



NAVIGATING MEANINGFUL YOUTH ENGAGEMENT IN DRR

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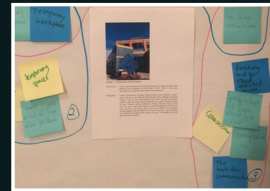
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FORWARD

The activities outlined in this guidebook have the power to change lives. In the summer of 2013, just a few days before my birthday, my hometown of High River, Alberta, suffered as part of one of the largest disasters in Canadian history (and the costliest in terms of insurable losses, until that time). My brother and I left our home to help fill sandbags at our high school, and we wouldn't return until almost two weeks later, and then only to begin the lengthy process of shoveling mud and debris from our basement bedrooms, looking for treasured belongings and our "new normal".

In the immediate aftermath of the flooding, family and friends were the most important support for me, and it wouldn't be until my participation in the first of a series of social innovation labs put on by the ResiliencebyDesign (RbD) Lab that I would take any time at all to process my experience of the flood. By connecting with other youth from Southern Alberta, as well as experts in innovation, disaster, sustainability, and creative action research, the other youth participants and I practiced exploring the problems that our communities faced, and the type of thinking necessary to help address them. It was in those first few days of workshops that I finally asked myself what was missing in the post-disaster context for youth in High River, and the answer for many youth, I believe, is exactly the kind of connection, capacity-building, and support provided to us in those days and the months (and now years) after.

Those workshops provided the impetus I needed to shift my educational path and career to focus on the climate, the environment, and the people most affected by changes to both. I now work for the RbD Lab and have had the experience of facilitating social innovation labs with other youth, where I've seen the power this model has to stimulate ideas and empower the people who will be most affected by the complex problems facing the citizens of our planet.



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Nigel Deans

Research Coordinator, ResiliencebyDesign Research Lab
Royal Roads University

INTRODUCTION

Every year, millions of children and youth are directly and indirectly impacted by disasters. Understanding how they are impacted and how to support their well-being during and following disasters is the focus of much research (see Resources for suggested reading). This guide reflects the principles and ideas generated through five years of youth-focused and youth-centric research conducted by the ResiliencebyDesign (RbD) Research Innovation Lab at Royal Roads University in Victoria, British Columbia. The findings generated through the Youth Stream of the Alberta Resilient Communities Research Project, funded by Alberta Innovates Health Solutions.



The RbD Lab has been conducting participatory research with and about youth since 2011. We have been exploring not only how youth are impacted by disasters and climate change, but also how they want to be engaged as change makers and leaders to contribute to solutions to those complex problems. Using an approach called Creative Action Research, the RbD Lab has engaged youth between the ages of 13 and 30 in a range of creative process-based workshops, social innovation labs, and interviews over the course of numerous projects. We have explored with youth their perspectives on disaster risk reduction, resilience, and climate action and how they want to contribute to shaping the policies, practices, and decisions that shape their lives and their communities. The goal of this work has been to increase awareness, generate knowledge and action, and amplify youth voices through effective youth-adult partnerships.

Meaningfully engaging youth, whether in the context of disaster recovery or everyday processes in communities and institutions, requires youth-centric strategies that are responsive to diverse interests, community contexts, and cultures. This guidebook reflects this youth-centric approach and the ideas and values identified through our continued research partnerships with youth who have joined us as research participants, co-researchers, innovators, and change leaders.

Working with Indigenous and non-Indigenous youth, the RbD Lab is committed to supporting the goals of reconciliation and resilience. Our work together is contributing to a generational shift towards broader citizen engagement in preparing for, mitigating, and adapting to the challenges of disasters and climate change. We believe this work is critical, not only as a way of ensuring that the rights of children and youth as citizens are realized in our policies, practices and decisions, but also so that children and youth can see and believe in their own power to generate solutions to the issues of concern to them. We believe that children and youth have much to offer and that their influence can be magnified through research and action partnerships. We hope that this guidebook, prepared as part of our work in the Alberta Resilient Communities project, will support others who are similarly committed to working collaboratively with youth to build their capacity as leaders, innovators, and change makers.

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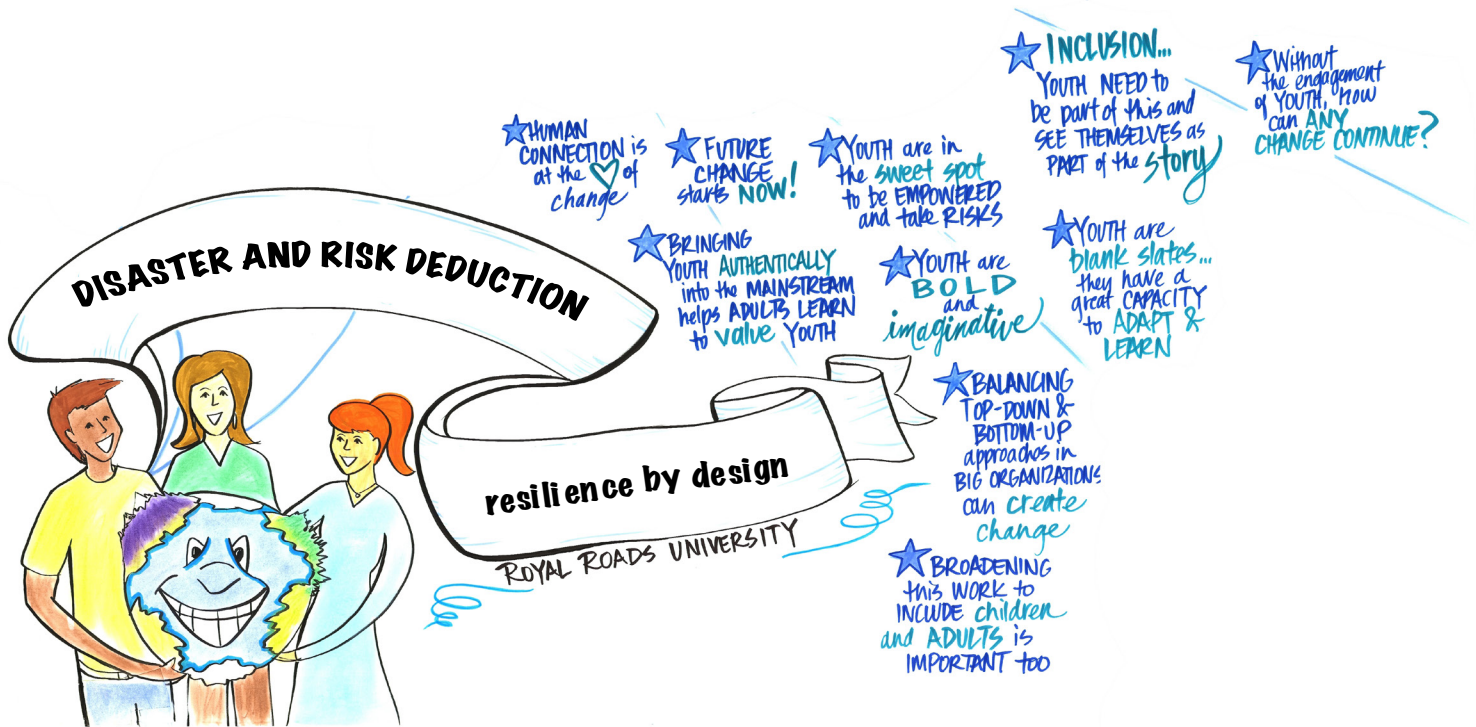
Dr. Robin Cox

Director, ResiliencebyDesign Research Lab
Royal Roads University

THE ALBERTA RESILIENT COMMUNITIES PROJECT

On June 20, 2013, Southern Alberta experienced heavy rainfall and subsequent flooding, described by the provincial government as the most severe, damaging, and costly disaster in Alberta's history at that time. In the following days, 32 states of local emergency were declared and 28 emergency operations centres were opened. Five lives were lost as a direct result of the flooding, and over 100,000 people were forced out of their homes, some permanently unable to return.

In the aftermath of the flood, Alberta Innovates Health Solutions funded research focused on exploring how the floods had affected children, youth, and their families, and how children and youth might be supported to be resilient and contribute to the resilience of their communities. The Alberta Resilient Communities (ARC) project was launched in 2015, led by three university-based researchers and their research teams: the RbD-Royal Roads University team, under the direction of Dr. Robin Cox, focused on research with youth; researchers from the University of Calgary under the direction of Dr. Julie Drolet focused on community service providers; and researchers from Mount Royal University under the direction of Dr. Caroline McDonald-Harker focused on children and their families.



As part of their contribution to the ARC project, the RbD team engaged youth in a social innovation lab process as a way of exploring their disaster and recovery experiences. The goal of this research was to learn from and with young people about their experiences of the 2013 floods, and to explore with them opportunities for resilience building through social innovation.

The Resilience Social Innovation lab process (R-SIL) was designed as a set of experiential process-based workshops or ‘labs’ based on the steps of a youth-friendly social innovation process, and tested initially with a diverse group of 40 youth from Southern Alberta who had experienced the 2013 floods. Participating youth gathered for a 2.5-day workshop during which they engaged in a structured introduction to the six-step social innovation process. The workshop provided an opportunity to meet and build trust with a diverse group of youth, and to introduce skills and ideas related to the research, communication, and imagination required by social innovation and disasters. The workshop involved participants in a range of arts-based, community-based, and experiential (or learning-by-doing) activities. Together we explored resilience as a concept and a goal, change-making, problem identification, creative problem solving, reflection, and solution prototyping. Research was integrated into the workshop process by gathering the insights, feedback, and reflections of youth and the facilitation team in order to inform and refine the R-SIL process. Following the workshop, the RbD Lab engaged a sub-set of youth from the initial workshop in a second, extended iteration of this refined R-SIL process.

The second iteration of the R-SIL was structured as a series of eight labs or workshops that combined capacity building with research data generation. Some of these labs were conducted with youth face-to-face in Calgary and High River, Alberta; some were conducted virtually through web-based collaboration software. Each lab focused on exploring and deepening a shared understanding of resilience in the context of disaster recovery and climate change and supporting youth telling their stories about the

floods, the recovery, and their vision for the future. Labs introduced specific skills (e.g., interviewing, digital storytelling) and provided an opportunity for youth to practice these skills and generate research data simultaneously.

