SOLUTIONS

- **To analyse** options for improving shelter safety according to how effective they are and how feasible/easy they would be to put in place.
- **To examine** the reasons why effective safety features have not yet been introduced in all or part of the community.
- **To identify** youth strengths and capacities for making changes.

INTRODUCTION

6. PLANNING FOR CHANGE

- **To develop** a plan to implement improvements in the shelter safety.
- **To identify** resources required from within and from outside the community for implementing the plan.
- **To agree** who will take charge of each part of the plan.

7. PROBLEM BOX

- **To think** about possible problems in implementing the plan to make improvements in shelter safety.
- **To seek** solutions to these problems.
- **To identify** possible changes needed in the plan.

8. MONITORING PLAN

- **To showcase** and celebrate the work of the PASSA Group.
- **To get feedback** from the community.
- **To develop a procedure** for checking on progress in the implementation of the improvements in shelter safety.

PART 2

Provides information to help National Societies and partners introduce PASSA Youth and create capacity for using it as a participatory approach to shelter safety. It is intended for **management staff**, including those responsible for Youth, Disaster Management and Shelter programmes.

PART 3

Provides guidance for **volunteers**, and in general for anyone who interacts with the youth like the **artist**, the **technical advisor** and the **manager**, to implement the tool, understanding their role as facilitators.

PART 4

Presents a guide for **artists** to produce illustrations and multimedia pieces as well as prepare the Digital Track. Managers should ensure this content is fully understood by the artist.

PART 5

Contains all **annexes**.

Annex 1 - Transmedia Kit

Contains lists of the illustrations that must be developed for the specific context in which PASSA Youth is going to be used and complementary printed and digital materials.

Annex 2 - Energizers

Has examples of energizing activities facilitators can use to divide groups, make transitions or whenever is needed.

Annex 3 - Quotes

Provides additional information about the authors of the quotes used in the activities.

Annex 4 - Additional resources

References the “Shelter and Safety Handbook”, which can be used as technical support, as well as other resources.



PART 1 - ACTIVITIES

Activities PASSA Youth

Introduction

PASSA Youth is a **Participatory Approach for Safe Shelter and Settlements Awareness** that looks to empower a group of young people to better understand their environment and reduce their shelter's exposure to risks through the generation of alternatives that contribute to solve problems and improve their communities living conditions.

The process consists of 8 activities, each with specific purposes, that allow the youth to:

- **Better get to know** the environment they live in.
- **Analyse** the history of their community through the lense of past events that had put them at risk or had caused harm.
- **Share** ideas to identify vulnerabilities and come up with solutions.
- **Learn** new ways to use their resources.
- **Become involved** in a practical way in the fabric of their community.

PASSA Youth develops young people's skills to analyse, plan, learn and make decisions in a practical and participatory way. This part of the manual contains detailed instructions for each activity. You should participate in a training session before implementing PASSA Youth.

i Be aware

The manager and volunteers must meet with the community and the young people elected to be part of the PASSA Group before starting the first activity.

🔗 Read Part 3 -Guide for volunteers- for information on how to prepare.

All activities have the same structure as described below.

Activity X: Title of the activity

Estimated time

On the first illustrated page for each activity, right under the title, you will find the estimated time. This time refers to what happens during the FACILITATE moment including presentation, action, and closing of the activity. Ideally set aside half day for each session.

Depending on the particular characteristics of each PASSA Group, you will require more or less time for some activities. That is, the same activity may take longer in one particular community. In any case, it

ACTIVITY BASIC INFORMATION

The image shows a sample activity card with the following elements:

- Icon:** A location pin icon.
- ACTIVITY 2 | Number:** Community map
- Name:** Community map
- Duration:** 4 hours
- Estimated Duration:** (Field for duration)
- Allusive Phrase:** "A map is the greatest of all epic poems. Its lines and colors show the realization of great dreams" - Gilbert Hovey Grosvenor
- Representative Illustration:** A colorful illustration of a map showing a city, woods, a river, a highway, and a farm.

DISTINCTIVE ACTIVITY ELEMENTS

should be planned according to the availability of participants and, once the activity is initiated, the agreed times should be respected. This is accomplished by estimating the specific times for each step during planning and giving clear instructions during facilitation.

 *There is a template to estimate times in the Digital Track.*

In addition, you have to motivate the group members to spend time on their own, from one activity to the next, to share progress with their family, relatives and the community in general, and to continue to gather information and support for the ideas generated from the group's work during the activity.

Moments

Each activity is presented in 3 moments:

- 1. PLAN:** includes everything that has to be done before the activity in order to be ready for it. The plan is made by the volunteer and the artist with support of the manager and the technical advisor.
- 2. FACILITATE:** contains the steps to be developed during the activity with the PASSA Group. This moment is divided into presentation, action, and closing. The facilitators interacting directly with the youth are: the **volunteer**, the **artist**, the **technical advisor** and, in some specific instances, the **manager**.
- 3. DEBRIEF:** this is a guide for the facilitators to ask themselves about the activity after it has been finalized, looking for improvements that can be made in future PASSA Youth iterations and to make adjustments for the next activity with the current group.

Activity - PLAN

Summary

Purposes

Purpose 1

Purpose 2

Materials



Name of the material (followed by * if indispensable)


Description of the material and its use in the activity

Alternative: in case that it can be replaced

Considerations

 **There are links to related information inside this manual.**

 **There are also links to external resources.**

 **This symbol indicates the presence of complementary information and tools in the Digital Track.**

Preliminary preparation

Activity - FACILITATE

Presentation

 **Extra information**

Clarifications or examples of specific points.

Action



Step 1

Description of the action corresponding to step 1.

Closing

Activity - ANALYSE

PASSA activity - PLAN

Summary

It concisely gives a general idea of the activity.

Purposes

Here is listed what the PASSA Group should achieve when performing the activity. This will help you manage the presentation as you share with the PASSA Group the reasons why the activity is performed. It will also serve as a guide at the closing to assess whether or not the participants got to these purposes.

Materials

This section shows the list of materials and equipment you should bring to the community, offering alternatives in some cases. Each material has a brief description of how it will be use, so that you can replace it with others that might be more appropriate in a particular scenario. The essential materials are marked with an asterisk (*).

Some materials will be needed for several activities. One of them is a digital camera to capture images and document the activities. You can use any type of camera, stand-alone or integrated into a mobile phone, tablet or any other digital device.

Other materials are optional and only affect how some activities are addressed. For example, if you have a projector or large screen you can show digital content which can be ignored if you do not have this resource. Likewise, there are additional tools that you can use

depending on whether or not internet connectivity is available.

 *There is a pamphlet in the Digital Track with a compiled list of materials required for all of the activities.*

Check carefully that you have everything before going to the community. During the implementation of PASSA Youth, from one activity to another, you can leave some elements with a member of the group if you do not need them to use with another group.

Considerations

Considerations are issues you should take into account while preparing the activity. Here are some general considerations for the whole process and then you will find some specific to each activity.

1. For many participants this may be the first time they are part of a group like PASSA Youth and they may not feel very comfortable at first. Encourage them to take part but do not focus that much attention on the quiet or shy. They will increase their participation at their own pace.
2. Pay attention to younger and older kids and, if necessary, allow for tailored approaches towards their specific needs and capacities. In some cases it will work better to mix ages and in others to encourage subgroups of similar age.
3. The use of technological elements can be slow at first. Foster experimentation; young people will learn quickly as they use the resources on their own. Allow them to carry their personal devices at all times.
4. If there is difficulty combining the subgroup's work when indicated, consider continuing with the following steps, as long as

the objectives of the activity are met.

5. The best way to clarify doubts or disagreements is by asking questions to lead the conversation.

Preliminary preparation

Actions that should be taken to be ready for the activity. As part of this preparation, allocate time for each step and add them all to ensure you have programmed the appropriate amount of time for the activity. Make adjustments as necessary, either by scheduling a shorter or longer session, or by changing the time allocated to some of the steps. Make sure you take breaks into account.

PASSA activity - FACILITATE

Presentation

Start by explaining the purposes of the activity so that the members of the PASSA Group understand how it fits into the PASSA Youth process. Starting with the second activity, ask a couple of participants to briefly summarize the previous activity to check that there is still general agreement on their findings and to establish a starting point for the new activity.

Action

Once the presentation is done, it is time to spring into action! The instructions for each activity are spread over short capsules to be given one step at a time. In the cards you will find the main steps for each activity.

i Be aware

During the activity keep in mind the recommendations in the FACILITATE pamphlet.





Frequently you will start in subgroups and then combine their work. Unless otherwise specified, subgroups should consist of 5 to 7 people. This will result in 3 to 5 subgroups.

 ***In 3.3.2. -Working with subgroups- this is explained in detail.***

 ***See Part 5 -Annex 2. Energizers- for ideas on how to divide the group into subgroups.***

Closing

To close the activity:

-  Share the topic of the next activity.
-  Promote dialogue around the work that the PASSA Group just finished.
-  Encourage participants to capture and share the key concepts learned.
-  Ask a couple of participants to be prepared to briefly summarize this activity at the beginning of the next.

Keep in mind that each participant has knowledge and ideas to contribute and they should be given due consideration and time to expose them even if some of them end up being discarded.

The dialogue should encourage linking the outcome of the activity with the purposes outlined at the beginning of the session.


PASSA activity - DEBRIEF

Just after ending the activity, or even during it (at a time when your participation is not required) take note of what you would have done differently if you had known the result of the planned action and what you would like to change for future implementations of this activity.

In this section you will find questions and suggestions for the team of facilitators to help them incorporate what they have learned during the activity into the following activities.

Digital track

This manual is supplemented with an interactive component, known as **Digital Track**, that complements the activities with online and offline tools. The Digital Track is also available at the IFRC website.

 ***This icon indicates the presence of support materials on the Digital Track, for that step, during the activity.***

 ***You can access the Digital Track directly online at: <http://passa.ifrc.org>***



ACTIVITY 1

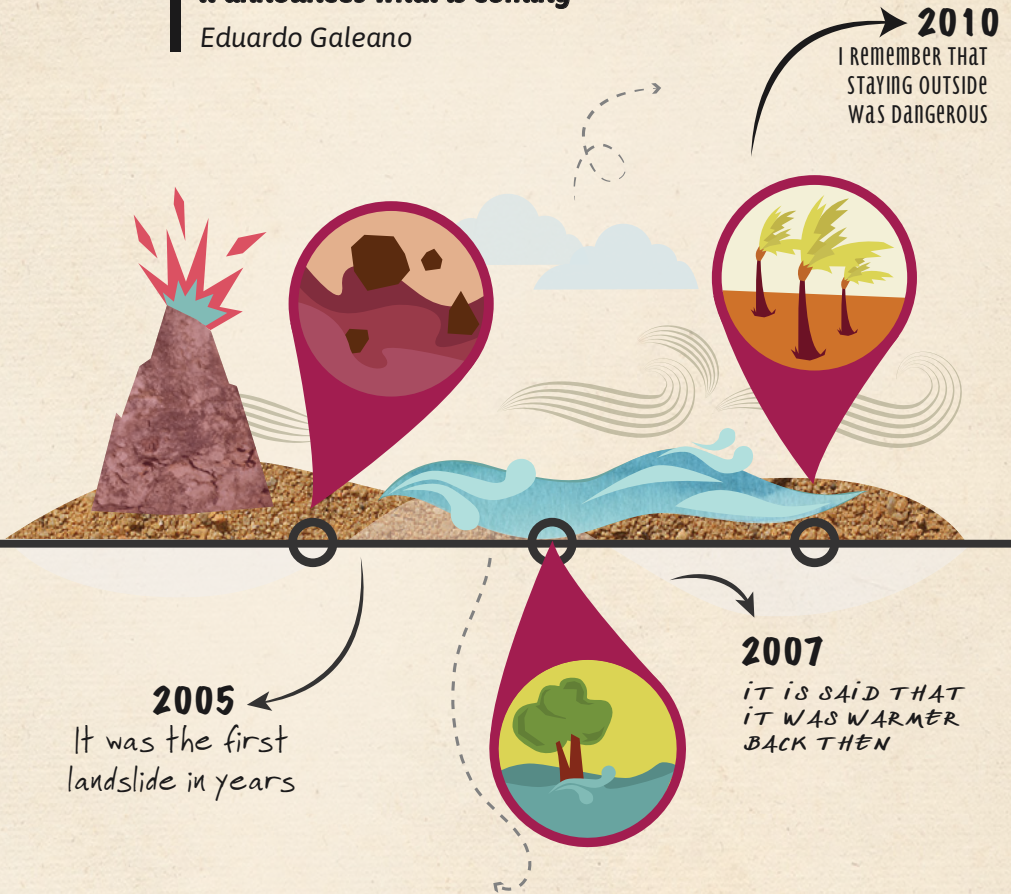
Historical profile



Duration
4 hours

**"History is a prophet looking backwards:
for and against what it was,
it announces what is coming"**

Eduardo Galeano



Activity 1 - PLAN

Activity 1. Historical profile

- Weaving memories -

Summary

From their memories and interviews of people in the community, a timeline of events that have affected their shelter and settlement is built, patterns detected, and questions about future trends formulated.

Purposes

To familiarize young people with situations that have occurred in the past in their community and have endangered the life or property of their family and neighbours.

To understand that the current situation of their community has roots in those past events and establish a cause-effect relationship with what is happening now in terms of vulnerabilities in the face of new hazards.

To explore how things can keep changing in the future and understand what trends are and why it is useful to know them.

ACTIVITY 1

PLAN

Materials

**Illustration set A***

Depict the main hazards known in the region.

**Pen, pencils & erasers***

Some to write and draw (better if erasable); others to color.

Alternative: chalk, markers, pens.

**A5 size paper***

To draw additional illustrations.

**Self-adhesive labels in 5 different colors***

The colors represent society (violet) and natural elements: fire (pink), earth (orange), air (yellow), and water (blue), to be associated with the hazards.

Alternative: colored paper sheets or cards.

**Flip chart***

To locate annotations while creating a timeline.

Alternative: board, kraft paper roll, a wall or a window.

**Digital camera***

It will be used to take images and document the process.

Alternative: scanner.

**Digital Track***

To digitalize the timeline.

**Computers or tablets***

One for each subgroup to build the digital timeline.

**Skein of yarn**

To carry out the youth's presentation activity.

Alternative: cord, a string of thick yarn, rope.



Adhesive tape

To stick cards to paper sheets or to the board.

Alternative: pins or tacks.



Internet connection

Optional to be able to explore additional tools and examples.

Considerations

Contrary to a PASSA Group of adults, young people will only have memories of very recent events. There are several alternatives to extend the collective memory to build the timeline. You can use whichever works best in each community.

1. If you can identify some adults **with whom the youth feel comfortable**, that know the history of the community, invite them and let the young people ask them questions while building the timeline. In this case it is ideal to have one guest per subgroup. However, if this is not possible, the same guest can answer questions from more than one subgroup.
2. Pay attention during this session to suggestions from the youth of adults who can help with the timeline and invite them to the activity 2 session.
3. Encourage the group to continue researching and talking to their families between sessions to enrich their timeline with events they themselves may not remember.

When recalling the events they are not expected to find examples of all types of hazards (represented by colors). It is likely that a community has several events of the same type (e.g. hurricanes) and no events of another type (e.g. fires).

ACTIVITY 1

PLAN

Preliminary preparations





Artist and volunteer with manager's support

After training and before starting to work with a community group, the artist and volunteers must prepare and decide how they want to organize the work area and how to take advantage of the transmedia toolkit when it comes time to work with the PASSA Group.

 **Read Part 3 -Guide for volunteers- for details.**

 **Read Part 4 -Artists guide- for details.**

Below is a list of suggested actions you can do individually or together.

1. Visit the community to get familiar with:
 -  The locality.
 -  The most common construction or shelter types.
 -  Distances the youth will have to cover to get to the meetings and to develop the activities.
 -  The community's lifestyle.
2. Register with notes, pictures, recordings, videos or any other convenient method all relevant details for the PASSA Youth process.
3. Detect the technological knowledge level of the population.

Observe and estimate

How common are mobile phones? What are the most popular types? Is there internet access? How and where do people get access to the Internet? What social networks are preferred by youth?

4. Get the space ready for the timeline activity. In particular:

- Identify the board, wall, table or window, where you can stick self-adhesive labels or colored papers in 5 areas and mark them with **pink, yellow, orange, blue, and violet**, ready for step 2 of the Action section.

 *This is explained in detail in steps 7 and 8.*

- Prepare a second area where all the self-adhesive labels can be moved to make the final timeline. It can be a wall or even an area on the floor.

Artist with manager and technical consultant's support

1. Create illustrations showing settlements or shelters affected by the hazards that may occur in the region. The manager can help you find previous records in community repositories or albums to use as a starting point. The technical advisor will point to construction details that need to be highlighted.

 *In Part 4 -Artists guide- this is explained in detail.*

2. Make enough copies of the illustrations for the number of sub-groups expected.
3. Familiarize yourself with all the technical resources you will have available such as hardware, software and connectivity. Decide which tools will be used during the activities, install and test any necessary tools, and make sure everything works before the PASSA Group arrives.

 **Go to Digital Track**

Activity 1 - FACILITATE

Presentation

Step 1

Briefly share what PASSA Youth is about. If adults are invited to contribute their memory of past events explain their role and include them in the next step.

Step 2

Organized in a circle, so that everybody can see each other, introduce yourself and ask all participants to do the same, even if you think they know each other already.

 [See -Suggested Activity step 2- on the next page.](#)

 [See Part 5 -Annex 2. Energizers- for additional ideas.](#)

Step 3

Ask the youth to tell what their expectations are and what they believe they can contribute to the PASSA Group.

Step 4

Make sure nobody has doubts, fears or confusion about PASSA Youth and what this process involves, and take the time to answer any questions.

Step 5

Present this activity by explaining that the group will identify and learn of the most important or memorable events in the existence of the community that group members can recall. If adults are invited, remind them that their intervention should be guided by the questions of the young people, who are the protagonists of the process.

