

# DRR 101:

## A Facilitator's Manual to Empowering Young People to Advance Disaster Risk Reduction



# Table of Contents

## *Acknowledgements*

<i>A brief history of DRR 101</i> .....	2
<i>About this Facilitator Manual</i> .....	3
Children and youth engagement in DRR is grounded in international frameworks .....	3
What is DRR 101? .....	4
DRR 101 training objectives .....	5
Who should use this Facilitator Manual? .....	5
<i>How to use this Facilitator Manual</i> .....	6
1. Participants .....	6
2. Pre-training reading assignments .....	6
3. Space needed .....	7
4. Materials needed .....	7
5. Preparation checklist and translation notes .....	8
6. Translation notes .....	12
7. Sample session agenda .....	12
<b><i>MODULE 1: What is DRR?</i></b> .....	<b>13</b>
<b><i>MODULE 2: Why is DRR important for children and young people?</i></b> .....	<b>36</b>
<b><i>MODULE 3: How are children and youth already involved in DRR?</i></b> .....	<b>56</b>
<b><i>MODULE 4: What more can we (young people) do?</i></b> .....	<b>88</b>

## Acknowledgements

**DRR 101: Empowering Young People to Advance Disaster Risk Reduction** was developed as part of a collaborative effort to strengthen children and young people's knowledge, leadership and meaningful participation in disaster preparedness, resilience-building and community action.

This Facilitator's Manual and presentation slides were drafted by Dalen Sea, Nguyen Xuan Hong Anh, Pechrada Youdid, Rana Fathiyah Azzahra and Tran Lan Nhi, members of the UNICEF East Asia and Pacific Young People's Action Team, with support from Asim Rehman, Ticiana Garcia-Tapia, Mirjana Unčanin, Raweekarn Amarachgul and Trevor Clark from UNICEF East Asia and Pacific Regional Office (EAPRO), and Erika Isabel Bulan Yague and Anne-Marie Akiki from UNICEF headquarters' Adolescent Development and Participation team.

Special appreciation is extended to the young people, facilitators and partner organizations who participated in pilot sessions and provided invaluable insights. Their reflections ensured that the modules, activities and tools in this Manual are practical, relevant and accessible to young leaders in diverse contexts.

DRR 101 was edited by Liz Pick for UNICEF EAPRO and designed by Scand-Media Corporation Limited.

Sincere thanks to all the young changemakers, technical experts, reviewers and partners whose dedication and collaboration made this Manual possible. Through their efforts, this resource aims to empower young people to lead, influence and shape safer, more disaster-resilient communities.

### East Asia and Pacific Regional Office

19 Phra Athit Road Bangkok 10200 Thailand  
Cover Image: UNICEF/UNI680390/San Diego

## A brief history of DRR 101

The DRR 101 Facilitator's Manual was developed through an adolescent and youth-led, collaborative process that promotes meaningful participation of young people in disaster risk reduction (DRR). The idea emerged from the 2024 Asia-Pacific Ministerial Conference on Disaster Risk Reduction (APMCDRR), the principal regional platform for advancing implementation of the Sendai Framework for Disaster Risk Reduction 2015–2030. The conference marked a milestone for the meaningful engagement of children and young people in regional DRR processes.

In the lead-up to the Conference, child- and youth-led research, consultations, and dialogues took place across Asia and the Pacific. These efforts enabled young people to share their lived experiences of disasters and climate impacts and to identify priorities for resilience-building. This work culminated in the [Asia-Pacific Children and Youth Call for Action](#), which sets out concrete recommendations on disaster education, inclusive early warning systems, investment in child- and youth-led initiatives and mechanisms to strengthen meaningful participation in DRR and climate action. The DRR 101 Facilitator's Manual was conceived as a direct response to these calls, translating young people's advocacy into a practical learning resource.

The Manual was drafted by young DRR advocates from the UNICEF East Asia and the Pacific [Young People's Action Team \(YPAT\)](#) with technical support from UNICEF. YPAT members received foundational training from UNICEF's regional Adolescent Development and Participation and Humanitarian Action and DRR teams, strengthening their understanding of DRR, climate resilience and rights-based, participatory approaches. Building on this foundation, the authors developed the DRR 101 training content to explain core concepts in ways that reflect young people's realities and capacities across the region.

The content was piloted through an online peer-to-peer training with adolescent and youth participants, whose feedback informed further refinement. The process helped ensure the Manual is clear, practical and adaptable for young people in different learning environments.

With continued support from UNICEF, DRR 101 evolved into a Facilitator's Manual designed to support young people to deliver peer-led learning on DRR. It recognizes children and young people not only as beneficiaries of DRR policies but as knowledgeable partners and leaders in building safer, more resilient and inclusive communities across Asia and the Pacific.



## About this Facilitator Manual

**DRR 101: Empowering Young People to Advance Disaster Risk Reduction** is a practical resource that supports young people as changemakers and leaders in building safer, more resilient communities. This **Facilitator's Manual** guides adolescent and youth facilitators, educators and practitioners in delivering a four-module introductory training on disaster risk reduction (DRR) with and for young people.

Developed using a child- and youth-centred, rights-based approach, the Manual makes DRR concepts accessible, engaging and relevant to young people from diverse backgrounds. It introduces core DRR concepts, explains why disasters affect children and young people differently, highlights global frameworks that recognize young people's leadership, and supports them to design their own DRR actions through inclusive, interactive activities. Each module includes facilitator notes, suggested timing, scripts, online and in-person options and trauma-informed guidance to support safe and meaningful participation.

## Child and youth engagement in DRR is grounded in international frameworks

This Manual is firmly anchored in global commitments that recognize children and young people as crucial actors in DRR and climate resilience:

- ✓ **Convention on the Rights of the Child (CRC), Article 12:** Article 12 affirms every child's right to express their views in all matters that affect them and to have those views taken seriously. In the context of DRR, this means that children and young people have the right to shape the decisions, policies and actions that influence their safety and resilience. This Manual helps ensure that young people's perspectives are heard and respected.
- ✓ **General Comment No. 26 on Children's Rights and the Environment, with a Special Focus on Climate Change (2023):** This authoritative guidance highlights States' and institutions' obligations to support children in climate- and disaster-related decision-making, protect their rights before, during and after emergencies, and to empower them to participate in climate action. The Manual helps facilitators align their training with the principles of justice, participation equity and intergenerational responsibility outlined in General Comment No. 26.

- ✓ **Sendai Framework for Disaster Risk Reduction (2015–2030):** Section V, Paragraph 36(a)(iii) emphasizes that “children and youth are agents of change” and must be provided opportunities, safe spaces and supportive systems to contribute meaningfully to disaster risk reduction efforts. This Manual translates that commitment into practical approaches for young people’s participation and leadership.
- ✓ **IASC Guidelines on Working with and for Young People in Humanitarian Settings (2020):** The IASC Youth Guidelines affirm that young people are rights-holders, leaders and essential partners in humanitarian action, including DRR and climate resilience. They outline practical standards for meaningful engagement of young people, such as safe participation, inclusion of marginalized groups, shared decision-making and support for adolescent- and youth-led initiatives. This Manual aligns with the IASC’s commitment to ensuring that young people are not only consulted but empowered as co-designers and co-leaders in building safer, more resilient communities.

Together, these frameworks affirm that young people have the right, capacity and responsibility to contribute to DRR, and that adults and institutions have a duty to support young people’s participation and leadership.

## What is DRR 101?

DRR 101 consists of four interconnected training modules that combine discussion, reflection, skill-building and hands-on activities, culminating in young people creating their own DRR action plan. They can be delivered in sequence or individually.



- **Module 1: What is DRR?**

Core definitions, concepts, and the risk formula.



- **Module 2: Why is DRR important for children and young people?**

Regional data, impacts, vulnerabilities and young people’s realities.



- **Module 3: How are children and young people already involved in DRR?**

Adolescent and youth leadership examples, Lundy’s Model and participation rights.



- **Module 4: What more can we (young people) do?**

Action planning using SMARTIE goals and young people-led DRR pathways.



## DRR 101 training objectives

The overarching goal of DRR 101 is to empower young people with the knowledge, confidence and tools needed to contribute to safer, more resilient communities.

Across the four modules, it aims to:

- Strengthen young people's understanding of disaster risks and disaster risk management
- Highlight the unique vulnerabilities and capacities of children and young people
- Promote young people's leadership and participation in DRR planning and decision-making
- Build practical skills for assessing risks, raising awareness and taking action
- Support the development of adolescent and youth-led DRR action plans at the school, home, community and national levels
- Foster inclusive, equitable approaches that reflect diverse young people's experiences

## Who should use this Facilitator Manual?

This Facilitator's Manual is designed for:



- Adolescent and youth facilitators leading peer-to-peer DRR sessions



- Young activists and youth groups working on climate and resilience



- Adolescent and youth peer educators, community organizers and youth workers

No advanced DRR knowledge is required. The Manual is accessible to both new and experienced facilitators.

# How to use this Facilitator Manual

This section outlines how facilitators can prepare, organize and deliver DRR 101: Empowering Young People to Advance Disaster Risk Reduction in both online and in-person settings. It includes guidance on participants, space requirements, materials, pre-training reading, preparation checklists, translation considerations and a sample agenda.

## 1. Participants

These training modules are designed for:

- Youth groups, DRR clubs, climate action groups, student councils or community adolescent and youth networks
- Educators, youth workers and CSOs supporting young people's engagement
- Mixed groups of adolescents and young people
- Groups of 10–30 participants (adaptable for larger groups with co-facilitators)

Aim for a cohort of 20–35 participants. A maximum of 35 participants is recommended to keep the training manageable, and a minimum of 10 to ensure all learning activities are as interactive as possible. This applies to both in-person and online training.

## 2. Pre-training reading assignments

Share the reading assignments with participants via email at least one week before training starts. During the training, ensure that all participants have access to the reading materials, translated into the relevant language (if available).

Facilitators are encouraged to read the following before delivering the training:

- [Sendai Framework for Disaster Risk Reduction \(2015–2030\) – Youth sections \(Para 36\)](#)
- [Convention on the Rights of the Child – Article 12](#)
- [General Comment No. 26 \(2023\): Children's Rights and the Environment](#)
- [ENGAGED AND HEARD! Guidelines on Adolescent Participation and Civic Engagement](#)



- Engaging children and youth on the frontline of disaster risk reduction and resilience

For energizers and icebreakers:

- Adolescent Kit for Expression and Innovation

### 3. Space needed

**In-person:** A room that supports active participation, including:

- Movable chairs (circle, semi-circle or small groups)
- Wall space for flipcharts and posters
- Four breakout rooms or corners for group work (school, home, community, national)
- Adequate lighting and ventilation
- Accessibility considerations (ramps, seating, clear walkways)

**Online (virtual):** A platform that supports:

- Breakout rooms
- Screen sharing
- Chat and reaction functions
- Stable audio/video capability
- Access to collaborative tools such as Jamboard, Miro, Padlet or Google Docs

Optional: WhatsApp/Telegram group for pre- or post-session communication

### 4. Materials needed

In-person

- Laptop and projector
- Flipcharts or manila paper
- Markers, sticky notes, tape
- Printed SMARTIE templates (one per group)

- Printed handouts or slide summaries
- Speakers for video playback

## Online

- Slide deck (screen share)
- Digital SMARTIE templates (Padlet, Miro)
- Video links prepared in advance
- Prepared breakout room assignments
- Chat prompts, polls and links to collaborative tools
- Backup PDF of slides in case of connectivity issues

All the slide decks can be downloaded here: <https://www.unicef.org/youthledaction/documents/drr101>

## 5. Preparation checklist and translation notes

This section outlines what facilitators need to prepare before, during and after the training, for in-person or online delivery.

### IN-PERSON FACILITATOR CHECKLIST

#### Before the session

##### *Content and session prep*

- Review all four modules and facilitator notes
- Read pre-training guidance and familiarize yourself with key terms
- For Module 3, prepare a list of guest speakers, send invitations, and confirm them before the session
- For Module 4, prepare printed SMARTIE templates
- Ensure slides, videos and animations are downloaded and working



- Print or prepare physical copies of:
  - Module agenda
  - Handouts or slide summaries
  - DRR 101 materials or DRR guidelines (if applicable)

### ***Materials and supplies***

- Flipcharts or Manila paper
- Several boards or writable surfaces for group work
- Sticky notes, pens, coloured markers
- Tape, pins or magnets to display outputs
- Name tags and markers for participants
- Copies of the IASC Youth Guidelines (or DRR equivalents, if used)

### ***Space setup***

- Arrange the room so participants can move, see each other and interact
- Ensure the venue has movable chairs and tables for small groups
- Prepare four breakout corners for group work (school, home, community, national)
- Test the projector, speakers and laptop connections
- Check lighting, ventilation and temperature

### ***Accessibility and safety***

- Ensure space is accessible for young people of all abilities
- Prepare alternative materials (large print, simplified sheets) if needed
- Review trauma-informed facilitation reminders
- Review child safeguarding protocols
- Plan for privacy and emotional safety during reflection activities

### *Facilitator roles*

- Assign roles (lead facilitator, co-facilitator, notetaker, timekeeper)
- Clarify tasks for transitions, group work and debriefing

## **During the session**

- Create a young people-friendly, inclusive environment
- Encourage participation and ensure all voices are heard
- Adapt timing as needed
- Guide discussions gently, avoiding pressure or trauma triggers
- Support peer leadership and adolescent- and youth-led ideas
- Monitor group dynamics to ensure safety and inclusion

## **After the session**

- Collect feedback (verbal, written or digital)
- Photograph flipcharts or outputs (with consent)
- Provide follow-up resources to participants
- Offer continued support for SMARTIE action plan refinement
- Debrief with co-facilitators about what worked and what to adjust

## **ONLINE FACILITATOR CHECKLIST**

### **Before the session**

#### *Content and digital prep*

- Review all four modules and facilitator notes
- Test videos, animations and slide transitions in the platform
- Prepare all links for:
  - Breakout rooms
  - Jamboard / Miro / Padlet



- Polls or Sli.do questions
- Upload SMARTIE templates into online collaborative boards
- Prepare a digital copy of the Module Agenda to share with participants

### ***Technology requirements***

- Stable internet connection
- Test microphone, camera and screen-sharing
- Ensure all facilitators and participants have access to:
  - Zoom / MS Teams / Google Meet
  - Miro, Padlet, Jamboard or similar platforms
- Prepare backup plans for tech failure (PDF slides, WhatsApp group, alternative boards)

## **During the session**

- Start with a tech check (audio/video/chat functions)
- Use polls, chat prompts and reactions to maintain engagement
- Ensure inclusive participation (chat option for low-bandwidth)
- Monitor emotional responses, especially during reflection
- Provide clear instructions before sending participants to breakout rooms
- Move between breakout rooms to support young people in planning
- Encourage microphones on when comfortable, but never require camera use
- Summarize chat contributions verbally for accessibility

## **After the session**

- Save collaborative boards (PDF or screenshots)
- Share final resources, slides or links
- Offer channels for continued action-plan development
- Collect feedback through a quick poll or form

- Debrief with the facilitation team
- Review tech notes for improvements next time

## 6. Translation notes

To keep the training as inclusive as possible, make sure translators or sign language interpreters are available based on participants' needs. Translators who are familiar with the training content can help ensure accurate simultaneous translation. It also helps to provide handouts and presentations in the local or contextually relevant language.

## 7. Sample session agenda

DRR 101: Empowering Young People to Advance Disaster Risk Reduction

**Total duration:** 80–120 min per session

**Number of modules:** 4

**Suggested delivery:** 1 module per day delivered over 2–4 weeks

### Sample agenda (per session)


Time	Content	Module Component
0:00–0:05	Welcome and warm-up	Opening
0:05–0:10	Overview of module objectives	Context setting
0:10–0:20	Pulse check / discussion prompt	Engagement activity
0:20–0:40	Core content delivery	Slides and young people-friendly notes
0:40–0:55	Group activity / breakout work	Participatory section
0:55–1:05	Sharing back / debrief	Reflection and learning integration
1:05–1:10	Wrap-up and next steps	Closing

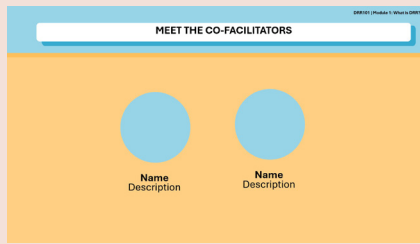
**Note:**

Modules with action planning (Module 4) may require extended time for breakout groups.