The youth-generated outputs of these activities — peer-to-peer interviews, digital stories, music reflection playlists, and resilience initiative prototypes — informed the team's research on disaster recovery and resilience, while also contributing to capacity-building and practical actions youth took in their communities. In other words, their engagement in the R-SIL provided participating youth with a chance not only to share their perspectives on what had happened to them and their families and communities as a result of the 2013 floods, but also to explore how they, as citizens and as young leaders, might drive positive social change.

Following the R-SIL process, youth were invited to continue working with the RbD ARC team in a series of one-on-one meetings and workshops designed to help them advance and develop their prototypes. They worked with community mentors with expertise related to their focus (e.g., app developers, disaster-management professionals, sustainability consultants, etc.) and other supportive adults to identify and initiate next steps for moving their initiatives forward. Their prototypes included: ideas for encouraging ethical consumer habits through a reward-based app; a visual storytelling project in which youth developed digital stories of sustainability heroes; a technology innovation using raspberry-pi computers (a small, low-powered, home-made computer) in order to support local communication in disasters; and a range of other projects focused on mobilizing youth engagement in Disaster Risk Reduction and Resilience (DRR-R) through art and youth involvement in regional and national DRR-R meetings and conferences. Follow up interviews with youth suggested that these opportunities to work with experts and mentors, engage in public speaking at community and academic events, and develop their own ideas and projects contributed to their self-esteem and self-assurance, and opened up new perspectives and opportunities as they thought about their future careers and directions.

The findings and creative outputs from this research are featured on the project website, arcproject.ca.

“And I think that being in the social innovation lab you see people with like-minded and they all have different ideas on how to help other people to be more resilient. And I think that really helped me to see that — like kind of, like you're kind of normalizing this idea of disaster. And I think that's really important because like when we think of disaster... “oh my god, what did I do? Do I have like a survivalist kit? Why not?” We should, you should. But I think just normalizing the idea that disasters happened, and it will keep on happening... you can't stop them.”

FEMALE, 18-20

A LITTLE BIT ABOUT THIS GUIDEBOOK

A Guide to Navigating Youth Engagement in Disaster Risk Reduction has been informed by the research conducted with youth from High River, Calgary, and other communities in Southern Alberta following the 2013 floods. In addition, it has been informed by the experience and knowledge of the diverse and talented team of researchers and youth co-researchers who work with the RbD Lab and whose work includes youth-focused research and programming in the global south, the United States, and various regions in Canada.

The guidebook includes evidence-informed practices for engaging with youth and offers approaches to establishing and maintaining effective youth-adult partnerships. It aims to equip adults working with or wanting to work with youth — adult allies — with tools to support their capacity to initiate and sustain meaningful engagement that moves beyond participation to the involvement of youth in ways that encourage shared ownership in decision-making processes and the success and failure of the outcomes. Creating an enabling environment for youth to fully engage in DRR-R processes and decisions requires resources (financial, social, training, education) that help youth build connections amongst themselves, and with formal and informal DRR-R structures and systems. We argue that it also requires practices that are strength-based, flexible, creative, and place-based.

In this guidebook we offer a selection of creative activities that reflect these values and principles and the power of youth-adult partnerships. The narrative and the activities reflect the explicit intent of the RbD Lab to amplify youth voices and influence as resilience leaders and innovators.

WHO IS THIS GUIDEBOOK FOR?

This Guidebook can be considered a core tool for youth and adult allies working together in the context of disasters and climate change actions whether as part of community projects, academic research, school-based initiatives, or youth-led initiatives. The focus is on advancing the resilience of youth and their communities by:

1. Strengthening child and youth empowerment, health and well-being;
2. Enhancing child and youth participation in DRR-R;
3. Understanding dimensions of community and youth resilience.

The two parts of the Guidebook need not be read in order. The first section provides background information on DRR-R, and the importance of building strong alliances between adults and young people that contribute to individual and shared resilience. Additionally, it outlines things to consider when working with youth in DRR-R. The second section of this guidebook offers a selection of activities that have been found valuable in engaging youth throughout the lifecycle of DRR-R.

“Youth can be given jobs. They can set up - like they can give them something to do to make them feel important, let them help out instead of just locking our town down and not letting anybody in. I think it would have been good if they got volunteers to different schools and they did simple jobs, like just cleaning up different parts of town or doing whatever.”

MALE, 21-23

ADULT ALLIES

Many of the best youth-focused initiatives are youth-led. Not all youth engagement requires the support or engagement of adult allies. However, it is also true that not all youth have equal access to resources and opportunities; some youth have a certain readiness for engagement and action, while others require additional supports through equitable, pro-active youth-adult partnerships. Such partnerships can be effective tools for reaching youth who are less able to initiate their own projects and actions. They can also support the capacity of any young person to work with established systems that are not necessarily set up or already enacting engagement with youth. Youth-adult partnerships, if constructed in ways that focus on the expressed interests and ideas of youth, can support the amplification of youth voices and influence. The majority of the practices for meaningful engagement discussed in this guidebook, therefore, are designed to be used by both youth and adult allies. These tools and approaches can also be adapted easily to a younger demographic.

PART 1:
WHY
YOUTH

WHY YOUTH IN DRR?

The consequences of disaster and climate hazards are often magnified for youth; their stages of development and traditional lack of access to power means that the impacts of disasters and climate change can have long-lasting effects. Changes in the natural, built, and cultural environments of their communities, in friendship and peer networks, and in anticipated futures can be experienced as positive or negative. Regardless of whether such changes are framed as good or bad, all changes tend to generate stress and many cause distress, that if not resolved can result in ongoing psychological and emotional issues for youth. Youth who have experienced a disaster have reported feelings of helplessness, sadness, and distress, as well as anxiety and depression. Youth in the ARC project spoke often of wanting to help in a range of ways, from identifying, designing and enacting preparedness and mitigation education and actions, supporting their family and friends during the evacuation, and actively participating in the design and enactment of the rebuilding and recovery process in their communities. At the same time, they also spoke clearly and passionately about how they felt excluded from doing so either by parents who were trying to protect them from further stress or loss, or emergency management and recovery systems and processes that have not previously considered how to involve youth as stakeholders.

“I think youth, at least how I was feeling too, like seeing all these posts, like I could find ways that maybe I can go and volunteer in Bowness and try and help people clean out their basements and stuff and get rid of stuff but I think usually parents and I think just like adults in general... they just try to hide it from the youth and so I think giving them opportunities to actually be involved in it would be helpful.”

FEMALE, 24-26

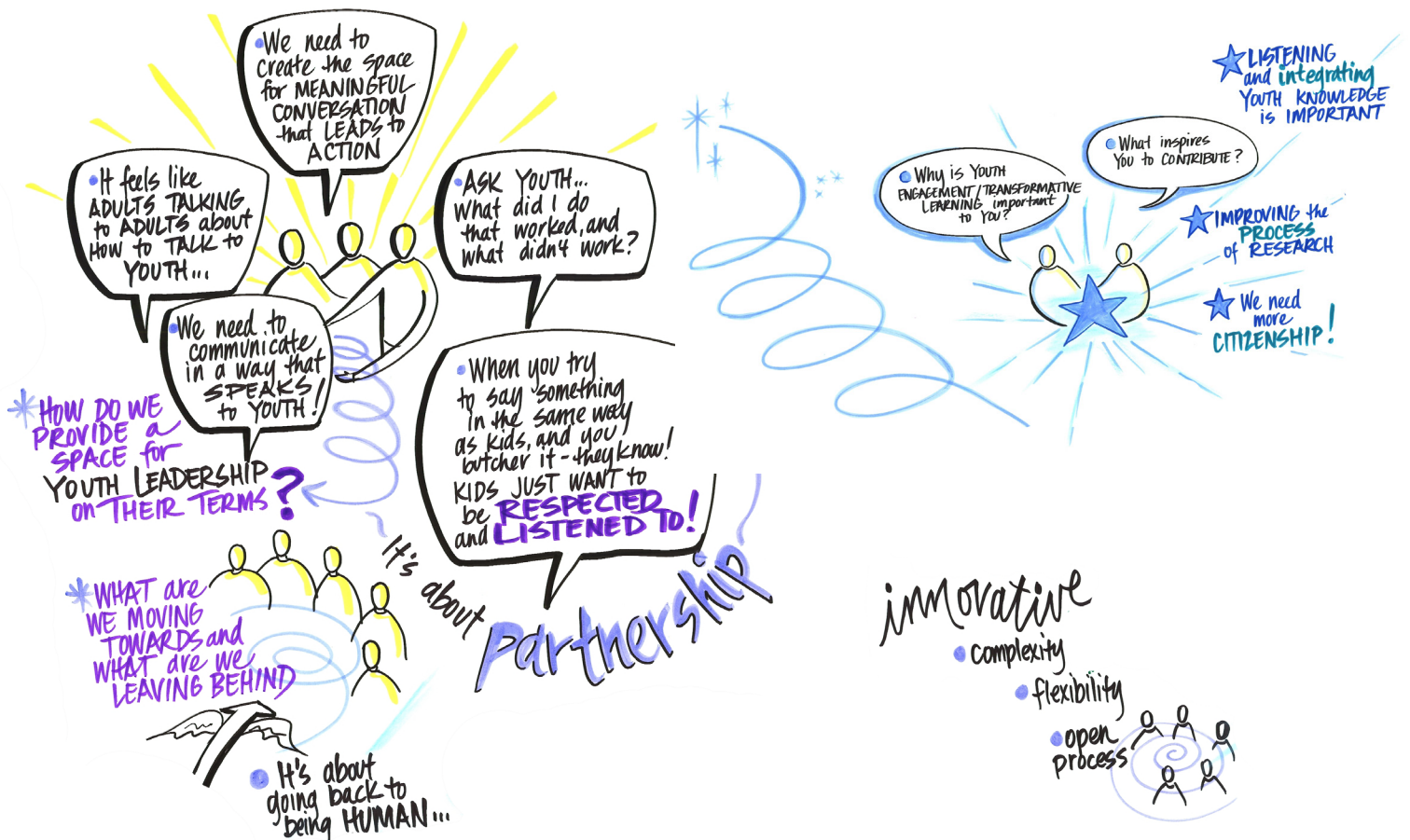
Research suggests that most people do better coping with adversity when they have a sense of belonging and the capacity and opportunity to take actions to affect their situation and improve outcomes for themselves and loved ones. Some of the documented benefits of youth engagement include increased wellbeing, improved social and emotional development, positive educational outcomes, and decreases in high risk behaviours. Providing youth with access to resources that allow them to engage meaningfully in recovery decisions and processes contributes to their resilience; when youth have opportunities to take on responsibility and active roles in the DRR-R process, they tend to thrive. In fact, the positive benefits of such engagement are evident on the global stage of DRR-R and climate change action (mitigation and adaptation) where youth are increasingly acting and being acknowledged as key stakeholders and contributors. The positive benefits of engaging youth in DRR-R also extend beyond youth themselves. Youth who have an opportunity to participate and contribute in one domain are more likely to take leadership in other domains. They are more likely to feel empowered to generate and advocate for positive social, economic, environmental and political change in their lives and communities.