Suggested Activity step 2

¿What's needed?
Skein of yarn

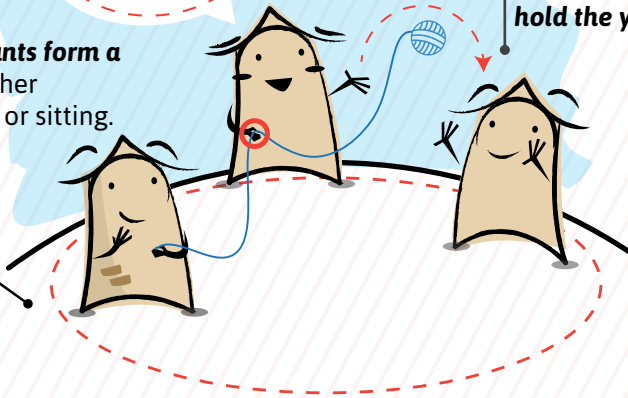


2 Present the activity with the skein of yarn in your hand and **tell your name and what you most enjoy doing** in your daily life (like your favorite game, places you visit, etc.)

3 When you're done **throw the skein** of yarn to any other participant but **hold on to the end of the yarn..**

4 The person who receives it **also says their name and what they enjoy doing and then throws the skein to another participant while continuing to hold the yarn.**

1 **Participants form a circle** either standing or sitting.



5 Repeat until all have participated. At that moment **reflect briefly about social fabric** in the community and the importance of listening and learning about others.

6 To recoil the yarn, **the last person says the name of the one who gave it to him and what that person shared, as he returns the yarn.** Repeat this until the yarn is completely recoiled.

ACTIVITY 1

FACILITATE

Action

Step 6

Divide the youth in subgroups. If you have guests assign one to each subgroup.

 [See 3.3.2. -Working with subgroups- for more details.](#)

 [See Part 5 -Annex 2. Energizers- for ideas about how to divide the PASSA Group in subgroups.](#)

Step 7

Ask each member to write one or more events that have impacted their community in a colored paper related to the origin as follows: **pink for fire** (e.g. forest blaze), **yellow for air** (e.g. hurricane); **orange for land** (e.g. avalanche), **blue for water** (e.g. flood), and **violet for social phenomena** attributable to people (e.g. construction of a park).

Explain that they should use one **piece of paper per event** and write all the details they can remember collectively including the year it happened. Encourage them to share the events so they are not repeated in the subgroup. Make clear that it is not necessary to have events of all types (e.g. there may be colors that are not used).

Step 8

When everyone has written at least one event, ask them to place the papers in the space prepared in advance so that they are organised by colors and in chronological order. This can be done in one place to put the selections of all subgroups together or it can be done in two spaces if the PASSA Group is too large to do only one.

Before starting, tell them to place their events in the common space and then go sit quietly in a big circle.

Step 9

Step 8 can generate a lot of movement and some uproar, necessary for proper development. If you have already spent enough time and still there is no silence remind them to start sitting in the circle. Once everyone is seated promote a dialogue among the group about the natural and social phenomena that have affected their community. You can do this by proposing open questions such as the following or counting votes (e.g. raising his hands). If there are guests, they should restrict their participation to give brief answers to questions made directly by the youth (not to answer what the facilitator is asking the group).

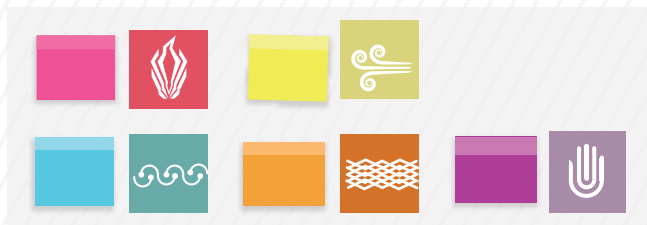
Sample questions

Why do you think there are so many blue papers on the board? Do you notice any patterns, something that happens regularly over time? What do you think is the most important type of phenomenon to address that has a very tight relationship with the shelter and community safety (by show of hands: fire, then water, air, etc.)?

Step 10

The artist shows models of timelines, introduces the illustrations that depict the hazards (set A) and invites the sub-groups to build their own timeline based on the events they all have agreed upon and adding their own illustrations or modifying the ones created by the artist if they want.

7 Ask each participant to write one or more **events that have impacted their community** on a colored paper related to its origin as follows:



8 Ask them to place the papers ordered by **event type** and **date**

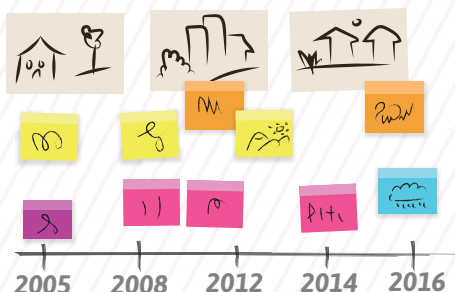
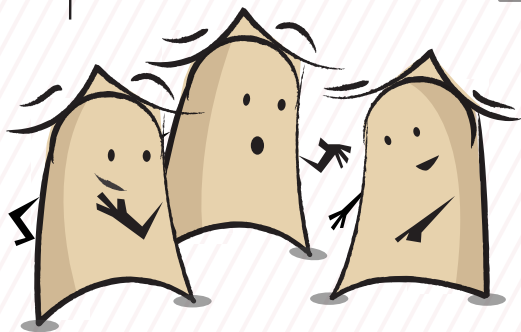


6 Split the PASSA Group in **subgroups**

If guests are present, assign one to each subgroup

9 Sit in a circle. Once everyone is seated foster a dialogue between young people around the **natural** and **social phenomena** that have affected their community.

10 Ask each subgroup to **build a timeline** based on the events they all have agreed upon adding illustrations prepared by the artist and created by them on the fly.



The artist and volunteer circulate continuously to clear any doubts and remind them that each event should have a label and an illustration identifying the type of hazard they are associated with.

Step 11

When all subgroups finish, invite them to present their timeline. If necessary assist the group in identifying trends, helping to associate occurrences of similar events to the frequency with which they happen.

Step 12

 *For this step you can connect to the Digital Track*

At the conclusion of the presentations the group identifies common and significant events, based on their impact on shelter safety, to **consolidate in a single historical profile**, which will be the conclusion of this activity and the base product for the following activities of PASSA Youth.

Closing

 *See the FACILITATE pamphlet.*

Step 13

Invite the participants to document and share how they felt during the work along the session.

Step 14

To stimulate dialogue, use open questions asking how the group sees these events affecting their community.

ACTIVITY 1

FACILITATE

- What can the group learn of the mentioned events? What were the effects of these events? Who were affected? Where was the damage?
- What factors or situations does the community live today as a result of these events? How was the quality of life or lifestyle affected by what happened?
- If one of those events were to happen again, would it have similar or different effects? Would it be handled differently if it happened today?

Step 15

Highlight the concept of trends and any cause-effect relationship evidenced.

Step 16

Encourage the youth to continue to investigate other historical events in their territory. Tell them that in the next activity they will draw up a map of the community and ask them to visit different areas of their settlement.

Activity 1 - DEBRIEF

Facilitators

1. If you have not done it yet, take pictures of the historic profile and save the files. If the youth created additional illustrations, make copies and add them to the Illustrations set A to have them handy for the other activities that use this set.

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.



ACTIVITY 2

Community map



Duration
4 hours

**"A map is the greatest of all epic poems.
Its lines and colors show
the realization of great dreams"**

Gilbert Hovey Grosvenor



Activity 2 - PLAN

Activity 2. Community map

- Identifying strengths and vulnerabilities -

Summary

A community map is built collectively from the exploration of the territory that leads them to discover for themselves details that perhaps they had not noticed before, paying attention to the conditions of their environment from the perspective of risk.

Purposes

To identify hazards, vulnerabilities and strengths related to individual buildings and the settlement as a whole.

To explore the territory to recognize current conditions of the community.

To create a base map to plan, follow up, and evaluate, reflecting on the conditions with its vulnerabilities and strengths.

To develop a common vision within the community to help the youth understand the safety conditions of their shelter.

To foster self-esteem and associative strength by allowing the participants to create their own map.

ACTIVITY 2

PLAN

Materials



B1 paper sheets (110 gr) for each subgroup*

To make the initial maps.

Alternative: clear area on the floor.



Buttons, pebbles, counts, pieces of scratch materials, tooth-picks, colored papers*

To build the maps.

Alternative: markers or colored pencils.



A croquis of the territory on a sheet of B1 paper*

To plan the community visit.



Yellow, blue, orange, red, and violet play dough*

To mark the different hazard types on the maps.



Digital Track*

To build transmedia and digital maps.

Considerations

- Allow the youth to build their map: it is their community they are describing.
- Allow sufficient time for this activity. It is the basis for the following activity and helps them to develop the ability to work together. Some group members will feel that this activity changes the way they see their community.
- There may be community members that do not want the group to visit their homes and talk about them. Discuss this with the group before the field visit and seek a solution together. One option is to only visit homes of PASSA Group members.

- If force majeure prevents the tour, ask participants to informally visit their community in the days ahead and then discuss and review the map at the beginning of the next meeting, before proceeding with activity 3.
- Document all concerns that arise regarding future steps in the process and ensure PASSA Youth participants that there will be an opportunity to address them later. Documentation can be made by a volunteer or a member of the PASSA Group.
- For this activity, the support of the technical advisor (engineer or architect), is key, especially in the guided visit.

Preliminary Preparation

- The artist prepares on a B1 size paper a basic sketch of the territory that will serve as a reference to the group. It should only display basic points to provide an initial guide as participants will locate the details relevant to them.

 **You can download a free sketch tool from:**
<https://freevectormaps.com>

- Prepare the room to have a comfortable work area for each subgroup and easy access to materials to build the map.
- If you have computers or tablets for the participants, familiarize yourself with the virtual maps tool available on the Digital Track.

 **Go to Digital Track**

Actividad 2 - FACILITATE

Presentation



Step 1

Ask relatives to summarize the historical profile.



Step 2

Explain the purposes of the community map.

 [See the FACILITATE pamphlet.](#)

Action



Step 3

Divide participants in subgroups.







 [See 3.3. -Working with subgroups- for more details.](#)

 [See Part 5 -Annex 2. Energizers- on how to divide the group.](#)

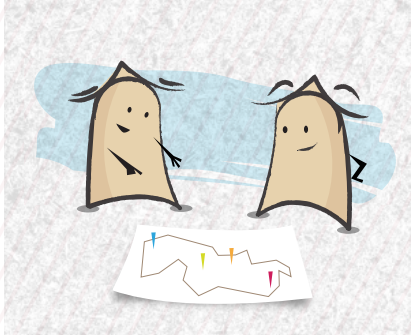


Step 4

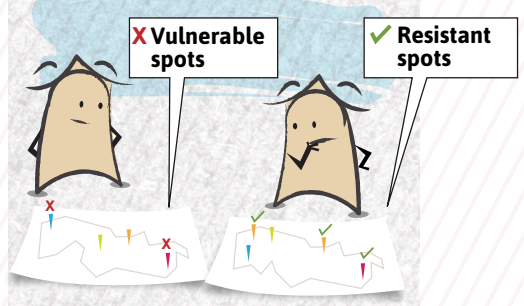
Ask that using diverse materials, each subgroup build a community map showing:

-  Main features on the terrain
-  Highways and roads
-  Housing areas.
-  Schools, parks, libraries, sports fields, places of worship, shops, etc.
-  Farms, fields, forests, and other open spaces.
-  Streams, ponds, and other water sources.

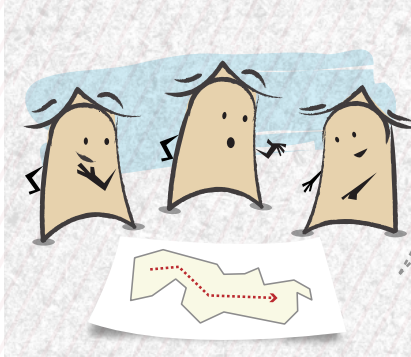
A. Each subgroup creates a map indicating elements from **table A**



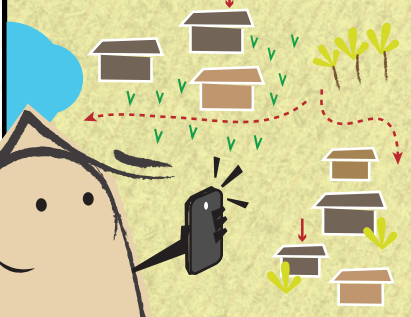
B. Discuss the maps. Some will point out the **vulnerable** spots and others the **resistant** ones



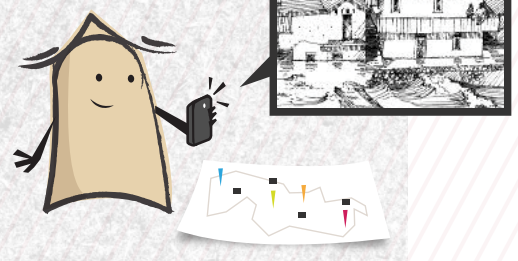
C. Plan the visit using the croquis.



D. Go visit. **Dialogue, observe, take photos, record videos, draw, etc.**



E. Complete the maps with findings from the visit. Use **QR codes** to link to multimedia online.



 Share in social networks

ACTIVITY 2

FACILITATE

- Direction of water flow in streams and rivers.
- High and low areas.
- Areas most visibly affected by hazards and sites with the most vulnerable shelters.
- Evacuation routes.

Step 5

When all subgroups are finished ask participants to go around looking at the other maps asking and answering questions that may arise.

Step 6

Ask half of the subgroups to identify on their maps the vulnerabilities and the other half to mark the capacities of their community.

i Give concrete examples:

Give examples of vulnerabilities such as flood areas and capacities that make shelters resistant to hazards like well protected zones, location of resistant shelters, and building resources.

Step 7

Invite everyone to plan the community visit using the sketch prepared by the artist, reflecting what was captured on the maps of all the subgroups. Encourage young people to discuss and reach agreement on the areas of greatest interest to visit, based on the findings while building the maps, to see in detail the problems related to community safety.

Step 8

Divide into subgroups so that every subgroup has an accompanying adult and go visit the areas they have chosen, observing the characteristics identified during the elaboration of the map and looking for others that perhaps they had not thought of before. The visit should last about an hour.

Step 9

During the visit, ask questions as necessary to stimulate dialog and to focus on exploration. Also, ask them to document the visit through photographs, videos or illustrations of the sites visited.

Step 10

Upon returning from the visit, foster a dialogue to share their findings.

i Ask participants to describe:

- The types of hazards and their recent occurrence: was there any harm? Who were the most affected?
 - The most resistant houses and buildings: how are the houses? Why were they built this way?
 - Individuals or groups within the community whose homes are less resistant.
-

Step 11

After the visit and dialogue ask each subgroup to make any necessary changes to their maps. If you have the resources help them make the map transmedia adding QR codes that link to their multimedia records from the visit.

 **Go to Digital Track**

ACTIVITY 2

FACILITATE

Step 12

If possible, consolidate findings in a digital map.

 **Go to Digital Track**




Closing

Step 13

Ask the participants to share what they learned from this activity, and what they liked and disliked about it, in a short sentence.

Step 14

Lead the dialogue with questions:

-  How has your perception of your environment changed after visiting your community with this new perspective?
-  During the visit, did you find or identify some conditions you had not seen before?
-  What do you think the map created is useful for?

Step 15

It may be helpful to make a permanent version of the map for public display in a central location or to publish the digital version. Encourage the group to get feedback from the community to share in the next session.

Step 16

Explain to the group that in the next activity they will identify hazards they are exposed to in their community and the consequences of events related to them.

Activity 2 - DEBRIEF

Facilitators

1. Make sure you keep record of all images, photographs, drawings and maps created by the youth in this activity. The community map will be used again when the group:
 - Considers problems and possible solutions (activities 4 and 5).
 - Plans (activity 6).
 - Showcases for the community (activity 8).
 - Follows up and evaluates progress.
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.



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 - PLAN

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.

Alternative: 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 relatives 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.

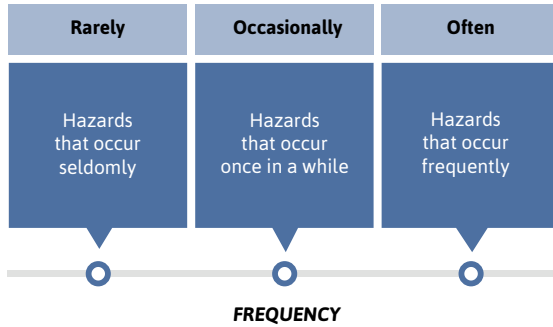
Step 8

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

- Hazards that rarely had happened.
- Hazards that happen every once in a while.

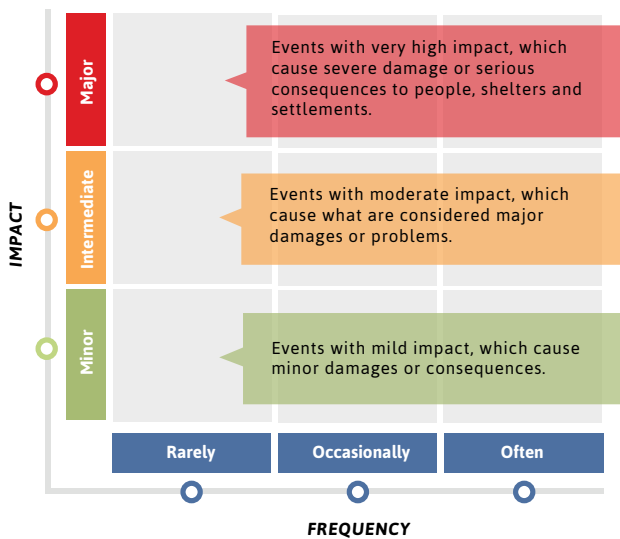
ACTIVITY 3 FACILITATE

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.

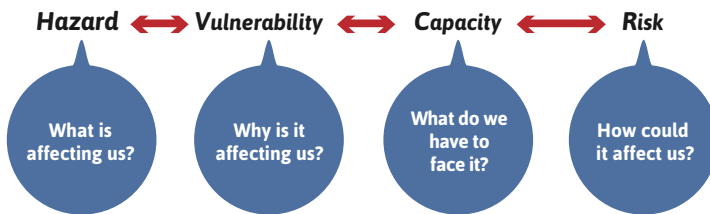
Step 10

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.