# MODULE 1: What is DRR?

## Slide deck

No	SLIDES	SCRIPT
1		<p><b>Suggested timing: 3–5 min</b></p> <p><b>1. Purpose of this slide</b></p> <ul style="list-style-type: none"><li>• Welcome participants warmly and set the learning journey tone.</li><li>• Introduce the foundation module of the DRR 101 programme.</li></ul> <p><b>2. Script</b></p> <ul style="list-style-type: none"><li>• <i>Hello and good morning/afternoon/evening everyone!</i></li><li>• <i>A huge warm welcome to the first module of DRR 101: Empowering Young People to Advance Disaster Risk Reduction. That's a big title, right? Don't worry! Today we're going to make it simple, fun and easy to understand.</i></li><li>• <i>You might not hear 'DRR' every day, but you do experience disasters, climate impacts, school drills and safety plans around you. This first module helps us understand what that means – and how young people (like us) can take part in reducing risk and keeping communities safe.</i></li></ul> <p><b>3. Notes for delivery</b></p> <ul style="list-style-type: none"><li>• Keep your tone light and welcoming.</li><li>• Normalize that many young people haven't heard of DRR before.</li><li>• Emphasize that young people's knowledge and experiences matter.</li></ul>



## Suggested timing: 5–7 min

### 1. Purpose of this slide

- Introduce facilitators as fellow young learners.
- Build connection, trust and a friendly learning environment so participants feel comfortable engaging later.

### 2. Script

- **First facilitator:** *Before we start, let us introduce ourselves. My name is <insert name>, I am <age> and a fun fact about me is <share fun fact>*
- **Second facilitator:** *My name is <insert name>, I am <age> and today I'm going to be your co-facilitator. I'm super happy to be here and to learn together with you all today! A fun fact about me is <share fun fact>.*
- *We're your facilitators for today's session! We're young people just like you, interested in DRR, community safety and young people's leadership. We're excited to guide you through this session and learn from you as well.*
- *This space is for all of us. Feel free to share openly.*
- *Please feel free to introduce yourself in the chat.*

### 3. Notes for delivery

- Give time for participants to introduce themselves in the chat, or do a quick round of introductions.
- Choose simple, fun facts like hobbies, favourite food, etc.
- Try to avoid reading; keep it natural and conversational.
- After introductions, briefly thank participants for joining before moving on

- For more quick introduction ideas, look at the Adolescent Kit: <https://www.unicef.org/adolescentkit/activity-box>

3

LEARNING OBJECTIVES

By the end of this session, you will be able to:

- ✓ Define and understand the key concepts, definition and approaches in Disaster Risk Reduction
- ✓ Share and discuss key statistics highlighting the impacts of disasters.
- ✓ Explore and understand the international frameworks guiding DRR efforts.

## Suggested timing: 4–6 min

### 1. Purpose of this slide

- Explain what they will learn and what to expect in Module 1.
- Connect the objectives to real-life so they feel the content is relevant and well structured.
- Prepare participants for the upcoming ‘pulse check’ activity

### 2. Script

- *Here’s what we are going to learn today. By the end of this session, we hope you can do three main things:*
- *First, we’ll define and understand the key concepts and approaches in disaster risk reduction.*
- *Second, we’ll share and discuss some important statistics that show just how many disasters impact us.*
- *Third, we’ll explore the international agreements guiding DRR.*
- *Sound good? Let’s kick things off with a little ‘pulse check’ to get our brains warmed up!*

### 3. Notes for delivery

- Keep the tone upbeat and confident – this is the roadmap for the session.
- Briefly pause after each objective to allow participants to process.
- If needed, quickly ask, Any questions before we jump in? to keep the space inclusive.
- Background information to help explain the objectives:
  - **Objective 1: Define and understand key concepts and approaches in DRR.** This is

where we learn the basics – what disasters are, what ‘risk’ means and what disaster risk reduction is all about – and we will connect it to our own lived experience.

- **Objective 2: Share and discuss key statistics about disasters.** We’ll learn how often disasters happen, who is affected and why some communities are more at risk.

Understanding the scale of disasters helps us see why DRR is important for young people.

- **Objective 3: Explore the international frameworks guiding DRR efforts.** This introduces the global agreements – like the Sendai Framework – that shape the policies and programmes that affect us. We don’t need to memorize them – just understand that they exist, and that we have a role in them too.

4–8

**Suggested timing: 2 min**

### 1. Purpose of this slide

- Energize the group with a simple ‘yes/no’ thinking question.
- Understand the difference between a *hazard* and a *disaster*.
- Reinforce a key concept: a hazard becomes a disaster only when it causes harm.

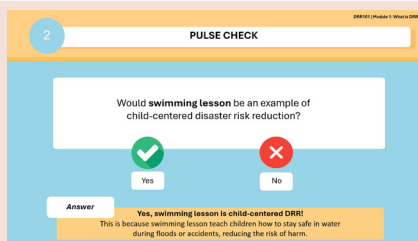
### 2. Script

- *Before we jump into definitions, let’s start with a quick ‘pulse check’ to get everyone thinking. This is not a test! It is just to warm up our brains.*
- *Pulse check 1: If an earthquake happens on a remote, uninhabited island in the Pacific, is it still considered a disaster?*
- *Do you think ‘Yes, it is a disaster’ or ‘No, it is not a disaster’*

- Answer: *No, it is not. If the area is uninhabited, no one is affected, so it is not considered a disaster. A disaster happens when a hazard harms people or damages things.*

### 3. Notes for delivery

- Encourage fast, instinctive answers and keep the energy high.
- After revealing the answer, highlight: Hazards only become disasters when people are affected.
- Don't over-explain – deeper definitions come later in the session.



### Suggested timing: 2 min

#### 1. Purpose of this slide

- Connect everyday skills to DRR.
- Show that DRR is not just big policies – it can be practical, simple and young people-centred.

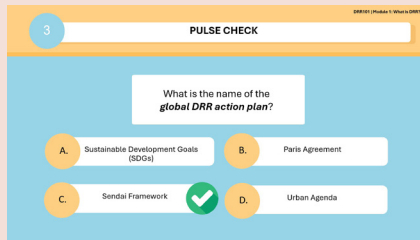
#### 2. Script

- *Let's keep the energy going with our next pulse check!*
- *Pulse check 2: Would swimming lessons be an example of child-centred disaster risk reduction?*
- *Choose 'Yes, it is child-centred disaster risk reduction' or 'No, it is not child-centred DRR'.*
- *Answer: It is absolutely YES. Swimming lessons teach children how to stay safe in water, directly reducing the risk of harm during floods or accidents.*

#### 3. Notes for delivery

- Keep tone encouraging
- Connect to their experiences by asking if anyone can swim or knows someone who learned it for safety.

- Reinforce: DRR includes prevention and preparedness, not just response.



**Suggested timing: 2 min**

### 1. Purpose of this slide

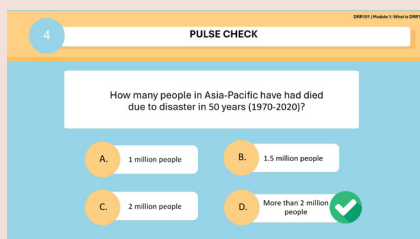
- Introduce DRR global frameworks in a simple way.
- Check if participants are familiar with international agreements.
- Prepare them for the later content on the Sendai Framework.

### 2. Script

- *Here comes pulse check number 3! This time, see if you can pick the correct answer – just have a guess if you don't know!*
- *Question: What is the name of the global DRR action plan?*
  - A) Sustainable Development Goals (SDGs)
  - B) Paris Agreement
  - C) Sendai Framework
  - D) Urban Agenda
- *Answer: C. The Sendai Framework is like the guidebook for all countries around the world to keep people safe from disasters.*

### 3. Notes for delivery

- Reassure them that this is new information and we will explain the Sendai Framework in a simple way later.



**Suggested timing: 2 min**

### 1. Purpose of this slide

- Show the serious scale of disaster impacts in Asia-Pacific.
- Build awareness through a memorable statistic.

- Highlight why DRR education is urgent and relevant.

## 2. Script

- *Ready for pulse check 4? This one might surprise you. Choose the number you think is closest.*
- *Question: Here is a powerful statistic. How many people in Asia-Pacific died due to disasters in the 50 years between 1970 and 2020?*
  - A) 1 million people
  - B) 1.5 million people
  - C) 2 million people
  - D) More than 2 million people
- *Answer: D. That is why it is very important for all of us here to learn about DRR, which can help us prevent these losses.*

## 3. Notes for delivery

- Pause after the answer to let it sink in.
- Note that these numbers represent real people, families and communities. It is important to humanize the numbers presented.
- Keep it empowering by highlighting that DRR helps prevent this.

5 PULSE CHECK

There are 580 million children living in East Asia and the Pacific region. Do you know how many children in the region are being exposed to multiple climate and environmental hazards?

A. 140 million B. 210 million ✓

C. 440 million D. 460 million

## Suggested timing: 2 min

### 1. Purpose of this slide

- Show how many children in East Asia and the Pacific face climate and environmental risks.
- Help young people understand that DRR is about them and their peers.
- Build motivation to stay engaged in the module.

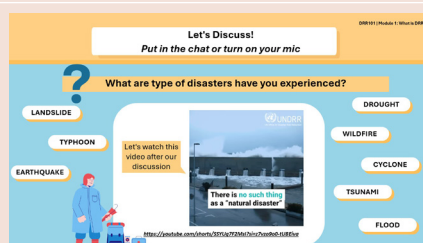
## 2. Script

- *Last pulse check! This one is about children in our own region.*
- *Question: Focusing on children now: Out of the 580 million children living in the East Asia and Pacific region, how many of them are exposed to multiple climate and environmental hazards?*
  - A) 140 million
  - B) 210 million
  - C) 443 million
  - D) 460 million
- *Answer: C. That's a lot, right? That's a lot of children's well-being at risk. This is why we need to learn about DRR and use our voices to make a difference.*

## 3. Notes for delivery

- Keep tone compassionate and note that this isn't to scare them but to show why this learning today matters.

9



## Suggested timing: 5-7 min

### 1. Purpose of this slide

- Connect the idea of *disaster* to real-world and personal examples.
- Share personal experiences to build relevance and engagement.
- Prepare emotionally and mentally before showing visuals.
- Introduce the concept: *hazards are natural, disasters are not.*

### 2. Script

- *Now let's get into the main discussion. Have a think about what types of disasters you might have already experienced? Please put your answer in the chat or raise a hand to share.*

(Take quick responses from 3–5 people.)

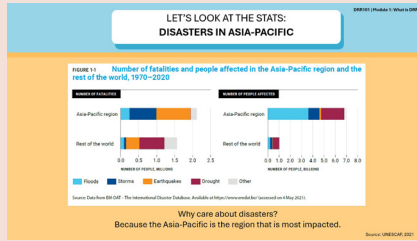
- *Some participants shared that they have experienced... (flood, typhoon, earthquake, landslide, drought, heatwaves...)*
- *Now, we will watch a short video that shows what a disaster can look like. Warning: this video talks about the impact of disasters, including showing images of damaged buildings and severe flooding, which may be upsetting. You can look away or mute for a minute if you aren't comfortable watching it.*

(Play video – 1 min)

- *After watching that video, it's important to remember what UNDRR says – UNDRR stands for the United Nations Office for Disaster Risk Reduction. They help countries reduce risk and keep people safe from disasters.*
- *UNDRR says: "There is no such thing as a natural disaster." We'll watch another short video on that later, which explains that even though the hazard may be natural, the disaster depends on how prepared we are.*

### **3. Notes for delivery**

- Before playing the video, pause to ensure all participants are ready and comfortable with watching it.
- After the video, give a moment for reactions if needed.
- Emphasize the key learning: hazards + lack of preparedness = disaster.
- It might be their first time hearing about UNDRR so explain that it is the UN agency that supports countries to reduce disaster risks and keep people safe.
- Keep the tone calm and supportive throughout.



## Suggested timing: 2–4 min

### 1. Purpose of this slide

- Understand *why* DRR is especially important in Asia–Pacific.
- Show that disasters impact this region more intensely than the rest of the world.
- Build motivation for learning and action by grounding the topic in facts and their lived experiences.
- Introduce a simple interpretation of the chart without overwhelming participants.

### 2. Script

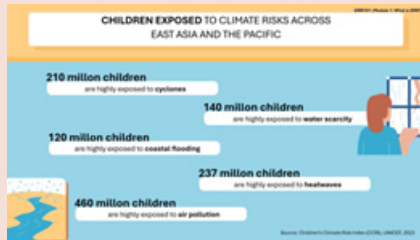
- *Look at these numbers closely! Why should we care? Compare the number of fatalities and people affected in Asia-Pacific with the rest of the world.*
- *Figure 1–1 clearly shows the high **number of fatalities** and the huge **number of people affected** in our region compared to the rest of the world from 1970–2020. Notice how many millions of people are impacted by floods and storms.*
- *This means that we experience more disasters than almost anywhere else.*
- *That should be a solid answer to **why should we care about disasters?***  
*Because when we understand the risks, we are no longer a victim but someone who can take action, stay safe and even help protect our community.*

### 3. Notes for delivery

- Keep the chart explanation simple: highlight only three things
  - Asia–Pacific share is larger than the rest of the world
  - Floods and storms affect the most people
  - Fatalities are also higher in Asia-Pacific

- Remind participants that these numbers cover 50 years – so the trend is long-term.
- Connect the data back to the experiences of disasters they mentioned on the previous slide.
- Emphasize empowerment: understanding this helps us know where we can act.

11



## Suggested timing: 3–5 min

### 1. Purpose of this slide

- Highlight the scale of climate risks affecting children.
- Show that impacts are unequal – some groups face greater risks.
- Reinforce the need for inclusive, child-centred DRR.

### 2. Script

- *This slide shows us data on children. Out of 580 million children in the region, 460 million are highly exposed to air pollution. That's about 8 in every 10 of us!*
- *We see 237 million highly exposed to heatwaves and 210 million highly exposed to cyclones.*
- *These are huge numbers, but we need to remember that not all children are affected in the same way. Girls, children with disabilities, and children from poorer families or remote communities face extra challenges during disasters.*
- *For example, girls may face additional risks to their safety or may find it hard to get menstrual products, which can make disasters harder to cope with.*
- *It reminds us that protecting children means protecting all children. No one should be left behind.*

### 3. Notes for delivery

- Clarify why girls face extra challenges: Girls may struggle with limited privacy, unsafe situations in evacuation centres, or lack of menstrual supplies during emergencies. Some girls face safety risks like harassment when living in shelters.
- Reassure participants this is not about stereotyping – it’s about recognizing practical barriers.
- Keep the tone sensitive and respectful, especially with younger participants.
- Highlight that DRR must include solutions for all children, not just the majority.

12



### Suggested timing: 5-6 min

#### 1. Purpose of this slide

- Understand *why* disasters happen using the simple risk formula.
- Break down the four components – hazard, exposure, vulnerability and capacity – into simple examples.
- Show that disasters aren’t random; they happen when risks stack up and we aren’t well prepared.

#### 2. Script

- *What do we do in a world where risks are increasing? To understand that, we first need to understand how risk works.*
- *This formula helps us:*  
 **$Risk = Hazard \times Exposure \times Vulnerability \div Capacity$**
- *Here’s what that really means: A hazard (like a flood or cyclone) doesn’t automatically create a disaster. It becomes dangerous only when people are in its path (exposure) and when their situation makes them more likely to be harmed (vulnerability).*

- Risk can be reduced when a community has strong capacity – like knowledge, resources and systems that help them prepare and respond.
- Think of it like a balance: the bigger the hazards, exposure and vulnerability, the bigger the risk – but the more capacity goes up, the more the risk goes down.
- Let's break down each of the four parts:
  - **Hazard:** A potentially dangerous event like a flood, typhoon, landslide, earthquake or tsunami. Hazards themselves are not disasters – they can become disasters when they meet people who are not prepared.
  - **Exposure:** This is about being in harm's way. If you're in the path of the hazard, you're exposed. For example:
    - A neighbourhood located in a flood-prone area.
    - Old buildings that can collapse during earthquakes.
  - **Vulnerability:** Things that make some people or places more likely to be harmed. Vulnerability increases risk – not because of people themselves, but because of the conditions they live in. For example:
    - Evacuation routes might not be easily accessible for children with disabilities.
    - Poorer households may be forced to live in unstable areas because safer locations are too expensive.
  - **Capacity:** These are the strengths and resources a community has to protect itself. Communities with higher capacity can reduce risk more effectively. For example:
    - Boats, life jackets and emergency kits
    - A trained youth group who knows first aid
    - A community disaster budget
    - Strong social networks.