However, there is still a disparity between the goals and stated values of youth engagement,

and the practice of youth engagement in DRR-R. In many regions and communities, youth continue to be under-represented in disaster and emergency management decisions and processes, or, when engaged, are often engaged only superficially.

This disparity can sometimes lead youth to feel as though they are being included as an obligation, a box waiting to be checked off. The value of youth voice in building strong communities in the face of disaster cannot be understated. By equipping youth with skill sets and resources that support and enhance their capacity for critical thinking and change-making, youth can be empowered to mitigate actual and perceived vulnerabilities, as well as contribute to the resilience of their peers, their families, and their communities at large.

The following sections of this guidebook provide some guidance on ways of meaningfully engaging youth in identifying and addressing issues and opportunities of interest and concern to them.



LEARNINGS FROM ARC

Youth participating in the ARC Project have highlighted the importance of understanding the paradox of their vulnerability in the face of disaster and climate risks, and their potential as agents of change in building resilience and reducing risks in the context of these challenges. Some of the key findings from the ARC project include the importance of supportive adults in young people's lives, both because of the instrumental (providing resources, access to systems and experts) and emotional support they provide, and because of the ways in which adults can actively support the development of new skills and capabilities. Other findings from the research include: the importance of place (e.g., place loss, attachment to specific places), especially youth-friendly and youth-defined places in young people's disaster and recovery experiences; the need for more attention on the question of why and how to involve youth in the disaster recovery and DRR-R processes; and insights into the ways in which youth wish to have a voice in shaping their community's response to disaster and climate risks.

Many of the themes generated through this research can serve as guidance for effective youth engagement in DRR-R. These themes reflect the findings from the stories, interviews, and conversations with youth conducted over the course of the ARC project. They suggest a way of working with youth grounded in:

AUTHENTIC RELATIONSHIPS

First and foremost, there are huge benefits to investing in the time necessary for building authentic, ethical, and trusting relationships with youth. Genuine relationships are fundamental to strengthening any partnership, and critical to the meaningful engagement of youth. A healthy relationship is not a means to an outcome but an integral part of the outcome. The strong relationships that result from an explicit focus on trust and relationship building will greatly increase the success of any work with youth (or adults, for that matter).

ACTIVE LISTENING

Listening, in and of itself, can be a powerful signal of respect and caring, but it also needs to lead to action. Youth are clear that listening is not enough; listening without implementation of their ideas is experienced by youth as further proof that their opinions and ideas are not taken seriously. Active listening requires asking questions, listening deeply to the answers and perspectives that youth share, and taking action in response to those answers. For youth to invest time and energy into DRR-R activities and programs, these activities and programs need to reflect their input about the structure, styles of working, and priorities. Empowering youth in the design and implementation of a project can be accomplished through youth advisories, or by integrating youth in decision making processes and systems. Longer projects and engagement provide the opportunity to involve youth early on in the process as consultants to help ensure that these initiatives are youth-friendly, youth-relevant, and accessible to diverse communities of youth.

BALANCE

In order to include and challenge youth, adult allies must ensure that the tools and information they share with youth are not only age-appropriate but also responsive to their lived experiences, culture and contexts, preferred ways of working, schedules, and interests. Youth want to be met where they are at and thrive when the environment provides a balance between the level of challenge and the abilities of youth to meet those challenges. When appropriately challenged and given the resources necessary for meeting those challenges, youth are more inclined and motivated to become involved and stay involved. Balance also includes a balance between learning and fun; youth want to be taken seriously and meaningfully contribute, but they also want to have fun while doing this.

CAPACITY BUILDING

Young people who become involved in DRR-R must be given opportunities for learning, developing, and practicing new skills. Youth are interested in engaging in ways that respond to their desire to help while also contributing to their future employability and ongoing education. Integrating micro-credentials (e.g., certificates, badges) as part of projects and workshops contributes to resume building and makes concrete the value of youth's contributions. Similarly, integrating opportunities for youth to work with inspiring mentors with relevant expertise contributes to building their professional (and personal) networks, and provides opportunities for them to deepen their knowledge and skills. Public-speaking and learning about and participating in civic processes (e.g., council meetings) support the development of transferable skills and deepen civic engagement. All of these approaches contribute to building capacity and confidence and provide opportunities for youth to develop self-esteem and self-assurance; social connections; sense of purpose and independence; and resilience.

CLEAR EXPECTATIONS

Having clear expectations about the structure, process, and outcomes of activities and programs is useful for anyone. Youth want to know what is expected of them (e.g., time commitments), what they can expect from adult allies, how their engagement will be mutually beneficial, and what the goals are. Engaging youth as partners in designing opportunities can ensure that these expectations are realistic, of interest, and less likely to result in disappointment or conflict. Collaboratively determining short-term and long-term goals in DRR-R programs and actions supports buy-in and is also more likely to result in youth-friendly and youth-inclusive programs. To sustain engagement, harness accountability between participants by creating group projects with clearly identified roles and responsibilities that appeal to the individual interests of each member. As a facilitator of a process with young people, it is also important to follow through on your commitments.

RESILIENCE BY DESIGN

HOW CAN WE INTEGRATE **INDIGENOUS PERSPECTIVE/KNOWLEDGE** into THIS PROJECT?

- WE BUILD **CONNECTING** into ALL the WORK we DO
- YOU ARE **A.L.L** part of the R&D **network!**
- WE WANT to **TAP INTO** ALL of the **wisdom** in THIS ROOM with our PROJECT

Issues Attention Cycle

- WE KNOW we need to RESPOND to CLIMATE CHANGE, but WE aren't EXACTLY SURE WHAT to DO!!

- WE are trying to UNDERSTAND HOW RESEARCH contributes to SOCIAL CHANGE

WE WANT to make research more **effective**

- WE test solutions to see the effectiveness

DEFINITIONS

OUTPUTS
PRODUCT of RESEARCH

OUTCOME
CHANGE in KNOWLEDGE/ BEHAVIOUR

IMPACT
CHANGE in STATE RESULTING from EVENTS - RESEARCH has contributed to

WHO is doing to DO WHAT differently?

We have less control as we move towards the **OUTCOMES**, but we have some **influence**

NO!
It's important think about the **PEOPLE** **BLOCKING** change, as WELL as **PARTNERS**

- In TRADITIONAL RESEARCH a researcher PUBLISHES findings but it is someone else's JOB to DO something with it... we are FOCUSED on MAKING the RESEARCH **PROCESS** more EFFECTIVE



THEORY of CHANGE

* Describes the RELATIONSHIP between an INTERVENTION and ITS INTENDED RESULTS

* THINKING about a RESEARCH PROJECT through a **THEORY of CHANGE LENS** CHANGES HOW YOU DESIGN the PROJECT

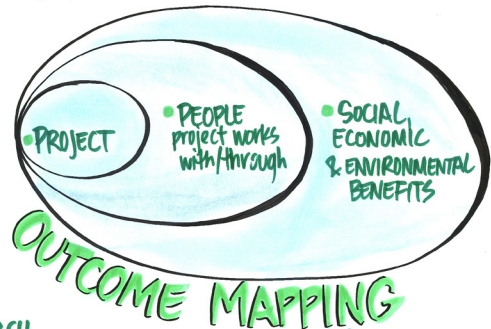
* IDENTIFY PURPOSE

* LOOK at PROJECT PLAN

* LOOK at INTENDED OUTCOMES

* LOOK at PROJECT ACTORS

* 'STAY ALIVE' to WHAT EMERGES



STRENGTH-BASED APPROACH

A focus on strengths and positive outcomes reinforces values of trust, respect, and optimism, and an orientation to learning from change and adversity. Strength-based approaches acknowledge the existing skills and competencies of youth, while also recognizing their capacity for developing new skills and knowledge and applying those new capabilities to tackle issues of concern to them. A strength-based approach also recognizes the unique characteristic that youth bring to the table, including an orientation to making a difference, taking risks, and being innovative.

ACTIVE SUPPORT

Although there are many examples of youth-driven initiatives that have not involved adults, in many cases youth can benefit from the supports and resources adults can provide. Adults have access to resources, networks, and decision-making processes in ways that youth frequently do not, or from which youth are intentionally or unintentionally excluded. Youth-adult partnerships or ‘allyships’, when equitable and consciously responsive to power differences (between youth and adults; and amongst youth) can be empowering for youth and enhance their capacity for sustained engagement and actions. Resources to consider include material resources (e.g., funds, spaces in which to meet, workshop materials), services (e.g., accessible transportation, mental health resources), and improved access to key influencers and systems.

DIVERSITY

As with any population category, the term “youth” includes a diverse group of individuals who vary across economic, cultural, social, political, and other demographic characteristics. Although typically defined by age, the term youth is also fluid in relationship to how age limits are defined. Using the United Nations definition of youth (those between the ages of 15-24), there are an estimated 4.6 million youth in Canada as of 2011. Youth are diverse not only across age, but also ethnicity, culture, geographic location, income, trauma and loss histories, and many other dimensions. Tapping into diverse communities and groups of youth requires recognizing that these dimensions can create barriers to engagement, yet can also simultaneously create rich opportunities for collaboration and the inclusion of diverse perspectives. It is necessary to identify and mitigate specific barriers to engagement (e.g., timing, differences in cultural norms and expectations, accessibility issues) while also generating opportunities that support authentic connection, increased awareness, and heightened sensitivity to differences. An inclusive approach explicitly values the diversity of youth and youth perspectives and recognizes the ways in which this diversity can enrich thinking and outcomes.

