EM-CITY TRAINING MODULE FOR YOUNG VOLUNTEERS

MODULE 5. ROLE OF THE YOUNG PEOPLE AS INTERACTIVE BRIDGES FOR

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MODULE 5. ROLE of the YOUNG PEOPLE AS INTERACTIVE BRIDGES FOR EMERGENCY SITUATIONS

Duration of Module: 7h

Aim of the Module: The aim of the module "Role of Young People as Interactive Bridges for Emergency Situations" is to empower young people from local communities to serve as effective intermediaries and facilitators between emergency management actors and authorities. The module seeks to equip young individuals with the necessary knowledge, skills, and mindset to bridge the communication and coordination gap between diverse local communities and emergency management stakeholders during crisis situations. By fostering their understanding of emergency protocols, cultural sensitivity, negotiation skills, and effective communication strategies, the module aims to enhance the capacity of young people to promote collaboration, trust, and efficient response in emergency situations.

Learning Objectives

1. Understand the role of young people as interactive bridges in emergency situations.
2. Develop skills and competencies necessary for effective communication and collaboration between culturally diverse communities, local residents, and emergency management authorities.
3. Gain knowledge of stereotypes and their impact on communication, and learn strategies to overcome them.
4. Acquire leadership skills to effectively lead and facilitate interactions between different stakeholders during emergencies.
5. Learn the concept and importance of intermediation in bridging gaps and resolving conflicts in emergency situations.
6. Enhance problem-solving, decision-making, and critical thinking skills to address challenges and make informed decisions during emergencies.
7. Explore the principles and practices of social entrepreneurship/activism and understand their relevance in emergency management.

Learning activities/teaching methods:

Energizers, Interactive presentation, role playing, case studies, group discussions, storytelling, peer learning, reflective activities

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5.1 Role of Young People as Interactive Bridges for Emergency Situations

The world is facing an increasing number of natural disasters and emergencies, causing significant disruptions in people's lives and depriving them of basic needs. The recent Covid-19 pandemic has further highlighted the importance of effective crisis management and communication. Young people, with their advanced digital skills and strategic positioning, can serve as crucial bridges in facilitating interactive processes and communication channels among different stakeholders involved in emergency management.

Young people, with their unique position within local communities and their digital fluency, have the potential to bridge the gap between community members and emergency management authorities. They can serve as intermediaries, facilitating the exchange of information, concerns, and needs between these two important stakeholders.
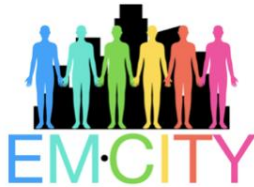
They could actively participate in emergency response activities, such as providing immediate assistance to affected individuals, distributing essential supplies, assisting with evacuation procedures, and supporting search and rescue operations. Their presence and contribution enhance the capacity of emergency management authorities to address the needs of the community swiftly and efficiently.

They could act as agents of change within their communities, engaging with residents and raising awareness about emergency preparedness, response protocols, and safety measures. Through workshops, awareness campaigns, and community events, they could educate community members about the importance of being prepared, understanding warning systems, and knowing how to respond effectively during emergencies.

They play a crucial role in disseminating accurate and timely information during emergencies. They can assist in updating community members about evacuation routes, emergency shelters, available resources, and important instructions from emergency management authorities. Volunteers can use various channels such as social media, local community networks, and door-to-door visits to ensure that vital information reaches every individual in the community.

In culturally diverse communities, volunteers who have language skills and cultural understanding can bridge the communication gap between emergency management authorities and community members. They can provide language interpretation services, translate important documents, and ensure that information is accessible to everyone, regardless of their cultural or linguistic background. This helps to build trust, reduce barriers, and ensure that the specific needs of diverse communities are considered and addressed during emergency response efforts.

They can assist in documenting and reporting critical information related to the emergency situation. This can include gathering data on affected individuals, assessing damage and needs within the community, and providing feedback to emergency management authorities for improved response and recovery efforts. Their observations and reports can contribute to a more comprehensive understanding of the situation on the ground and aid in decision-making processes.