- *Once we return to the main room, I'll ask each group to share one example they placed and why. (Just a short 10–15 second explanation – no pressure!)*
- *Then I'll show you the correct answers so we can compare and clarify anything confusing.*  
(Back in the main group after closing breakout rooms)
- *Let's hear from groups – choose one example and tell us why you chose that category. (Choose 1 volunteer per group to share.)*
- *Great insights – thank you! Now, here are the correct answers on the screen. Take a moment to compare them with your group's choices.*

### **3. Notes for delivery**

- Share the Canva link in the chat before sending participants to breakout rooms.
- Give a clear 3-minute countdown; send a 1-minute reminder.
- When participants return, gently guide them to keep explanations short.
- Correct answers are:
  - HAZARD: landslide, earthquake, tsunami, flood
  - EXPOSURE: schools built close to the sea, family lives near river that floods, the main road in your town that goes through a landslide area
  - VULNERABILITY: weak buildings, a school without an emergency plan hospital located near the fault line. (Note: Some items may feel like 'exposure', but if they describe increased susceptibility rather than simply being located in a risky place, they belong under vulnerability.)

- CAPACITY: being able to swim, school has earthquake drill practices, the town has early warning systems, family has emergency backpack
- If groups mis-categorize items, validate effort and explain why the correct answer fits better.

14

DISASTER IS ...

“ A **disaster** is when a hazard—like a flood, earthquake, or heatwave—causes major harm to people, infrastructure, or the environment, and the community affected **cannot recover without outside help.** ”

### Suggested timing: 2-4 min

#### 1. Purpose of this slide

- reinforce the difference between **hazards** and **disasters**.
- Introduce the **UNDRR definition**.
- Disasters occur when communities cannot cope on their own – linked to socioeconomic factors, preparedness and capacity.

#### 2. Script

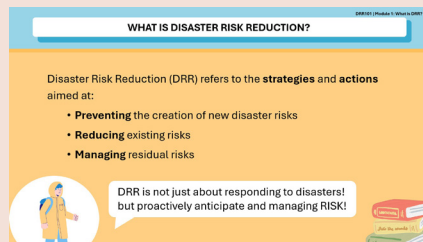
- *So, what is a disaster?*
- *A disaster is when a hazard, like a flood, earthquake or heatwave, causes major harm to people, infrastructure or the environment, and the community affected cannot recover without outside help.*
- *A definition from UNDRR: Disaster is a serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of affected community or society to cope using its own resources.*

#### 3. Notes for delivery

- Remind participants that hazards (like storms or earthquakes) are natural, but disasters happen because of vulnerability and lack of capacity.

- Always use simple examples, like a strong typhoon hitting an empty island is *not* a disaster while the same typhoon hitting a crowded city *can* become a disaster.
- Emphasize equity and note that disasters affect different groups differently – children, people with disabilities or low-income communities may struggle more to recover.

15



**Suggested timing: 3–5 min**

### 1. Purpose of this slide

- Introduce DRR concepts in a simple and young people-friendly way.
- Understand that DRR is proactive, not just about responding after disasters.
- Establish the three key pillars of DRR (prevent, reduce, manage).
- Connect DRR to real-life policies and planning at school, community and national levels.

### 2. Script

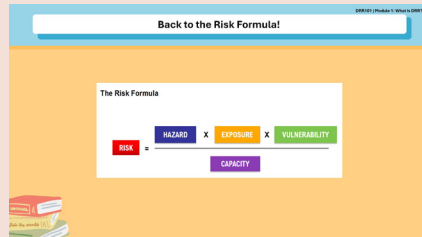
- *Disaster risk reduction, or DRR, refers to the strategies and actions aimed at:*
  - **Preventing** the creation of new disaster risks
  - **Reducing** the existing risks
  - **Managing** the residual risks.
- *DRR is not just about responding to disasters, it's about anticipating, preparing and transforming systems so that hazards don't become disasters. DRR is the policy objective of disaster risk management, and its goals and objectives are defined in DRR strategies, policies and plans.*

### 3. Notes for delivery

- Reinforce DRR as proactive. DRR happens *before* disasters – it's about strengthening safety and reducing risks ahead of time.

- Clarify 'residual risk': Even with preparation, some risk always remains. Residual risk refers to that remaining risk that still needs to be managed.
- DRR isn't just actions by individuals – it needs *systems change*, like making laws, school plans, community systems and government policies stronger to better protect people.

16



## Suggested timing: 5-7 min

### 1. Purpose of this slide

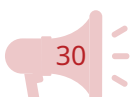
- Reconnect the DRR concept with the risk formula – DRR reduces risk by acting on all parts of the formula.
- Make the formula simple and memorable for young people.
- Prepare them for understanding *how* DRR lowers risk in real life.

### 2. Script

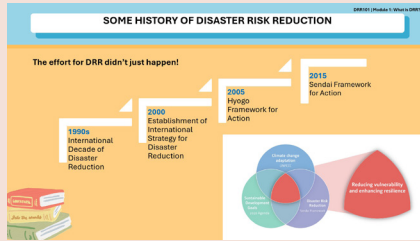
- *Let's go back to the risk formula.*
- *Remember: **Risk = Hazard × Exposure × Vulnerability ÷ Capacity***
- *DRR is all about working on both sides of this formula. We try to **decrease the top part** – the hazard, the exposure, and the vulnerability – and we try to **increase the bottom part**, which is our capacity.*
- *The more capacity a community has, the better they can respond, prepare and recover. And the lower the risk becomes, even if the hazard stays the same.*

### 3. Notes for delivery

- Point to each part of the formula on the slide as you explain.
- Ask the participants if this formula and if the concepts are clear before moving on.



17



**Suggested timing: 3–5 min**

**1. Purpose of this slide**

- Give a simple overview of how DRR global frameworks evolved.
- Show that DRR is not new. Today’s DRR frameworks (especially Sendai) are built on decades of international work.

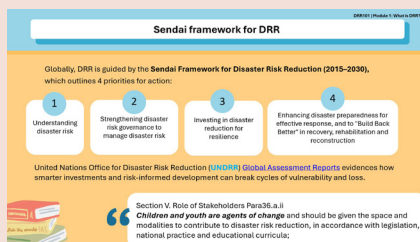
**2. Script**

- *To learn more about the global effort in reducing the risk of disaster, let’s look at its history.*
- *Over the years, global movements have shaped how we address disasters:*
  - *1990s: adopted the International Decade of Disaster Reduction*
  - *2000: established the International Strategy for Disaster Reduction*
  - *2005: adopted the Hyogo Framework for Action*
  - *2015–2030: adopted the Sendai Framework*
- *These frameworks are significant because they act as the global guidelines for world leaders to reduce the risk of disasters.*

**3. Notes for delivery**

- Highlight the big shift: Sendai is the most important framework today. It’s the one that says young people must be part of DRR.
- Explain how the frameworks don’t just guide governments – they shape DRR in schools, communities and youth programmes too.

18



**Suggested timing: 3–5 min**

**1. Purpose of this slide**

- Introduce the Sendai Framework as the current global guide for DRR (2015–2030).
- Clearly explain the four priorities for action.

- Emphasize that children and young people are recognized as agents of change within global DRR policy.
- Build motivation and confidence for young people to see themselves as part of the DRR movement.

## 2. Script

- *The current global guide for DRR is the Sendai Framework. You may have heard about it a lot already. But do you know what the four priorities of Sendai are?*
  - **Understanding** disaster risk
  - **Strengthening** disaster risk governance
  - **Investing** in resilience
  - **Enhancing** preparedness and building back better
- *According to a global assessment report from UNDRR, smarter investment and risk-informed development can break the cycle of vulnerability and loss.*
- *For example, by providing just 24 hours of early warning, we can reduce the damage from a disaster by 30%.*
- *One of the key messages in Sendai is that children and young people are more than just victims or beneficiaries; they are key agents of change. That means your voice, your ideas and your actions matter in building a safer and more resilient future.*
- *Remember, we are not just victims, we are changemakers!*

## 3. Notes for delivery

- Keep the four priorities simple and clear. You can summarize them as: know the risks, prepare well, invest wisely and be ready to respond.

19

Key takeaway!  
Put in the chat or turn on your mic

DRR01 (Module 1) What is DRR?

? What have you learned about Disaster and Disaster Risk Reduction?

We hope you learn:

- ✓ Disasters are on the rise, with significant impacts on children and young people.
- ✓ Risks can be anticipated, prepared for, and mitigated through disaster risk reduction. Young people can take proactive steps.
- ✓ Disaster Risk Reduction (DRR) is grounded in decades of experience and contributes to climate action and sustainable development.
- ✓ Young people are the key stakeholders to DRR in Sendai Frameworks and beyond.

- Highlight why early warnings matter: Early warnings save lives by giving people time to move, protect belongings or evacuate. Even 24 hours' notice can reduce damages by up to 30%.
- Early Warnings for All (EW4ALL) is an example of a UN global initiative that ensures everyone, everywhere has access to life-saving early warning alerts for hazards such as storms, floods or heatwaves.

## Suggested timing: 3-5 min

### 1. Purpose of this slide

- Reinforce the most important learning points from Module 1.
- Reflect on what each understood or found meaningful.
- Create space for young voices and encourage active participation.

### 2. Script

- *As we wrap up our session, what is your one key takeaway from today? Please unmute or drop it in the chat!*
- *Now, let's go over the key points we hope you're taking away from today:*
  - *Disasters are increasing, and children and young people are often the most affected.*
  - *Risks are not random. They can be anticipated, prepared for and reduced through DRR. Young people can take active steps to stay safe and help others.*
  - *DRR is connected to climate action and sustainable development, and it's based on decades of global learning and experience.*

- *And finally, YOU are recognized as key stakeholders in DRR, not just by us, but in global agreements like the Sendai Framework. Your ideas, actions and leadership truly matter.*

### 3. Notes for delivery

- Keep this slide upbeat and encouraging to boost confidence and end the session on a positive note.
- Pause after each bullet to let ideas settle; these are major concepts.
- When inviting takeaways, you can prompt for examples of:
  - something that surprised you...
  - something you can explain to a friend...
  - something that made you think differently...
- Affirm every contribution with short positive feedback.

20



### Suggested timing: 2-3 min

#### 1. Purpose of this slide

- Close Module 1 with warmth, appreciation and a positive tone.
- Reinforce what participants accomplished today.
- Give clear, simple information about what comes next (Module 2).
- Maintain excitement and continuity for the learning journey.
- Let participants leave feeling empowered and motivated.

#### 2. Script


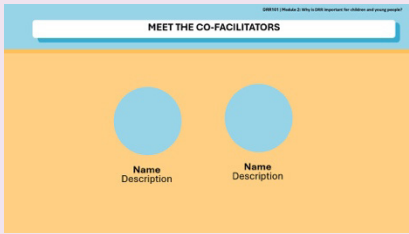
- *Thank you all for your participation today. Your energy, ideas and personal reflections made this first session really meaningful.*

### 3. Notes for delivery

- Share any admin reminders for the next session: date/time, platform, materials to review, etc.
- Encourage participants to bring reflections or questions to the next session.
- Keep energy up. This sets the tone for Module 2.

# MODULE 2: Why is DRR important for children and young people?

## Slide deck

No	SLIDES	SCRIPT
1		<p><b>Suggested timing: 1-2 min</b></p> <p><b>1. Purpose of this slide</b></p> <ul style="list-style-type: none"><li>• Welcome participants and set a young people-friendly tone for the session.</li><li>• Create continuity between Modules 1 and 2.</li><li>• Communicate that today's focus is on <b>children and young people</b> – their experiences, challenges and leadership in DRR.</li></ul> <p><b>2. Script</b></p> <ul style="list-style-type: none"><li>• <i>Welcome back, everyone! In Module 1, we explored what disasters are and how risk is created. Today, we zoom in on how disasters impact children and young people – and why your voices matter in DRR. Your experiences and ideas matter in this space!</i></li></ul> <p><b>3. Notes for delivery</b></p> <ul style="list-style-type: none"><li>• Keep tone energetic, warm and conversational.</li><li>• Get everyone excited to learn something new.</li><li>• Start with a quick energizer if you have time.</li></ul>
2		<p><b>Suggested timing: 2-5 min</b></p> <p><b>1. Purpose of this slide</b></p> <ul style="list-style-type: none"><li>• Introduce the facilitators for Module 2 and position them as peers and co-learners, rather than experts.</li></ul>

- Build comfort and trust in a young people-led learning environment.

## 2. Script

- *We're your facilitators for today's session! We're young people just like you, interested in DRR, community safety and young people's leadership.*
- *We're excited to guide you through this session and learn from you as well.*
- *This space is for all of us. Feel free to share openly.*

## 3. Notes for delivery

- If a new facilitator is leading the second session, give a bit more time for introductions. Share your name, pronouns if you want, where you're from, a quick line on your DRR/ leadership experience, and one fun fact to keep it friendly.
- If you're the new facilitator, ask participants to introduce themselves quickly too.

3

LEARNING OBJECTIVES

By the end of this session, you will be able to:

- ✓ Understand the vulnerabilities of children and young people in the context of disasters.
- ✓ Recognize both the visible and invisible impacts of disasters.
- ✓ Explore how disasters affect children and young people differently.

## Suggested timing: 2-3 min

### 1. Purpose of this slide

- Set expectations by telling participants what they will learn in this session and why.
- Motivate participants by connecting learning objectives directly to children and young people's lives.

### 2. Script

- *Before we begin, here's what we will explore today. These objectives help us understand **why DRR matters so much for children and young people**.*
- *This session focuses on your experiences, your communities and the unique challenges we face as young people during disasters.*

### 3. Notes for delivery

- Background information to help explain the objectives:
- **Objective 1: Understand the vulnerabilities of children and young people:**  
Vulnerability doesn't mean weakness; it means being more affected when something happens.
- **Objective 2: Recognize the visible and invisible impacts.** Prepare them for the Visible vs Invisible activity later.
- Use simple definitions: **Visible** are things everyone sees (homes damaged, belongings lost); **Invisible** are emotional and social impacts (fear, stress, school disruption, loss of friends).
- **Objective 3: Explore how disasters affect different groups of young people differently:** Explain intersectionality briefly – not all young people experience disasters the same way. Gender, disability, where they live or their legal status can change what risks young people face.

4

Let's Discuss!  
Put in the chat or turn on your mic

What's the **first thing** a child or young person might lose in a disaster?  
Tip: think of both tangible and intangible elements

How do disasters **uniquely** affect children and youth?

### Suggested timing: 3–5 min

#### 1. Purpose of this slide

- Build empathy and activate personal connection before exploring statistics and data by asking participants to reflect on their own experience.
- Highlight that disasters cause social and emotional impacts as well as physical damage

#### 2. Script

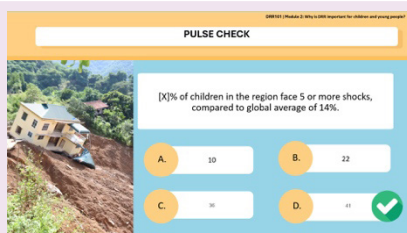
- *Let's start with a simple question. When a disaster happens, what's the first thing a child or young person might lose? There are no right or wrong answers. It can be something you can touch or something you can't.*

- *We're not testing you. We're learning together.*

### 3. Notes for delivery

- Keep it short and engaging.
- Use a gentle, supportive tone and validate every response.
- Avoid asking “What did you lose in a disaster?” Instead ask “What might a young person lose?” This keeps the activity safe and optional. If someone shares something personal, say “Thank you for sharing. That’s important, and you’re not alone.”
- Prompt participants to think about two layers of loss:
  - **Tangible (physical) losses** such as school materials, clothes, toys or personal items, home/room, books, gadgets, devices, access to food or water. These are the things everyone notices first.
  - **Intangible (emotional or social) losses** such as sense of safety, routine and normalcy, connection with friends, trust in adults, confidence, access to school or youth spaces, feeling in control. These are often the first things impacted in a disaster – especially for young people.

5



### Suggested timing: 1 min

#### 1. Purpose of this slide

- Quick knowledge check related to climate shocks and young people’s risk.
- Understand the growing scale of climate impacts.

#### 2. Script

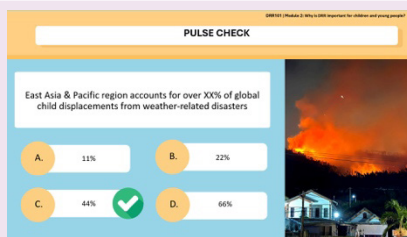
- *Here’s our first pulse check! How many more climate-related shocks do you think children today face compared to their grandparents? Just guess!*

- According to UNICEF and climate risk models, children today face **six times** more climate-related shocks than their grandparents did 50 years ago. It varies by region, and Asia-Pacific is among the highest.