TECHNOLOGY & SOCIAL MEDIA

Youth are increasingly immersed in virtual, online environments and technologies that support and mediate their engagement with each other and the world. Technology and social media can impact youth in both positive and negative ways, and it is important to understand both of these potentialities. Social media and web-based meeting platforms can be effective methods of communicating and engaging with youth, extending networks of youth, and providing low-barrier opportunities to connect and learn. Used effectively, social media can help build friendship and communication networks among youth, and between youth and adult allies. Given the rapidly changing nature of technologies and preferences however, a good practice is to ask youth how they want to stay in touch, which social media they tend to use for what purposes, and who they think may be excluded through lack of access to either specific types of technology (e.g., high speed internet) or devices (e.g., smart phones, computers).

MOVING BEYOND DISENGAGEMENT

Engaging the so called ‘disengaged’ young person is often a focus of programs and youth services. In speaking with youth, what looks like disengagement, however, is often a factor not of interest but access. Youth are often balancing the competing demands of school, work, sports, and time with friends and family. New opportunities, such as those associated with youth engagement in DRR-R, need to be crafted with this in mind. This can include building DRR-R into existing programs or creating new opportunities that are designed with some of these limiting factors in mind. It can also include understanding what supports access — transportation options, location of venues, and timing. It includes creating safe spaces that support acceptance and belonging and asking youth what motivates them to show up in any area of their life. The youth with whom we have worked have also made it clear that sustained engagement happens only when a program or series of activities includes fun, time to connect with peers and develop new friendships, and opportunities to practice autonomy and exercise agency.

[On positive outcomes of disaster] “Yeah, probably the biggest one is this program. Like the ARC project probably wouldn’t have gotten off the ground and I wouldn’t have been involved with it, wouldn’t have met the people I have and may have even like helped me figure out what I’m interested in and what I care about, in yeah, the climate change and critical thinking aspect of it.”

MALE, 24-26

CONSIDERATION OF TRAUMA AND STRESS

Working with youth, particularly in the context of disasters and climate change, requires understanding some of the specific needs and potential vulnerabilities that can result for youth in the context of disruptive changes. Older children and youth can exhibit signs of trauma and loss that may or may not look the same as those of adults (e.g., anxiety, depression). Youth struggling with the direct and indirect impacts of a disaster on themselves, their family, and their community may withdraw, retreat into silence, or isolate themselves. They may be more emotionally volatile, experience a range of emotions

“I think my Mom’s convinced that anytime anyone from High River or like anyone in our family has like a mental health issue or something like that or like are anxious she’s always like “do you think it’s the flood?” and sometimes it’s like “no, it’s just life” but there’s always kind of that — now I have that instilled in me too. It’s like, if there’s any problems I have now, it’s like “is that the flood? Like, is it?” and I think like 99 percent of the time it’s just life but you’ll always have that residual like “this could be some result, some of back in 2013” like that affected you and you don’t fully realize how much it has...”

MALE, 23

(e.g. sadness, irritability, anger, guilt) and engage in higher risk behaviors (e.g. drug and alcohol use). They can experience a wide range of reactions to having survived, and to the differences in the degrees of loss experienced across the community and their peer network.

Supporting youth in expressing and managing their feelings requires active listening, a willingness to respond honestly and transparently to questions and concerns, and exploring with them effective coping strategies. The latter can include talking with supportive adults or peers, using writing, music, dance, art and other expressive activities to explore and share their feelings, and developing and implementing effective problem-solving and self-care techniques. Above all, it is important not to force any single approach but to introduce options and encourage youth to choose strategies that work for them. Just as with adults,

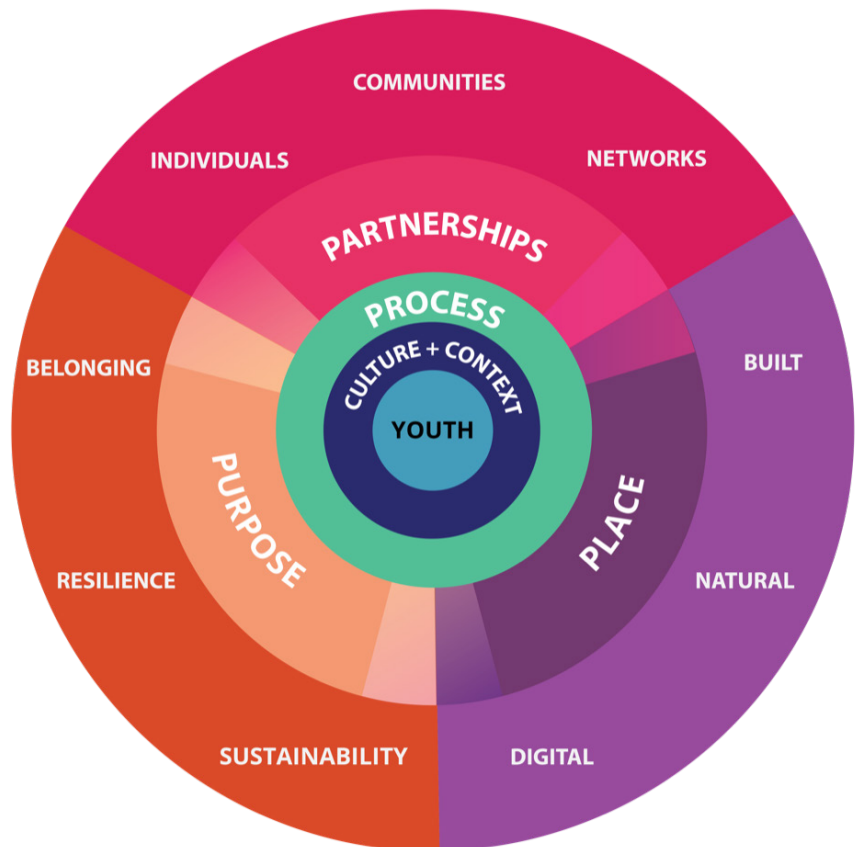
an important contribution to recovery for youth is understanding what to expect and normalizing experiences in the context of responding to extreme circumstances. It can be helpful to let youth know that most people are resilient and will recover from a disaster, but also that some people may benefit from extra support — formal (e.g., school or community counsellors) and informal (e.g., peers, family). Events like disasters, which disproportionately affect those already experiencing the impacts of poverty, racial and ethnic marginalization, and other inequities, can also offer opportunities to explore issues of discrimination and diversity. It is important to ensure that youth have opportunities to connect and experience a sense of safety and belonging, time and spaces that allow them to connect with each other without adults present, and opportunities to enact active coping (problem solving rather than avoiding) by participating in recovery processes and decisions.

For more information on coping with trauma and loss see resources such as those provided by [Alberta Health Services](#), the [Canadian Red Cross](#), and the [Canadian Psychological Association](#).

RBD 4P FRAMEWORK FOR YOUTH ENGAGEMENT

In addition to the above suggestions, the RbD has developed a framework for youth engagement in DRR-R that reflects the findings not only from ARC, but from multiple projects with youth in disaster-affected communities. The 4P Framework for Youth Engagement frames four key principles that position adults as youth allies who, working in partnership with youth, can encourage the active involvement of youth as contributors to self and community resilience. The 4P Framework promotes purposeful actions that advance the health, well-being, and resilience of youth, contribute to everyday personal growth, and respect and respond to the rights of youth as equal citizens to meaningfully participate in decisions and processes that affect them.

The goal of applying the 4P Framework in DRR-R is to increase local capacity for youth-centered engagement and management across all phases of the disaster cycle, from mitigation and preparedness through to response and recovery. The 4P framework will support various allies (including researchers, community organizations, emergency management planners, first responders and educators, and faith-based leaders and organizations) to incorporate practical, meaningful, youth-driven DRR-R strategies,



training, and planning. The framework outlines principles of engagement that can be activated and enacted through a wide range of activities, some of which are outlined in Part 2 of this guidebook.

The 4P Framework outlines an approach to engaging youth that is based on an appreciation of their ideas and a commitment to helping them move their ideas into action. The Framework promotes leveraging youth creativity, insights, and expertise and supporting their development of transferable skills sets, tools, and knowledge. While each of the Ps (or principles) of the 4P Framework represents the distinct theoretical values of Process, Partnerships, Place, and Purpose, in practice they are interconnected, intersectional, and responsive to the local culture and context.

Youth are at the centre of the 4P Framework as key stakeholders in pre- and post-disaster decision making. This focus promotes DRR-R, recovery and climate-related efforts that not only benefit youth and strengthen their own agency but are inclusive of and responsive to youth in ways that translate their ideas into concrete action. The 4P Framework respects and promotes all youth as creative, innovative citizens with valuable knowledge to share in the context of their own lives and within their larger networks and communities.

The 4P Framework recognizes that each individual, organization, and community (whether geographic or a subpopulation within a community) planning for or experiencing a disaster event has a unique Culture and Context. Recognizing the uniqueness of these features affects what and how activities and actions are designed, and how, ultimately, they achieve the desired benefits, impacts, and outcomes for reducing risk or recovering from disaster. Culture describes the beliefs, customs, norms, behaviours, languages, and assumptions acquired through social learning and the unique ways of working and knowing that exist in differing contexts. Context describes the unique background and circumstances of people living in a specific geographic region based on their history, culture, economy, geography, governance and social support structures, relationships, and prior disaster experience. The 4P Framework recognizes that all youth engagement efforts operate through this nexus of culture and context, which, in turn, shape the four principles of Process, Partnerships, Place, and Purpose.

The Process principle promotes activities and actions that stimulate and strengthen youth agency and engagement in culturally and contextually sensitive ways. The focus on process recognizes that the “how” of actions is as important as the what. This principle invites a consideration of the contextually specific advantages and challenges that youth face in all aspects of their lives. It encourages youth and their adult partners to explore how to co-create and leverage opportunities for building youth resilience through activities and actions that are youth-informed, youth-friendly, and youth-driven, where possible. This principle promotes processes that are ethical, safe, sensitive, relevant, and acknowledging of and responsive to power dynamics, social stigmas, and inequities. These inequities can be due to age, race, ethnicity, culture, gender, class, abilities, sexual orientation, and other social identity categories. The principle includes the recognition that processes can have a significant impact on results (they may be potentially transformative in and of themselves) and thus require a clear understanding of the desired outcomes. A focus on process also requires the identification of how much time, space, and resources will be required to achieve those outcomes.