ACTIVITY 3

FACILITATE

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



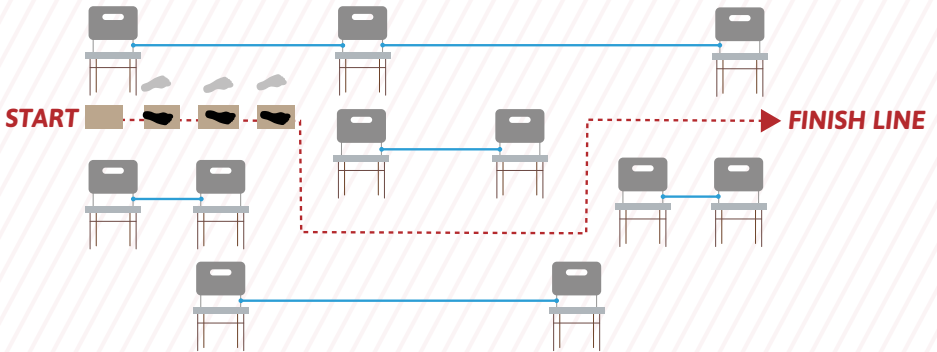
In a room or an open space build a path delimited by chairs. They can be joined with **yarn** to create long borders.



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.



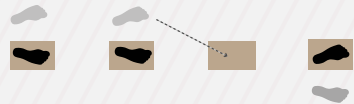
2. Player 3 takes the free sheet and sends it until it reaches player 1.



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.



ACTIVITY 3

FACILITATE

- 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?

Step 14

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.

i *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.



ACTIVITY 4

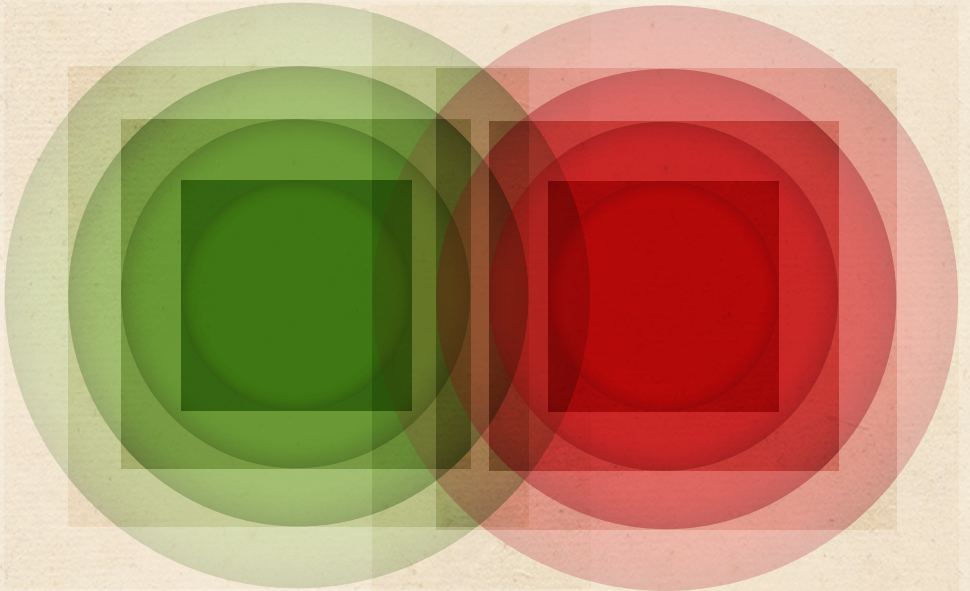
Safe and unsafe shelter and settlements



Duration
4 hours

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

Shigeru Ban



Activity 4 - PLAN

Activity 4. Safe and unsafe shelter and settlements

- Recognizing vulnerabilities -

Summary

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

Purposes

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

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

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

ACTIVITY 4

PLAN

Materials



Illustrations of selected hazards*

Hazards chosen by the PASSA Group in Activity 3 coming from the illustrations set A and those created by participants.



Illustrations set B*

One set of illustrations set B for each subgroup.



Sets of 3 size-A5 sheets*

A set of 3 signs with the words 'Safe', 'Unsafe', and 'In doubt' for each subgroup.



A5 size paper*

To draw additional illustrations.



Pen, pencils & erasers*

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



Game materials*

 [Check the Safe Shelter game page for specific materials.](#)



Digital Track*

To document conditions that make the community safe or unsafe.

Considerations

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

2. Stimulate group thinking beyond the conditions shown in the illustrations provided. Encourage them to propose innovative solutions to make a safer shelter.
3. The illustrations are not used to test the knowledge of people but as a starting point of the dialogue about safety conditions at the local shelters.
4. If someone asks a question about a picture, ask if another participant has the answer to it. If nobody does, ask for support from the technical adviser.

Previous preparation

1. Put together 1 copy per subgroup of the illustrations of the hazards selected by the PASSA Group at the end of the last activity.
2. Prepare the signs described on the materials list.
3. Assign a place in the room for the subgroup presentations where all can see the illustrations as they are shared in the columns.
4. Request the presence of a technical advisor to explain what makes a shelter safe or unsafe and to answer specific questions that come up throughout the activity. The technical advisor should prepare for step 3 using the timeline created in Activity 1 and the maps from Activity 2. The Safe Shelter game can be used to introduce or reinforce the concepts.
5. If you have tablets or computers for the youth, familiarize yourself with the interactive version of this activity available on the Digital Track and add local illustrations to it.

 **Go to Digital Track**

Game

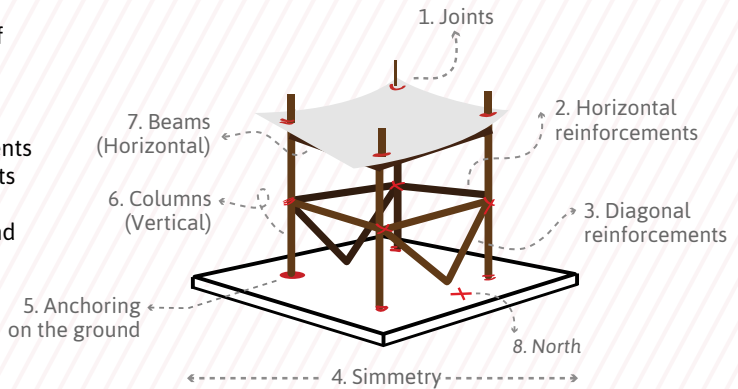
Safe shelter

Teams of 5 people chosen at random

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

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

TOTAL MAXIMUM POINTS: 8



Materials for the facilitator

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

Materials per team

- Work table
- 30 wooden sticks
Skewer sticks
- 50 elastic bands
Use to join wooden sticks
- 30 strips of yarn about 12" long
- 1 large pizza box approx 15"x15"
Draw a 12"x12" square in the middle of the box, mark which of the 4 sides would be the North.
- 1 12"x12" sheet of paper

Objective

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

Who wins?

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

Time

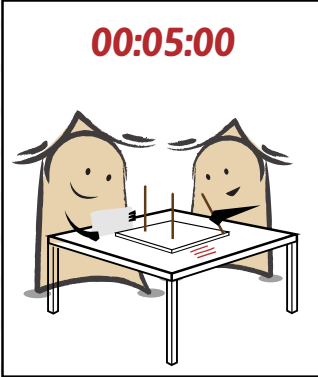
There are **5 minutes** per round. Project a countdown timer on a visible place; when it reaches zero yell: "hands up".

NOTE

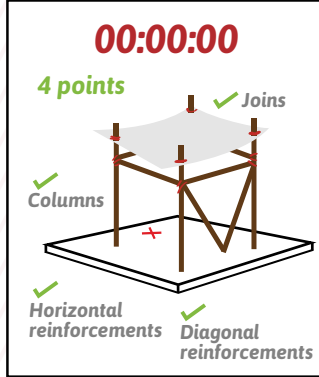
Each team starts with 20 wooden sticks and 20 elastic bands. The rest are given to teams for the second round.

Round 1 - Earthquake

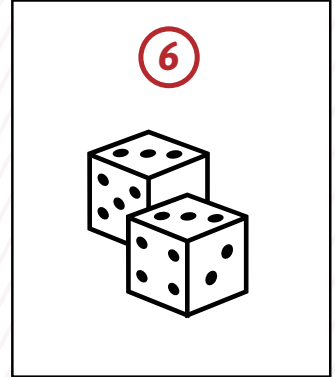
1. Players have **5 minutes** to build a safe shelter.



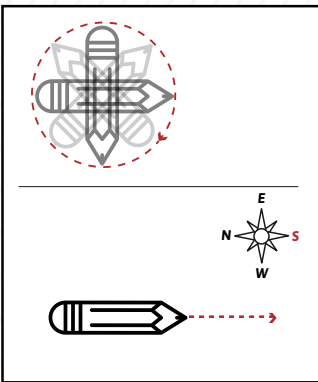
2. Give points for each safe element in the structure.



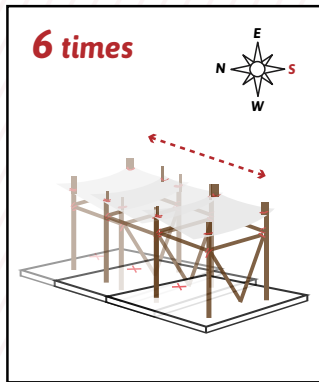
3. Ask someone from the group to roll the dice to determine the magnitude of the earthquake.



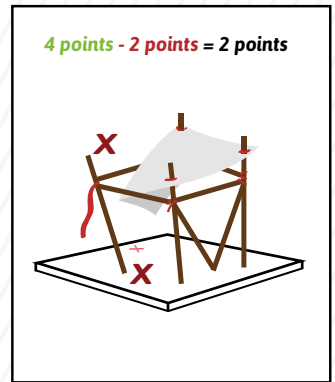
4. Ask someone else to spin the pencil to determine the direction of the earthquake.



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



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



Round 2 - Wind

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

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

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

Activity 4 - FACILITATE

Presentation



Step 1

Invite participants to present a summary of the last activity.



Step 2

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



Step 3

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



Step 4

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

Action



Step 5

Form subgroups.



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

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

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

Step 6

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

Unsafe: those that they think make the shelter unable to withstand the hazard or to provide protection against it.

Safe: those that they think make the shelter able to withstand the hazard or to provide protection against it.

In doubt: those that they think show elements that are not safe nor unsafe, or that include some safe elements and some unsafe, or some they have doubts about.

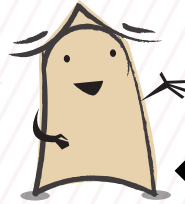
 *This step can be done on the Digital Track*

Step 7

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

LISTEN, THINK AND CLARIFY

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



Questions

Examples

Technical advisor

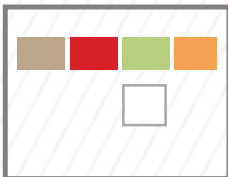
CLASSIFY

1 Illustration of one of the selected hazards

1 Copy of illustrations set B

Hazard	Unsafe	Safe	In doubt

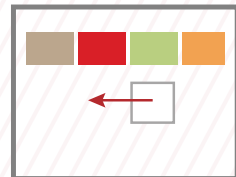
DEBATE and REORDER



Why were these choices made?



Q & A



Move illustrations from one stack to another

Step 8

Set the area so that members from each subgroup:

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

i Keep in mind

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

Step 9

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

Closing

Step 10

Ask participants if they agree that the exhibited illustrations:

- a. Represent the main hazards facing the community for the safety of their shelters.
- b. Represent the main problems of the shelters increasing their vulnerability.

ACTIVITY 4

FACILITATE

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

Step 11

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

Step 12

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

i Extra

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

Step 13

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

Step 14

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



Step 15

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



Step 16

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




 **Go to Digital Track**

Activity 4 - DEBRIEF

Artist

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

Facilitators

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



ACTIVITY 5

Options for solutions



Duration
4 hours



"We're not going to change the world; we're going to build a network of people around the Earth who are going to change it"

Nainoa Thompson

Activity 5 - PLAN

Activity 5. Options for solutions

- Brainstorming -

Summary

Alternative solutions are generated to improve shelter safety addressing the hazards and reducing risk exposure by taking advantage of local capacities.

Purposes

To analyse options for improving shelter safety according to how effective they are and how feasible/easy they would be to put in place.

To examine the reasons why effective safety features have not yet been introduced in all or part of the community.

To identify youth community strengths and capacities for making changes.

ACTIVITY 5

PLAN

Materials



Illustrations set A and B*

The set of illustrations by hazard with their corresponding 'safe' and 'unsafe' conditions drawings. It comes from the final selection by the group on Activity 4.



Miscellaneous*

Adhesive tape, pins, play dough, buttons, pebbles, pieces of scratch materials, toothpicks, colored papers, etc.



Pen, pencils & erasers*

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



A5 paper*

To draw additional illustrations and prototype.



Possibilities charts on B1 paper*

On the horizontal axis from *Very difficult* to *Very easy* and on the vertical axis from *Not very effective* to *Very effective*.



Self adhesive labels*

To record individual ideas for solutions.



Container*

To collect the votes.

Alternative: hat, basket, box, etc.



Flip chart

To record viable solutions so that everyone can see them.



Digital Track*

To create support materials to pitch their ideas.

Considerations

1. Aim for lots of new ideas. Don't worry if they seem too crazy as long as they stay focused on the assigned hazard.

Previous preparation

Artist

1. Graph on B1 paper the possibilities charts. You will need one chart per each hazard the PASSA Group worked on in activity 4.
2. Create additional illustrations with the new relevant ideas from the previous activity.
3. If you have computers or tablets for the youth familiarize yourself with the graphic design tools available in the Digital Track.

 **Go to Digital Track**

Volunteer

4. Prepare the room for the different configurations needed for brainstorming, picking, voting, prototyping and consolidating in the possibilities charts.

Activity 5 - FACILITATE

Presentation



Step 1

Invite a participant to briefly summarize the previous activity.

ACTIVITY 5

FACILITATE

Step 2

Invite those who documented additional safe and unsafe conditions after the last activity to share their findings with the group.

Step 3

Explain that everyone will have a chance to pitch an idea; the facilitators will filter out those that are not viable and then the group will analyse the viable solutions using one possibilities chart per hazard. Finally they will vote for the solutions that will be prototyped.

Action

Step 4

Form subgroups and give each of them a set of illustrations related to one of the prioritized hazards as they were kept from the last activity.

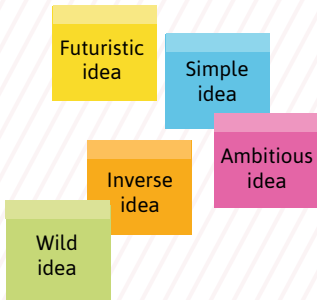
Step 5

Ask the participants to review the 'safe' illustrations and come up with as many new ideas as possible that solve the unsafe situations that they received. Have them write or draw each idea in a separate piece of paper or self-adhesive note. Encourage them to build on each other's ideas.

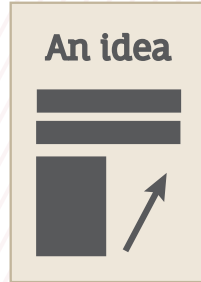
i *Thinking outside the box*

Encourage the youth to use their imagination and share their wildest ideas. Ask them to consider simple actions, like having a bucket of sand in the kitchen in case of fire, reversing the order of doing things, switching places, dividing steps.

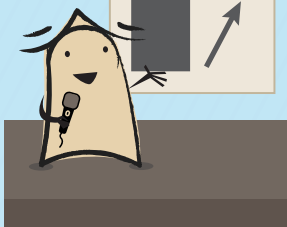
5. Ask each subgroup to come up with as **many new ideas as possible** that solve the unsafe situation that they received.



6. Announce that everyone should **get prepared to pitch a solution in 1 minute**. They can use posters, videos or any other support materials if they wish.



7. Each young person goes in front to pitch a solution in 1 minute.



1	Brief summary viable solution		4	
2			5	
3			6	



Technical advisor
Filters out ideas that are not viable at all

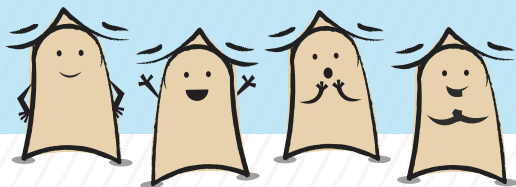


Volunteer
Gives each viable solution a number and writes a brief summary

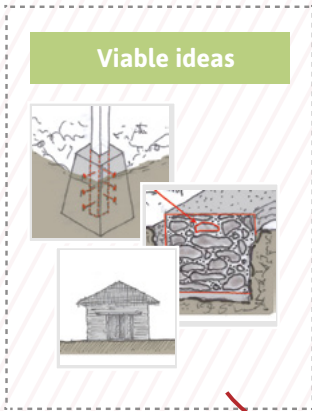


Artist
Sketches each viable solution

8. Once everyone has pitched and idea, the PASSA Group analyses all viable solutions for each chosen hazard.



The group analyses all ideas and places them in the corresponding possibilities chart. **Easy and effective solutions** are preferred



How effective is the solution?
Does it make the shelter and settlement somewhat safer or a lot safer?



Hazard



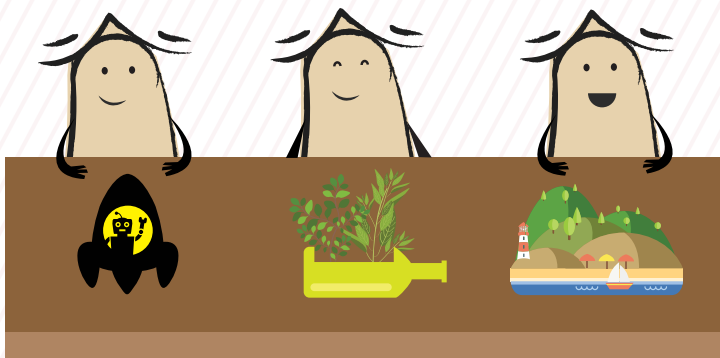
How easy is it for the PASSA Group to implement the solution?



9. Vote for your favorite solution (youth)

10. Prototype (subgroups)

11. Showcase and get feedback! (subgroups)



Step 6

Announce that everyone should get prepared to explain in 1 minute a solution to the assigned hazard. Each participant can choose any of the ideas from the subgroup's brainstorm as long as only one person selects a particular idea. Tell them that they can use maps, posters, videos or any other support materials to present. If you have the necessary equipment, let them use graphic design or digital storytelling tools.

 **Go to Digital Track**

Step 7

With the **technical advisor and the manager as jury** and the **PASSA Group as audience**, each young person goes in front to pitch a solution in 1 minute (someone should keep track of time so that the presentations do not go over time).

The only role of the jury is to filter out ideas that are not viable at all. If this is not clear from the pitch, **ask questions that can help make a decision.**

The **volunteer** should give each solution that passes the jury's filter a **number and write a brief summary** in the flipchart.

The **artist**, in turn, should **sketch each viable solution** and add the illustration to the flipchart.