### 3. Notes for delivery

- Keep energy high and playful to engage everyone.
- Ask participants to share their answers, and celebrate all attempts.
- Asia-Pacific is among the most affected due to high population density, coastal vulnerability and increasing climate extremes.

6



### Suggested timing: 1 min

#### 1. Purpose of this slide

- Understand that **child displacement** is a bigger issue in the region than most people realize.
- Reinforce that disasters affect children differently – especially through displacement, migration, loss of their home and disrupted education.

#### 2. Script

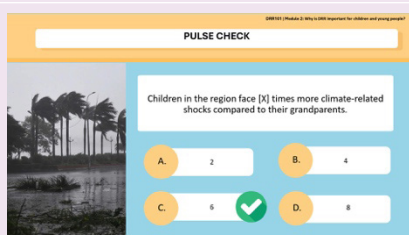
- *For our next pulse check, what share of all children displaced by weather-related disasters around the world comes from the East Asia and Pacific region? Take a guess!*
- *The answer is: East Asia and Pacific region accounts for over 42% of global child displacements from weather-related disasters.*

#### 3. Notes for delivery

- Encourage fast responses.
- Read answers aloud and react positively.

- According to UNICEF and UNDRR displacement data, the East Asia and Pacific region accounts for roughly 40–50% of all global child displacements caused by weather-related disasters.
- Why so high? The region has very large child populations, frequent typhoons, floods and storms, many communities living in coastal and low-lying areas, and climate change increases the intensity.

7



**Suggested timing: 1 min**

### 1. Purpose of this slide

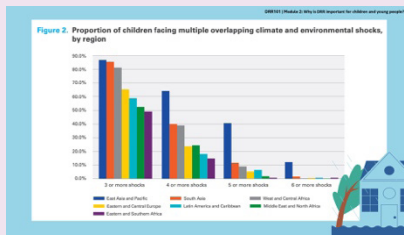
- Understand how intensely children in the East Asia and Pacific region are exposed to multiple hazards.

### 2. Script

- *Now our final pulse check: What percentage of children in East Asia and the Pacific face five or more overlapping climate or environmental shocks?*
- *According to UNICEF's climate risk analysis, over 75% of children in East Asia and the Pacific face five or more overlapping shocks.*

### 3. Notes for delivery

- Keep the energy high and acknowledge responses.
- 'Five or more shocks' means at least five of the following: floods, typhoons, heatwaves, droughts, storm surges, landslides, climate-linked diseases. Young people in the region often face several of these repeatedly, not just once. This shows how children in the region face some of the world's highest levels of climate vulnerability.



## Suggested timing: 2–3 min

### 1. Purpose of this slide

- Show that children in different regions experience climate shocks unevenly.
- Highlight that East Asia and the Pacific faces some of the highest levels of overlapping climate risks.
- Emphasize that children are dealing with multiple hazards at once, not just one.

### 2. Script

- *Now, let's look at that data in more detail. This graph compares how many children in each region are facing multiple climate and environmental shocks – like floods, storms, heatwaves, droughts and pollution.*
- *What really stands out is East Asia and the Pacific. Here, most children face at least three or four shocks, and over 40% face five or more – way above the global average of 14%.*
- *This means children here aren't just dealing with one problem. They're facing several challenges at the same time, which makes life harder and increases risks to their health and future.*
- *Children in our region are facing overlapping, intense and urgent climate risks – and they need stronger support and action.*

### 3. Notes for delivery

- Connect it to lived experiences by asking how they already feel the impacts – e.g. extreme heat days, stronger storms, unpredictable seasons.
- Close with a positive message: understanding these risks helps us push for real solutions.

- This Climate Action Advocacy Brief provides more background information: [https://knowledge.unasiapacific.org/sites/default/files/2024-11/Advocacy%20Brief\\_CA4A.pdf](https://knowledge.unasiapacific.org/sites/default/files/2024-11/Advocacy%20Brief_CA4A.pdf)

9



## Suggested timing: 3-5 min

### 1. Purpose of this slide

- Introduce the idea that disasters don't only cause damage – they worsen existing risks, especially for children.
- Explain the term **'threat multiplier'** in simple language.
- Show how climate disasters increase protection risks (violence, exploitation, unsafe environments).

### 2. Script

- *When we say climate disasters are a 'threat multiplier', it means they make existing problems worse – especially for children.*
- *For example, if a community is already struggling with poverty, a disaster can make families more financially stressed, more desperate, or more unstable. That can increase risks of child labour or exploitation.*
- *Or if a girl already feels unsafe in her community, a disaster can make those risks even higher – especially if families are displaced, shelters are crowded, or normal protection systems break down.*
- *So, climate disasters don't create these problems from scratch, but they make the risks for vulnerable children even worse.*

### 3. Notes for delivery

- Encourage the participants to reflect on how disasters in their own communities have

disrupted routines or support systems and made children more vulnerable.

- Acknowledge that some groups of children (girls, children with disabilities, those living in poverty) may experience multiplied risks.
- Close by emphasizing empowerment: understanding how disasters amplify risks helps us advocate for better preparedness, safer shelters and stronger child protection systems.

10



**Suggested timing: 2-5 min**

### 1. Purpose of this slide

- Reflect on how disasters affect children in ways that are visible (physical, immediate) and invisible (emotional, long-term).
- Invite personal experiences or observations to make the conversation relatable and grounded.
- Recognize that both types of impacts are important in planning for protection, recovery and support.

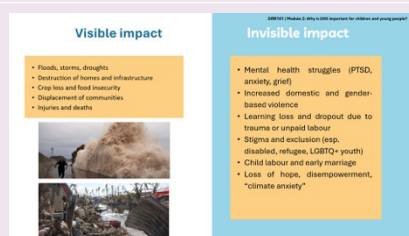
### 2. Script

- *Let's pause for a moment and think about disasters from the perspective of children and young people.*
- *I'd love for you to share your thoughts on this question. Put them in the chat or turn on your mic.*
- *What do you think are the visible and invisible impacts of disasters on children and young people?*
- *There's no right or wrong answers – just share what comes to mind. Your experiences and insights are really valuable here.*

### 3. Notes for delivery

- Encourage participation by inviting those who don't wish to speak to contribute through the chat box instead.
- Validate all contributions by reflecting them back briefly – this helps the discussion feel safe and inclusive.
- If responses slow down, prompt them to think about school, family life, friendships, safety or mental health – what changes after a disaster?
- Don't worry if people are quiet; there are examples in the next slide.

11



### Suggested timing: 2-5 min

#### 1. Purpose of this slide

- Show the difference between visible and invisible impacts.
- Reflect on how disasters not only cause physical damage but also affect emotions, learning, safety and identity
- Show that invisible impacts can be just as serious – and sometimes longer lasting – than visible ones.
- Build awareness that some groups (girls, LGBTQ+ young people, those with disabilities) may face stronger invisible impacts.

#### 2. Script

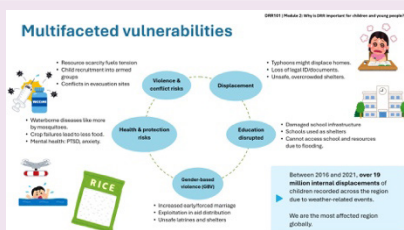
- *On this slide, you'll see two types of impacts that disasters have on children and young people: visible and invisible.*
- **Visible impacts** are the ones we can clearly see, like damage to homes, schools and roads, loss of crops and food, people being forced to move, and even injuries or deaths. These are the images that usually appear in the news.

- **Invisible impacts** might be harder to spot, but they matter just as much. They can include feeling things like stress, fear, trauma, grief, a loss of hope or climate anxiety. Some young people may face violence at home or be forced to leave school for child labour or early marriage. Others may deal with stigma or exclusion, especially those with disabilities, refugees or LGBTQ+ young people.
- When we put these together, we get a full picture of how disasters can affect young people – not just physically, but emotionally and socially, both now and into the future.

### 3. Notes for delivery

- Add gentle context that some groups, like girls, may face extra risks – for example, increased pressure at home or less privacy and safety during disasters.
- Remind the group that young people with disabilities often experience stronger invisible impacts because warnings, shelters or evacuation systems may not be accessible to them.
- Keep the tone warm and reassuring – acknowledge that these topics can be heavy and emphasize that sharing experiences helps build understanding and support.
- For more background information about this slide, you can refer to: [How climate change fuels violence against women and girls](#)

12



### Suggested timing: 5-7 min

#### 1. Purpose of this slide

- Show how different risks (health, education, violence, displacement) feed into each other.
- Encourage young people to connect the categories on the slide to real-life disaster experiences from their communities.

- Highlight that vulnerabilities become worse when systems (schools, shelters, health care) break down during disasters.

## 2. Script

- *This slide shows the different ways disasters affect children and young people – and how these impacts are all connected.*
- *We see violence and conflict risks, health and protection risks, displacement, education disruption and gender-based violence. These don't happen separately – they overlap and make each other worse.*
- *For example, losing your home can lead to crowded shelters, which can increase safety risks. Flooded roads might stop you from going to school, which then affects learning and mental health. Poor sanitation can spread disease.*
- *It's also important to remember that some groups – like girls and young people with disabilities – face additional risks during disasters.*
- *As we go through this slide, think back to the stories and examples some of you shared in Module 1. How does what you have experienced or witnessed connect to what's shown here?*

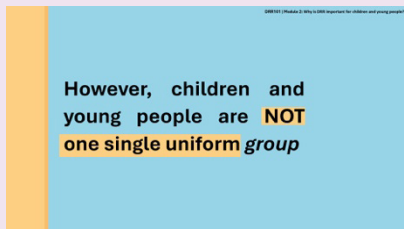
## 3. Notes for delivery

- Invite participants to think back to their own stories from Module 1.
- Emphasize that disasters rarely cause just one problem; they create a chain reaction, where one issue (like displacement) increases others (health risks, safety concerns, school disruption).
- When mentioning gender, explain in simple terms that girls often face greater risks in shelters or during displacement, and

remind the group gently and respectfully that this is due to inequalities, not because of anything girls do wrong.

- When highlighting disability, explain that warnings, shelters and services often aren't accessible, leaving young people with disabilities more exposed – and reinforce the importance of inclusive planning.
- Keep the tone empathetic and grounded: validate participants' lived experiences and create space for them to share additional reflections without pressure.

13



**Suggested timing: 5-6 min**

### 1. Purpose of this slide

- Understand that young people experience disasters differently because multiple parts of their identity overlap, such as gender, disability, income, ethnicity or being a refugee.
- Show how climate disasters increase protection risks (violence, exploitation, unsafe environments).
- Recognize that disaster impacts are shaped not just by the event, but by who you are and what barriers or support you already face
- Build awareness that inclusive disaster planning must pay attention to these differences to avoid leaving some young people behind.
- Invite reflection on how intersectional identities affect real experiences shared earlier in sessions

### 2. Script

- *This slide reminds us that children and young people are not all affected in the same way during disasters.*

- *We all have different parts of our identity – like being a girl or a boy, being LGBTQ+, having a disability, being from a low-income family, or being a migrant or refugee – and these parts of our identity combine to shape our experiences. This is known as ‘intersectionality’.*
- *During a disaster, a young person who is a girl and living in poverty and has a disability may face more challenges than someone who has just one of those risks.*
- *This overlapping of identities is why some young people face higher levels of danger, exclusion or stress – and why disaster responses need to be designed with these differences in mind.*
- *Remember the examples you shared in previous sessions – many of those stories showed how who you are affects how a disaster impacts you.*

### 3. Notes for delivery

- Draw on young people’s experiences and examples from previous sessions to relate more to the participants.
- Use a simple metaphor for intersectionality: Think of it like wearing multiple layers of clothing – the more layers, the heavier the impact can feel.
- Gently highlight real examples: girls in shelters may have extra safety risks; young people with disabilities may be left out of warning systems or evacuation routes.
- Emphasize strengths too: overlapping identities can also bring strong leadership, cultural knowledge or resilience – not just vulnerability.
- Keep the tone inclusive and empowering: the goal is understanding, not labelling, and thinking about how everyone’s needs can be better supported.

**Exercise!**

10 mins  
Breakout Room

**Instruction:**  
Divide the participants into 4 groups and discuss "How are the different groups of children and young people more exposed to disaster impacts and why?"

1	Refugee & displaced children and youth	2	Adolescent Girls
3	Children and youth with Disability	4	Rural and Indigenous Children and youth

## Suggested timing: 10–15 min

### 1. Purpose of this slide

- Apply the idea of intersectionality to real-world experiences.
- Explore why certain groups face higher risks, based on barriers, discrimination, or lack of access to protection and services.
- Build understanding that disaster impacts are shaped not just by the hazard but by identity, location and circumstance.
- Promote peer learning by sharing examples from their communities.
- Support confidence in discussing sensitive topics in a safe, small-group environment.

### 2. Script

- *For this next activity, we're going to break into four groups for 10 minutes. Each of you are assigned into a group that will focus on one specific group of children and young people.*
- *Your question is: 'How are these different groups more exposed to disaster impacts – and why?'*
- *The four groups are:*
  - **Group 1:** *Refugee and displaced children and young people*
  - **Group 2:** *Adolescent girls*
  - **Group 3:** *Children and young people with disabilities*
  - **Group 4:** *Rural and Indigenous children and young people*
- *In your groups, talk about what makes your group's experience different. Think about barriers they face, the risks they carry, and any real examples you've seen in your community or in Module 1 stories*

### 3. Notes for delivery

- Remember to assign the groups before the session begins. You can add or adapt these groups based on who is in the room, and assign them to the groups. Other options include LGBTQIA+ young people, out-of-school children and youth, NEET young people (not in education, employment or training), disadvantaged young people, or ethnic minority groups.
- Ensure that you have preassigned the participants into the different groups in the most equally distributed way you can.
- Encourage groups to draw from real-life stories and experiences shared in previous sessions and discussions
- The aim is to understand why different groups face different risks, not to compare suffering. This keeps the space safe and respectful.
- Let groups know they will briefly share one or two key insights afterwards. This helps them focus their discussion.

15

How are disasters affecting young people differently?

Refugee & Displaced Youth	Adolescent Girls
<ul style="list-style-type: none"><li>• Disasters cause loss of access to safe housing, schooling, and basic services. Women, including female legislators and psychological trainers</li><li>• Lack of legal status impedes access to cash, education, health care</li><li>• Left out from national disaster plans (downloaded in host country response systems)</li></ul>	<ul style="list-style-type: none"><li>• Female and young disaster victims are 14 times more likely to die due to gender inequality and lower access to resources</li><li>• Hurricane in South-Southwest Asia led to a 6.2% rise in domestic violence per 1°C increase, and reduced child marriage until age 14</li></ul>
Youth with Disability	Rural Youth
<ul style="list-style-type: none"><li>• Evacuation and early warning systems often exclude them</li><li>• Lack of assistive devices, medications, lack of sign languages and inaccessible communication</li></ul>	<ul style="list-style-type: none"><li>• Livelihood loss from crop failure (due to floods, drought)</li><li>• Limited access to early warning systems (due to poor infrastructure or digital divide)</li><li>• Isolation from relief &amp; recovery support (logistical delays)</li></ul>

Suggested timing: 4-6 min

#### 1. Purpose of this slide

- Show concrete examples of how disasters impact different groups of young people.
- Reinforce that risk is shaped by identity and circumstances, especially for those with disabilities, girls, displaced and rural young people.
- Connect these examples to earlier discussions.
- Think about what inclusive disaster planning should look like.

## 2. Script

- *This slide shows some real examples of how disasters affect different groups of young people differently. You may have discussed some of them in your groups.*
- *For refugee and displaced young people, disasters can mean losing access to safe housing, school and basic services – and without legal status, they may be left out of disaster plans or support systems.*
- *The risks are different for adolescent girls. For example, heatwaves and disasters can lead to increases in domestic violence, or early marriage or being forced to leave school to care for the family.*
- *Evacuation and warning systems may not be accessible for young people with disabilities and losing access to assistive devices or medical care makes everything harder.*
- *For rural young people, disasters can damage crops and livelihoods, and relief may be delayed because of distance or poor infrastructure.*
- *Together, these examples show that disasters don't affect all young people in the same way – it depends on their situation, identity and the support systems around them.*

## 3. Notes for delivery

- Start by linking back to what they discussed in the breakout activity.
- These differences aren't caused by the disaster itself but by gaps in systems – like inaccessible shelters, lack of legal status, gender norms or poor infrastructure.
- Invite participants to share examples from their own communities.