The Partnerships principle promotes activities and actions that convene and connect stakeholders and knowledge holders in ways that support youth, their families, and their communities to lower their disaster risk, recover from disaster, and take action on DRR-R and climate change. This principle highlights the proactive inclusion of youth in collaborative, respectful, and mutually beneficial relationships between individuals, communities, and networks across diverse sectors and disciplines. The principle promotes the identification and advancement of existing and emergent collaborations that generate opportunities for youth to explore, uphold, promote, and act upon their own ideas in culturally responsive, reflexive, and relational ways. The principle places a focus on building and strengthening Youth-Adult Partnerships.

The Place principle promotes activities and actions that respect and respond to the connection youth have to the physical and symbolic meanings of place (e.g., house versus home). In this context, place includes the built, natural, and online spaces and environments which youth inhabit and encompasses issues of access and accessibility. The principle also recognizes and responds to implications unique to youth experiences of attachment, loss, and the renegotiation that can occur after a disaster event.

The Purpose principle promotes activities and actions that are meaningful to youth in their unique communities (however they define them) and shifts programs or policies that are harmful or not beneficial for youth. It also aims to strengthen a sense of belonging and resilience in ways that are sustainable (integrating environmental, social, and economic perspectives). This can allow youth to foresee, confront, withstand, and recover from disruption due to disaster and a changing climate. The principle encourages youth-driven efforts that are flexible, contextual, culturally relevant, and responsive.

MOVING FORWARD

Building a greater awareness of the importance and opportunities for engaging youth more meaningfully, moving beyond merely providing activities for youth to providing opportunities for growth and meaningful action with youth represents an important shift in thinking for youth and their communities. Moving forward with meaningful youth engagement in DRR-R and resilience building is a pivotal part of effectively meeting and thriving in the face of the growing challenges we are all facing. As one young person (age 14) shared with us, “I feel like sometimes, some people feel like youth don’t have a big impact, but... I think some youth really do want to make a difference... and they are ready to do what it takes to be able to be more knowledgeable about things like this. Also, as youth, we are the future. In a few years some of our friends may be running for Prime Minister or positions of power so we have to... everyone has to be knowledgeable about these issues.”

A group of people are gathered in a room for an educational event. In the background, several informational posters are displayed on a wall. The posters include titles such as "SEA LEVELS ARE RISING", "What causes sea level rise?", "By how much?", "What can we do now?", "Why do we care?", "Why is this happening?", "What are we doing?", and "What can you do?". The posters feature illustrations of people, animals, and natural elements. In the foreground, a woman in a teal jacket and a yellow scarf is talking to a woman in a grey sweatshirt. Another woman in a dark jacket is visible on the right. A woman in a white sweater and red pants is sitting in the lower left. The room has a dark ceiling with track lighting and a concrete floor.

PART 2: ACTIVITIES

The rest of this guide focuses on activities that we have used in various workshops and projects with young people. They are offered as a small sample of concrete actions and activities that can support and deepen youth engagement.

The activities in this section follow closely from the principles outlined in the first part of this guidebook. They have all been used in a number of workshops with youth (primarily with youth aged 15–24). They represent an incomplete, but hopefully useful sample of those activities that we have found most successful for working with youth on the complex issues. These activities include, and build upon, an array of youth engagement activities used by practitioners and researchers across the globe. We are grateful to those individuals and groups who initially developed these activities and to the countless others who continue to apply these activities and tools in practice.

It is important to note that while these activities on their own are important and valuable, it is the conversations that follow these activities that yield rich insights and perspectives from young people. We strongly encourage you to engage in rich dialogues with youth following the activities to gain important insights about what worked, what was learned, what surprised them, and what could be improved and/or changed moving forward.

R-SIL PROCESS

Each of the activities below has been categorized into one or more of the steps of the RbD Lab's R-SIL process: Explore, Connect, Reflect, Create, Test, and Seed. The R-SIL process focuses on the development of creative, critical, and innovative thought to support resilience and engagement on complex problems. It provides participants with hands-on opportunities to learn and practice skills related to participatory research and analysis, creative and arts-based research methods, facilitation and community engagement, creative problem solving, action planning, and knowledge mobilization through a variety of methods, including digital storytelling.

The six process-components of the R-SIL are:

PROCESS 1: EXPLORE

These activities are about understanding the problem. Before diving into solutions, it's important to take stock of the context, ideas, perspectives, and stakeholders already in the problem space. This requires exploring not just the factors in the space, but also exploring how your viewpoints, skills, and assumptions shape definition of the problem. Exploration requires curiosity, observation, and maintaining an open mind and heart.

PROCESS 2: CONNECT

These activities are designed to engage more directly with the various stakeholders and forces shaping your problem. Once you have developed an initial understanding of the problem space, through exploration, you can then target your connection activities to engage directly with the stakeholders and ideas at local, national and global scales. Connection requires empathy, active listening, and creating new linkages across traditional boundaries.

PROCESS 3: REFLECT

These activities make the space needed for deepening your understanding of the problem. Through the exploration and connections you have accumulated a great deal of new information, but fitting it all together requires the time and space to reflect on: how you've engaged with the people and ideas; what you've learned from that engagement; and how you are feeling about the experience. Reflection requires critical thinking, contemplation, and developing a long-term vision.

PROCESS 4: CREATE

These activities are all about throwing caution to the wind and unleashing novel and creative solutions, which advance your vision. The first half of the cycle has equipped you with a solid understanding of the nuances and complexities of your problem space, and it's time to start creating possibilities to make things better. Any number of creative processes can be used in the create phase; no assumptions are safe from scrutiny and no limits should be imposed on your ideas. Creation requires creativity, openness, and the courage to dream big!

PROCESS 5: TEST

These activities are about quickly moving things one step further, playing with and testing new solution ideas. The create phase has generated a wealth of new possibilities; now it is time to collaboratively select ideas to prototype and pilot. The objective here is to quickly determine which ideas work well, and which ones may need to be parked for the time being. In the experiment phase, we want to fail early and fail often, in order to quickly refine, shape and test the most promising solutions. Experimentation requires playfulness, humility, and the ability to celebrate successes and learn from shortcomings.

PROCESS 6: SEED

These activities are about taking your solutions towards real-world implementation. Through your experimentation you have developed a good sense of the most promising solutions, now it's time to turn ideas into actions. This is not an easy step — your solutions may address complex and seemingly intractable problems, but don't get discouraged — you have a host of innovative tools at your disposal to help share, amplify, and mainstream your innovations. Think about how your solution can be the stone that creates small ripples in your problem space and what can be done to help these ripples spread. Seeding requires strategic thinking, determination, and engaging allies to help turn ideas into action and action into change.

ROLES AND RESPONSIBILITIES IN EFFECTIVE FACILITATION

In addition to the learnings presented earlier in this Guidebook, it is important to be aware of the various roles that must be filled and responsibilities that must be covered for any workshop or activity with youth to be successful. Building the strong relationships necessary for meaningful work with youth means ensuring that adult allies are prepared and able to offer: 1) effective facilitation 2) documentation of the thoughts and conversations shared by youth, and 3) proactive support for any concerns that may arise. In a longer process, or multiple sessions of a workshop, you may want to consider how to share these roles so that work is distributed and people can take turns holding more of a meta-view (the facilitators, the note-taker) then returning into fully participating in the work. This may also be an opportunity for youth to develop and practice skills associated with each of the roles. Although these roles can be distributed to individuals, these roles can also be viewed as different responsibility groups that the facilitator or facilitators should each hold in mind. This information is relevant to the facilitation of each of the activities in the second part of this Guidebook, as well as to overall workshop design.

FACILITATOR/CO-FACILITATOR

The role of facilitator is critically important to the success of any workshop. The facilitator(s) sets the tone for the gathering, helping the group establish shared norms or informal rules that can guide participants' behavior. The facilitator(s) focus on the process of the meeting, helping the group to balance the need to maintain focus in order to accomplish their goals, while also needing to feel good about their participation (i.e., process). This requires managing the ebb and flow of participation, structuring activities to support both the focus and the process while being sensitive to who is in the room and to the balance of participation. Facilitation requires having an understanding of group dynamics and adjusting process as needed so that people feel heard, valued, and positive about their participation. Co-facilitators can share these tasks equally or divide them up, with both collaboratively guiding the work so that participants feel a sense of ownership and trust.

NOTE-TAKER

Note taking is an important and often overlooked role. The note-taker makes the listening visible by collecting and recording the ideas and information that is shared. Reflecting back to participants what is being heard, signals respect and honoring of the voices and ideas of participants. Notes also provide a necessary record of the process over time, providing a map of what has been accomplished, what still needs to be accomplished, where challenges and opportunities have arisen.

Whether the information recorded in workshops will be used in the context of research or not, the responsibilities of notetaker must also include ensuring that all participants give their informed consent for the words and other information they share to be collected and used outside of the workshop setting. This means having a clear idea of how you plan to use this information, communicating this intention to participants, and maintaining communication around the use of the information.

SUPPORT PERSON

At the outset of any workshop or activity with youth, it is important to identify someone that participants can reach out to if they feel unsafe, unheard, or uncomfortable, or if they have any other questions or concerns that need to be addressed. Creating this open line of communication early builds the foundation for authentic relationships with youth as you move through discussion into action.

OTHER ROLES

Depending on the work being done, it can sometimes be helpful to designate someone (youth or adult) to take pictures. High resolution pictures can be used in mobilizing the outcomes of meetings and workshops in reports and social media. Remember that whoever is taking pictures will not be able to participate as fully in the meeting or workshop, so it is preferably someone whose voice, ideas, input are not as critical to the process, and someone who has some skill in framing compelling and clear images.

USAGE

While the activities outlined below can be modified for use in any of the above steps, we have found that some naturally lend themselves to parts of the R-SIL process better than others. A number of activities that are suitable for trust-building, establishing norms, and getting to know participants are also included, indicated by the symbols at the top of each column in the table below.