ACTIVITY 5

FACILITATE

Step 8

Once everyone has pitched an idea, the PASSA Group analyses each viable solution and places them in the possibilities chart of the corresponding hazard taking into account how easy and effective it is.

Step 9

Each member of the PASSA Group votes for their favorite solution. Votes are counted and the top ideas are assigned to the subgroups to be prototyped.

Step 10

Give each subgroup materials and time so they can make a sample or a mockup of the solution.

Step 11

Subgroups take turns showing -and testing when appropriate- their prototypes, getting feedback and answering questions that others have.

Closing

Step 12

Promote a group reflection and start a dialogue about the following, making any final adjustments to the charts:

- Are they in agreement with the effectiveness and feasibility of implementing the proposed solutions or do they want to suggest any changes?
- What transformations would they like to see in their community in 3 months, 1 year and 5 years?

- What resources do they have available to implement these improvements?
- Why do they think the community has not implemented measures in the past similar to those proposed by the PASSA Group?

Step 13

Explain that in the following activity they will make an action plan to execute the solutions they chose to improve the safety of their shelters and settlement.

Activity 5 - DEBRIEF

Artist and volunteers

1. Verify that the additional illustrations that have resulted are integrated to the pack so that the group can use them in the next activity.
2. Take pictures of the prototypes and charts with the solutions grouped as they were displayed at the end of the activity, with the illustrations visible, to keep with the project files.
3. Share your thoughts about the activity and reflect on:
 - Articulation of the youth with people and entities of the community that can support the implementation of their ideas to increase their feasibility.
 - Results in relation to purposes.
 - Additional requirements for the next session.



ACTIVITY 6

Planning for change



Duration
4 hours

***"We do not need magic to change the world,
we carry all the power we need inside
ourselves already: we have the power
to imagine better"***

J.K. Rowling



Activity 6 - PLAN

Activity 6. Planning for change

- Opening paths -

Summary

An action plan is developed for the group to implement solutions that improve the conditions of the community against the relevant hazards, and activities that will be coordinated by members of the PASSA Group are distributed.

Purposes

To develop a plan to implement improvements in shelter safety.

To identify resources required from within and from outside the community for implementing the plan.

To agree who will take charge of each part of the plan.

ACTIVITY 6 PLAN

Materials



Illustrations set B*

'Safe' and 'unsafe' shelters as they were used during Activities 4 and 5.



Illustrations set C*

Identified as planning cards in the activity.



Illustrations made along the process*

All additional illustrations made along the process up to this point to show relevant problems for the safety of shelters and settlement.



A5 Size paper*

To draw additional illustrations.



Adhesive tape*

To stick planning cards.

Alternative: pins or tacks.



Pen, pencils & erasers*

Some to write and draw (better if erasable); others to color.

Alternative: chalk, markers, pens.



Self adhesive labels*

To record individual ideas for solutions.



Digital Track*

For visual planning and to show before and after.

Considerations

1. In this activity, actions that the PASSA Group can take alone or with support of other community members that commit to work

with the youth are identified.

2. In case that external assistance is needed the plan must include specific actions the group has to take in order to get that assistance.
3. Encourage participants to be realistic in terms of what they know about available resources and the capacity for commitment from the group and from the entire community.
4. Do not give advice or direct the group in one direction or another with the plan.
5. If the group assigns most of the tasks to outsiders lead a discussion to identify the reasons and to determine if the youth have clearly defined responsibilities. The plan must include actions that they can perform and therefore on which they can take responsibility.

Previous preparation

1. Get some 'safe' and 'unsafe' illustrations and some of the planning cards to explain the process for this activity with an example.
2. Find out beforehand if the Red Cross and the Red Crescent, its allies, or any other local or international organization can support the youth to achieve some parts of their plan and invite some of their representatives, if appropriate.

ACTIVITY 6 FACILITATE

Activity 6 - FACILITATE

Presentation



Step 1

Introduce guests that may be present. Invite participants to briefly summarize the previous activity.



Step 2

Start a dialogue to review what was decided on the most effective and the easiest ways to improve the safety of the shelters and settlement.



Step 3

Explain that the group will develop a plan to implement improvements for a safer shelter and settlement, and will decide who will be responsible for each part of the plan.



Step 4

Take an illustration of an 'unsafe' shelter and place it on the wall or the floor. To the right of this and with a wide space in between them place the illustration of the 'safe' condition if the given solution is applied. Take some of the planning cards to show how they should be placed in line between the 'safe' and 'unsafe' illustrations to represent the steps on the plan. Explain that this is only for demonstration and that they must decide what steps to take and in what order.



Step 5

Make sure that the group members understand the planning card illustrations before they begin. Let them know that they can add their own illustrations.

i Keep in mind

Remember that at this point you will be working with the prioritized hazards and solutions.

Action

Step 6

Confirm what 'safe' illustrations they want to use to portray the situation they would like to reach using as a starting point the most effective and easiest ideas from the previous activity. Collectively identify the 'unsafe' illustrations that will be solved with each of those 'safe' ones. Remind them that each 'unsafe' situation may have more than one 'safe' solution, and vice versa.

Step 7

Form subgroups and give each a few of the 'safe'-'unsafe' sets, the set of planning cards, and materials to draw any additional steps they would like to include. Ask them to place the planning cards in the order in which they believe the change from an unsafe to a safe condition can be accomplished. Indicate that some steps can occur at the same time and some have to happen one after the other. Ask them to prepare to present their ideas to the group and to answer any specific questions that may arise.

 **Go to Digital Track**

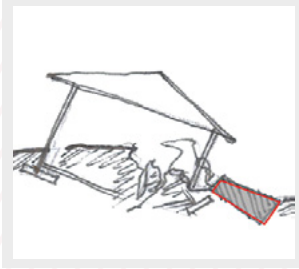
6. Participants confirm “safe” illustrations that portray the situation they would like to achieve.

- ✓ **Very effective**
- ✓ **Very easy**

Safe



Unsafe



?

7. What steps can we follow to move from the unsafe to the safe situation?



9. Once proposals have been presented discuss:



Time

How much time is needed to complete each of the activities?



Places

Where will activities take place?



Quantities

To how many will they apply?



Connections

Are there steps of the plan that intersect?

Step 8

Ask the subgroups, as they explain their reasonings, to position their action plans in rows, so that they can be seen one above the other. Suggest that plans that achieve the greatest benefits and are the simplest to implement take priority, and should be placed at the top.

Step 9

After the presentations promote a collective dialogue aiming to reach an agreement on a common action plan. Guide the conversation to address:

- The **time frame** to perform each of the different activities and the plan as a whole.
- The **places** where the activities will take place.
- The **specific amounts**. For example, if a 'safe' situation represents an improvement for the houses, the group must decide how many houses will be improved. The agreed upon amounts are written on self adhesive labels and placed on the 'safe' illustrations. Explain that these amounts can be changed later if the group feels they are too low or too high.
- The **connections** between the different parts of the plan. For example, activities such as community meetings that could serve several activities, or actions that may conflict with each other, or compete for limited resources like time availability of specific people.
- The **availability** of the resources needed to carry out these activities.

ACTIVITY 6

FACILITATE

Step 10

Guide the group to decide **who** performs each step identified in the plan according to the personal attributes and skills needed to perform it. As decisions are made, write down the names on a paper and paste them under the step in the plan.

Step 11

When tasks are assigned, invite the group to agree on who will coordinate all the people who will carry out the steps in the plan. If the plan includes several 'safe shelter' situations to achieve, each may need a separate coordinator and their names must be registered.

Step 12

Invite the selected people to coordinate the rest of the meeting. Support coordinators as needed and check that they are really able to carry out this task.

Step 13

Ask the group to register the plan's milestones in the timeline they created during Activity 1. Make sure they include regular PASSA Group meetings.

 **Go to Digital Track**

Step 14

Now focus the dialogue on:

- The **feasibility** of each of the parts of the plan. If external resources are needed to achieve some aspect of the plan, ask if there are specific activities in the plan to identify and get those resources.

- Additional **skills** that people responsible for the plan may need (e.g. financial management) and the necessary training.
- **Monitoring** needed to check that people are fulfilling their responsibilities.
- **Actions to take** if the tasks are not being fulfilled, or if there are significant delays.

Closing

Step 15

If you see that the responsibilities for the plan are not balanced in terms of gender, or if the plan does not account for normal gender roles in the community, present this topic in the group. Ask if they have noticed this. Ask if this can cause a problem regarding the disallowance of men or women, or place an unfair burden on men or women. If so, encourage the group to find solutions.

Step 16

Ask coordinators to translate the plan to the following chart, either on paper or using a digital tool, so that it can be shared with other members of the community and used for the following activities. There should be one row per solution.

Go to Digital Track

What	When	Where	How many	How	Who



Step 17

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



Step 18

Explain that in the next activity the group will review the plan to see if it has any major flaws and then decide how they will monitor the progress of the plan.

Activity 6 - DEBRIEF

Artist

1. Take pictures of the plan to keep with the project files.
2. Verify that the plan gets documented and if you have the Digital Track tools available check that the latest versions of the documents and presentations are saved.

Artist, volunteers, manager

3. Share your thoughts about the activity and reflect on:
 - The plan feasibility and potential resources or authorizations the youth will need to get.
 - Results in relation to purposes.
 - Additional requirements for the next session.

4. If there are other support organizations or if the Red Cross Red Crescent is supporting the youth, plan a meeting with them to share the results of the activity and to get their comments and feedback.



ACTIVITY 7

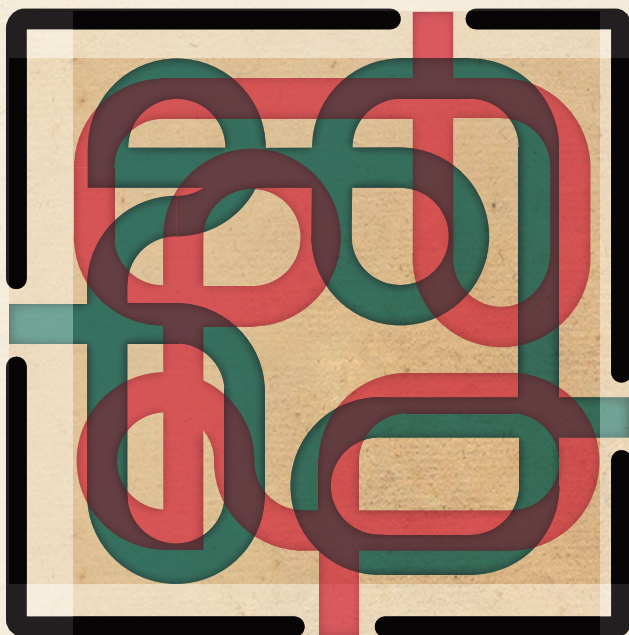
Problem box



Duration
4 hours

***"Think hard; those who merely
work hard generally lose their
focus and intellectual energy"***

Nassim Taleb



Activity 7 - PLAN

Activity 7. Problem box

- Thinking about the future -

Summary

Consideration is given to obstacles or difficulties that the group could face during the implementation of the plan and possible answers or alternative solutions are anticipated in case they arise.

Purposes

To think about possible problems in implementing the plan to make improvements in shelter safety.

To seek solutions to these problems.

To identify possible changes needed in the plan.

ACTIVITY 7

PLAN

Materials



Pen, pencils & erasers*

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



Container*

To collect the questions.
Alternative: hat, basket, box, etc.



A5 Size paper*

To write questions.



The action plan from the previous activity*



Signs*

Four signs with the following labels: 'We can without changing the plan', 'We can adjusting the plan', 'We can with external help' and 'We don't know how to solve it'.



Self-adhesive labels*

To comment on plan.



Digital Track*

To comment on plan.

Considerations

1. By thinking about potential problems or difficulties in the implementation, the group can identify aspects of the plan that could be overestimated or underestimated. This will lead to adjustments that will make the plan much more realistic.

2. The plan must reflect achievable situations within the capabilities of the group and its community, determined by the group itself.
3. The questions and answers posed in this activity reveal the fears and expectations of the group now that they have advanced so far. Give them all the time required to address and clarify any issues that arise.
4. The changes required for the plan of action to deal with the problems identified will probably make the plan more realistic. These may include reducing the scale (e.g., improve 100 homes instead of 200), reduce its scope (e.g., remove one or more activities), changing technologies (e.g., using local materials rather than prefabricated) and increase the time (e.g., have three months to clean the drainage system instead of just one).
5. The PASSA Group and the community will be responsible for the implementation and monitoring of the plan and this activity aims to equip them with solutions to situations they may face after concluding meetings facilitated by volunteers.

Previous preparation

1. Have the plan of action developed in the previous activity exhibited so that all the members of the PASSA Group can see it.

Actividad 7 - FACILITE

Presentation



Step 1

Invite a participant to briefly summarize the previous activity.



Step 2

Promote a dialogue to review the agreed upon plan for the improvement of safety in the shelters and if there are any suggestions or changes allow some time for modifications.



Step 3

Explain that in this activity the group identifies things that can go wrong during the implementation of the plan and seeks early ways of solving these potential problems. Highlight this as a positive process because the more potential problems are identified and resolved at this stage, the greater the probability of success for the plan.

Action



Step 4

Convene the group to review the action plan and individually think and imagine situations that could arise during the implementation of activities that have been placed between the unsafe condition and a safe solution. Ask them to write each problem they come up with on a separate piece of paper. Give one or two examples: What will happen if the carpenter leaves the community? What will we do if we cannot buy enough bricks?

Step 5

Ask a group member to place all the problems in a container, that will become the **Problem Box**

Step 6

Pass the Problem Box to a participant and ask him or her to draw a paper and verbally answer the question on it; then pass the Problem Box on to the next person, and so on until all questions have been addressed. If a participant draws his/her own question (s)he must change it. Give the group enough time to discuss the answer. If a participant cannot answer a question it can be answered by someone else in the group.

Step 7





Ask participants to place the question in one of four categories as they go along:

<i>We can without changing the plan</i>	<i>We can by adjusting the plan</i>
Problems the group can solve by itself without changing the plan.	Problems that the group can solve by itself but require changes to the plan.
<i>We can with external help</i>	<i>We don't know how to solve it</i>
Problems that the group can solve as long as they have outside help.	Problems for which the group does not conceive a solution (even with outside help).

ACTIVITY 7 FACILITATE

Step 8

Ask the people responsible for each part of the plan to make the necessary changes arising from this activity clearly marking changes for all to see:

-  **We can without changing the plan:** no changes are necessary.
-  **We can by adjusting the plan:** make the necessary modifications to the plan.
-  **We can with external help:** write down the source of external aid, and how to get that help.
-  **We don't know how to solve it:** make any necessary changes to the plan to take into account these problems.

 *This step can be done using the Digital Track*

Closing

Step 9

If you have the Digital Track tools available verify that the latest versions of the documents are saved.

Step 10

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

Step 11

Explain that at the next activity the group will decide how to track progress on the plan and how to conduct follow-ups.

Encourage them to invite family, friends, members of the community, potential partners and media contacts as the second half of Activity 8 will be devoted to showcasing the development process of the plan and listening to feedback from guests.

Activity 7 - DEBRIEF

Artist

1. Take pictures of the modified plan to keep with the project files.
2. Verify that the notes and modifications of the plan get documented.

Artist, volunteers, manager

3. Share your thoughts about the activity and reflect on:
 - Results in relation to purposes.
 - Additional requirements for the next session.



ACTIVITY 8

Monitoring Plan



Duration
4 hours

**"We have already taken many steps.
Now it is time to take a leap."**

Malala Yousafzai



Actividad 8 - PLAN

Activity 8. Monitoring plan

- Making decisions -

Summary

The group decides how often and under what indicators they will follow up on the activities of the plan to ensure they are being carried out and to determine who will be responsible for measuring and reporting.

Purposes

To showcase and celebrate the work of the PASSA Group.

To get feedback from the community.

To develop a procedure for checking on progress in the implementation of the improvements in shelter safety.

ACTIVITY 8

PLAN

Materials



Monitoring chart*

Previously prepared on two sheets of B1 flipchart paper as shown in the model.



Illustrations set B*

Illustrations selected during Activity 6 as 'safe' options.



Pen, pencils & erasers*

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



Digital Track*

For project management.

Considerations

1. Encourage the group to include both men and women, and people from different sectors of the community within the PASSA Group in monitoring roles.
2. It might be appropriate for the coordinators of the different parts of the plan to also act as monitors. This makes things much simpler, but there may be a risk of loss of transparency or suspicion of unfairness, especially when it concerns activities involving the use of money or other resources. If this is the case, monitoring should be done by someone who is not a coordinator.