5.2 Knowledge, Skills and Competences of Young Interactive Bridges

5.2.1 Collaboration, Teamwork and Effective Partnership

In this section of the training module, we will focus on developing the essential skills of collaboration, teamwork, and building effective partnerships. Young people as interactive bridges need to foster cooperation and synergy among culturally diverse communities, local residents, and emergency management authorities. Through interactive exercises, group discussions, and case studies, participants will learn how to effectively collaborate with various stakeholders, navigate team dynamics, and establish fruitful partnerships for emergency situations. They will develop an understanding of the importance of trust, communication, and shared goals in achieving successful outcomes.

5.2.2 Stereotypes Awareness

The CALD communities term generally encompasses communities with diverse languages, ethnic backgrounds, nationalities, traditions, societal structures, and religions.

In emergency situations, stereotypes can have a significant impact on how culturally and linguistically diverse (CALD) people are perceived and treated. These stereotypes, rooted in biases and generalizations, can hinder effective emergency response and jeopardize the safety and well-being of CALD individuals and communities. In this session the aim is exploring the implications of stereotypes in emergency situations and highlights the importance of fostering inclusive practices to ensure equitable and culturally sensitive emergency management for CALD populations.

Stereotypes and their Consequences:
Stereotypes often emerge from a lack of understanding, cultural insensitivity, and misinformation. In emergency situations, stereotypes may lead to prejudiced assumptions about CALD individuals' capabilities, language proficiency, and cultural practices. These assumptions can result in delayed or inadequate assistance, reduced access to essential services, and barriers to effective communication, exacerbating the vulnerability of CALD communities during crises.

Language Barriers and Stereotypes:
One common stereotype in emergency situations is that CALD individuals may struggle with language proficiency, hindering communication and access to vital information. This stereotype overlooks the rich linguistic diversity within CALD communities and the fact that language skills can vary widely among individuals. By assuming language limitations based on stereotypes, emergency responders may inadvertently disregard crucial resources and assistance that CALD individuals can provide during crises.

Cultural Misunderstandings and Stereotypes:
Stereotypes can also lead to cultural misunderstandings, further exacerbating challenges in emergency management for CALD communities. Preconceived notions about cultural practices, beliefs, and values may result in misinterpretations or dismissals of CALD individuals' needs and preferences during emergency response efforts. This can create barriers to trust, hinder effective communication, and impede collaborative problem-solving in crisis situations.

The Power of Young People as Agents of Change:
Young people possess unique qualities that make them powerful agents of change in challenging stereotypes. Their fresh perspectives, open-mindedness, and willingness to challenge societal norms enable them to question existing stereotypes and advocate for inclusivity. By harnessing their energy, passion, and digital fluency, young people can influence attitudes, promote cultural understanding, and reshape emergency response narratives.

Advocacy and Leadership Development:
Empowering young people as advocates and leaders in emergency situations is vital to drive systemic change. By equipping them with the skills to address stereotypes, young participants can become voices for change within their communities, schools, and emergency response organizations. Training modules should provide opportunities for young people to develop leadership skills, foster collaboration with stakeholders, and advocate for policies and practices that promote inclusivity, cultural sensitivity, and equal treatment for CALD communities.

5.2.3 Effective Communication

Effective communication across cultures can indeed be a challenging task, but with the right skills and mindset, it becomes an opportunity for growth and successful collaboration. In cross-cultural communications, various factors come into play, including language barriers, nonverbal communication differences, and cultural norms and values. By developing a set of fundamental communication skills and embracing a new perspective on international negotiations, young people who are trained to be interactive bridges between local community and emergency management actors could navigate these challenges effectively and achieve mutually beneficial outcomes.

Culturally diverse communities bring unique strengths, perspectives, and needs to the table, and establishing clear and meaningful communication channels between emergency management actors and these communities is essential for a coordinated and inclusive emergency response. This essay explores the significance of effective communication in bridging the gap between emergency management actors and culturally diverse communities, highlighting the benefits and challenges that arise in this context.

Benefits of Effective Communication:

Enhancing Trust and Confidence: Effective communication builds trust and confidence between emergency management actors and culturally diverse communities. When information is shared transparently, accurately, and in a culturally sensitive manner, it fosters a sense of trust, enabling communities to actively participate in emergency preparedness, response, and recovery efforts.