ACTIVITY	Opening & Closing	Explore	Connect	Reflect	Create	Test	Seed
	O	E	C	R	C	T	S
Circle of Connection							
Values Charter							
Photo Elicitation							
Body Mapping							
Community Mapping							
Expert Panel							
Photo Stories							
Reverse Brainstorming							
Infographics							
Rapid Prototyping							
Digital Storytelling							
Micro-actions							
Pitching Your Passion							

Circle of Connection

This Circle of Connection activity involves all participants holding onto a large circular loop of rope or object and reflecting on their connection to one another. It functions as a group “trust fall” that can help to physically illustrate the equality between facilitators and participants.

PURPOSE

The Circle of Connection activity supports group trust building and can help to establish shared norms for a workshop. They also provide participants with experience in representing complex topics physically and offer a more involved way of facilitating individual introductions within a group.

TIME REQUIRED

This activity generally requires between 10 minutes and 20 minutes.

MATERIALS

- » Securely fastened loop of rope or hula hoop wide enough in circumference to accommodate number of participants.

FACILITATION GUIDE

1. If using a piece of rope, ensure the rope is long enough for all participants to hold on to, and is strong enough to support their combined weight when leaning back. Tie the two ends of the rope together in a securely tightened knot.
2. Place the loop of rope (or hula hoop) on the ground to start.
3. Invite all participants to come together in a circle at arm’s length apart.
4. Invite all participants to go around in circle and state their name and one word that describes how they’re feeling.
5. Invite participants to pick up the rope and hold on with two hands. The rope should be tight also.
6. Invite all participants to plant their feet lean backwards and feel the strength of the circle.
7. After 15-20 seconds invite participants to return to a comfortable standing position.
8. Ask participants: What did you notice about the circle?
9. Invite all participants, if they feel comfortable, to close their eyes and lean backwards.
10. After 15 seconds, invite participants to open their eyes.

11. Ask participants: How did it feel to close your eyes? Why did you feel this way?
12. Invite participants to close their eyes and lean back a second time. After 30 seconds, invite them to open their eyes.
13. If participants feel comfortable to do so, invite participants to lean back and collectively sit down (note: if participants are wearing skirts, this step should likely be avoided).
14. Once participants are sitting down, invite them to collectively stand back up.
15. Lead a discussion using the questions below as a guide.
 - a. How was that experience for you?
 - b. What did you notice?
 - c. What surprised you?
 - d. What lessons can be applied to our work together?
16. Explain that:
 - a. This circle represents equality and continuity because everyone is on the same level.
 - b. In our circle, all of our views are respected and listened to, and everyone has different strengths to contribute. Circles focus on “power with”, focusing on the power of communities to connect positively together.
 - c. Throughout the workshop we will form circles as part of reflecting on activities, actively listening to one another, and sharing ideas.
 - d. It is important to remember what a circle stands for so that everyone’s opinions are listened to and equally valued.
17. Expand on these initial concepts with the following questions:
 - a. In your life what are ways that you have worked together in community to support your peers?
 - b. How can we trust one another and support one another to build a positive environment to ensure everyone has an equal opportunity and feels safe to share their ideas?

Values Charter

Creating a workshop Values Charter serves the dual purpose of identifying the values that a particular group of participants share and having participants express their commitment to those shared values in a concrete way. In groups composed of youth who have not previously developed relationships, this activity can be a crucial first step in identifying and clarifying shared values within the group.

PURPOSE

The purpose of this activity is to have participants establish values (or ground rules to live by) that shape and guide the workshop. A Values Charter helps participants identify values that are important to them, and that are or can be shared by all participants. It is best placed as an opening activity but can and should be referred to throughout longer workshops.

MATERIALS

- » Flipchart
- » Markers, crayons, etc.

TIME REQUIRED

This activity generally requires between 15 and 30 minutes. In longer workshops, allot 5-10 minutes each day to revisit the charter, and to add or revise values as needed.

FACILITATION GUIDE

1. Introduce the activity by saying that, similarly to our opening circle, it is important for us to identify our shared values and commitments to make this workshop safe and fun for all participants.
2. Invite participants to share ideas on values that are important for them for the workshop.
3. Provide an initial example such as active listening, respecting self, respecting one another, managing time well, etc. Continue to prompt until participants have run out of ideas, then ask participants if they all agree to the values listed.
4. Resolve any disagreements, and when all participants agree, invite everyone to come up and sign their name.
5. If conducting a longer workshop, remind participants that you will be referring back to the Values Charter throughout your time together.

Photo Elicitation

Photo Elicitation activities involve inviting participants to choose one or more of a diverse set of images in response to a prompt or prompting question. There are existing sets of photographs that can be used (e.g., Visual Explorer™) or participants can be invited to take images themselves. Working with the images, participants are invited to describe why they chose the image that they did, and what the image means to them in response to the guiding question. We have found that the simple act of choosing a picture enables participants to begin to think about and communicate complex issues far more easily than when asked directly. In some cases, it also allows participants to overcome embarrassment or nervousness by letting their picture speak for them. It is most suitable for the Explore stage of the R-SIL process, as well as for opening and closing activities.

PURPOSE

Photo Elicitation supports an initial exploration of a topic (e.g., climate change, disaster risk reduction and resilience) from individual and shared perspectives. It helps to develop greater visual literacy and the capacity to share and interpret visual images as stories. For older youth, it also provides exposure to a creative strategy for eliciting research data.

TIME REQUIRED

This activity requires between 30 minutes and 90 minutes, depending on group size and depth of discussion.

MATERIALS

- »  Center for Creative Leadership Visual Explorer™ cards or another diverse assortment of photographs (create your own from a royalty-free image bank such as this one: [pexels.com](https://www.pexels.com)*)
- »  Flip chart paper, markers, tape
- » *The images you use should be diverse enough, and evocative enough, to support the exploration of a range of topics and with diverse participants

FACILITATION GUIDE

1. Ask a couple participants to assist in laying out photos in a circle or pathway that allows participants to walk around and look at all the images.
2. Pose a reflective question or prompt regarding the topic (e.g., climate change, resilience):
 -  a. e.g. “Which picture best represents you?”
 -  b. e.g. “What does resilience to climate change look like?”

3. 3. In response to the question, invite participants to walk around and look at the photos (in silence) and select one or more photos that best represent their response to, or thoughts around, the prompt.

Tip: Prompts can be provided regarding the selection of photos to ensure participants understand that there are different ways of selecting photos. They can select an image because it directly represents their answer, they can select a photo because it metaphorically represents their answer, or they can select the photo intuitively, that is, the image speaks to them in some way they don't necessarily understand but that feels right).

4. Invite participants find a partner and, with their partners, describe the photo (what is actually in the image) and then describe how this photo represents/evokes their response to the prompt or question. Each participant takes a turn.
5. Ask participants to then join together with one or two other groups (resulting in groups of 4–6) to share briefly their images and why they selected them. Afterwards, facilitate a discussion to identify and discuss common themes that emerge from the descriptions they have provided, and using flip chart paper, tape, markers, build a poster that reflects these themes.
6. Debrief: facilitate a larger discussion, in which participants explore the themes and what this says about their understanding of/response to the question, at the group level. You may also want to explore how participants felt about the activity, and how it could be used in other contexts of their lives.

Body Mapping

Body mapping starts with a life-size (or close to life-size) outline of each participant using butcher-block paper (or equivalent), to which they add important details that reflect how they think about themselves. These details can be general (e.g., what do I care about; what do I think about; what do I like to do) or they can be specific to the specific issue or challenge being explored. Body mapping exercises encourage participants to look at themselves through a strengths-based lens and allow participants to visually represent the aspects of their personalities, values, and lives that are important to them.

PURPOSE

Body Mapping can be used to support participants' exploration of their personal values, as a deeper introduction to the other participants, and as a method of exploring personal resilience. It also supports participants in expressing themselves creatively. It is most relevant to the Explore stage of the R-SIL process.

TIME REQUIRED

This activity requires between 20 and 40 minutes.

MATERIALS

- » ● Flipchart paper
- » ● Thick-tip markers
- » ● Stickers, stencils, or other extra craft items

FACILITATION GUIDE

1. Invite participants to form pairs and to assist each other in tracing a lifesize outline of each other onto one or two full sheets of flipchart paper. Mention that the position of their bodies is up to them.
2. Next, have participants add to their figures symbols that represent key aspects of who they are, important moments in their life, their culture (personalized), aspirations, etc. Remind them to think about both the symbol (colour, shape, words, size) and its placement on their figure.
3. Once participants have added their symbols, ask them to think of a personal symbol and slogan, something that reflects the/a kernel of who they are, and to add this symbol and slogan to their figure.
4. Participants can then draw around the body symbols/images that represent contexts and external things (e.g. people, places, spaces, activities, culture) that support their well-being/resilience.

5. Come together for a discussion:
 - a. What did you notice through this activity? What did you learn?
 - b. What have you captured in your drawings that support your well-being and your ability to be resilient?
 - c. What are some of the things you noted inside of yourself that support you to be resilient? How are these important to you?
 - d. What are some of the things you noted outside of your figure that support you to be resilient?? Where do those things come from? How do they affect your resilience?
 - e. What other things could be helpful to support you to strengthen your well-being and resilience?
6. At the end of this activity, be sure to thank everyone for their contributions, their vulnerability, and most importantly for being who they are!

Community Mapping



Community Mapping, like [Body Mapping](#), starts from a map of the community. This can either be an existing map (enlarged for the purposes of the activity) or a symbolic map. The latter can be as simple as a set of concentric circles of individual, community, and culture or can be a hand-drawing by participants of their community reflecting their sense of the geographic shape, important land marks, etc. By adding information in the form of words or symbols to blank “community maps”, participants highlight the strengths and opportunities that exist at various levels of their own communities.

PURPOSE

Community Mapping encourages participants to analyze their communities in a way that they may not normally do, thereby encouraging creative thought about those aspects that they may wish to build upon and about those they may wish to change (Explore). It can also help participants to identify actors in their communities that may be helpful in driving change in particular areas (Connect). Lastly, it encourages the kind of critical thinking needed in the Reflect stage of the R-SIL process, when used to evaluate existing initiatives and resources.