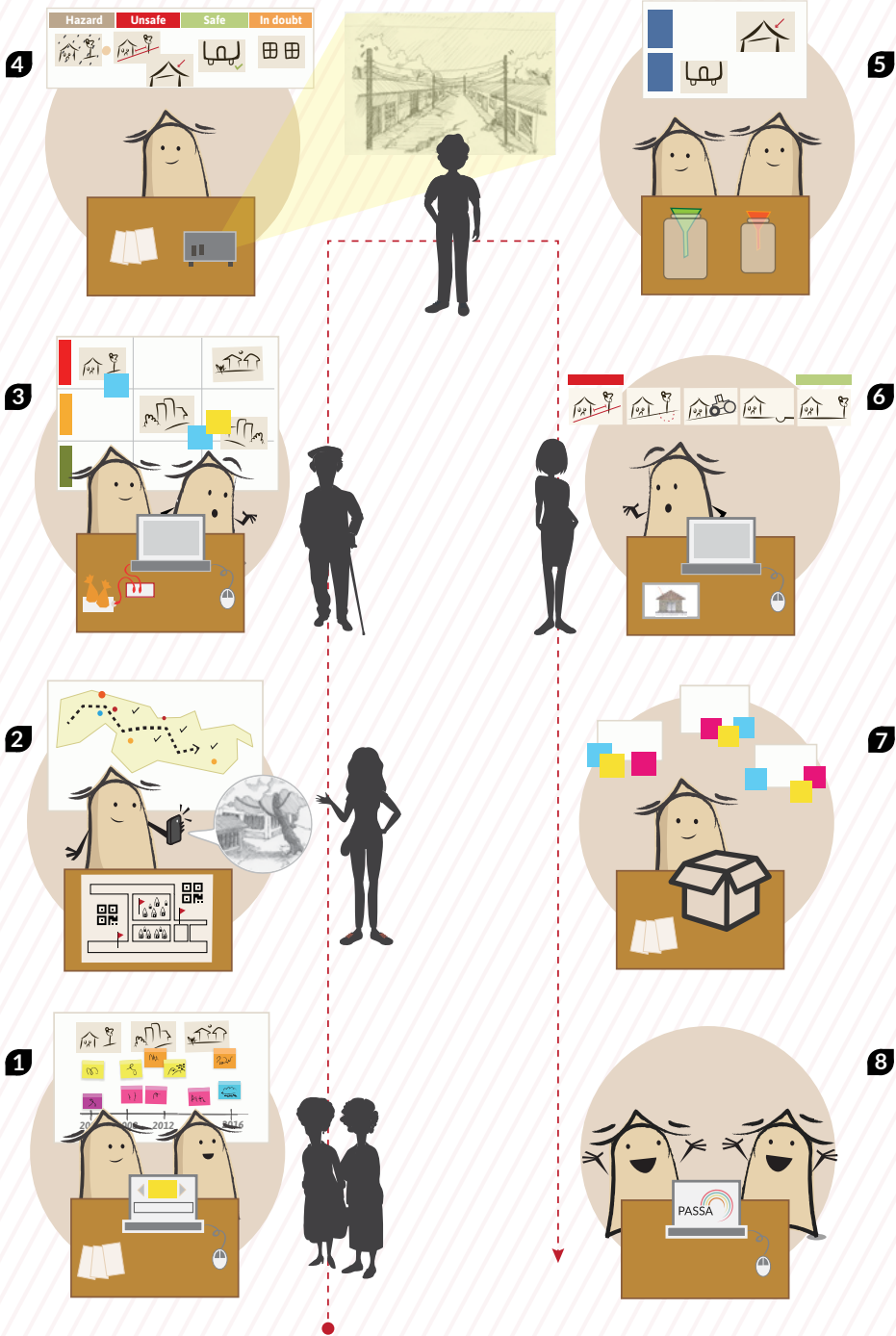
Previous preparation

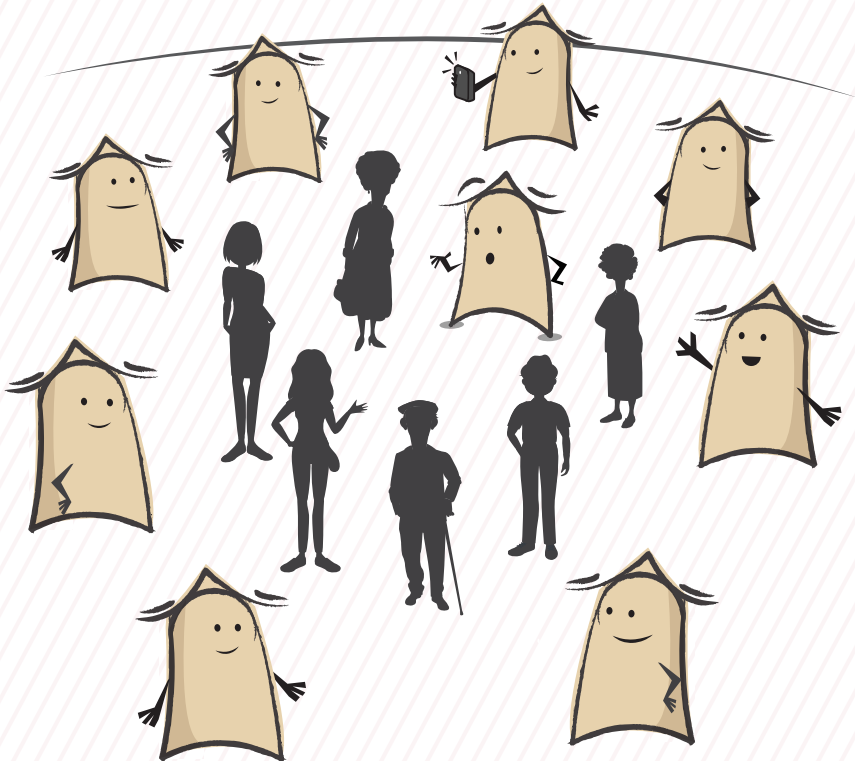
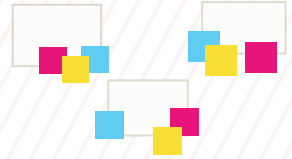
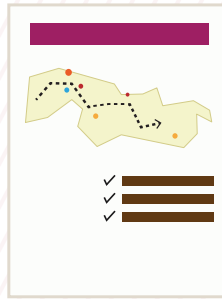
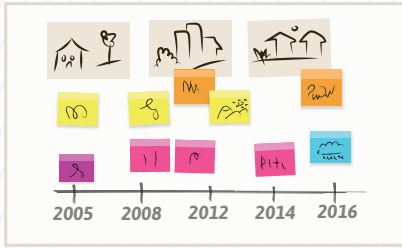
1. Have a monitoring chart ready. This is an extension of the group's plan from Activity 6 that starts with the 'safe (future)' column of the plan. The chart should have six columns:

- **Goals:** ‘safe (future)’ illustrations chosen by the group in the planning for change activity – e.g., safer houses.
- **How many:** e.g., how many houses are to be improved.
- **Indicator:** what should be measured – e.g., the number of houses improved. Guide the selection of indicators to some that are easy to measure and that provide information to show if the plan is progressing.
- **How to measure:** how to check the progress being made – e.g., how to check the number of houses improved (discussions with householders, house visits etc.)
- **Frequency:** how frequently the indicator should be measured (every week, every month etc.)
- **Who will measure:** who will be responsible for measuring progress – e.g., who will go and count the improved houses and keep records to inform the PASSA Group.

Goals (safe-shelter)	How many (numbers)	Indicators (what to measure)	How to measure	Frequency (how often)	Who measures?

2. Plan something special to celebrate the achievements of the PASSA Youth. Consider showcasing them to guests from the community, allies, local authorities or media. Check with the manager what would be appropriate within the context where you are working and let the participants know the plans in advance.





Ask community members to sit in the inner circle with one young person, who represents the PASSA Group to moderate the conversation, and the rest of the youth plus the facilitators in the outer circle listening to the guests recommendations.

Activity 8 - FACILITATE

Presentation



Step 1

Invite someone to present a brief summary of activity 7.



Step 2

Start a group dialogue to review any changes that have been made to the plan and to confirm its final content.



Step 3

Present the activity explaining that the group will decide how they are going to measure progress towards achieving the goals they have selected in activity 6.

Action



Step 4

Have participants work together in one group. Ask the people who were selected to coordinate the plan during Activity 6 to facilitate this activity. Explain that they will be helping the group decide on how to verify that the plan they agreed to during the last meeting is actually being carried out. Ask them to stick the 'safe' illustrations representing their goals illustrations on the left-hand side of the chart.



Step 5

Ask the coordinator(s) to continue to fill in the columns on the chart, making sure they have clearly understood what is to go in each column. You may need to help them by providing an example to illustrate the process, but avoid

influencing their decisions. If necessary, take time with the coordinator(s) individually to explain the task and ensure they have fully understood.

Step 6

After the chart has been filled in, facilitate a group discussion to check that the people chosen to carry out the monitoring plan are comfortable with this responsibility and have fully understood what it involves.

Step 7

Ask the group for their ideas about how to involve or get support from other members of the community in checking the progress and achievement of the project goals.

Step 8

Encourage the group to decide how monitoring information will be recorded and shared with the group and how they will determine what to do in case the project does not go according to plan.

Step 9

Remind the group that this is the last activity before starting to carry out the plan. Discuss and agree on the arrangements for ongoing support to the PASSA Group, including one or more activities to monitor and evaluate progress.

Closing

Step 10

Ask some volunteers to make a copy of the monitoring plan.

ACTIVITY 8

DEBRIEF



Step 11

Take pictures of the plan and the participants to keep with the project files.

Step 12

End the session with some activity to celebrate the achievements obtained by the PASSA Group to this point. If the decision is to have external guests, you can have two different moments as shown in the graph at the beginning of this activity:

- Arrange the room with one station per activity to showcase what the PASSA Group has accomplished.
- Set up a small circle for guests to sit, and a larger circle around it for the PASSA Group and facilitators. Ask one young person to join the guests in the inner circle and moderate the conversation that can revolve around the ways in which the community and allies can support the PASSA Group with the implementation of their action plan. Everyone in the outer circle should listen carefully; if they want to ask a question they may give a sign to the youth representative in the inner circle (such as a tap on the shoulder) to move to the outer one and let the other participant continue moderating.

Activity 8 - DEBRIEF

Facilitator and manager

- 1.** Verify that you are keeping the latest versions of all documents

and presentations.

2. Record all information on the final plan and the process so that you can document the closing of the PASSA Youth meetings.
3. Make a recount of all activities, possible experiences to share, and any concerns that have been left unresolved, to share with the project manager and other entities involved or who have provided support in the process.
4. Plan a closing meeting with local authorities and other entities that have facilitated the process in the community as well as with the families of the youth.



PART 2 - GUIDE FOR MANAGERS

Introduction

This section provides guidance for National Societies and their allies such as Habitat for Humanity wishing to use PASSA Youth, to help them create appropriate national capacity in terms of human resources and tools.

STEP	DESCRIPTION	DURATION
1. Entry point	VCA, recovery programme, youth programme, or other participatory approaches that are in place.	Up to 2 weeks
2. Initial assessment	Shelter safety evaluation, data interpretation.	1 week
3. Community selection	Identification of youth collectives.	2-4 weeks
4. Transmedia kit preparation	Illustrations and Digital Track based on the problems identified during the assessment.	Up to 1 month
5. Managers and volunteers selection	According to selection criteria.	1-2 weeks

GUIDE MANAGER

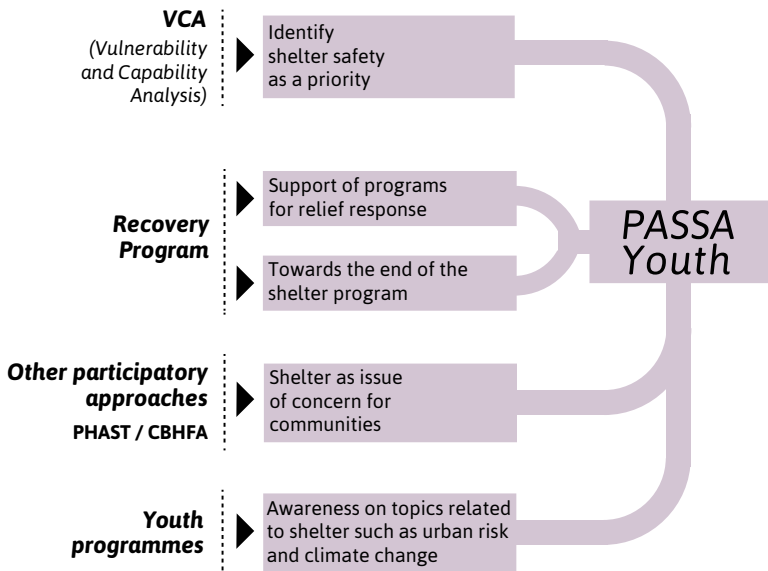
6. Managers and volunteers training	Training design and implementation for managers, volunteers and artists.	1 week
7. Implementation, monitoring, and control	Volunteers monitoring and results control management.	2-8 weeks

One to three months should be allowed for steps 1 to 6. Step 7, Implementation, may take one to two months per community.

2.1. Entry points

There are several possible entry points for PASSA Youth, as listed below. They are not mutually exclusive.

- **VCA:** shelter safety may be identified as a priority by a VCA. PASSA Youth leads on very logically from VCA, and shares some tools for problem identification and analysis.
- **Recovery programme:** PASSA Youth may be used to support shelter recovery programming following a relief response, and may be used towards the end of a shelter programme to help communities establish mechanisms to sustain shelter and settlements safety.
- **Other participatory or community-based approaches:** when volunteers work with Participatory Hygiene and Sanitation Transformation (PHAST), or with Community-Based Health and First Aid (CBHFA), shelter safety may arise as an issue of concern to communities.
- **Youth programmes:** consider programmes to raise awareness on climate change, urban risk and other topics directly or indirectly related to settlement safety.



Whatever the entry point, PASSA Youth should be used in a way that supports other Red Cross Red Crescent actions and community initiatives.

2.2. Assessment

A specific assessment process is needed before implementing PASSA Youth, as follows:

- Establish critical **hazards, capacities and vulnerabilities** paying special attention to the ones that affect young people.

GUIDE MANAGER

- Classify **shelter typologies, construction processes, settlement features** and **technical challenges** faced by communities including public spaces or empty lots that serve as social meeting places for youth.
- Choose zones for **intervention**, define intervention type and resources needed.
- Recognize social, economic, cultural and institutional features of the communities and their **contexts** in the intervention zones.
- Identify youth collectives and support networks for young people that PASSA Youth can articulate with.

This assessment would normally be done as the basis of a shelter programme, of which PASSA Youth would be a part.

Some information relating to shelter will already be available if a VCA has been carried out. If so, this should be used as the starting point. Other relevant information from a VCA should be used to also understand the context within which PASSA Youth is carried out.

Assessments should be made using consistent methods for data collection by **multidisciplinary teams** trained in those methods, using standard formats for reporting and mapping data. This is particularly important in large and varied contexts where it is necessary to have comparable information for decision-making. A shelter specialist and social science specialist are essential for designing and managing the assessment and interpreting the findings.

2.3. Selecting communities for intervention

2.3.1. Selection criteria

Possible criteria for selecting zones and communities for a shelter safety intervention based on PASSA Youth include the following:

- Community interest in shelter and settlement safety.
- Reasonably stable communities with some sense of ownership of their shelter and settlement.
- Communities with a certain level of social unity where a small community group may have influence on the community as a whole.
- Householders with a tradition of construction and/or maintenance of their own houses and environment.
- A reasonably good security situation.
- A positive legal context.
- Supportive local authorities.
- Preexistence of at least one youth collective initiative.
- Availability of some digital resources and connectivity to the Internet is not mandatory but would be advantageous.

2.3.2. Selection process

Selecting communities for PASSA Youth commonly requires the following steps, after the assessment described in Section 2 above has been carried out:

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- **Informing local authorities** and relevant government ministries (agriculture and forestry, public works, planning etc.) at district level and identifying potential communities for using PASSA Youth.
- **Consulting youth** in communities with potential for using PASSA Youth and identifying those communities that best fit the selection criteria and where there is a strong expression of interest from young people.

It may be more appropriate in some contexts to finalize the selection of communities after the choosing and training of volunteers and managers, and developing the PASSA Youth toolkits.

2.4. Transmedia toolkit preparation

This section provides guidelines for the preparation of the illustrations pack and digital materials to be used during the PASSA Youth activities.

The illustrations pack must be created with images that coincide with the **customs, values, clothing, environment, interpersonal relationships and lifestyle** of young people in the community. The types of activities, buildings, facilities, vegetation and animals shown should be similar to those in the area where PASSA Youth is implemented. The illustrations can be drawings, photographs, 3D models, videos, and other multimedia formats.

2.4.1. Why illustrations are so important

The illustrations suggested for each activity in this manual are essential parts of the PASSA Youth process. They stimulate discussion and






empower both literate and illiterate people to speak out in group sessions. The multimedia character is attractive to young people; whenever possible drawings must be combined with photographs, 3D models, animations and videos. Formats such as comics, graffiti and others appealing to youth in the community are also welcome. For this reason, the development of the illustrations requires careful work with an artist.

The collection of all illustrations, marked, classified and stored, is called 'illustrations pack' which is part of a 'Transmedia toolkit' that contains this manual, an interactive component, activity cards, and other materials needed for the activities.

 [See Part 5 -Annex 1. Transmedia Toolkit- for more details.](#)

2.4.2. Steps in creating the illustrations pack

Making the PASSA Youth illustrations pack involves the following steps:

-  Selecting the artist.
-  Explaining to the artist the methodology underlying the PASSA Youth approach so that the purpose of the illustrations is clear.
-  Visiting the local communities with the artist in order to become familiar with the surroundings so that the illustrations are realistic and related to the context.
-  Producing a practice set of illustrations.
-  Pre-testing the illustrations in a local community and during the PASSA Youth training.

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- Producing the final set of laminated illustrations.
- Producing copies of the illustrations for use in the communities.

The whole process may take up to a month. It can happen in parallel with other preparation efforts.

2.4.3. Artist's fees and costs

The following points should be considered when estimating the cost of making the toolkits.

The artist's fees should be agreed on before they start work. It is best to make a flexible arrangement – e.g., by calculating the time required to produce the necessary set of illustration, plus time for community visits and attending the training workshop, and acting as a mentor during the implementation of PASSA Youth, all calculated on a daily fee basis. Then if some illustrations need changing, if additional ones are needed, or more community visits are required, it is clear what rate is to be paid and this avoids tension arising over money. It is worth spending a little extra on a good artist if they produce what is needed, as their work is such an important element in PASSA Youth and is a relatively small part of the total cost of implementation.

Travel and subsistence costs for community visits and the PASSA Youth training workshop should be included.

The cost of materials must be taken into account as well, including paper and paints, making copies of illustrations and providing folders in which to organize them.

2.4.4. Artist selection

The artist plays 3 roles in PASSA Youth:

1. Develop the illustrations.
2. Introduce digital tools.
3. Act as a mentor for the youth to express their ideas and to communicate them to the community through art.

It is good to work with an artist who lives in the area where PASSA Youth will be used or who knows the area so that they will be more likely to understand the local context, and can more easily visit the communities to make the illustrations and attend the PASSA Youth activities.

Several artists should be invited to show their work so that an initial selection can be made. It is helpful to ask them to produce a line drawing of a scene, from life, including people and buildings, as a selection test. This will make it possible to see how fast they work and how well they draw people, landscapes and building details, all of which are important.

The artist should also be available for the time required to produce the initial illustrations, participate in the training workshop and then to make any necessary revisions once implementation starts. They should be flexible and ready to redraw their work if needed. The role of the artist could extend beyond the PASSA roll out into the implementation of the action plan.

2.4.5. Artist tasks explanation

The artist needs to understand the PASSA Youth methodology and participatory approach, so it is clear that what is needed is not very detailed drawings with specific messages, but images that stimulate ideas and provide examples for people to consider and analyse. The artist should also understand the style of illustrations that is required – **simple, clear** and **understandable** to local people. It is useful to have some samples of illustrations to show the potential artists and help them understand what is required. It helps to talk them through the PASSA Youth activities, particularly those that use illustrations.