16

Key takeaway!  
Put in the chat or turn on your mic

?

What have you learned about the importance of DRR on children and young people?

We hope you learn:

- ✓ Children and young people are exposed to multiple hazards.
- ✓ Marginalized children and young people are uniquely affected by disasters.
- ✓ Children and young people are not a monolithic group; they experience disasters differently.
- ✓ While the visible impacts of disasters are evident, the invisible impacts are equally significant.

- Emphasize strengths and capabilities: young people in these groups often show resilience and leadership, and their perspectives are essential for inclusive disaster planning.
- Remember, these categories can overlap – e.g. a rural girl with a disability – which can increase challenges further.

## Suggested timing: 5-7 min

### 1. Purpose of this slide

- Give space to reflect on the session and summarise insights in their own words – strengthening understanding and ownership.
- Highlight the diversity of experiences among children and young people without overwhelming them.

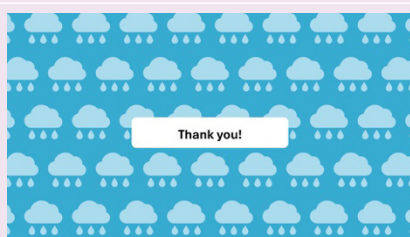
### 2. Script

- *Before we wrap up this session, let's hear from you about what you've learned about why disaster risk reduction is important for children and young people. Put your thoughts in the chat or turn on your mic.*
- *Some key ideas we hope you're taking away are:*
  - *Children and young people face multiple hazards.*
  - *Children and young people aren't one single group – everyone's experience is different.*
  - *Marginalized young people experience disasters in unequal ways.*
  - *And finally, invisible impacts like stress, fear or exclusion are just as important as the visible ones.*
- *But what you learned matters most, so feel free to share even one small insight.*

### 3. Notes for delivery

- Encourage sharing anything that stood out to them. There are no wrong answers.
- Remind them they can use the chat box if they prefer not to speak.
- If the group needs prompting, offer simple questions like: What surprised you? What made you think differently? What connects to your own experiences?
- Celebrate contributions as they come in – affirming insights helps build confidence and a positive closing atmosphere.
- Take note of what is shared in this session so you can refer back to it in the next session, building on the participants knowledge and experiences to make the learning grounded and more relatable.

17



### Suggested timing: 3 - 5 min

#### 1. Purpose of this slide

- Wrap up the session with appreciation and a positive tone.
- Give clear information about what to expect in Module 3 so participants feel prepared and supported.
- Create anticipation by highlighting that the next session focuses on adolescent- and youth leadership and real-life examples of DRR in action.
- Maintain continuity and engagement in learning together.

#### 2. Script

- *Thank you all for your participation today – your ideas, reflections and stories made the session really meaningful.*
- *Before we end, here's what you can expect in Module 3: How Children and Young People Are Already Involved in Disaster Risk Reduction.*

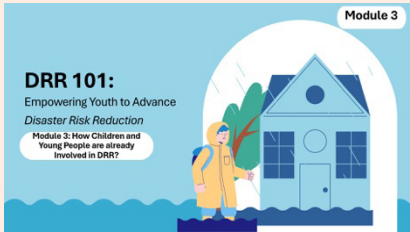
- *We'll look at real-life examples of young people in different countries who are leading DRR efforts – from improving early warning systems and community volunteering, to climate advocacy and resilience planning. It's a chance to see how young people are acting as powerful agents of change.*
- *We're excited for you to join us then and explore how you can be part of DRR leadership too.*

### **3. Notes for delivery**

- Share admin details: next session date/time, platform link and any materials to review or bring.

# MODULE 3: How are children and young people already involved in DRR?

## Slide deck

No	SLIDES	SCRIPT
1		<p><b>Suggested timing: 2-3 min</b></p> <h3>1. Purpose of this slide</h3> <ul style="list-style-type: none"><li>• Welcome to Module 3 and set a positive, empowering tone.</li><li>• Make it clear this session focuses on young people's <i>leadership, agency</i> and <i>real examples</i> of children and young people driving DRR efforts.</li><li>• Signal a shift from problems (Modules 1 and 2) to <b>solutions and action</b> (Module 3).</li><li>• Reinforce the message: young people are not passive victims or beneficiaries, they are <b>leaders, innovators</b> and important actors in DRR.</li></ul> <h3>2. Script</h3> <ul style="list-style-type: none"><li>• <i>Welcome to Module 3! Today is exciting because we shift from learning about risks and impacts to exploring all the powerful ways children and young people are already leading DRR efforts around the world.</i></li><li>• <i>It is our right as young people to engage and participate in these discussions.</i></li><li>• <i>Today is about <b>possibility and power</b> – your power. This is your chance to get involved in DRR.</i></li><li>• <i>Children and young people are not passive in disasters. They take action. They innovate. They organize. They advocate.</i></li><li>• <i>You'll see examples from across the region that show what young people just like you are already doing to reduce disaster risks.</i></li></ul>

### 3. Notes for delivery

- Acknowledge the shift in focus from challenges to **solutions and young people's leadership** – a more hopeful space.
- Position young people at the centre: this module is about adolescent- and **youth-led action**, not what adults think we should do.
- Connect personally: encourage participants to think about their own strengths or passions.
- Reinforce empowerment: young people's leadership in DRR is not an exception – it's already happening everywhere, and this session is about recognizing our potential to be part of that movement.

2



### Suggested timing: 2-5 min

#### 1. Purpose of this slide

- Introduce facilitators for Module 3.
- Build comfort and trust in a peer-led learning environment.
- Position facilitators as peers and co-learners, not 'experts lecturing.'
- Set a warm, relaxed tone for the session.

#### 2. Script

- *We're your facilitators for today's session! Just like you, we're young people interested in DRR, community safety and young people's leadership.*
- *We're excited to guide you through this session and learn from you as well, so please feel free to share openly.*

#### 3. Notes for delivery

- If you're a **new facilitator** this session, spend a bit more time on introductions. Share you

name (and pronouns if you want), where you're from, one sentence on your DRR/ leadership experience, and one fun fact to keep it friendly. Also ask participants to quickly introduce themselves.

- If there are no new facilitators this session, this slide can be deleted or be covered very quickly.

3

LEARNING OBJECTIVES

By the end of this session, you will be able to:

- ✓ Showcase young people's engagements in DRR
- ✓ Understanding the children and young people's rights to participate in DRR such as the application of Lundy's model
- ✓ Learn about the type of DRR resource available to young people

### Suggested timing: 2-3 min

#### 1. Purpose of this slide

- Explain that this session is about action, rights and real examples of young people's participation in DRR.
- Set expectations that they will not only learn about adolescent- and youth engagement but also reflect on their own potential roles.
- Introduce the idea that participation in DRR is not only helpful – it is our right, supported by frameworks like Lundy's Model.

#### 2. Script

- *Before we start, here's what we'll cover together this session.*
- *You'll get to see real examples of how young people are already engaged in DRR – in communities, schools, organizations and even national processes.*
- *We'll explore children and young people's right to participate in DRR by looking at Lundy's Model, which helps us understand what meaningful participation really looks like.*
- *And finally, we'll share some resources and tools you can use to get involved in DRR.*
- *This session is all about understanding your role, your rights and the opportunities that already exist.*

### 3. Notes for delivery

- Emphasize the shift in focus from risks to rights and leadership.
- Clarify that ‘engagement’ doesn’t only mean formal roles – it can include volunteering, community actions, peer education, advocacy or creative approaches.
- Background information to help explain the objectives:
  - **Objective 1: Showcase young people’s engagements in DRR:** Young people across Asia-Pacific and around the world are already leading amazing DRR activities – from school safety teams to hazard mapping, from climate activism to community early-warning systems. This helps participants see themselves reflected in the examples.
  - **Objective 2: Understand children and young people’s rights to participate in DRR (Lundy’s Model):** Young people have the right to be heard in DRR planning – it’s not optional. Lundy’s Model helps explain the space young people deserve, the voice young people have, the audience who must listen, and the influence young people’s ideas should have. It’s not just about being included – it’s about being meaningfully involved.
  - **Objective 3: Learn about DRR resources available to young people:** Young people need tools, information and support to lead DRR – and many resources already exist, like youth-friendly DRR guides, toolkits, apps, school materials and networks you can join.

4



## Suggested timing: 1-3 min

### 1. Purpose of this slide

- Challenge assumptions about young people's capacities and roles in DRR in a fun, low-pressure way.
- Get people thinking so everyone feels ready and confident to take part in today's session.

### 2. Script

- *To get started, we're going to do a quick pulse check using three emojis:*

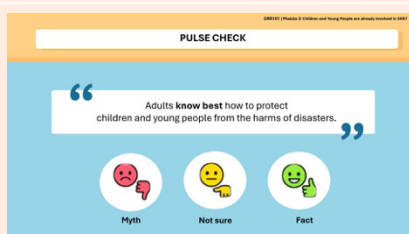
👍 / 🙅 / 🤔.

- *I'll read a statement, and you respond in the chat with:*
- 👍 Fact
- 🙅 Myth
- 🤔 Not sure yet
- *Don't worry about getting it right – just have a guess!*

### 3. Notes for delivery

- Keep it upbeat and fast-paced.
- Encourage everyone to have a guess, but you don't need to check if everyone has responded.
- Celebrate participation, not correctness.

5



## Suggested timing: 1-3 min

### 1. Purpose of this slide

- Surface common assumptions about adult authority vs. young people's capability in DRR.
- Highlight that young people have valuable insights, skills and lived experience to share.
- Reinforce the Module 3 theme: DRR is most effective when adults and young people work together.

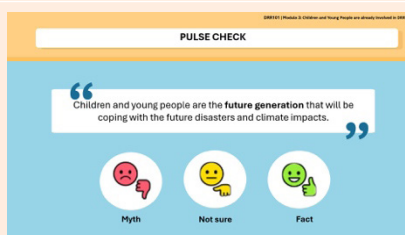
## 2. Script

- *Here's our first pulse check statement: Adults know best how to protect children and young people from disasters.*
- *Drop your reaction in the chat using our pulse check emojis:*  
👍 Fact 🙄 Myth 🤔 Not sure yet
- *Alright – let's reveal the answer.*
- *This one is mostly a 🙄 Myth. Adults do have experience and important responsibilities, but they don't always know best on their own. Young people often understand local risks, know what's happening among their peers, can communicate quickly, and have ideas adults may not think of.*
- *The best protection comes when adults and young people work together, combining their knowledge, experience and creativity.*

## 3. Notes for delivery

- Emphasize collaboration: position young people and adults as equal partners with unique strengths.
- Use real examples if appropriate: young people-led early warning systems, peer networks, or local mapping projects

6



## Suggested timing: 1 min

### 1. Purpose of this slide

- Challenge the stereotype that young people lack understanding, insight or problem-solving skills in DRR.
- Highlight that young people often experience disasters first-hand and understand their impacts deeply.
- Reinforce that young people contribute creative, practical and community-driven solutions.

- Empower participants by validating their experiences and ideas

## 2. Script

- *Our next pulse check statement is: Children and young people are too young to understand the impact of climate and disasters and come up with solutions.*
- *Show your reaction using our pulse check emojis.*
- *Ready for the answer?*
- *This one is a clear 🗣️ Myth. Young people understand the impacts of disasters because they **live through them**.*
- *Many of you have seen floods, storms, heatwaves – and you know exactly how it affects you and your community.*
- *Around the world, children and young people are already creating solutions – mapping risks, leading climate campaigns, supporting early warning systems, protecting the environment and helping neighbours during emergencies.*
- *So, no! You are not too young. Young people are already part of the solution.*

## 3. Notes for delivery

- Pause for reactions. This pulse check often brings strong opinions and is a great confidence builder.
- Affirm that young people's knowledge and experience is valuable – it counts.
- Share a local example, if possible (evacuation drills, climate clubs, disaster mapping, peer awareness campaigns).
- Emphasize that understanding doesn't come from age alone – it comes from experience, observation and creativity.



## Suggested timing: 1 min

### 1. Purpose of this slide

- Challenge the idea that young people are only ‘future’ actors rather than active contributors right now.
- Highlight that climate impacts and disasters are already affecting young people today, not just in the future.
- Reinforce that young people are not only receivers of DRR plans – they are current leaders, innovators and decision-shapers.
- Recognize their power, agency and right to participate.

### 2. Script

- *Our final pulse check statement is: Children and young people will deal with disasters and climate impacts in the future. Drop your emoji response in the chat.*
- *Let’s take a look at the answer.*
- *The best answer is 🤔 Not sure, because the statement is only partly true.*
- *Yes, young people will face future climate impacts.*
- *But the truth is, we are already experiencing disasters and climate impacts today. Flooded homes, school closures, heatwaves, food insecurity, displacement are not ‘future problems’. They are happening now.*
- *And most importantly: young people are not just the future. We are leaders right now. We’re already contributing ideas, taking action, supporting your communities and shaping DRR solutions.*

### 3. Notes for delivery

- Calling young people ‘future leaders’ might feel good, but it ignores our present-day

experiences and leadership. Empowering them as leaders today is important.

- Climate impacts are happening now – many young people in the room have lived through disasters already.

8



## Suggested timing: 3-5 min

### 1. Purpose of this slide

- Reflect on their own understanding of 'meaningful participation'.
- Discuss young people's hopes, expectations and frustrations about being included in DRR initiatives,
- Let participants' voices guide the direction of the session.
- Highlight that meaningful participation is more than being present. It involves influence, respect, safety and real roles.

### 2. Script

- *Last session we looked at how children and young people experience disasters differently and how they face unequal risks and barriers.*
- *In this session, we shift to what participation should look like – not just being included but being included in a way that matters.*
- *Let's start with your perspective: What does 'meaningful participation' mean for young people in DRR? Think about your own experiences in your community, school or family.*
- *What makes involvement feel meaningful? When it feels shallow or tokenistic, what's missing?*
- *Share your thoughts in the chat or the mic – your reflections will help shape the rest of today's session.*

### 3. Notes for delivery

- Make participants feel safe contributing their ideas by keeping the tone relaxed and welcoming.
- Note down the themes emerging in their responses – such as wanting to be listened to, having influence, or needing safer spaces – to link to Lundy’s Model later.
- Validate all contributions as meaningful, whether positive or critical, as they reflect the realities of young people’s engagement in different contexts.
- If participation is slow, gently guide the group by highlighting common aspects of meaningful participation like agency, trust, respect and being involved from the start.
- Use this discussion to gauge their baseline understanding and tailor the explanation of rights-based participation and frameworks in the following slides.

9

Children and young people have **FUNDAMENTAL RIGHT to participate in DRR**

**Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.**

**CRC Article 12**  
• Based on the Convention on the Rights of the Child.  
• Young people have the **right to participate** in decisions that affect their lives — it's not "extra work," it's a **right**.  
• This includes participation in the Core Commitments for Children in Humanitarian Action (CCCA).

**CRC General Comment No. 26**  
• Highlights children's and young people's **rights related to the environment**.  
• Emphasizes that youth must be **meaningfully involved in environmental and climate action**.

**Sendai Framework**  
• The Sendai Framework recognizes that children and youth are **important partners** in reducing risk and building resilience.  
**Section 10: More Meaningful** Children and youth are **agents of change** and should be given the **space and support** to contribute to disaster risk reduction, aligned with laws, national practices, and school contexts.

### Suggested timing: 4–6 min

#### 1. Purpose of this slide

- Build a rights-based foundation for understanding participation. Meaningful participation is not just good practice; it is a fundamental right supported by international agreements.
- Encourage young people to see themselves as legitimate partners in DRR because global frameworks recognize them as such.

#### 2. Script

- *Last session we talked about how young people experience disasters differently and how some groups face extra risks. But today, we're shifting from risk to rights – and this slide is key to understanding why your participation really matters.*

- *Young people have a fundamental right to be involved in decisions that affect their lives, including disaster risk reduction.*
- *The **Convention on the Rights of the Child (CRC) Article 12** makes it clear: children and young people have the right to express their views, and adults must take those views seriously in all areas of life – including disaster planning, climate action and emergency response.*
- ***General Comment No. 26** expands this even further by highlighting your rights related to the environment. It emphasizes that young people must be meaningfully involved in environmental and climate-related decision-making.*
- *And the **Sendai Framework**, which guides global disaster risk reduction, recognizes children and youth as partners and agents of change. It calls for giving young people the space, support and opportunities they need to contribute to DRR in schools, communities and national policies.*
- *So, your participation isn't an optional step – it's a right that global frameworks already protect and recognize.*

### 3. Notes for delivery

- Emphasize that these frameworks exist to ensure young people are not overlooked or treated as passive beneficiaries.
- Connect the frameworks to real-life examples, such as youth councils, DRR clubs, community mapping or school safety planning.
- Reinforce that rights apply to *all* young people, including marginalized groups that we discussed in Module 2.
- Encourage young people to consider how these rights show up (or fail to show up) in their own community contexts.