TIME REQUIRED

Community Mapping requires approximately one to 1.5 hours to complete.

MATERIALS

- » Flipchart paper
- » Thick-tip markers
- » Stickers, stencils, or other extra craft items

FACILITATION GUIDE

7. If you are not using an existing map of your community, invite participants in small groups (4-6 people) to draw a map of their community. This map does not need to be drawn to scale. Rather, it represents how they see their community.
8. Once, the maps have been drawn, invite participants to identify the places, spaces, and activities that are important to youth and support their wellbeing. Participants may want to use stickers or symbols to identify these places.
9. After about 10 minutes, invite participants to identify the places, spaces, and activities

that do not necessarily support their wellbeing.

10. Once the maps are complete, invite participants to share their maps and offer explanations about how the things they have identified are important.
11. Invite participants into a large group conversation using the following questions as a guide:
 - a. How is your community currently resilient? What are some of things that make you proud to be part of your community?
 - b. What could be done to make your community more resilient?
 - c. If you could identify three things to strengthen your community what would they be and why?

Asking Good Questions ●



The Asking Good Questions activity introduces basic interviewing and inquiry skills and lays the foundation for connecting with those working in participants' areas of interest. It is versatile and can be modified to more thoroughly cover specific interviewing styles (journalistic, informational, career, or research, for example).

PURPOSE

Engaging youth in DRR-R includes building their capacity to engage with peers in their community, youth and adult. Covering basic interviewing skills in a fun, supportive environment can also aid youth in developing experience that they can then apply in other areas of their lives.

TIME REQUIRED

At least 60 minutes should be allotted for this activity, although with modifications for older youth it can be expanded to take an entire morning or afternoon.

MATERIALS

- » ● Pens and notepads or smart devices
- » ● Handheld voice recorders, cameras capable of video recording

FACILITATION GUIDE

12. Begin with a brief introduction to the ethical/practical considerations of interviewing. Ask questions that encourage reflection around the following themes:
 - a. How can we engage in a conversation from a place of curiosity?
 - b. How can we create a supportive environment?
 - c. What questions are important to ask?
 - d. Who owns the information you collect?
 - e. Whose interests does it serve? Who will benefit from it?
 - f. Who has designed its questions and framed its scope? Who will carry it out?
 - g. Who will write it up?
 - h. How will the results be shared?

- i. How can we keep the information safe, confidential, and anonymous?
 - j. If we are interviewing groups of people, how does this affect the questions we have already explored?
13. From there, move into a discussion of conversations and interviews, more generally:
- a. Identifying who and how to engage
 - b. Asking/framing good questions that support conversational methodologies
 - c. How to “hold” the space of a story generating/interview session
 - d. Mechanics of audio/video recording
14. It may be helpful to model interviews with participants, one demonstrating what not to do, followed by another modelling good interviewing practices. In both cases, ask participants what they notice, and what impact that had on the interview and the interviewee.
15. Invite participants to break into groups of two (interviewer and interviewee) or three (interviewer, interviewee, and recorder, who can take notes on prompting and probing questions and give feedback to interviewer) and practice conducting a short interview on a topic of their choice.
16. After a set time, ask participants to switch roles.

Expert Panel ●●E

Expert Panels allow youth to connect directly with professionals in their fields of interest, in a way that are often not normally made possible or accessible. When preparation time allows, participants can directly contribute to the selection of experts or knowledge holders, or identify areas of expertise through a pre-workshop survey or poll. In our post-workshop interviews with youth, this activity frequently comes up as one of the most empowering and interesting to them.

PURPOSE

The purpose of this activity is to break down the barriers between youth and others working in their fields of interest. It builds upon basic interview and inquiry skills and provides participants with a unique opportunity to connect with adult experts in a comfortable setting. This activity is an excellent example of the Connect stage of the R-SIL process.

TIME REQUIRED

The time required for this activity can range from one to three hours, depending on the number of people recruited and their availability. Recruitment and selection should begin at least one month in advance of the workshop date.

MATERIALS

- » ● Note paper
- » ● Pencils
- » ● Optional: voice recorders or video cameras

FACILITATION GUIDE

1. At least one month before a planned workshop, explain to workshop participants that part of their workshop will include a panel of knowledge holders, and invite them to complete a survey or poll on their areas of interest.
2. Connect by engaging with local knowledge holders. These can come from within facilitators' own extended networks and by engaging other local and regional knowledge holders based on participants' interest areas.

Focus on ARC: This activity began with introduction to additional research skills (i.e., interview skills, deep listening, and empathy). Youth then applied these skills by interviewing four locals from Banff with expertise in local ecology, parks, and climate change. The youth engaged in a jig-saw interview strategy in which members of each team divided themselves up into combined groups that then engaged with one of the experts in a

semi-structured discussion of relevant issues (e.g., observed and expected impacts of climate change on the local ecosystems). When these discussions were completed, the teams reconvened and engaged in an activity that supported their sharing and synthesis of the information garnered from all four experts.

3. Provide participants with an introduction to interviewing using both examples and hands-on interviews in pairs. Based on the participants familiarity with interviewing, more or less time may need to be spent on these basic skills.
4. To prepare for the panel, invite each participant to work in pairs to create three questions that could be asked to any expert (e.g. what would you like youth to know about your field?) and three questions for the expert of their choice.
5. Following the panel, and as time allows, invite participants to ask experts their questions, either in a group panel format, or in individual groups with each expert.

Photo Stories

The Photo Stories activity consists of inviting participants to explore their physical surroundings or community and to capture some aspect of those surroundings using photography and reflection. It emphasizes community engagement through image making, with the goal of moving people to a sense of agency, control and possibility. Group discussion enables people to reflect on the images they have produced. It is accessible to anyone who can learn to use a camera. Photo stories allow participants to record settings, as well as moments, share concerns and needs, and identify and share strengths and assets.

PURPOSE

This activity, like the [Photo Elicitation](#) activity also outlined in this guide, supports the development of visual literacy and the ability of youth to express themselves creatively through photography. It has a strong capacity-building focus and can be modified to emphasize either photography skill development or research/workshop facilitation for participants with a basic level of knowledge in either of these areas. The photo-stories generated in this process can also be used to share knowledge with people outside the project through formal or informal exhibitions and community conversations. It is best suited to the Explore stage of the SIL process, however, it can also be used to support the Reflect stage.

TIME REQUIRED

This activity can take between one hour and three hours and can be extended to include time for at-home photography and reflection.

MATERIALS

»  Cameras or smart devices

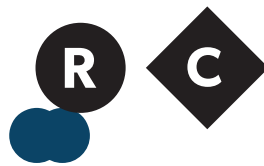
FACILITATION GUIDE

1. For participants without prior photography experience, introduce the activity with an overview of a few basic photography skills and composition techniques, including, for example, the rule of thirds (many introductory photography resources are available online, such as this introduction (<https://expertphotography.com/a-beginners-guide-to-photography/>)).
2. Invite participants to leave the workshop space and to briefly explore their surroundings or community, taking photos along the way.
3. Debrief this initial exploration when participants return, focusing on participants' initial experience with photographing their environment.
4. Next, outline a prompt or question to be explored and allow space for questions and

answers.

5. This time, when participants again leave the workshop space into their surroundings or community, encourage them to focus their photography on elements that represent their feelings or thoughts around the question or prompt discussed.
6. When participants return, ask them to write a few sentences in caption form for the photograph that best represents the question or prompt.
7. Invite participants to share their photographs and captions with the group.
8. Debrief:
 - a. To what did the camera draw your attention?
 - b. What did you notice about your environment that they might otherwise miss?
 - c. How can these pictures help share your ideas and perspectives about your community?
 - d. How might your perspectives differ from others in your community?

Reverse Brainstorming



This activity is just like brainstorming, but backwards. Instead of looking at a challenge in the normal manner, participants are guided to reverse their thinking and to think instead about ideas to solve the imaginary exact opposite of the real challenge. Reverse brainstorming uses novel thinking to help participants to understand the issues that are important to them and the ideas that can be used to solve them by highlighting the things that create and sustain it.

PURPOSE

Reverse Brainstorming can be used as a quick introduction to design thinking, or a more involved exploration of specific ideas. Depending on its use, this activity may be better suited to either the Reflect or Create stages of the R-SIL process.

TIME REQUIRED

Depending on the depth of discussion and number of participants, Reverse Brainstorming can take anywhere from 15 minutes to one hour.

MATERIALS

- » Notepaper
- » Writing tools

FACILITATION GUIDE

1. Invite each participant to write down their problem/challenge as a question (e.g. "how can I encourage the use of solar energy panels in my community?")
2. Then one at a time, have each participant ask the opposite of their problem question (e.g. "How can I discourage the use of solar energy panels in my community?")
3. Next, invite everyone to brainstorm answers to their questions. Spend 5 minutes per problem.
4. After each reverse brainstorm, spend another five minutes with the group reflecting on what they have heard... the participant whose problem challenge it was should take notes.
5. Move on to the next participant and repeat.
6. Once everyone has gone through the process, and has notes, prompt participants to

use these notes and reverse the problem generating ideas into solution ideas. Explore to see whether they see a potential solution or attributes of a potential solution.

Infographics

An infographic is a visual image used to represent information. The process of creating an infographic requires participants to identify ideas that are relevant to them or to the issue being explored. In this way, youth can both understand what goes into presenting the information that affects them and learn to develop compelling stories that synthesize the information they have gathered (or are gathering) on the topic of concern. Infographics combine visuals, graphics, data, and text to tell a complex and important story at a glance and display information visually in a clear, structured, and attention-grabbing way.

PURPOSE

The purpose of this activity is to develop familiarity with the process of presenting information visually and as a story. It also supports and facilitates initial solution-finding. For these reasons, this activity is usually facilitated as part of the Reflect and Create stages of the R-SIL process, however it can also be used as a tool within the Seed stage.

TIME REQUIRED

This activity requires between one and two hours.