 [See Part 4 -Artists guide- to view some examples.](#)

2.4.6. Community visits

The artist should walk around the community along with a shelter specialist and volunteers to become very familiar with the way people dress, where they live, the type of shelter, settlement and facilities they have including the environmental situation, and any problem areas in the community, particularly those relating to safe shelter. They should draw rough sketches and take notes and photographs of what they see, so that later it will be easier to discuss the illustrations that will be needed.

Soon after the visit, a list of illustrations needed should be made so that the artist can start making sketches.

 [You can use the lists in Part 5 -Annex 1. Transmedia toolkit- as a starting point.](#)

2.4.7. Other sources for images

The artist can use existing materials for communicating about shelter safety as a basis for their work. These materials may include photographs, videos, posters and models, or details of construction diagrams. Any existing materials used in this way should be redrawn so that a consistent style is produced, and so that the content can be changed if needed.

2.4.8. Quality of the illustrations

The artist should work alongside a shelter specialist to ensure that the technical details are correct and clearly illustrated. It is best to agree a set of sketches before making finished illustrations.

Illustrations made for PASSA Youth activities are generally simple line drawings. It is best if the original illustrations created for a prototype toolkit are first made as black and white line drawings. These illustrations can then be adapted to reflect local regional situations.

2.4.9. Previous evaluation of illustrations

It is essential to pre-test the illustrations pack with one or two of the communities where they are intended to be used, using clear evaluation criteria, including the following:

- Do the youth in the community feel the illustrations reflect their culture and habits and living conditions?

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- Are the appropriate set of construction types, construction details and settlement details represented clearly?
- Is the illustration style adequate? Do the youth in the community interpret the illustrations as intended?

The illustrations pack can also be pre-tested during the PASSA Youth training workshop while the volunteers practise facilitating the PASSA Youth activities. The volunteers and trainers may identify illustrations that do not represent well what they should, and propose to add any that are missing.

2.4.10. Revising the illustrations during implementation

It is important, particularly during the early stages of implementation, to evaluate the illustrations pack using the criteria listed in Section 2.4.9, so that the artist can make any revisions and additions needed. Thereafter, if there is significant feedback on the illustrations pack from PASSA Groups or volunteers, this should be taken into account. It is therefore important to have an arrangement to keep the artist involved.

2.4.11. Organizing and storing the illustrations pack

Master copies of all illustrations should be in black and white and should be laminated and stored in a safe place. The illustrations should also be scanned and stored electronically. The hard and electronic copies should be organized into folders according to each activity so that they can be easily located and photocopied or printed as needed to make the sets for volunteers to use.

Each volunteer should have one illustrations pack per community. Each pack should have enough copies of the illustrations for all sub-groups; this means that 2 to 5 copies will be needed.

 **See 3.3.2. -Working with subgroups- for more details.**

A folder with divided pockets is ideal for storing and organizing illustrations. The illustrations should be labeled and divided into their specific activities. It is likely that the PASSA Groups choose to personalise and keep their illustrations, so you will need a new illustrations pack for each new community where PASSA Youth is implemented.

It is probable that new illustrations are created either by the artists or by the youth during the use of PASSA Youth and they can be added to the pack. If possible, the same artist should be asked to produce these additional illustrations, which should then be copied, marked, numbered, and included in the pack.

2.4.12. Preparing the Digital Track

The Digital Track companion has all the instructions, links to online materials and files to install local software for the different kind of operating systems. Depending on your technical capacity it may take several days to get everything up and running, so plan accordingly to be fully prepared before the meetings with youth begin. The Digital Track is provided in a USB as part of the PASSA Youth trans-media toolkit and it is also available online at:

 <http://passa.ifrc.org>

2.5. Selecting managers and volunteers for PASSA Youth

2.5.1. Managers

The main task of the manager of the PASSA Youth process is to select, train and supervise volunteers who carry out participatory techniques. It is essential that the manager has substantial experience in this field and is committed to the approach. The manager should be able to manage all aspects of programming where flexibility is required (proposals, reporting, negotiating changes etc.), and also has a key role in coordination with local authorities.

In addition, the PASSA Youth manager needs sufficient technical background to be able to train and support volunteers and, in some cases, provide technical advice. Although the technical issues to be managed in the contexts where PASSA Youth is likely to be implemented are not that difficult, in some contexts there may be more complex structural or settlement issues that require specialist expertise in shelter and construction.

On small projects the PASSA Youth manager may be the manager of the whole shelter safety project. On large projects it may be necessary to have one person with a social sciences background managing PASSA Youth and another with a shelter background managing technical interventions, with the two working very closely together.

2.5.2. Volunteers

Selecting the right volunteers to be PASSA Youth facilitators is essential. Below is a list of recommended selection criteria for PASSA Youth volunteers.

Suggested selection criteria for PASSA Youth volunteers

- Is a high school graduate or above.
- Is a good communicator.
- Is confident with a group.
- Is able to help others to express themselves.
- Is able to provide a strong link between the community and the National Society.
- Has faith in the ability of young people to find creative and appropriate solutions to their own problems.
- Is open to new ideas.
- Is interested in exploring digital technologies.
- Has previous positive experiences working with youth 13 to 17 years-old from like-minded communities.

Volunteers should be carefully chosen and then closely observed during the PASSA Youth training to ensure they really do have the skills and attitude required to be PASSA Youth facilitators.

2.6. Training for managers and volunteers

2.6.1. Volunteers

The PASSA Youth training for volunteers takes 4 days and includes an opportunity for all participants to practise facilitation and to experience the activities from the perspective of a PASSA Group member.






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The training programme is based on this PASSA Youth manual and should be adapted locally using the transmedia toolkit with the illustrations pack developed for the region.

 **See 2.4. -Selecting communities for intervention- above.**

It is advised that the course be facilitated by a training team composed of a PASSA Youth trainer and at least one other person who will manage the volunteers. A shelter specialist is required for part of the training programme.

The volunteers should read the following sections of the PASSA manual, in their working language, for the training and subsequent use:

-  Introduction
-  Part 1 – Activities
-  Part 3 – Guide for volunteers
-  Part 4 – Artist guide
-  Part 5 - Annexes

2.6.2. Managers

Managers should normally be recruited and trained first, so they can then help manage and train volunteers. The duration and content of training required for managers will vary according to their level and type of experience.

 **Their training should take into account the skills outlined in 2.5.1. -Managers- above.**

2.7. Implementation, monitoring and control

2.7.1. Planning

Implementation requires full-scale production of the transmedia toolkits, consumable stationery items, and transport and daily allowances for volunteers, managers and local branch staff involved. Volunteers should be provided with digital cameras or mobile phones with camera functions so they can take photographs of the PASSA Group's charts, maps and other materials.

It is advised to have volunteers working in teams of two, one man and one woman if possible. The same volunteers should stay with each PASSA Group through all the activities, to build a relationship of trust and understanding. Each pair of volunteers will be able to hold one PASSA Youth meeting per day in most circumstances, allowing for travel time. A maximum of two meetings per community is advised. The number of communities supported by each pair of volunteers at any one time will be limited by the volunteers' availability and the acceptable numbers of hours per week of volunteered work.

The speed and scale of implementing PASSA Youth will vary greatly according to the scale of the shelter programme, its timetable and the context in which it is implemented. In some situations, PASSA Youth may be implemented over several years in different parts of the same country in support of a number of shelter programmes. In others, it may be a one-off component of a shelter response, taking from one to two months to carry out.

2.7.2. PASSA Youth volunteer monitoring

Good supervision is key to success, especially in the period directly following training when the volunteers are practising their PASSA Youth facilitation skills at community level for the first time.

The PASSA Youth manager should act as a mentor for newly trained volunteers, helping them to correct any errors they may be making in facilitation and to gain confidence.

The PASSA Youth manager must have followed a PASSA Youth training and a training of trainers workshop. They should understand the tool and facilitation skills well enough to be able to identify problems and help find solutions. If volunteers have made mistakes in facilitating an activity, it is important to not simply explain the activity again but to go through it step by step to understand the problem and find a solution together.

PASSA Youth managers also need to support volunteers concerning the decisions and plans made by the PASSA Groups. The volunteers should provide information regularly so that managers can monitor progress in each community and plan how the shelter programme can support any initiatives the groups develop.

Volunteers can be supervised through regular meetings with the whole group of volunteers implementing PASSA Youth, weekly or after each PASSA Youth activity, and through occasional visits to see how the volunteers facilitate a PASSA Youth activity.

 **Refer to Part 3 -Guide for volunteers- for further info on this role.**

Regular supervision meetings

The regular meetings are a good opportunity for volunteers to exchange experiences and provide feedback about the PASSA Youth activities and developments in the PASSA Group and within the community as a whole. The meetings should be managed in a way that encourages this exchange and allows volunteers' input to improve practise. A short monitoring form or checklist can be a useful way to structure these meetings.

Supervision visits

Visits to see the volunteers in action need to be managed carefully so as not to lessen the volunteers' confidence and to make it clear to the PASSA Group that the volunteers remain responsible for facilitating the meeting. The following checklist can be used when observing volunteers facilitating a PASSA Youth activity:

- Did the volunteers introduce the activity appropriately?
- Did the volunteers arrange the participants in the space for easy discussion?
- Did the volunteers give clear instructions for the activity?
- Did all members of the group talk and participate in the activity?
- Did the group do the tasks as intended?
- Did the volunteers facilitate a lively and focused discussion?
- Did the volunteers handle the materials appropriately?

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- Did the volunteers encourage the group to reach its own conclusion?
- Did the volunteers end the session appropriately?
- Did the volunteers manage time and energy effectively?
- Did the volunteers work well as a team?

After observing an activity, feedback should be given quickly to the volunteers, including what went well and what did not go well. The feedback meeting should end with an agreement between the manager and volunteers about any actions to be taken for improvement, and any positive lessons to be shared with other volunteers.

2.7.3. Articulation with other stakeholders

It is important to coordinate with local authorities throughout implementation, including providing updates on progress and initiatives the PASSA Groups come up with, as well as coordination of any assistance that the National Society provides to support shelter safety. It is particularly important to involve local key stakeholders if the PASSA Youth activities are likely to lead to plans of action that require support from local authorities and other development actors. Care should be taken, however, not to create unrealistic expectations on the part of the PASSA Groups and their communities regarding the influence the National Society may have on other actors.

2.7.4. Dealing with legal and social obstacles to improving shelter safety

In many situations the central cause of unsafe shelter is not technical but legal or social. For example, the community may be in an informal, semi-urban settlement with no legal tenure and where the local authorities may refuse to allow shelter improvements or infrastructure development. In other cases there may be social conflict which makes it extremely difficult to organize activities in the community. In others, there may be major infrastructure works required to make really effective and long-lasting improvements to shelter safety which are beyond the power of the community to influence. Volunteers should try to identify these problems with the group at an early stage, and guidance should be provided by the shelter specialist.

The action plans that are created through the PASSA Youth process should remain realistic, and should include measures that can be taken to make practical and affordable improvements to shelter safety, even if the bigger problems cannot be solved in the short term.

2.7.5. Managing conflict

It may happen that a conflict exists or arises in the community where PASSA Youth is being implemented, connected in some way to PASSA Youth or the shelter intervention more generally. This may be conflict between individuals or social groups in the community. PASSA Youth could potentially create or worsen conflict because it causes competition for resources, power or status within the community or because the PASSA Group has leaders from areas divid-

ed by invisible barriers. It may be that conflict makes it difficult or impossible for PASSA Youth to have a positive impact. Managers should be watchful and encourage volunteers to share any concerns they have relating to conflict during regular monitoring meetings.

 **For more information about managing conflict, see the IFRC Better Programming Initiative.**

2.7.6. Monitoring and reporting

The specific requirements for monitoring and reporting on PASSA Youth implementation will depend on those for the shelter programme it supports. As a minimum, the following information should be gathered:

- **Per district:** progress on implementing PASSA Youth activities, constraints and achievements
- **Per community:** key decisions made, changes in group dynamics, attendance of participants, interactions with the rest of the community and external stakeholders
- **Per community:** material changes made to shelter safety as a result of PASSA Youth; support requested from the National Society/shelter programme; support provided by the National Society/shelter programme or other actor.

A standardized monitoring form for volunteers and a summary form for collating volunteers' data should be developed for recording and communicating monitoring data. Photographs of PASSA Youth activities should be carefully sorted to remove any that are not useful, and those that are kept should be filed for each activity per community.

2.7.7. Revising and improving PASSA Youth activities and illustrations pack

With experience, the volunteers will probably start to make some changes to the way in which they facilitate the PASSA Youth activities. Any improvements should be shared with other volunteers, and the instructions for the activities can be changed for future use. However, care should be taken to ensure that any changes do not weaken the activities or change their purpose.

The illustrations pack should be reviewed periodically also, to replace or modify illustrations as required, based on the experience of the volunteers. Each time a change is made, all of the volunteers' packs should be updated. If possible, the artist who made the original illustrations should be asked to make the amendments.



PASSA
jóvenes

PASSA
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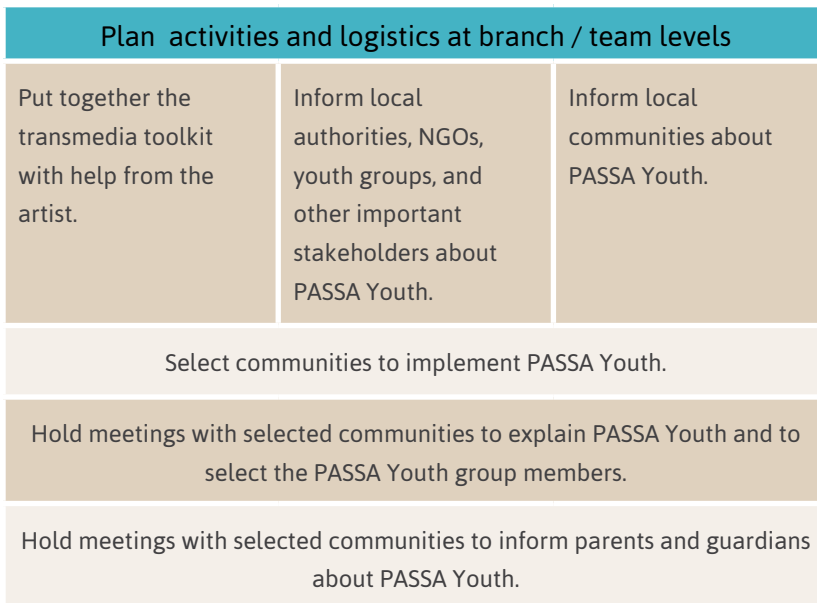
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Part 3 - GUIDE FOR VOLUNTEERS

3.1. Introduction

This part of the manual contains information and advice to help volunteers prepare to implement PASSA Youth, facilitate the activities and then provide follow-up.

Once a decision has been made to carry out PASSA Youth in a specific area or from a specific branch, and a PASSA Youth training session has been carried out, the PASSA Youth process should normally follow the steps illustrated in the diagram below.



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Carry out the 8 PASSA Youth activities in each community.	Monitor progress of the PASSA Youth activities.	Debrief progress with the manager and all facilitators (volunteers, artists, technical advisor).
Monitor activities to improve shelter safety and provide support to the PASSA Groups.		
Facilitate activities for the PASSA Groups evaluation of improvements to shelter safety.		

3.2. Preparing to implement PASSA Youth

3.2.1. Preparing yourself

Before you start implementing PASSA Youth you should receive training that covers three main areas:

- The PASSA Youth approach, facilitation skills and the role of the volunteer.
- PASSA Youth activities.
- Important technical issues for shelter safety.

During and after the training, and before you begin working with a community group, you must:

- Read carefully this whole section of the manual.
- Carefully read Part 1 (PASSA Youth Activities) and make sure that you understand the purpose and expected result of each activity.
- Read the activities in detail, review the cards and the Digital Track, and ask other volunteers or your manager if anything is not clear.
- Practise the activities with other volunteers and ask them for feedback.

3.2.2. Preparing your PASSA Youth illustrations pack

The PASSA Youth illustrations pack is the collection of illustrations that each PASSA Group will use for certain activities. Each group will need 2 to 5 sets of illustrations, one per subgroup.

The illustrations are a very important part of the PASSA Youth approach, so you should be familiar with them all. Read Part 4 of this manual (Artists Guide) to see what instructions the artist receives, and talk with the artist. If you find that additional illustrations are needed once you start facilitating the PASSA Youth activities, inform your manager so the artist gets the request to create them.

You should also receive all the necessary materials for the PASSA Groups to work, as listed on the Materials pamphlet. Verify you have all you need before each community visit.

3.2.3. Selecting the PASSA Group members

PASSA Youth is designed to be implemented with groups of 15 to 30 youth between the ages of 13 and 17, who voluntarily join to participate in 8 activities and interact with other community members to exchange ideas and to encourage others to increase shelter safety of their homes and community. Take into account the following points when selecting the group:

- If there are youth groups already within the community you should consider working with them.
- All the youth in the group must be able to work together even if there are invisible barriers in the community.
- Before volunteering, the kids should have a good understanding of what PASSA Youth is and the responsibilities that it entails.

3.2.4. Briefing session for the PASSA Group

During the process of selecting the PASSA Youth group, and before starting the first activity, take time to explain the PASSA Youth process and what it means for the participants, their guardians and the community.

Make sure that PASSA Group members understand that PASSA Youth is a process which takes quite a lot of their time and may involve them in activities and responsibilities that are new to them. Explain that the PASSA Youth activities are designed to help them work together to develop and implement an action plan to increase

shelter safety within the whole community. Invite them to research a bit of the history of their settlement before coming to the first activity.

Ensure there is agreement with your manager and the PASSA Youth group members on any arrangements to provide identification (e.g. caps or tee-shirts) in accordance with National Society policy, as well as refreshments for all participants.

3.2.5. Choosing the place and time to hold PASSA Youth meetings

The meeting place for PASSA Youth activities should be clean, well lit and comfortable, to create a positive and productive working environment. There should be space on walls or on boards to hang charts and illustrations, and clean work surfaces or floors to spread out illustrations during group work. Whenever possible have a projector and at least one computer for each expected subgroup, preferably with internet connectivity.

The meeting place, and the times chosen for the PASSA Youth sessions, should also encourage full participation and not discourage attendance by particular social or religious groups. Discuss and reach an agreement on how often the PASSA Youth sessions will be held (e.g., weekly or twice a week) and at what time they will start.