## Suggested timing: 2–3 min

### 1. Purpose of this slide

- Introduce the Lundy Model as an easy, structured way to understand what meaningful participation requires.
- Provide a simple visual overview before exploring each element (space, voice, audience, influence) in more detail on later slides.
- Show that meaningful participation is not just one thing – it involves multiple conditions working together.
- Show that this model links directly to their rights to participation.

### 2. Script

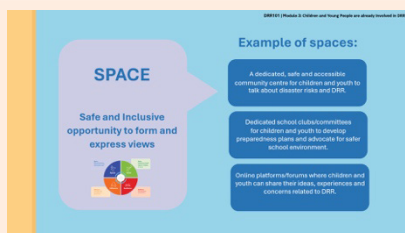
- *In the last slide, we looked at your right to participate in decisions that affect your lives, including disaster risk reduction. But having a right is one thing, and then making that right real in your community, school or DRR activities is another.*
- *That's where the Lundy Model of Child Participation comes in. This model helps us understand what needs to be in place so that your participation isn't just symbolic, but meaningful and aligned with your rights under CRC Article 12*
- *It breaks participation into four connected parts:*
  - **Space:** *young people need a safe, inclusive environment where they are given the opportunity to form and express their views.*
  - **Voice:** *you must have support to express those views in a way that works best for you.*
  - **Audience:** *decision-makers have a responsibility to genuinely listen to what young people say.*

- **Influence:** your views should be considered in real decisions and actions, not ignored or treated as an afterthought.
- When all four parts are present, your right to participate becomes real in practice – not just words on paper.
- We're sharing this model now so you can see how rights translate into action. In the next slides, we'll go deeper into each part with examples from DRR to show what meaningful, rights-based participation looks like.

### 3. Notes for delivery

- This slide is a roadmap for deeper discussions to follow.
- The model visually links the four elements – meaningful participation requires all of them, not just one.
- Connect back to reflections about meaningful participation – many of their ideas will map directly onto the four components.
- The model can help identify strengths and gaps in participation processes they may have experienced.

11



### Suggested timing: 2-3 min

#### 1. Purpose of this slide

- Explain the first element of the Lundy Model: Space.
- Understand that meaningful participation needs a safe, inclusive environment where young people can form and express their views.
- Show practical examples of what Space looks like in DRR contexts (schools, communities, online).
- Connect the concept to their rights: Space is how adults uphold CRC Article 12 by creating

real opportunities for adolescent and youth voices.

- Encourage young people to reflect on whether such spaces exist in their own communities – and what might be missing.

## 2. Script

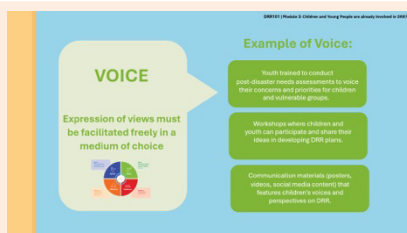
- *The first element of the Lundy Model is **Space**. Space means having a safe and inclusive environment where young people can form their ideas and express them freely. But it's not just any environment.*
- *For participation to be meaningful, Space must be:*
  - **Safe:** emotionally, socially and physically.
  - **Inclusive:** accessible to girls, young people with disabilities, LGBTQ+ or, displaced young people and others who may face barriers.
  - **Child- and youth-friendly:** designed for young people, not dominated by adults.
  - **Non-tokenistic:** not just symbolic, but a space where young people can genuinely contribute and be taken seriously.
- *Here are some examples of what Space can look like in DRR:*
  - **A dedicated, safe, accessible community centre** where young people can talk about disaster risks.
  - **School clubs or committees** where students create preparedness plans or advocate for safer environments.
  - **Online platforms or forums** where children and youth share ideas, experiences and concerns about disasters.
  - **Adolescent Kit Circles** that provide a safe group space for adolescents to reflect and speak openly..

- Being part of the **community's early warning system** and contributing knowledge to preparedness
- Young people's representation in **DRR and climate governance spaces**, including in policy discussions and school DRR boards.
- These spaces make participation possible. Without safe, inclusive, adolescent- and youth-friendly and non-tokenistic spaces, meaningful participation cannot happen – even if young people want to be involved. And importantly, having Space is part of your **right** to participate.

### 3. Notes for delivery

- Space is a right, not an optional favour from adults.
- Space should be intentionally designed to remove barriers for marginalized young people, including physical accessibility, language accessibility and emotional safety.
- Encourage participants to reflect on whether such spaces already exist in their schools or communities, and what might be missing.
- Affirm all examples of participation and help connect them to the model.

12



### Suggested timing: 2-3 min

#### 1. Purpose of this slide

- Show that Voice means supporting young people to express their views in meaningful and accessible ways.
- Connect Voice to young people's rights – especially the right to express views freely under CRC Article 12.
- Highlight real DRR-related ways young people's voices can be amplified at local, national, regional and global levels.

## 2. Script

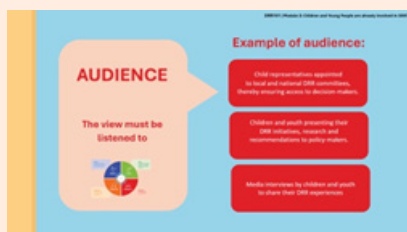
- *The second element of the Lundy Model is Voice – supporting young people to express their views in ways that feel natural, safe and meaningful for them.*
- *Voice does not just mean speaking. It can include writing, videos, drawing, giving feedback or being consulted. What matters is that young people can express themselves freely, without pressure, and with the support they need.*
- *Here are some examples of what Voice looks like in DRR:*
  - *Young people trained to conduct **post-disaster needs assessments**, giving them a way to share their concerns and priorities for children and vulnerable groups.*
  - *Workshops where children and young people participate in **shaping DRR plans** and contribute their ideas directly.*
  - ***Communication** materials – such as posters, videos, or social media content – that feature children’s perspectives on disasters and risks.*
  - *Online or in-person **consultations** that raise young people’s voices in national, regional, and global discussions on DRR and climate change.*
- *Voice can happen in many spaces and in many formats – and each one helps make children’s and young people’s experiences visible and valued in DRR.*

## 3. Notes for delivery

- Reinforce that Voice is about expressing ideas, not just speaking.
- Facilitators must make communication accessible, especially for young people with disabilities or language needs.

- Reflect on how they prefer to communicate and whether current DRR spaces accommodate those preferences.
- More examples of Voice in DRR activities, include:
  - Young people speaking in school DRR committees
  - Child-led hazard mapping
  - Sharing personal disaster experiences in meetings
  - Posting blogs, videos, TikToks or giving school presentations about climate issues
  - Participating in community or government-led DRR consultations
  - Using storytelling, art, theatre or music to express disaster experiences
  - Young people-led DRR surveys or research activities.

13



**Suggested timing: 2-3 min**

### 1. Purpose of this slide

- Explain the third element of the Lundy Model: Audience – ensuring that adolescent and youth voices are genuinely heard by the people who make decisions.
- Connect Audience to their rights under CRC Article 12 and the Sendai Framework’s call for young people’s inclusion.
- Voice only has impact when adults and institutions actively listen and treat our views seriously.
- Show real examples of what meaningful ‘listening’ looks like in DRR settings.

### 2. Script

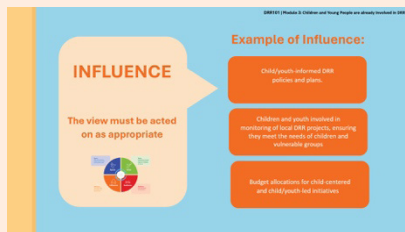
- *The third element of the Lundy Model is Audience.*

- *Having a Space and a Voice is important, but participation isn't meaningful if nobody listens.*
- *Audience means ensuring that young people's views are listened to by someone who can make change – teachers, local leaders, government officials, DRR practitioners – people with power to make decisions.*
- *Audience becomes real when:*
  - *Adults take the time to listen with respect.*
  - *Young people's views are taken seriously, not dismissed or treated as symbolic.*
  - *Decision-makers make themselves accessible to young people.*
  - *There are formal opportunities for young people to present their ideas.*
- *Here are some examples of what Audience looks like in DRR:*
  - *Child **representatives appointed** to local or national DRR committees, giving them direct access to decision-makers.*
  - *Children and young people **presenting DRR initiatives**, research or recommendations to policymakers or community leaders.*
  - ***Media interviews** where young people share their DRR experiences, helping the public understand young people's perspectives.*
- *Audience is about making sure young people's voices reach people who can act on them. This is where participation starts to create real change.*

### 3. Notes for delivery

- Audience is about *power*: young people's views must reach people who have the authority to make decisions.
- Listening must be active and respectful – adults need to respond, ask follow-up questions and show they take young people's input seriously.

14



- Invite participants to think about times when adults listened well versus times they felt ignored.
- Reinforce the importance of diverse representation. Girls, displaced or LGBTQ+ young people, and those with disabilities should also have access to listening spaces.

## Suggested timing: 2-3 min

### 1. Purpose of this slide

- Explain the fourth and final element of the Lundy Model: Influence.
- Understand that participation is not complete unless their contributions shape decisions, plans or programmes.
- Show that Influence is not about young people always 'getting their way' but ensuring their ideas are genuinely considered and acted upon where appropriate.
- Reinforce the idea that rights-based participation moves beyond consultation toward shared decision-making and accountability.

### 2. Script

- *The final element of the Lundy Model is Influence – and this is where participation can have real impact.*
- *Influence means that when young people share their ideas, those ideas play a role in shaping decisions, plans and actions.*
- *It doesn't mean every suggestion will be accepted exactly as it is. But it does mean that young people's views must be taken seriously, responded to and used to improve DRR planning and implementation.*
- *Influence happens when:*
  - *Young people see changes or actions based on what they recommended.*

- *Adults explain how young people's views were used – or, if they couldn't be used, why not.*
- *Adolescents and youth are involved not just in giving ideas, but in shaping outcomes.*
- *Here are some examples of Influence in DRR:*
  - *DRR policies and plans that are informed by children's and young people's recommendations.*
  - *Young people monitoring local DRR projects to make sure they meet the needs of children and vulnerable groups.*
  - **Budgets** *allocated for child-centred or young people-led DRR initiatives, showing that institutions are investing in young people's ideas.*
- *Influence is the stage where young people's participation turns into real impact. It shows that your contributions are not just heard – they matter and help shape safer, more resilient communities.*

### 3. Notes for delivery

- Influence is about accountability – adults must show how young people's input shaped actions or decisions.
- Adolescent- and youth participation should move beyond one-time consultations toward sustained involvement in planning, monitoring, budgeting and evaluation.
- Encourage participants to think about times when their input led to a real change, no matter how small.
- Highlight that equity matters: marginalized young people must also benefit from Influence, not only those already engaged or empowered.

DRR101 | Module 3 | Children and Young People are already involved © 2020

For Facilitator: You can **choose one track** for this upcoming session of the 3rd module

- 1. Live Panel Discussion with Guest Speakers**  
Invite a guest speaker to present their DRR experience and provide insights in relation to each component of the Lundy Model.
- 2. Youth-Led Action Videos**  
Present the three videos and invite the audience to identify how the key components of the Lundy Model are demonstrated in the initiatives.



## Instructions for facilitators

Choose one of the two tracks for the next activity:

- **Track 1: Live panel discussion**  
Great for interactive spaces where participants can ask questions and hear real-time insights.
- **Track 2: Adolescent- and youth-led action videos**  
Best when a guest speaker isn't available or when you need a more visual or time-efficient activity.
- Pick the option that works best for your session (time, guest availability, group needs, online or in-person).
- Both tracks help participants spot the four components of the Lundy Model in real DRR examples.
- Plan your track in advance so you know what is feasible in terms of guest speaker availability, technical setup, time limits etc. The learning objective is the same for both tracks: Observe how space, voice, audience, and influence appear in real young people-led DRR initiatives.
- Encourage participants to take notes during the activity so they can join the discussion afterward.

DRR101 | Module 3 | Children and Young People are already involved © 2020

1. MEET THE GUESTS!

 Name Description	 Name Description
--	--

## Track 1: Live panel discussion

**Suggested timing: 10-20 min**

### 1. Purpose of this slide

- Show real-world examples of young people's participation in DRR.
- Hear first-hand from guest speakers how space, voice, audience, and influence appear in practice.

- Link the Lundy Model to lived experiences rather than theory.

## 2. Instructions for facilitators

- Choose this track when you have access to speakers, sufficient time or want a more interactive session.
- Invite guest speakers (preferably young person involved in DRR and adult ally who works closely with young people, three maximum would be a good number).
- Brief the speaker about the Lundy Model so they can naturally reference the four components in their story.
- Ask the guest speakers to share their DRR experience, challenges, successes and lessons learned.

### *Example questions for adolescent and youth guests*

- How did you first get involved in DRR, and what motivated you to take action?
- What kinds of **SPACE** supported your participation (e.g. safe environments, youth groups, platforms)?
- How were you able to express your **VOICE** in DRR work, and what made that possible?
- Who listened to you (**AUDIENCE**) and took your ideas seriously?
- Can you share an example where your participation had influence – a real impact or change?
- What barriers did you face as a young person participating in DRR, and how did you overcome them?
- What advice would you give to other young people who want to contribute to DRR?
- How can adults and institutions create more opportunities for meaningful adolescent and youth leadership?

### *Example questions for adult ally guest/s*

- How did you create **SPACE** for children and young people to participate in your DRR work?
- What have you learned from collaborating with young people as partners, not just beneficiaries?
- How have young people's perspectives strengthened or shifted your DRR initiatives?
- Can you share an example of young people's **VOICE** influencing a decision or outcome in your work?
- What challenges have you faced in supporting meaningful adolescent and youth engagement, and how did you address them?
- What can adults do differently to become better allies and supporters of young people's leadership in DRR?
- How do you ensure that young people's contributions reach the right **AUDIENCE** and not get lost in the process?

### *Q&A session*

- Open the floor for participants to ask questions.
- Invite participants to identify where they noticed **space, voice, audience** and **influence** in the speaker's story.

### *3. Notes for delivery*

- Encourage participants to listen for specific moments that connect to the Lundy Model— not just the general story
- Support shy participants by offering the chat option for questions.

17



- If the speaker is young, ensure a safe and respectful environment—avoid overly personal or intrusive questions.
- Reinforce that real-life examples help make the Lundy Model concrete and relatable.

## Track 2: Adolescent- and youth-led action videos

Suggested timing: 10-20 min

### 1. Purpose of this slide

- Provide concrete, visual examples of how young people participate in and lead DRR across different contexts.
- Observe how space, voice, audience and influence appear in real young people-led initiatives.
- Show diverse forms of adolescent and youth engagement – community response, risk mapping and global advocacy.
- Reinforce that meaningful participation happens at local, national and global levels, not only in formal settings.

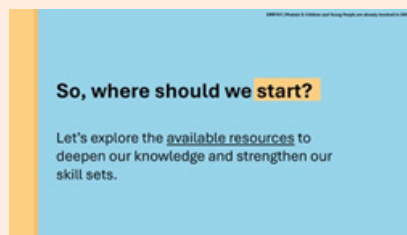
### 2. Instructions for facilitators

- Choose this track when guest speakers are not available.
- Allow facilitators to run an impactful activity even.
- Play the three young people-led DRR videos one by one:
  - **Rana's Story, Indonesia:** Young people's response after an earthquake
  - **Adolescent and Youth Hazard Mapping, Philippines**
  - **Young people at the Global Platform for DRR**
- Before each video, tell participants to look for examples of space, voice, audience and influence.

- After each video, pause and ask participants to share what they noticed:
  - Where did young people have space to participate?
  - How did they express their voice?
  - Who listened to or engaged with their voice (audience)?
  - How did their actions influence decisions or outcomes?
- Facilitate a short group discussion comparing the three videos, highlighting how young people's participation looks different depending on context and level (local, community, global).
- Close by drawing connections between the videos and the Lundy Model as a whole.