MATERIALS

- »  Computers or smart devices
- »  Infographic software: Canva, Piktochart, Infogram, PicMonkey

FACILITATION GUIDE

1. In a group, ask participants to come up with a definition of an infographic
 - a. What is an infographic?
 - b. What are features of a good infographic?
 - c. What are examples of interesting infographics they have seen?
2. Ask participants to consider the following steps
 - Step 1: Evaluate Your Idea
What information do I already know? What do I want to know?
 - Step 2: Do Your Research
Where can I find this information?
 - Step 3: Create an Outline
What are the most important pieces of this story to tell?
 - Step 4: Gather Your Assets
What images, graphs, or charts do I need to communicate my story?

3. Provide a demonstration of a chosen infographic software and walk participants through the process of signing up for an account.
4. When infographics are complete, invite each participant to share their infographic with the group.
5. Discuss in a group:
 - a. What was difficult about this task?
 - b. Could any of the solutions we generated be put into practice tomorrow? Next month? Next year?
 - c. How would you approach this task differently next time?

Rapid Prototyping

Rapid Prototyping is a technique that allows participants to quickly and creatively develop the ideas they generated during earlier activities in a hands-on and dynamic way. In this activity, participants are invited to use a variety of craft items to design and present a conceptual prototype of a solution to a complex problem.

PURPOSE

This activity allows participants to imitate the often-difficult shift from brainstorming solutions to putting them into action and can help to focus on the solutions that have the most potential moving forward. It also gives participants the opportunity to work with their hands and see their solutions come to life in the real world. This activity fits within the Test stage of the R-SIL process.

TIME REQUIRED

This activity requires between one and three hours. Within that time, allot 30 minutes to one hour for prototyping.

MATERIALS

- » ♦ Various craft supplies (pipe cleaners, foam shapes, popsicle sticks, etc.)
- » ♦ Modelling clay or air-dry clay
- » ♦ Hot glue guns, glue sticks, tape, etc.
- » ♦ Scissors

FACILITATION GUIDE

1. Invite participants to select the most promising solution to the complex problem presented.
2. Explain that moving from these ideas to concrete solutions is a difficult step, and one way to make the leap is to rapidly test out idea after idea until you find one that looks like it could work.
3. With their first idea in mind, invite participants to work as quickly as possible to create a model prototype that represents their solution in a very limited amount of time (30 minutes to one hour).
4. Remind participants that their goal is not to create a real-life solution, but to think outside the box, and to develop a model that illustrates their idea, as unrealistic as it may seem.
5. When all participants have finished, invite participants to present their prototype to the

group.

6. 6. After the presentations, discuss in a group:
 - a. What was difficult about this task?
 - b. Could any of the solutions we generated be put into practice tomorrow? Next month? Next year?
 - c. Does it matter if the idea didn't work?

Digital Storytelling

Digital Storytelling teaches and facilitates the creation of short video stories that can draw on any combination of images, text, video, audio (voiceover) music and sound-effects. The resulting videos typically share personal perspectives and experiences and are under four minutes long. Whether you want to motivate a group, market your personal or organizational brand or mobilize change, digital storytelling can be an empowering social and communicative tool.

PURPOSE

This “keystone” activity allows participants to learn the process of digital storytelling, become familiar with basic video editing software, develop a storyboard and script, and create a digital story. It develops existing visual literacy and storytelling skills and fits well in the Create and Seed stages of the R-SIL process.

TIME REQUIRED

Stories can be made in as little as 90 minutes. Ideally it is great to give participants the chance to take pictures and develop their story ideas. This can easily be done in a day long workshop (or split over two days).

MATERIALS

- »  Computers or smart devices
- »  Movie editing software such as iMovie or Windows Movie Maker

FACILITATION GUIDE

1. Before facilitating this activity, it is important for facilitators to develop a basic level of understanding with a simple movie editing software such as iMovie or Windows Movie Maker. Tutorials for both (and many other free, inexpensive, or included programs) are available online (iMovie: www.youtube.com/watch?v=NCTQjmsCZRk; Windows Movie Maker: www.youtube.com/watch?v=XmR2VHYW-Hs)
2. It is important to briefly cover the ethics of video production:
 - a. Consent
 - b. Safety
 - c. Copyright / Music (Creative Commons/Others)
 - d. Understanding the advantages and challenges of different platforms for story-sharing
3. Remind participants that digital stories are not films. The advantage of a digital story

is that it doesn't have to be perfect. What is important is the message, created with a specific audience in mind, and the PROCESS of giving people who may not often have voice in decision making the opportunity to share their ideas in a way that can be easily shared.

4. Ask participants to think about what story they would like to tell? Help participants to focus on the following key aspects of an engaging story:
 - a. Challenge (What is the problem?)
 - b. Choice (Elaborate the problem, how to respond to challenges, key moments and examples that can use personal stories to highlight challenges/choices/options).
 - c. Outcomes (What is the change you would like to see?)
5. Walk participants through the following four elements of storyboarding, using the chosen software:
 - a. Theme
 - b. Pictures
 - c. Script
 - d. Voice Recording
 - e. These steps can be taken in whatever sense makes sense to participants and their stories (although it usually makes sense to pick your theme first and voice recording last!)
6. Prompt participants to organize pictures into some kind of order (think about a storyline: introduction, main body, conclusion – including a “key moment” or “key moments” if appropriate).
7. Assist participants in importing pictures into editing software.
8. Invite participants to then create a short script connecting their theme to their pictures for a mini story (around 20-40 sentences for a full-length story).
9. Record Script (directly into editing software).

Micro Actions

The idea behind the micro action activity stems from that of “chunking” within the field of productivity: breaking down complex actions (such as writing a letter to a political representative) into the smallest imaginable actions (such as determining a relevant political representative, locating their email, drafting an email, and sending it). By encouraging participants to identify and carry out these near effortless actions, facilitators can help youth to engage meaningfully on issues of importance to them in a fun, low stress and high reward environment. Through micro actions youth can experience moving their ideas forward from concept to reality in ways that are less overwhelming and more likely to by-pass some of the common pitfalls inherent to taking action in the face of complex challenges.

PURPOSE

This activity is particularly useful for helping participants to overcome the feeling that they are not adequately prepared to take immediate action in the areas that are important to them. By making real world actions manageable and realistic, it also gives participants experience with many of the first steps of action within their fields of interest. This activity fits firmly within the Test stage of the R-SIL process and makes a great final activity.

TIME REQUIRED

This activity can be modified to take as little as one hour, or as much as an entire day.

MATERIALS

- » Paper
- » Pens
- » Internet-enabled devices

FACILITATION GUIDE

1. Invite participants to group themselves by the problem they would like to address
2. Together with the group, collectively decide what the value of a single point should be. Run through the following example micro actions and determine an “action size” that the entire group is comfortable with. Which of the following should be worth one point? Which should be broken down even further? Are any already too easy?
 - a. Identifying a political representative, public figure, etc., and finding their email address
 - b. Drafting a unique email to a political representative
 - c. Sending that email

- d. Making a public post on Facebook
 - e. Making a public post on Instagram
 - f. Sending a tweet
 - g. Making a Snapchat story
 - h. Designing a paper flyer
 - i. Posting a paper flyer
 - j. Collecting a sandwich-sized bag of garbage.
3. Steer the conversation towards the effective impact of each action. Is sending an email as effective as collecting a small bag of garbage?
 4. Set a procedure for revising the point value of actions. The facilitator can act as an adjudicator for actions already discussed, for example, but may need to secure a quick majority vote when a new action seems too easy and is being used to accumulate a high number of action points with low impact (e.g. a mass mail out with the only unique portion being the recipient's name).
 5. Add other rules! E.g. a "post to four social media platforms" bonus.
 6. Give participants a set time (one hour works well) to "accomplish the highest number of the smallest tasks possible".
 7. Depending on the nature of the existing relationships between participants, the competitive nature of this activity can either be increased with small prizes for winning teams/individuals or decreased by pooling the number of micro actions into a collective tally.

Pitching Your Passion ●



PURPOSE

The purpose of this activity is to have participants develop and practice their ability to articulate their innovative ideas and develop clear messaging and stories to share with the public. This activity also supports participants, through mentoring and coaching, to refine their ideas and the way in which they present them.

By encouraging the development of three-minute pitches, this activity supports skill-building in public speaking, storytelling, and messaging to support the dissemination of innovative ideas. The coach and mentor engagement in this activity also underscored the value of networking and connections with increases potential to connect with experts and other resources within a specific field of interest.

MATERIALS

- » Flipchart
- » Markers, crayons, etc.
- » Coaches/subject matter experts
- » Snacks

TIME REQUIRED

This activity generally requires two 60- to 90-minute sessions.

FACILITATION GUIDE

1. In preparation for session 1, invite one coach per 1-3 participants. Try to have the coaches be as relevant as possible to what the participants request (i.e., either someone with public speaking experience or subject matter experience related to their idea).

SESSION 1

2. Introduce the activity with an icebreaker, people in the room get to know one another.
3. Introduce what will happen and guidelines of the pitch: “The pitch will include the problem you’re trying to solve, the solution, the ask, and a connection to resilience, climate change adaptation, and disaster risk reduction”. Be flexible, guidelines can

change to whatever fits with the group.

4. Break-up participants with assigned coach.
5. Facilitate a deeper introduction; get to know each other better.
6. Take time to tell the story of where the idea came from:
 - a. What inspired it?
 - b. How have you made progress so far?
 - c. What challenges do you face?
 - d. What are you most excited about?
7. The “Pitching Your Passion” Infographic (www.theinnographer.com) can be used to provide participants with a clear framework for their pitch development:
 - a. 1. Bubble (intro/anchor/ goal)
 - b. 2. Heart (a genuine personal intuition for why it MUST happen)
 - c. 3. Mind (food for their intellectual, logical and judgment sides)
 - d. 4. Imagination (The power to see themselves on their mission)
8. Coaches give constructive feedback and youth and coaches have dialogue re:
 - a. Does the pitch do justice to the story?
 - b. Is the ask relevant and realistic?
 - c. Other ways the pitch could be improved i.e. tone, timing, body language, etc.
9. Plan to move forward and stay in touch if needed. Exchange contact info, and set deadlines for drafts, if needed.

SESSION 2

10. Invite all participants to practice pitch to group
11. Do feedforward where everyone gets one post-it to offer the participant pitching
12. Break back up into groups to refine pitch and review feedforward from group.
13. These two sessions can build up to a community event where community members offer resources to the young people who have pitched their ideas.