3.3. Carrying out the PASSA Youth activities

3.3.1. Explaining the activities

There are detailed instructions for the activities in Part 1 of this manual. If you have carefully read the manual and practised facilitating the activity beforehand, you should be able to explain it to the PASSA Group members without having to read from the manual. **Use the activity summary pamphlet and the activity cards as a reminder.** Explain the activities just one step at a time so that you do not give too much information at once. Check carefully that all the participants have understood the instructions before you ask them to begin a task. If, after careful explanation and demonstration, some people have still not understood, do not spend too long trying to resolve this situation: simply start the activity and explain again as it proceeds, or ask a youth who has understood to explain.

3.3.2. Working with subgroups

Much of the work done during the PASSA Youth activities is in subgroups of 5 to 7 youth, since this provides greater stimulus and opportunity for participation, and allows participants to work on different aspects of a task at the same time. The members of the subgroups can be swapped around for the different activities so that they all have the chance to work with the other group members. Pay attention to any subgroups that have difficulty working because of conflict or lack of motivation.

If necessary to ensure full participation and representative input from women and men, try asking the participants to create at least

**GROUP of
15 TO 30 Youth**



FORM BETWEEN 3 and 5 SUBGROUPS



Greater incentive and **opportunities to participate**



Working on **various aspects** of a task at the same time



Fire Phenomena



Earth Phenomena*

Each subgroup should elect a **RELATER** to take notes and present a summary

*There can be more than one subgroup working on the same hazard

NOTE

For activities 1 to 3 subgroups may be different for each activity and **chosen at random**; from activity 4 onwards, it is better to keep the same subgroups **self-selected by affinity**.

SUBGROUP PRESENTATIONS



The **attention** of the entire PASSA Group should be focused on the subgroup presentation

Ensure that all questions are **debated in a positive discussion**



<p>Pay attention to those subgroups that may have difficulties due to conflicts or lack of motivation</p>	<p>If necessary form separate subgroups for men and women</p>	<p>Help to maintain debates focused</p>

one subgroup composed only of women and one only of men.

When giving the task to the subgroups in each PASSA Youth activity, ensure that each subgroup chooses a member or members to record and present their work. Encourage the subgroups not to spend too long on their tasks, and to keep their discussions focused and productive.

When the subgroups are ready to report back, you can help them arrange their work in a way that is easy for the other participants to see, on a wall or board or on the floor. Help ensure that all of the subgroups' reports are given full attention by the rest of the PASSA Group and that questions which arise during the presentations are discussed in a positive way. When the subgroups have presented, facilitate a discussion as indicated in the instructions for each activity.

3.3.3. The role of facilitators

The PASSA Youth activities are designed to help the PASSA Group analyse and plan solutions to their problems of shelter safety. Your role is to facilitate this process and not to be teachers. **So you must:**

- Consider everyone's ideas; not direct the group.
- Promote that the group discovers instead of giving all the information.
- Let the group filter the ideas most relevant to the circumstances instead of selecting them by yourself.
- Allow the group to make decisions; not advise or suggest what the group should do.

- Foster rotating leadership instead of choosing a few leaders.


If, for instance, you start to supply information during the early problem identification phase, you risk directing the group. The only exception that should be made to this is when the group clearly asks for specific technical information to enable it to move forward or if its information is incorrect. This may be the case during the analytical or planning steps. In this case, provide specific technical advice as long as you are sure you have the correct information. If in doubt, check with your manager or relevant local extension services. When you provide technical advice, do it in a way that stimulates PASSA Group members, by asking questions or offering a range of options to consider.

Always try to keep the PASSA Group members in an active position where they discover information, exchange ideas and make decisions based on what they have learned by themselves. You can help them do this by building their confidence, self-esteem and ability to listen to one another as they go through the PASSA Youth activities. The group members will probably discover knowledge and abilities they did not know they had.

It is essential that you help the PASSA Group to understand your role from an early stage. Group members have to know that the outcome of the PASSA Youth process will be based on their ideas and knowledge, not yours, and that they will have full responsibility for any decisions and plans that are developed. You may also need to take time to discuss this with other community members.

3.3.4. Working as a team of facilitators

It is best to work as a team of two volunteers, along with the artist and the technical advisor, when facilitating PASSA Youth. Bear in mind the following advice for working well together:

- Prepare the activities together.
 - Decide who will be the lead facilitator for each part of the activity.
 - Share the facilitation evenly between yourselves. This includes supporting subgroups.
 - Explain to the PASSA Group that you are working as a team.
 - Pay attention to what is happening when your colleague is taking the lead. You may notice things that they don't, and you can help if anyone needs additional support.
 - Avoid interrupting, distracting or disagreeing with your colleagues during the PASSA Youth meeting. If you do not agree about something, discuss it with them later.
 - Debrief as a team after each activity so you can learn lessons and do even better next time.
-  ***Learn more about the participatory methods used in PASSA Youth in the Introduction of this manual.***

3.3.5. Tips for an effective facilitation

Create a relaxed environment

PASSA Group members must be able to work well together if they are to reach agreement on priorities for activities, and a plan for improving shelter safety, and part of your role is to help create a relaxed and creative atmosphere through the whole PASSA Youth process.

It is good to begin each PASSA Youth session with a fun activity, to make people laugh and encourage them to interact informally. You could use traditional songs or dances, or try a range of icebreakers and energizers that you may discover during the PASSA Youth training. Welcome activities suggested by the kids and encourage them to lead the icebreakers.

 [See Part 5 -Annex 2. Guide for managers- for some examples.](#)

The first activity is particularly important for establishing a positive atmosphere and encouraging everybody to talk. Even if you think that all the PASSA Group members already know everyone present, it is useful to get them to introduce themselves to each other in a fun way.

Ensure that participants understand the activities

It is essential that the PASSA Group members understand the instructions for each of the activities so that they can work effectively and with confidence. You should practise with colleagues and get feedback from the PASSA Group to find the best ways of explaining and the best words in the local language to help people understand. It is most important to **avoid the isolation of young people caused by the lack of understanding of an instruction.** If youth find it hard to

GUIDE VOLUNTEERS

understand, try any of these strategies:

- Encourage a peer who understood to explain to others.
- Give only the information needed at that precise moment instead of explaining several steps at the same time.
- Use different media or formats to show what you mean; some people are more visual or more verbal while others understand better by moving through the space.
- Begin the activity and make clarifications as you go.
- Observe to check how they are conducting the activity and redirect if necessary.
- Ask them to recount what they understood from what you told them to do.

Encourage all group members to participate

Every PASSA Group member has something to contribute, and you can help make that happen, even in societies where this is not normally the case. First, you can help by ensuring that you are seen as being on equal terms with the PASSA Group, and not in a position of authority or superior knowledge. Show that you have things to learn from the group members. Try to acknowledge every participant's contribution and encourage other group members to do the same. Avoid criticizing people's comments and encourage others to do the same. Second, you should continually listen and observe so that you can notice if some people do not contribute to the discussions, or if their contributions are not given consideration by other participants. If you see this happening, raise it with the group and encourage it to change.

Manage time and energy

When facilitating a PASSA Youth activity, you should manage time carefully, to avoid the session becoming boring or losing direction. If you see discussions taking a long time and not making any progress, you can help by pointing that out and asking the participants to focus only on the essential issues. Be attentive to the way people are working in subgroups. If they did not understand the activity, help them understand, to avoid them wasting their time and energy. Encourage people to report back in a concise way and then facilitate a lively and short discussion, rather than letting it drag on for too long. If you see kids becoming tired, you can try using an energizer.

 [See Part 5 -Annex 2. Guide for managers- for more details.](#)

You should also **avoid rushing activities**, because the PASSA Youth process relies on each activity building on the previous one. You may sometimes have to agree with the group to finish a session before the activity has ended, and complete it at the start of the next meeting. Managing time and energy will become easier as you gain facilitation experience and get to know the activities better in practise.

Manage different personalities

The success of PASSA Youth relies on full and free participation from all the group members. However, it may happen that one or more people try to dominate the group and control its thinking and decisions, or simply disrupt the process. Identify these people and try to understand why they behave in this way. Competitive or aggressive people can either be taken aside and convinced of the importance of the group process, or they can be given separate tasks to keep

them busy and to allow the group to carry on. You may find that once they feel recognized and valued they no longer feel the need to demonstrate their knowledge and influence. If the people concerned are community leaders, approach them as early as you can, explain the process and try to gain their support. Hopefully, you will convince them that allowing other PASSA Group members to participate fully and equally will result in benefits for all.

Other group members may feel shy about talking, or may be discouraged from doing so by other participants. Take time to identify the quieter people and try to learn the reason for their silence. Encourage them to contribute, but avoid putting them under pressure.

Recognize and encourage positive changes

As the PASSA Group moves through the activities, you should start to see two kinds of change. First, the members of the PASSA Group are likely to work more effectively together, grow in confidence and become more active partners in the process. Second, the group may start making simple improvements to shelter safety, either directly on their own houses, or through discussions with other community members to encourage change. You can support the PASSA Group by pointing out both types of change as you see them happen.

 [See -Ideas to engage youth in the 21st century- in the Introduction](#)

3.3.6. Evaluating the activities and the facilitation

At the end of each PASSA Youth meeting, take time to receive feedback from the PASSA Group members on what they liked and disliked about the activity and what could be improved. This feedback should be discussed with your manager and other volunteers regu-

larly so that you can all agree on any changes that may be needed. If appropriate bring the conversation back to the group to demonstrate that feedback is valued and acted upon.

You should also seek the group's opinion on the way you facilitated each activity, and use this feedback for improving the way you work. From time to time your manager should accompany you during a PASSA Youth session and provide you with feedback and advice for further developing your facilitation skills.

3.3.7. Monitoring and reporting

After each PASSA Youth session in a community, take time to sit with your manager and other volunteers to discuss how the activity went and to exchange experiences. If you had any problems with the activity or with any PASSA Group member, you can get advice from your team members. If you have found ways to facilitate the activity better, you can let your team members learn from your success.

You should also keep your manager informed of any major ideas and decisions that come from the PASSA Group and any significant discussions or events that happen within the community.

If any major conflict arises in the PASSA Group or within the community, or if you learn of any existing conflict that PASSA Youth could worsen or that might prevent PASSA Youth from having a positive impact, then you must discuss it with your manager. You should not try to deal with it on your own.

In addition to this regular meeting, you may need to write a short report on each activity. This should be discussed with your manager.

3.3.8. Moving through the PASSA Youth activities

Follow the PASSA Youth activities in order

Be sure to follow the PASSA Youth activities in order since each activity equips participants with what they need to do or know to complete the next one. If an activity is missed, the group could have trouble moving forward.

Allow sufficient time to complete PASSA Youth

It could take from 2 to 8 weeks to go through the 8 PASSA Youth activities with a group. The PASSA Youth sessions should be held close enough together to ensure that the process does not lose momentum. However, there should be enough time between sessions to allow group members to reflect and learn, and to share information and ideas with the rest of the community.

Ensure that the activities are linked to each other

At the end of each PASSA Youth activity, ask for a participant to keep a note of what was done and what was learned and/or decided during the activity to present a summary at the start of the next activity that serves as a starting point.

Adapt the activities if required

The PASSA methodology is intended to be creative and flexible. Once you have gained sufficient experience and confidence, and have received feedback from PASSA Groups about the activities, you should feel free to suggest changes to your manager and other volunteers, to make the activities more appropriate to local conditions.

3.3.9. Keeping records

The PASSA Group should keep a record of its findings and decisions for each activity, so that it can review progress when it needs to, and share its work with other community members. Generally, it is best if the group selects one or more volunteers to do this job. Make sure that records of previous activities are available for the following sessions.

You should also keep a record of activities, learning and decisions made for the project files as a reference for the PASSA Group if necessary. Make sure to take a photograph of any charts, maps and displays of illustrations, to quickly remind yourself of the group's findings. Photographs are also a good back-up in case PASSA Youth materials get lost or damaged in the community.

 *See the Digital Track Activity 6 for project management suggestions.*

3.3.10. Encouraging continuity in the PASSA Group

During the PASSA Youth process, the members of the group will get to know each other better, build confidence and learn to work more effectively as a team. Developing these strengths requires continuity in the PASSA Group. During the process, some members may decide to leave, and it may be necessary to bring in others to get the right balance of skills, gender, age etc.

Take some time during each meeting to check who is present. If you see that there are many youth absent, discuss this with the group and seek a solution together. It may be that members find the process too time-consuming at a busy time of year, that the activities

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are carried out at an inconvenient time of day for them or that there is pressure from other community members to stop participating.

Remember: the PASSA Youth process cannot be forced on a community.

3.3.11. Summary of instructions for all activities

Here is a summary of things to bear in mind when facilitating each PASSA Youth activity:

- 1. Prepare yourself and your materials:** Have all the materials for each activity ready before starting. Read through the activity and use your summary as a reminder. Practise with your fellow volunteers.
- 2. Create the right environment:** Make sure that people can talk to one another easily; ask people to form a U-shape or circle where possible. Begin each new session with a warm-up activity such as a game or song.
- 3. Provide clear instructions for the activity:** Explain the activity, its purpose and how it will be run. Take time to explain each of the steps in the activity as they occur and check that everyone has understood them.
- 4. Use the subgroups carefully:** Check that everyone has understood the task when the subgroups are working. Encourage subgroups to report back in a lively and concise way.
- 5. Facilitate, don't teach:** Never forget that your role is not to provide information but to help others discover and decide together. Sit down when you can. Instead of answering questions ask

people what they think.

- 6. Manage the time and energy:** If you see the participants are getting tired, bored or frustrated, have a break, or try an energizer. If you find the session cannot go any further, suggest that the meeting ends and that the activity be completed next time you meet. If the activity takes more time than you thought but people are working well, allow it to continue as long as needed.
- 7. Encourage and welcome the input that individuals make:** Try to encourage the active participation of each group member. Be careful not to find fault or make critical comments when you respond to people.
- 8. Give responsibility to the PASSA Group:** Remind the group members that all the ideas and decisions that come up during the activity belong to them. Challenge them if you think they are not being realistic, or are making plans for other people to carry out what is needed.
- 9. Ensure continuity between activities:** At the start of each meeting, have someone recap on the previous activity. At the end of the meeting explain briefly what will be covered in the next activity.
- 10. Learn lessons and improve:** At the end of each activity, ask the group members to evaluate the activity on the basis of what they have learned, and what they liked and what they did not like. Think about each activity and discuss with fellow volunteers to find ways of improving facilitation.

Add your own ideas to this list!

3.4. Following up after PASSA Youth

3.4.1. The ongoing role of the volunteer

By the time the PASSA Group reaches Activity 8 it should have a plan for improving shelter safety, with resources required, timing and roles and responsibilities defined, as well as a plan for monitoring progress. At this point, the PASSA Youth process is almost complete. However, you will probably have an ongoing role in supporting the community during the implementation of shelter safety improvements. If PASSA Youth is carried out in support of a Red Cross Red Crescent shelter project, you and the PASSA Group have an important role to play in ensuring that the project really responds to the priorities identified and works in a way that allows the group to maintain a high level of control. You may need to provide a lot of support to the PASSA Group during implementation of the project.

3.4.2. Monitoring and Evaluation

Improvements to shelter safety as a result of PASSA Youth may be made entirely through householder and community efforts or with help from a National Society shelter programme for Disaster Risk Reduction or Recovery. In both cases, your National Society will need to be informed of progress. You should agree with your manager on what changes need to be monitored, how often, and how change should be measured. A monitoring form should be provided by the National Society for recording and sharing information gathered at household and community level. You should monitor activities and results aimed to improve shelter safety, and also monitor

any social issues (such as whether or not the PASSA Group continues to meet and work together), as well as any interactions between the PASSA Group and the wider community.

You should also encourage the PASSA Group to set a time, or times, for carrying out monitoring activities as soon as major activities to improve shelter safety have started in the community. This can be done by facilitating one or more of the following activities, followed by a discussion:

- **Planning for change/monitoring plan:** Have the group look at the action plan and the monitoring plan to review the goals it set and compare these goals with what has been achieved since it made the chart. The group should make a record of the differences between what was planned and what has been achieved.
- **Community map:** Making another community map to mark the physical changes that have taken place. By comparing the initial map to the map after implementing the plan, it is possible to see differences in the physical appearance of the community.
- **House visits/community walk:** Walking around the community in a systematic manner to see any physical changes in the community as well as visiting people in the household to observe shelter construction features.

After the activity or activities, facilitate a discussion to look at what has been successful and whether any problems have occurred. If there are many problems then you could use the Problem Box (Activity 7) to help the group analyse them, seek solutions and then possibly make changes to its plan.

You should also share the results of the PASSA Group's analysis and any decisions in your reports to your manager.



PART 4 – Artists Guide

The artist plays 3 distinct roles in PASSA Youth:

1. Develop the illustrations.
2. Introduce digital tools.
3. Act as a mentor for the youth to express their ideas and to communicate them to the community through art.

The **illustrations** used in PASSA Youth are very important to help members of the PASSA Group to **discover** information, **develop their ideas** and create ways to increase the safety of their shelters and community. Your work is essential to the success of PASSA Youth.

It is key that members of the PASSA Group feel that the situations depicted in the illustrations relate to them. Therefore, people, houses, landscapes and activities shown in the illustrations should be **similar to those of the communities** where PASSA Youth takes place.

Visit several local communities with volunteers from the Red Cross Red Crescent or their allies such as Habitat for Humanity. Take **notes** on the following: **how people live**, how they **dress, interact, work** and **play**; what **problems they have** and what they do to solve these problems. Pay particular attention to the **style and construction of buildings**, in addition to the common features of the settlement, such as streets, trees, public buildings, etc. Work with the housing technical advisor to identify the details of how houses are built and how human settlements are organized to check whether you have correctly illustrated those details. Take **photographs from several angles** to have pictures from which to work.

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Work with the PASSA Youth manager or the housing specialist to create a **set of sketches** for the various PASSA Youth activities, based on the Annex 1 lists and what you saw in the communities visited.

Attend a PASSA Youth training workshop and see how your sketches are used during this session. Ask for comments on the illustrations and suggestions of volunteers and trainers.

Illustrations should be in **black and white** and the copies given to the kids should not be laminated so they can color or modify them in any way.

Make sure that the illustrations are **simple**, because too many details can be confusing. There is no need to have perfect illustrations. Sketches with clear and **defined lines** are preferred rather than detailed illustrations with shadows and tones. As many as 50 illustrations may be required for a toolkit, so you can not spend too much time with each.

In the PASSA Youth approach, the illustrations not always give a definite message. On the contrary, they reflect a situation or condition that people can discuss. The set of illustrations should include some that have different meanings to different people; **ambiguity** will encourage them to talk about their different interpretations and this **will stimulate an open and creative debate**.