Tailoring Emergency Messages: Culturally diverse communities may have unique linguistic, cultural, and socio-economic characteristics that impact their understanding of emergency messages. Effective communication involves adapting messaging strategies to ensure information is culturally relevant, accessible, and easily understandable. This tailored approach increases community engagement, cooperation, and adherence to emergency protocols.

Facilitating Two-Way Communication: Communication should be a two-way process, allowing for meaningful dialogue and feedback exchange. Encouraging active listening, soliciting input

from culturally diverse communities, and valuing their perspectives fosters a sense of ownership and empowers communities to actively participate in decision-making processes. This collaborative approach enhances the effectiveness of emergency management efforts.

Challenges in Communication:

Language Barriers: Language differences can pose significant challenges in effective communication during emergencies. Culturally diverse communities may have limited English proficiency, making it crucial for emergency management actors to provide multilingual resources, interpretation services, and language assistance to ensure clear and accurate communication.

Cultural Differences: Cultural nuances and differences in communication styles can impact the effectiveness of communication. Different cultural norms, values, and expectations need to be considered to avoid misunderstandings, misinterpretations, and potential conflicts. Cultural sensitivity, respect, and a willingness to learn and adapt are essential in bridging the communication gap.

Information Dissemination: Ensuring timely and comprehensive dissemination of information is vital during emergencies. Utilizing diverse communication channels, such as social media, community networks, and trusted community leaders, helps reach culturally diverse communities effectively. It is essential to overcome barriers related to limited access to technology, digital literacy, and information dissemination inequalities.

Strategies for Effective Communication:

Cultivate Cultural Competence: Emergency management actors should invest in cultural competence training to understand the unique needs, values, and communication preferences of culturally diverse communities. This enables the development of culturally sensitive and inclusive communication strategies.

Use Clear and Simple Language: Avoiding jargon, technical terms, and complex language facilitates understanding among culturally diverse communities. Communication materials

should be written in plain language, with visuals and illustrations, to ensure accessibility and inclusivity.

Establish Partnerships and Community Engagement: Building strong relationships with culturally diverse communities through partnerships and community engagement is vital. Involving community leaders, organizations, and cultural brokers in the planning, decision-making, and communication processes enhances community trust, engagement, and the effectiveness of emergency communication.

Utilize Interpreters and Translations: Employing professional interpreters and translators can help overcome language barriers. It is crucial to provide accurate translations of emergency messages, ensuring that culturally appropriate terminology and context are maintained.

Effective communication is the cornerstone of successful emergency management in culturally diverse communities. By acknowledging and addressing the unique communication challenges, investing in cultural competence, and fostering meaningful community engagement, emergency management actors can bridge the communication gap and create a more inclusive and resilient emergency response. Building trust, tailoring messages, and utilizing diverse communication channels are vital steps towards ensuring the safety, well-being, and equitable treatment of culturally diverse communities during emergencies. Together, we can create a future where effective communication becomes the bridge that unites us in times of crisis

5.2.4 Intermediation

Intermediation refers to the role of young interactive bridges as intermediaries between different stakeholders. In this module, participants will learn how to navigate between culturally diverse communities, local residents, and emergency management authorities. They will develop skills in mediating conflicts, facilitating negotiations, and finding common ground among different parties. Through practical simulations and role-plays, participants will enhance their ability to bridge gaps, mediate disputes, and foster collaboration for effective emergency response and recovery.

Intermediaries serve as effective communicators between different stakeholders. They understand the cultural nuances and can translate complex information into easily

understandable terms for diverse communities. By conveying messages accurately and ensuring mutual comprehension, intermediation enhances communication and promotes effective coordination during emergency situations.

Intermediaries have the opportunity to establish trust and build relationships with both culturally diverse communities and emergency management authorities. Through their consistent presence, active listening, and empathy, intermediaries can foster a sense of trust, making it easier for all parties to collaborate and work towards common goals. Trust is vital for effective emergency management, as it encourages cooperation and cooperation.

Cultural and linguistic differences can create barriers in emergency management. Intermediaries with a deep understanding of different cultures and languages can effectively navigate these barriers and bridge the communication gap. They can help ensure that critical information, instructions, and resources are appropriately conveyed and understood by all, regardless of their cultural or linguistic background.

In emergency situations, conflicts and disputes can arise between communities, residents, and authorities. Intermediaries play a key role in mediating these conflicts, facilitating dialogue, and finding mutually acceptable solutions. By promoting understanding, empathy, and compromise, intermediaries can help prevent escalation and maintain a harmonious environment for effective emergency response.