### 3. Notes for delivery

- Encourage participants to make notes during the videos.
- Highlight the different examples of participation: Rana working in a disaster-affected community, young Filipinos leading local risk mapping and young people influencing global DRR discussions.
- All demonstrate meaningful adolescent and youth participation on different scales – community action, local DRR planning and global policy spaces.
- Meaningful participation doesn't look the same everywhere, but the four Lundy elements help us recognize it in any DRR setting.



## Suggested timing: 3–4 min

### 1. Purpose of this slide

- Transition from examples of young people-led DRR to practical next steps and accessible tools designed for young people.

### 2. Script

- *We've learned a lot about how young people are already leading DRR. So, the next question is: **Where do we start?** What resources can help you build your knowledge and skills?*
- *This part of the session is all about giving you tools you can use today – in school, youth clubs or working with your community.*
- *No matter your background or experience, there's a resource for you. Learning DRR is a journey, and these tools support you every step of the way.*
- *Resources help build SPACE, amplify VOICE, connect young people to the right AUDIENCE, and increase INFLUENCE.*

### 3. Notes for delivery

- Skills + knowledge + tools can support young people's participation to have more impact.
- These resources are specifically designed for young people.
- You don't need to start from zero. These resources already exist.



## Suggested timing: 3–5 min

### 1. Purpose of this slide

- Introduce child- and youth-friendly DRR resources and tools that participants can explore independently after the session.
- Encourage deeper engagement and continued learning beyond the workshop.

## 2. Script

- *These are some child- and youth-friendly resources you can explore if you want to learn more about disasters and how to prepare for them.*
- *The **Children-Friendly Sendai Framework** is a simple guide that explains disasters, risk and Sendai in a way that's easy to understand, with activities to help you apply what you learn.*
- *The **COPE Disaster Books** are free illustrated storybooks about different hazards – like earthquakes, cyclones and tsunamis – that help children learn what to do before, during and after a disaster.*
- *And the **Stop Disasters game** is an online simulation where you can design safer communities and see how different choices affect community resilience. It's a fun way to understand how DRR decisions work in real life.*
- *All these resources are great for learning on your own, with friends or even at school.*

## 3. Notes for delivery

- These tools are age-appropriate and designed to make DRR easy and enjoyable to learn.
- They are free and accessible online, making them easy to share with friends or younger siblings.
- If time allows, show a quick example of one resource (e.g. open the Stop Disasters game or display one COPE book page).
- Encourage young people to think about how these materials could be used in their schools or community groups.
- Highlight that resources like these help build Space and Voice, supporting independent learning and adolescent- and youth-led awareness activities.

20

Additional Resource

- UNICEF EAPRO DRR Advocacy Brief: 180924\_UNICEF\_DRR\_Advocacy.pdf.pdf
- UNICEF EAPRO Comprehensive School Safety Advocacy Brief: UNICEF\_CSS\_Advocacy.pdf.pdf
- Words into Action: Engaging children and youth people in disaster risk reduction and resilience building: [https://www.undrr.org/sites/default/files/2020-10/67704\\_67704wachi@youthdr202067704uwin\\_1.pdf?startDownload=true](https://www.undrr.org/sites/default/files/2020-10/67704_67704wachi@youthdr202067704uwin_1.pdf?startDownload=true)

- Share the links to the resources:
  - Sendai Framework for Disaster Risk Reduction: For Children: <https://knowledge.unicef.org/CEED/resource/sendai-framework-disaster-risk-reduction-children>
  - COPE Disaster Books: <https://cope-disaster-champions.com/>
  - Stop Disasters game: <https://unric.org/en/stop-disasters-video-game/>

## Suggested timing: 2–4 min

### 1. Purpose of this slide

- Provide a set of deeper, policy- and practice-oriented DRR resources to support adolescent and youth-inclusive DRR and humanitarian action.
- Highlight frameworks that reinforce meaningful, safe and rights-based engagement of young people.
- Encourage continued learning and evidence-based practice.

### 2. Script

- *These additional resources are available if you want to explore guidance and advocacy tools that support DRR, school safety and meaningful child and youth engagement.*
- *The **UNICEF EAPRO DRR Advocacy Brief** provides key insights and recommendations for strengthening disaster risk reduction for children and young people across the region.*
- *The **UNICEF Comprehensive School Safety Advocacy Brief** outlines the approaches and policies needed to keep students safe in schools and learning environments.*
- ***Words into Action: Engaging Children and Youth in Disaster Risk Reduction** is a global guide from UNDRR that gives practical tools,*

*strategies and case studies for involving young people in DRR planning and action.*

- *We've also included the **IASC Guidelines on Working With and for Young People in Humanitarian and Disaster Contexts**, which help governments, UN agencies and community organizations ensure that young people's engagement is safe, ethical, inclusive, meaningful and grounded in young people's rights.*
- *As well as the **Young Humanitarian Handbook**, which is designed for young people who are currently, or may in the future, be engaged in humanitarian action. It is packed with practical tips, self-care advice, and inspiring stories from young humanitarians around the world. The handbook is your go-to resource, whether you're new to humanitarian action or already involved*

### **3. Notes for delivery**

- These resources are more technical and are useful for adolescent and youth organizers as well as adult allies, teachers and practitioners who design DRR programmes.
- Encourage participants to share these materials with local authorities, schools and youth groups to support stronger adolescent and youth participation.
- They don't need to read everything at once – these are reference materials they can explore as they grow in the DRR space.
- All these documents reinforce the message that young people's participation is a global priority and a right, not just a nice-to-have.

- Share the links to the resources below:
  - UNICEF EAPRO DRR Advocacy Brief: [https://www.unicef.org/eap/media/16421/file/180924\\_UNICEF\\_DRR%20Advocacy.pdf](https://www.unicef.org/eap/media/16421/file/180924_UNICEF_DRR%20Advocacy.pdf)
  - UNICEF Comprehensive School Safety Advocacy Brief: [https://www.unicef.org/eap/media/15681/file/UNICEF\\_CSS%20Advocacy.pdf](https://www.unicef.org/eap/media/15681/file/UNICEF_CSS%20Advocacy.pdf)
  - Words into Action: Engaging Children and Youth in Disaster Risk Reduction: <https://www.undrr.org/words-into-action/engaging-children-and-youth-disaster-risk-reduction-and-resilience-building>
  - IASC Guidelines on Working With and for Young People in Humanitarian and Disaster Contexts: <https://interagencystandingcommittee.org/events/iasc-guidelines-working-and-young-people-humanitarian-and-protracted-crises>
  - Young Humanitarian Handbook: <https://actionaid.org/publications/2024/young-humanitarian-handbook>

21

**Key takeaway!**  
Put in the chat or turn on your mic

**?** What have you learned about how young people are already engaged in DRR?

We hope you learn:

- Young People are already actively engaged in DRR!
- Participating and Engaging in DRR is a **fundamental right** of children and youth.
- DRR resource are available to young people to strengthen their participation to DRR

*Don't wait – DRR could be as simple as talking to your friends!*

**Suggested timing: 4–6 min**

### 1. Purpose of this slide

- Reflect on what they learned in Module 3 (rights, Lundy Model, young people's examples).
- Reinforce the message that young people are already leaders in DRR, not only future leaders.
- Motivate participants to take small, manageable steps in DRR.
- Leave with a sense of confidence, agency and empowerment before closing.

### 2. Script

- *Before we close today's session, let's take a moment to reflect on what we've learned. Today*

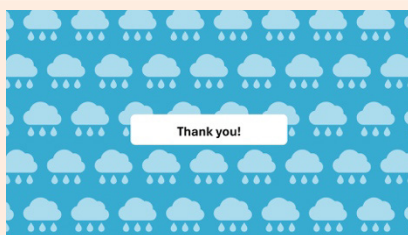
*showed us that young people are not waiting for the future. We are already playing important roles in DRR right now. Across different countries and communities, young people are mapping hazards, leading projects, speaking to decision-makers and supporting their peers. These aren't small contributions – they make communities safer.*

- *We also connected this to our rights. Participation in DRR isn't something we have to 'earn', it's a fundamental right. We have the right to space to share our ideas, the right to speak, the right to be listened to and the right for our ideas to have influence.*
- *We explored tools and resources created specifically for young people – books, games, stories and platforms that help you build your skills, express your views and take action. These exist because your participation matters!*
- *And remember: DRR leadership doesn't always start with big projects. Sometimes it begins with a conversation – sharing safety tips with friends, asking questions at school or noticing risks in your community. Small steps are still DRR.*
- *As you leave today's session, keep this in mind: You already have power. You already have a role. And you already have the right to participate and lead.*

### **3. Notes for delivery**

- Encourage participants to put their reflections in the chat or speak briefly.

22



### **Suggested timing: 3-5 min**

#### **1. Purpose of this slide**

- Close Module 3 with appreciation and a positive, motivating tone.

- Give clear information on what to expect in the next session so they feel prepared.
- Build anticipation for taking action and applying what they've learned in Module 4.
- Maintain a sense of continuity and momentum as the learning journey progresses.

## 2. Script

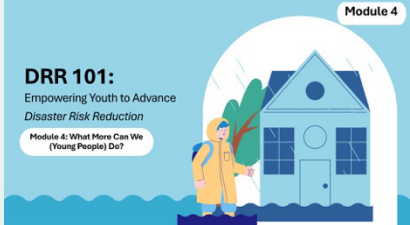
- *Thank you all for your amazing participation today – your energy, insights and examples really brought this session to life.*
- *Before we close, here's what's coming next: Module 4: What More Can We (Young People) Do?*
- *In Module 4, we'll build on everything we've learned so far and explore practical ways you can take part in DRR – whether through school activities, community projects, youth groups or creative actions.*
- *We're excited for you to join us for the final module and continue this journey toward young people's leadership in DRR.*

## 3. Notes for delivery

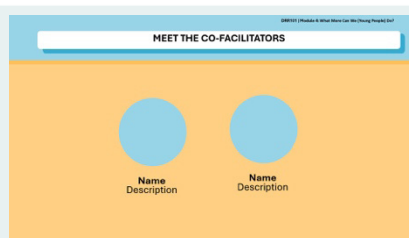
- Provide admin details: date/time of next session, platform link and materials to bring (if any).
- Keep the tone encouraging, emphasize that Module 4 is hands-on and empowering.
- Invite young people to reflect on ideas they may want to develop together.
- Reassure participants that actions can be simple, creative or small, all contributions matter.

# MODULE 4: What more can we (young people) do?

## Slide deck

No	SLIDES	SCRIPT
1		<p data-bbox="683 416 1109 456"><b>Suggested timing: 1–2 min</b></p> <h3 data-bbox="683 483 1046 524">1. Purpose of this slide</h3> <ul data-bbox="715 555 1412 882" style="list-style-type: none"><li data-bbox="715 555 1412 640">• Welcome participants to the final module of the DRR 101 series.</li><li data-bbox="715 649 1412 788">• Signal a shift from learning to taking action, emphasizing creativity, empowerment and young people’s agency.</li><li data-bbox="715 797 1412 882">• Reinforce that this session belongs to <i>them</i>, and their voices will shape the outcomes.</li></ul> <h3 data-bbox="683 909 817 949">2. Script</h3> <ul data-bbox="715 981 1428 1308" style="list-style-type: none"><li data-bbox="715 981 1428 1164">• <i>Welcome to the final session of DRR 101! Today is where everything comes together. Module 4 is all about you – your ideas, your leadership, your next steps.</i></li><li data-bbox="715 1173 1428 1308">• <i>We’ve learned what DRR is, why it matters and how young people are already making an impact. Now we ask: <b>What more can we do?</b></i></li></ul> <h3 data-bbox="683 1335 1011 1375">3. Notes for delivery</h3> <ul data-bbox="715 1406 1428 2063" style="list-style-type: none"><li data-bbox="715 1406 1428 1545">• This module is designed to feel like a celebration of young people’s leadership and a chance to imagine possibilities.</li><li data-bbox="715 1554 1428 1738">• Everything they’ve learned so far leads to this moment. This session is the opportunity to shape ideas, build on the shared experiences and explore what taking action can look like.</li><li data-bbox="715 1747 1428 1886">• Validate that ‘taking action’ doesn’t just mean doing something huge – small, local steps count in DRR.</li><li data-bbox="715 1895 1428 2063">• Reinforce that the space is adolescent- and youth-led. Today’s discussion, brainstorming and actions will be guided by their perspectives, experiences and priorities.</li></ul>

2



## Suggested timing: 2-5 min

### 1. Purpose of this slide

- Introduce facilitators for Module 4.
- Build comfort and trust in a peer-led learning environment.
- Position facilitators as peers and co-learners, not 'experts lecturing.'
- Set a warm, relaxed tone for the session.

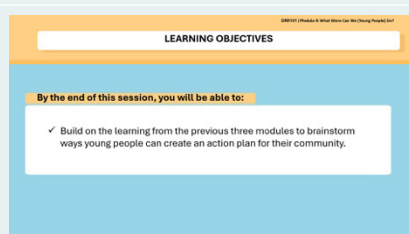
### 2. Script

- *We're your facilitators for today's session! We're young people just like you, interested in DRR, community safety and young people's leadership. We're excited to guide you through this session and learn from you as well.*
- *This space is for all of us. Feel free to share openly.*

### 3. Notes for delivery

- If you're a **new facilitator** this session, spend a bit more time on introductions. Share your name (and pronouns if you want), where you're from, one sentence on your DRR/ leadership experience, and one fun fact to keep it friendly. Also ask participants to quickly introduce themselves.

3



## Suggested timing: 2-3 min

### 1. Purpose of this slide

- Clearly explain the focus of Module 4 and set expectations for what participants will accomplish.
- Show participants that this module connects directly to everything they've learned so far – turning understanding into action.

- Emphasize that the goal is practical: brainstorming and starting to shape their own DRR action ideas for their community.
- Frame the session as collaborative and creative, not stressful – it's about possibilities, not perfection.

## 2. Script

- *By the end of this session, you'll be able to take everything you've learned in Modules 1, 2, and 3 and use it to brainstorm ways you can take action in your community.*
- *This session is all about exploring ideas – big or small – that help strengthen disaster preparedness, safety and resilience. You don't need a perfect plan yet. Today is about imagining what's possible and identifying steps you can take as young leaders.*

## 3. Notes for delivery

- Encourage young people to draw on their lived experiences, local issues, and examples from Modules 1–3 as inspiration.
- Remind participants that planning is flexible; it's okay if they're unsure or still exploring.
- Highlight that young people's leadership can look different depending on the person – some lead by speaking, others by organizing, mapping, creating content or helping quietly behind the scenes.
- Background information to help explain the objective:
  - **Build on what you learned:** Remember what we talked about: hazards, vulnerabilities, young people's participation, and examples of adolescent and youth leadership.
  - **Brainstorm ways to take action:** Think of ideas, no matter how big or small. There are no wrong answers.

4

Reflection time:  
Put in the chat or turn on your mic

What is DRR

- ✓ A disaster is when a hazard causes major harm to people, infrastructure, or the environment.
- ✓ Risks can be anticipated, prepared for, and mitigated through disaster risk reduction.
- ✓ DRR is grounded in decades of experience and contributes to climate action and sustainable development.

Why is DRR important for children and young people?

- ✓ Children and young people are exposed to multiple hazards.
- ✓ Marginalized children and young people are uniquely affected by disasters.
- ✓ Children and young people are not a monolithic group; they experience disasters differently.
- ✓ While the visible impacts of disasters are evident, the invisible impacts are equally significant.

How children and young people are already involved in DRR?

- ✓ Children and young people are exposed to multiple hazards.
- ✓ Marginalized children and young people are uniquely affected by disasters.
- ✓ Children and young people are not a monolithic group; they experience disasters differently.
- ✓ While the visible impacts of disasters are evident, the invisible impacts are equally significant.

- **Create an action plan for your community:**  
Imagine steps you or your group could take to help make your school or community safer.

## Suggested timing: 4–6 min

### 1. Purpose of this slide

- Reconnect with key ideas from Modules 1, 2 and 3 before moving into action planning.
- Make sure everyone has a shared understanding of DRR concepts, young people's roles and why this work matters.
- Encourage reflection on what stood out or what changed in their understanding.
- Create a warm, open space for sharing – helping quieter participants ease into the discussion.