Draw each picture on a separate **A5 size sheet**; number and mark them as agreed with the PASSA Youth manager so that each sketch can be identified by its number and the set it belongs to. Give the originals to the PASSA Youth manager, but retain a copy for you in case they get lost. Digitize them and organize them by set, if possible on a cloud server that others can access.

You may need to make additional illustrations if volunteers find that the original set does not include all items required by PASSA Groups. As you accompany the volunteers during PASSA Youth activities in the communities you can see when additional illustrations are needed and what topics are discussed. Make sure this is stated in the agreement that you get with the PASSA Youth manager for your work.

Following are some examples of PASSA Youth illustrations used in Costa Rica, to give an idea of the style and level of detail required. These illustrations are provided only as a basic guide. Each context will have a specific set of illustrations with a certain style, depending on local conditions.

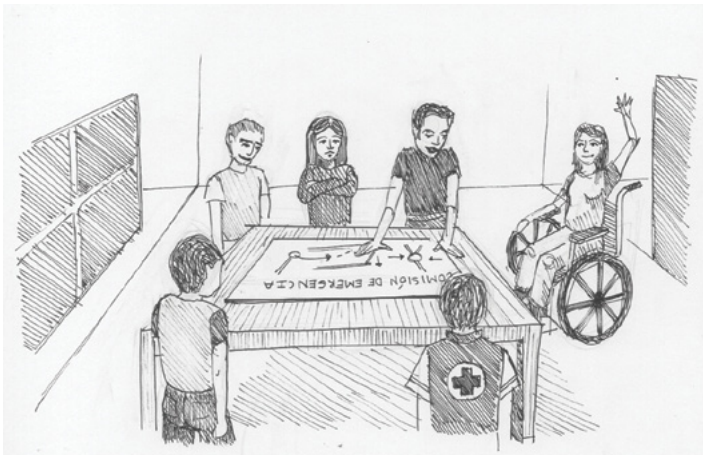


Illustration set A example

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Illustration set B example



Illustrations set C example

To introduce the digital tools you can rely on the Digital Track. There you will find a microsite with both offline and online interactive tools, for each activity, as well as an introduction with guidelines and a download section with the files you need for use in a variety of operating systems. Be sure to check it with enough time before your training and sessions with the PASSA Group to become familiar with the variety of tools available. In particular, do your best to explore Scratch, Google Earth, the timeline of Knight Lab and the free software for editing documents and graphics.

In your role as a mentor for young people to express their ideas, try to bring out their talents offering various options to suit different interests and aptitudes. Some will be more inclined to start on paper either creating their own artwork or modifying yours. Others will be more comfortable taking pictures or videos with their mobile phones and some will prefer to record their voice. Whatever the entry point, encourage them to combine formats, for example using graphics that come with Scratch to accompany their recordings, or scanning their drawings to incorporate into timelines, or creating QR codes to display their videos associated with places on paper maps.

Finally encourage the youth to combine their strengths in collaborative projects such as the consolidated digital timeline.

 **Keep in mind the guidelines to facilitate found in 3.3. -Carrying out the PASSA Youth activities-**



ANNEX 1 – Transmedia toolkit

The following support materials for PASSA Youth complement this manual and jointly form the transmedia toolkit:

- Illustrations pack
- Activity cards
- Summary of activities
- Facilitate guide
- Materials
- Digital Track (interactive component)

Illustrations pack

The following lists can be taken as a starting point. As it has been explained in the guides, the illustrations can be drawings, photographs, 3D models, videos, or can come in other multimedia formats and should respond to the context where PASSA Youth is going to be implemented.

 [See Part 2 -Guide for managers- for more details.](#)

 [See Part 4 -Guide for artists- for more details.](#)

Illustrations set A

These illustrations are used in activities 1, 3, 4, and 5

Size of illustrations

- A5

Quantity and type of illustrations

- Around 5 illustrations form a set. You will need 2 sets for each subgroup.
- Illustrations should show settlements and shelters affected by various hazards that have occurred or may occur in the region such as earthquakes, strong winds, floods, fires, etc.

Illustrations set B

These illustrations are used in activities 4, 5, 6 and 8

Size of illustrations

- A5

Quantity and type of illustrations

Around 30 illustrations form a set. You will need a set for each subgroup.

- Illustrations should show known buildings, details of buildings that are relevant for the community and should relate in terms of materials and construction practices, in addition to common features of settlements (streets, sewers, trees, groups of buildings, etc.). They must be made with a comprehensive understanding of local conditions, construction techniques and vulnerability of the housing, after detailed analysis of the region where PASSA Youth will be implemented.
- Some of the illustrations should show safe construction and settlement characteristics while others will show

unsafe conditions. **It will be helpful to have pairs of illustrations showing almost the same situation but with specific differences** that exemplify safe and unsafe features. For example, a roof with metal plates with a very small amount of fasteners and the roof with the correct amount thereof. The only difference between them is the number of fasteners. The list below gives suggestions for pairs of illustrations.

- Some illustrations must be less obvious or contain a mixture of safe and unsafe characteristics or features. For example, a house near a big tree can be considered safe because the tree is a windbreaker but at the same time can be unsafe if the tree comes down on the house because of strong winds.

Because of that, participants should think carefully and exchange some ideas before deciding if these illustrations belong to the ‘Safe’, ‘Unsafe’, or ‘In doubt’ category.

Sample illustrations: illustrations developed for a particular context must reflect the local materials and construction techniques, the settlement patterns, and the most relevant risks for shelter safety.

■ House with a very tall tree just next to it	■ House with a tall tree a safe distance away
■ Houses on a very steep slope	■ Houses on a gentle slope
■ Group of houses in local materials very close together	■ Group of houses in local materials spaced further apart

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TRANSMEDIA TOOLKIT

■ Drainage channel full of refuse	■ Drainage channel clear of refuse
■ Village with plenty of small trees and bushes	■ Village with no trees or bushes
■ House with thatched roof and cooking fire just next to it	■ House with a thatched roof and cooking fire a safe distance away
■ Village just next to a big river	■ Village some distance from a big river, on raised ground
■ House with raised floors	■ House without raised floors
■ House with extremely large window and door openings	■ House with small window and door openings
■ House with a tin roof with gutters	■ House with a tin roof without gutters
■ House with a very shallow slope on roof	■ House with a steep slope on roof
■ Framework for local house with inadequate bracing	■ Framework for local house with strong bracing

Illustrations set C

These illustrations will be used in activity 6.

Size of illustrations

■ A5

Quantity and type of illustrations

- A set of planning posters showing some of the possible steps that could be taken to move from a problematic situation to an improved one. Remember to include different activities that the people themselves can do to solve the problem, in addition to those that will require additional outside help through teamwork with other groups and organizations.

Examples of illustrations

- Community meeting
- Collecting money
- Meeting with local officials
- Meeting with the Red Cross Red Crescent
- Going to the bank
- Collecting local building materials
- Delivering building materials
- Community members engaged in a collective activity (tree planting, clearing drains, building a dam, etc.)
- Removing the roof
- Digging foundations
- Making a raised floor
- Building walls
- Repairing a roof
- Repairing walls
- Painting a mural

ANNEX 1 TRANSMEDIA TOOLKIT

Activity cards

There is a card per each activity, with key information on the front and the main steps on the back, that serves as a quick reminder during the implementation of the activity after you have a good understanding of PASSA Youth.

Summary of activities

Additionally, there is a pamphlet with the names, icons, mantras, descriptions and quotes of each activity where it is easy to see how activities interweave.

Facilitate guide

The 'Facilitate' pamphlet has guidelines to keep in mind, as you implement PASSA Youth, with specific recommendations for the presentation, interaction, documentation and closing during the activities.

Materials

While in this manual each activity has the materials needed for its implementation, the summary of materials pamphlet has the combined amounts needed for all the PASSA Youth activities.

Digital track

There is a series of digital tools complementing the PASSA Youth activities described in this manual that come in a USB. They are also available online at:

 <http://passa.ifrc.org>

Icon **Number** 1

Historical Profile

Name _____

Weaving Memories

Mantra

Representative Illustration

4 h

Estimated Duration

Break the ice (all)

Remember events of the community (groups)

Order chronologically (all)

Build a digital timeline (all)

Main Steps

SUMMARY ACTIVITIES

1. Historical profile

Weaving memories

From their memories and interviews of people in the community, a timeline of events that have affected their shelter is built, patterns detected, and questions about future trends formulated.

History is a prophet looking backwards: for and against what it was, it announces what is coming.

Eduardo Galeano
Uruguayan journalist

ACTIVITY 1-8 FACILITATE

International Federation of Red Cross and Red Crescent Societies
www.ifrc.org Saving lives, changing minds.

In collaboration with
Habitat for Humanity

PASSA Youth MATERIALS

This list includes all the materials needed to complete all 8 PASSA Youth activities. The goal is to keep in mind everything that is required in order to plan properly from the beginning.

Here you will find: the **name of the material** (followed by an asterisk* if it is indispensable), **activities in which it is used**, a brief **description** of its use, some **alternatives** and the **required amount**.

For more information you can go to the relevant activity in the manual.

Digital Track
PASSA Youth

PASSA Youth

International Federation of Red Cross and Red Crescent Societies
www.ifrc.org Saving lives, changing minds.

In collaboration with
Habitat for Humanity

Annex 2 – Energizers

Energizers presented here can be used as needed to facilitate the activities of PASSA Youth. They can be useful when the energy in the PASSA Group begins to decrease, when the talks get sidetracked and to divide long sessions. They should not be used too often and they should never be forced. There are many other examples that can be used and you can ask the PASSA Group members if they have fun activities that can also be used.

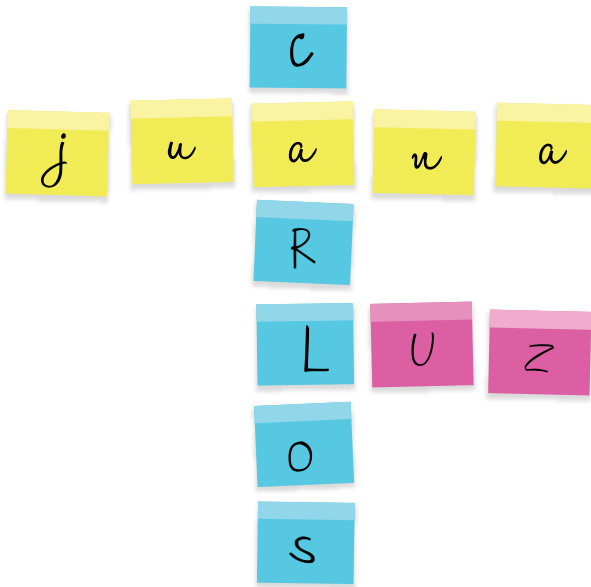
Introductions

1. *Criss-crossed names*

- Make post-its of several colors available on the tables with easy access for all.
- Ask participants to write their names using one post-it for each letter as shown in the example.



- Split the group in 2 subgroups and assign a board, window or wall to each of them.
- Ask them to criss-cross their names in a way that they share at least one letter between them, as shown in the illustration below. Encourage some competition to see which group ends first.



2. Wishing Well

- Organize the group in a big circle, place a container in the center and give each person a card and something to write with.
- Ask them to write their name on one side of the card and a wish for their community, that can be drawn or written. (ex. I want water fountains in the park).
- Once they have written the card, ask them to read their name and wish and to deposit the card in the container.
- Go around until all have said their name and wish.

ANNEX 2 ENERGIZERS

- Ask a person to take out a card and read only one side. She should remember what's on the other side and return the card to the person who wrote it. If someone takes his own card should change it for other card.

Division of PASSA Group in subgroups

1. Quick groups

Ask to form groups as quickly as possible following some of the descriptions provided:

- People with the same shoe color.
- Men on one side, women on the other.
- People with lenses or contact, and people without them.
- Etc.

2. Form lines

Aske them to line up according to:

- Their birth month in chronological order.
- The first letter of their first name in alphabetical order.
- Their size from shortest to taller.

3. Numbering

- By turn each will say a number starting with 1 and ending with the number corresponding to the number of subgroups desired. (e.g. if you are forming 5 groups the count goes to 5 and the following person is 1 again).

- Then the same numbered people come together to form a subgroup (all of those having said 1 in one group, those that said 2 in another, and so on).

Rhythm

1. Eight times

- Count to 8 marking a time.
- Write the 8 times with marks on a board.

| | | | | | | |

- Write syllables that lend themselves to get a rhythm below each mark for the participants to say, or mark with their hands or feet: e.g.

| | | | | | | |
Kum Pa Ku Kum Pa

2. Count to...

This exercise is much more difficult than it looks and will help participants to sincroniza and to listen to others.

- Get in a circle.
- Explain that the whole group is going to count to the highest number possible under the following rules:
 - The moderator starts saying out loud "one."
 - Nobody marks the time to speak; whomever wants says the following number.

ANNEX 2 ENERGIZERS

- c. Each person should avoid saying another number until all have participated (but this is not mandatory).
- d. If and whenever two or more people speak at the same time the count restarts at 'one'.

Building confidence

1. Blind and deaf

- Form 3 subgroups.
- The first group's participants will wear a blindfold (or cover their eyes with a scarf or something similar) and they will perform as blind.
- The second group's participants will act as deaf.
- The third group hears the facilitators objective and translate the message to the blind as precise instructions to move in order to achieve the objective (avoiding the deaf group to hear).
- The deaf have to take care that the blind do not crash, fall, get hurt or go in the wrong direction as they try to follow the instructions they were given. The blind can give signals to the deaf but can not speak to them. The deaf can talk to the blind or take them by their hand.
- The first group of 3 to achieve the goal wins the game.

ANNEX 3 – Quotes

Each activity is associated with a quote that can be read in the manual and on the Digital Track. Here is a mini-biography of the authors and a short story of the context in which they spoke or wrote his words, when this information is available.

Activity 1. Historical profile

“History is a prophet looking backwards: for and against what it was, it announces what is coming.”

Eduardo Galeano

Uruguayan writer and journalist, (1940-2015). Recipient in 2010 of the Stig Dagerman award in Sweden recognizing the importance of his work to protect intercultural comprehension and freedom of speech.

Context: This quote was taken from the introduction to one of his most famous books: “The Open Veins of Latin America.”

Original language: Spanish.

Activity 2. Community mapping

“A map is the greatest of all epic poems. Its lines and colors show the realization of great dreams.”

Gilbert Grosvenor

Born in Turkey and raised in the United States of America (1875-1966). He is known as the father of Graphic Journalism. He was the first editor for the National Geographic Magazine.

Context: This attributed quote has been the inspiration to

ANNEX 3 QUOTES

National Geographic's cartographers for over a century.

Original language: English.

Activity 3. Frequency and impact of hazards

"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

Young Kenyan architect who graduated with honors from the University of Nairobi's Architecture and construction Science Department in 2015.

Context: In her article "Inspiring termites: green architecture in the tropics - learning from the little ones you stumble with" in *The Architect*, volume 2, 2013.

Original language: English.

Activity 4. Safe and unsafe shelter

"Earthquakes never kill people, but collapse of the buildings kill people."

Shigeru Ban

Humanitarian Japanese Architect (1957-). He is known for his paper constructions. Winner of the Pritzker award in 2014.

Context: During a TEDx Talk Tokio: Emergency shelters made from paper.

Original language: English.

Activity 5. Options for solutions

“We’re not going to change the world; we’re going to build a network of people around the Earth who are going to change it.”

Nainoa Thompson

Traditional Hawaiian seafarer (1953 -). President of the Polynesian Seafarer Society.

Context: Promoting the ocean’s salvation based on ancient Polynesian wisdom.

Original language: English.

Activity 6. Planning for change

“We do not need magic to change the world, we carry all the power we need inside ourselves already: we have the power to imagine better.”

J.K. Rowling

British writer (1965 -). Author of “Harry Potter.”

Context: During Harvard’s 2008 Commencement Address.

Original language: English.

Activity 7. Problem Box

“Think hard; those who merely work hard generally lose their focus and intellectual energy.”

Nassim Taleb

ANNEX 3 QUOTES

Lebanese American (1960 -). Researcher in philosophical, mathematical and (mostly) practical problems with probability.

Context: Taken from his book “Fooled by Randomness: Role of Chance in Life and in the Markets.”

Original language: English.

Activity 8. Monitoring Plan

“We have already taken many steps. Now it is time to take a leap.”

Malala Yousafzai

Pakistani activist (1997 -). Humans Rights activist. She was prosecuted by the Taliban regime prosecution because of her intention to study and survived.

Context: Quote from her acceptance speech of the Nobel Peace Prize in 2014.

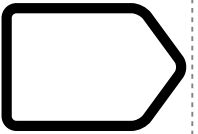
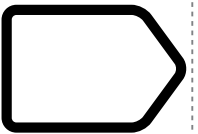
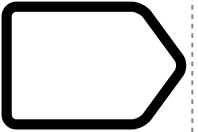
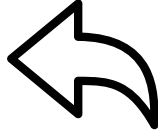
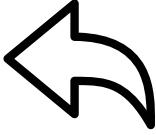
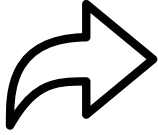
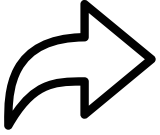
Original language: English.

ANNEX 4 – Additional resources

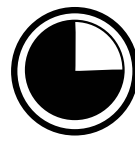
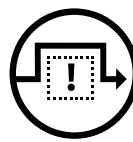
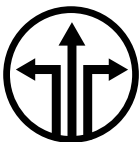
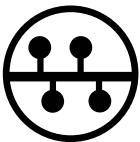
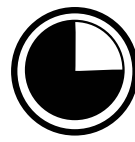
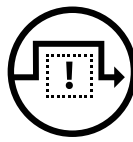
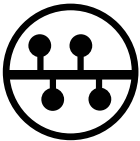
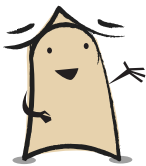
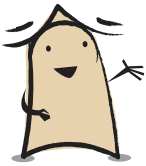
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The Fundamental Principles of the International Red Cross and Red Crescent Movement

Humanity The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.

Impartiality It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

Neutrality In order to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

Independence The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

Voluntary service It is a voluntary relief movement not prompted in any manner by desire for gain.

Unity There can be only one Red Cross or Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

Universality The International Red Cross and Red Crescent Movement, in which all societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.

**For more information on this IFRC publication,
please contact:**

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Crescent Societies

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