### 2. Script

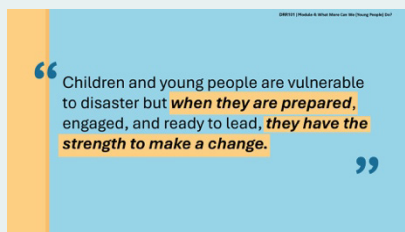
- *Before we start planning actions today, let's take a moment to reconnect with everything we've learned so far. This reflection helps us make sure we're all grounded in the same ideas before moving into the next step – what you can do in your own community.*
- *On the slide, you can see the key takeaways from Modules 1–3:*
  - *What DRR means*
  - *Why DRR matters for children and young people*
  - *How young people are already taking part in DRR around the world.*
- *Let's hear what stood out to you. You can put your thoughts in the chat or turn on your mic.*
- *Here are some simple prompts to think about:*
  - *What's one thing you learned that surprised you?*

- *What idea or topic felt most important for your community?*
- *How did learning about adolescent- and youth-led DRR change the way you see your own role?*
- *Thank you for sharing – your reflections really help set the stage for today. Everything we discuss now will build on these ideas as we explore what you can do next in DRR.*

### 3. Notes for delivery

- Keep the pace relaxed – this slide is meant to warm up their thinking.
- If the group is large, invite 2–3 volunteers to share out loud.
- Encourage short responses – one sentence or one word is okay.
- Acknowledge every contribution. Also refer to examples and experiences shared in previous sessions. This is important to ground their sharing in their work.

5



### Suggested timing: 2–3 min

#### 1. Purpose of this slide

- Reinforce the message that young people are not only passive or vulnerable: they are powerful agents of change.
- Inspire confidence before the brainstorming and action-planning activities.
- Highlight the importance of preparedness, participation and leadership in DRR.

#### 2. Script

- *Before we jump into planning actions, let's pause with this quote.*
- *It reminds us that while children and young people can be vulnerable during disasters, that doesn't define you. When you're prepared, in*

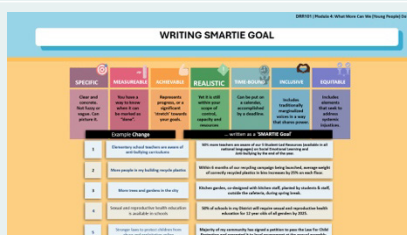
cluded and supported to lead, you become a powerful force for change. This is exactly what today is about – shifting from vulnerability to empowerment.

- You already have ideas, strengths and experiences that matter. Even small actions can make your school or community safer.
- As we move into the next part of the session, keep this message in mind: you're not just learning about DRR – you're capable of shaping it.

### 3. Notes for delivery

- Emphasize the shift from vulnerability to empowerment. Young people are not only affected by disasters, they can also shape solutions.
- Reinforce that preparedness and participation give young people real strength and influence in DRR.
- Affirm young people's capability: every participant has ideas and experiences that can contribute to safety and resilience.
- Option to invite a quick reflection on which part of this quote resonates with them most strongly.

6



### Suggested timing: 4–6 min

#### 1. Purpose of this slide

- Introduce the SMARTIE framework as a simple tool to help turn their ideas into clear, actionable goals.
- Show participants that good DRR actions need to be clear, achievable and inclusive.
- Help young people understand how to move from a general idea to a concrete goal they can work on.

## 2. Script

- *Now that you're thinking about possible actions, this tool can help you turn your ideas into strong, workable goals. It's called **SMARTIE** and it stands for:*
  - **Specific:** *your goal should be clear and concrete, not vague.*
  - **Measurable:** *you should have a way to know when you've achieved it.*
  - **Achievable:** *it should be possible for you or your group to do, even if it's a stretch.*
  - **Realistic:** *it needs to fit your time, capacity and resources.*
  - **Time-bound:** *it should happen within a clear timeline or deadline.*
  - **Inclusive:** *Your goal should involve and benefit ALL young people- especially marginalized groups.*  
*Examples: Make materials accessible for young people with disabilities, use simple language for younger children, ensure girls, LGBTQ+ and migrant young people*
  - **Equitable:** *it should help address fairness or reduce barriers for different groups.*
- *On the left side of the slide, you can see simple ideas – like 'more people recycle plastics' or 'more gardens in the city.' On the right, you can see how those ideas become SMARTIE goals: clear, specific and something you can measure and work towards.*
- *As you start building your own DRR action ideas today, try using this SMARTIE framework. It helps make your goals stronger, more focused and more meaningful – especially when you think about who is included and who benefits.*

### 3. Notes for delivery

- SMARTIE goals help avoid vague ideas like 'make community safer.' Goals can be small and still be meaningful.
- Encourage young people to look at the examples to understand the transformation from an idea → SMARTIE goal. Suggest that groups use this slide as a reference during action brainstorming.
- Use the examples on the slide to show how an idea becomes a SMARTIE goal. Here's more background to explain SMARTIE and some examples you can use if things are still unclear to the participants:
  - **Specific:** Your goal should be clear and not vague. Example: Create a DRR awareness campaign for Grade 7 students.
  - **Measurable:** You should be able to track your progress. Example: Reach 60 students with the campaign.
  - **Achievable:** The goal should be realistic with your skills and time. Example: Hold two workshops in one month.
  - **Relevant:** It should connect to DRR issues in your community. Example: Focus on flood safety because our area is flood-prone.
  - **Time-bound:** Set a deadline or timeframe. Example: Complete by the end of the school term.
  - **Inclusive:** Your goal should involve and benefit ALL young people—especially marginalized groups. Examples: Make materials accessible for young people with disabilities, use simple language for younger children, ensure girls, LGBTQ+ and migrant young people can participate safely.

- **Equitable:** Your goal should actively address inequalities and ensure fairness. Examples: bring activities to communities with fewer resources; consider who usually gets excluded and include them intentionally.

7



## Suggested timing: 3–4 min

### 1. Purpose of this slide

- Understand the *four possible areas* where adolescent- and youth-led DRR action can begin.
- Simplify the action-planning process by giving clear starting points.
- Give young people *choice and agency* to focus on a context that feels meaningful and realistic to them.
- Prepare them mentally for the group activity that will follow.
- Provide structure for the upcoming SMARTIE-based planning.

### 2. Script

- *Before we begin planning, it helps to know where DRR action can start. This slide shows four simple places where young people can make a real impact: in school, at home, in your community or neighbourhood, and even at the national level.*
- *These four areas are just starting points. They help make the planning process less overwhelming. You don't need to take action in all of them.*
- *Choose the space that feels most meaningful, realistic or accessible to you. Some of you might feel you can influence things at home. Others might see opportunities at school or in your neighbourhood. And some might already be*

*involved in youth groups or advocacy at a national level. All of these are equally valid.*

### 3. Notes for delivery

- Keep explanations light – details come in the next slide.
- Note that small actions at home or school are just as important as national-level work.
- Encourage young people to picture where they have influence or access.

8

**WHERE DO WE START?**

**EXAMPLES**

<b>In school</b>	<ul style="list-style-type: none"><li>• Create a DRR discussion during lunch break</li><li>• Initiate DRR club at school</li><li>• Talk with teacher about DRR plan</li><li>• Join school disaster management committee, support emergency drills</li></ul>
<b>In family</b>	<ul style="list-style-type: none"><li>• Topics arising about DRR</li><li>• Help develop a family disaster preparedness plan</li><li>• Put together a grab bag</li></ul>
<b>In community &amp; neighborhood</b>	<ul style="list-style-type: none"><li>• Discuss DRR in the youth center</li><li>• Organize disaster risk awareness campaigns</li><li>• Disseminating alerts via social media</li></ul>
<b>At national level</b>	<ul style="list-style-type: none"><li>• Advocate for, facilitate or join youth consultations on national DRR or climate resilience plans</li><li>• Advocate for youth-inclusive policies via social media or national networks</li></ul>

Let's discuss, what can do more in these spaces?

### Suggested timing: 4-6 min

#### 1. Purpose of this slide

- Help young people see concrete, easy-to-understand examples of DRR actions in each of the four areas.
- Spark inspiration, ideas and make concrete action-planning feel realistic and doable.
- Show that DRR leadership can start small and grow over time.
- Encourage young people to identify which area feels most aligned with their interests, strengths or context.
- Provide examples without limiting their thinking.

#### 2. Script

- *Now that we've seen the four places where adolescent- and youth-led DRR action can begin, here are some concrete examples to help spark your ideas. These are simple things young people can realistically start doing – either alone or with a group.*
- **In school:** *it could be as small as starting a DRR conversation during lunch break, asking your teacher about the school's DRR plan or joining a school disaster management committee.*

- **In your family:** it might mean teaching a younger sibling about hazards, helping your household prepare a family emergency plan or putting together a grab bag.
- **In your community or neighbourhood:** you could discuss DRR at a youth centre, organize an awareness campaign or share
- **At the national level:** some young people participate in consultations on DRR or climate resilience or advocate for child- and youth-inclusive policies through social media or youth networks.
- These are just examples – not a checklist. Use them to get inspired and think: What could I do in these spaces?
- In a moment, you'll choose one area to build your SMARTIE goal around, so this is a good time to see which examples resonate with you.

### 3. Notes for delivery

- Emphasize that examples are starting points, not requirements.
- Highlight accessibility: actions can be small and simple.
- Encourage young people to build on or adapt examples to their context. Remind them they will pick just one area for their SMARTIE goal later, as an exercise.
- Remind them they will pick just one area for their SMARTIE goal later, as an exercise.
- Invite quick reactions by asking which space feels most relevant for each of them.

9

### Suggested timing: 3–4 min

#### 1. Purpose of this slide

- Show participants the SMARTIE template they will use in their breakout groups which will be explained in the next slide.

- Provide a reference they can keep open while discussing and completing their group action plan.

## 2. Script

- *Here is the SMARTIE template your group will use to turn your idea into an action plan. Each section helps you make your idea clearer and stronger:*
  - *Specific – What exactly do you want to do?*
  - *Measurable – How will you know you've achieved it?*
  - *Achievable – Is it possible with your time and resources?*
  - *Realistic – Is it practical in your setting?*
  - *Time-bound – When will it be done?*
  - *Inclusive – Who else needs to be involved or included?*
  - *Equitable – How does it support fairness and include groups who are often left out?*
- Feel free to keep this slide open or take a screenshot so your group can fill it in more easily during the breakout.

## 3. Notes for delivery

- Keep the explanation short – this slide is mainly a visual guide.
- Remind them that answers do not need to be perfect – just clear and led by young people.
- Highlight that each group will share their SMARTIE goal in plenary.
- Make sure everyone has access to a template or worksheet of this SMARTIE goals to work on.

**Exercise!**

10 mins  
Breakout Room!

**Instruction:**  
Now it's time to turn your ideas into an action plan. In your group

1. School
2. Home
3. Community & Neighbourhood
4. National

Choose one idea from your level and develop it using the SMARTIE framework. You will have 10 minutes, after which each group will return to the plenary to share.

## Suggested timing: 12–15 min

### 1. Purpose of this slide

- Explain the breakout activity with pre-assigned groups and levels.
- Support young people in turning ideas into a SMARTIE-based action plan.
- Build teamwork, confidence and a sense of ownership over the action they design.
- Prepare them for sharing in the plenary session.

### 2. Script

- *Now it's time to turn your ideas into an action plan. You've each been assigned to a group, and each group has been assigned one level: school, home, community and neighbourhood, or national.*
- *Your task is to take one idea from your assigned level and develop it into a SMARTIE action plan.*
- *Remember – SMARTIE helps you make your idea Specific, Measurable, Achievable, Realistic, Time-bound, Inclusive and Equitable.*
- *You'll have 10 minutes in your breakout room to work together.*
- *After 10 minutes, we'll return to the plenary, and each group will need to choose a speaker to briefly share their action plan in one minute.*
- *This is your time to be creative, practical and bold – think about what change is possible in your assigned space and how you can make it happen.*

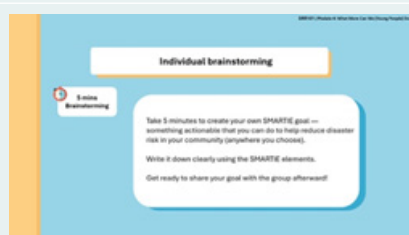
### 3. Notes for delivery

- Before opening breakout rooms, explain that you (the facilitator) will assign participants to groups and each group will automatically

be matched with one of the four levels: school, home, community and neighbourhood, or national.

- Encourage groups to divide roles (note-taker, presenter, time-keeper).
- Let participants know they will see their group name or room label when they enter the breakout.
- Encourage groups to focus on just one idea to make the exercise manageable
- Prepare and share a SMARTIE template that they can work on collectively (printed if in person or a Padlet/Miro for online) to guide their planning.
- Visit breakout rooms (or tables) briefly to assist, prompt discussion or clarify instructions.
- Give a 5-minute reminder so groups can begin wrapping up.
- Use a 1-minute countdown message (online) or verbal cue (in-person) before closing rooms.
- During plenary sharing, keep presentations short: 1–2 minutes per group to maintain flow and energy.
- Give encouraging remarks to ideas and constructive suggestions to their plans.

11



## Suggested timing: 5–8 min

### 1. Purpose of this slide

- Give each participant time to think independently and reflect on their own priorities and ideas using the SMARTIE structure.
- Support meaningful participation by ensuring everyone has at least one personal action idea to contribute to the plenary.

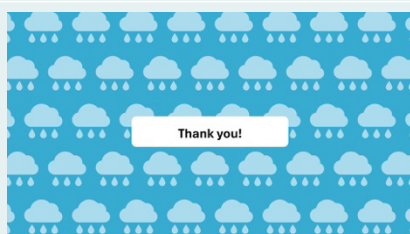
## 2. Script

- *Before we close, you'll have 5 minutes to brainstorm your own SMARTIE goal. Think about one action you personally can take to reduce disaster risk – at school, at home, in your community or even at a national level.*
- *Write it down using the SMARTIE prompts:*
  - *What exactly do you want to do?*
  - *How will you know it's done?*
  - *Is it achievable and realistic for you?*
  - *When will you complete it?*
  - *Who needs to be included?*
  - *And how does it support fairness and equity?*
- *This is your personal idea – it doesn't need to be big. When we come back together, some of you will have a chance to share your goal with the group if you are willing.*
- *This is just another exercise to get you more used to using the SMARTIE goal to put all your learnings into action.*

## 3. Notes for delivery

- Keep the energy calm – this is time for quiet self-reflection.
- Encourage participants to choose an action that feels meaningful and doable.
- Remind them they can choose any level (school, home, community, national).
- Give a 1-minute reminder before time is up.

12



## Suggested timing: 2-3 min

### 1. Purpose of this slide

- Celebrate the completion of all four modules.
- Reinforce the key messages across the full DRR 101 journey.

- Leave participants feeling empowered, appreciated and confident.
- Provide clear closing remarks and any admin reminders (certificates, next steps, feedback forms, etc.).
- Encourage continued participation in DRR beyond the course.

## 2. Script

- *Thank you so much for being part of this DRR 101 journey. Over the past four sessions, you've shown curiosity, leadership and real commitment to making your communities safer.*
- *Let's take a moment to look at what you've accomplished:*
  - *Module 1: You learned what disasters and risks really are, and how DRR helps us prevent or reduce harm before it happens.*
  - *Module 2: You explored why children and young people are uniquely affected, and how the visible and invisible impacts shape your lives differently.*
  - *Module 3: You discovered that young people are already leading DRR efforts around the world, and that participation in DRR is your right, not a favour.*
  - *Module 4: Today, you turned everything into action – identifying what you can do and creating SMARTIE goals to start making change right now.*
- *Across these modules, one message remained constant: Young people are not just the future; we are powerful leaders today.*
- *Your ideas, your voices and your actions matter. Whether your first step is at home, at school, in your neighbourhood or on a national platform, you now have the tools to get started and to keep going.*

- *Thank you for your energy, your ideas, and your willingness to learn and lead. We're excited to see how you will continue reducing disaster risks and strengthening resilience in your own communities.*

### 3. Notes for delivery

- Celebrate participants by name or as a group
- Provide admin reminders: next steps, feedback form, certificates, follow-up activities, platform links, or upcoming events.
- If appropriate, invite them to stay connected (youth groups, school clubs, networks).
- End with a motivational line such as: Your leadership starts now, or remember, even small actions can make a big difference.



**UNICEF East Asia and the Pacific  
Regional Office (EAPRO)**

19 Phra Athit Road,  
Bangkok 10200 Thailand

Tel: +66 2 356 9499

Email: [eapro@unicef.org](mailto:eapro@unicef.org)

Website: [www.unicef.org/eap/](http://www.unicef.org/eap/)

Facebook: [www.facebook.com/  
unicefeap/](http://www.facebook.com/unicefeap/)

Twitter: @UNICEF\_EAPRO