Intermediation encourages cultural sensitivity and promotes inclusivity. Intermediaries are well-versed in the cultural norms, values, and practices of diverse communities, which enables them to navigate cultural sensitivities appropriately. By respecting and valuing cultural diversity, intermediaries contribute to a more inclusive and equitable emergency management process.

Intermediaries can help ensure that culturally diverse communities have equal access to emergency services, resources, and support. They act as advocates, bridging the gap between communities and authorities to address specific needs and challenges faced by culturally diverse groups. By identifying and addressing barriers, intermediaries contribute to more equitable and effective emergency response efforts.

5.2.5 Problem Solving & Decision Making & Critical Thinking

This part will equip participants with essential techniques and strategies to analyze complex problems, evaluate potential solutions, and make informed decisions. They will learn how to think critically, consider multiple perspectives, and apply logical reasoning in high-pressure situations. Through case studies and interactive exercises, participants will develop their problem-solving and decision-making skills, enhancing their ability to respond effectively in emergency scenarios.

In emergency situations, quick and effective decision making is crucial. Emergency management authorities, responders, volunteers need to assess the situation, evaluate available options, and make informed decisions promptly. Problem-solving and critical thinking skills enable individuals to analyze complex situations, consider different perspectives, and weigh the potential consequences of each decision. This helps in making well-informed choices that can minimize risks and maximize the efficiency of emergency response efforts.

Critical thinking allows individuals to identify and understand the underlying challenges and complexities of an emergency situation. It helps in analyzing the root causes, assessing risks, and exploring potential solutions. By using problem-solving skills, emergency management personnel can develop strategies to address challenges effectively, overcome obstacles, and adapt to evolving circumstances.

During emergencies, resources such as personnel, equipment, and supplies are often limited. Problem-solving and decision-making skills enable emergency management authorities to allocate resources efficiently and effectively. By critically evaluating the needs and priorities of the situation, they can make decisions that optimize the use of available resources, ensuring that they are utilized where they are most needed.

Critical thinking skills are crucial for conducting risk assessments and identifying potential hazards in emergency situations. By analyzing the situation and considering various factors, emergency management authorities can assess the level of risk and develop strategies to mitigate and manage those risks. This involves identifying vulnerabilities, implementing preventive measures, and making decisions that prioritize the safety and well-being of the affected communities.

Problem-solving and decision-making skills also play a significant role in facilitating collaboration and coordination among different stakeholders involved in emergency management. These skills help in identifying common goals, resolving conflicts, and finding mutually agreeable solutions. Effective decision making based on critical thinking enables authorities to establish clear communication channels, allocate responsibilities, and foster a collaborative environment that enhances the overall response efforts.

Problem-solving and critical thinking skills encourage a continuous improvement mindset within emergency management. By analyzing the effectiveness of response strategies, evaluating outcomes, and learning from past experiences, authorities can identify areas for improvement and make informed decisions to enhance future emergency response efforts. This iterative process helps in building resilience, adapting to changing circumstances, and continuously improving the effectiveness of emergency management practices.

5.2.6 Social entrepreneurship/Activism

In this part, participants will explore the concepts of social entrepreneurship and activism and how they can be applied in the context of emergency management. They will learn about innovative approaches, community engagement strategies, and sustainable solutions to address the needs of culturally diverse communities. Through interactive discussions and guest speaker sessions, participants will be inspired to become change-makers and create lasting social impact.

Social entrepreneurship/activism empowers communities by encouraging active participation, collaboration, and ownership in addressing their own needs and challenges. It promotes a sense of agency and resilience among community members, enabling them to take initiative, identify innovative solutions, and contribute to the overall well-being of their community during and after emergencies.

Social entrepreneurship/activism recognizes the value of local knowledge and expertise. By involving community members as social entrepreneurs or activists, EM-CITY can tap into their deep understanding of the local context, culture, and needs. This local knowledge can greatly enhance the effectiveness and appropriateness of emergency management strategies, ensuring that they are tailored to the specific requirements of the community.

Social entrepreneurship/activism encourages collaboration and partnerships between various stakeholders, including community members, local organizations, government agencies, and emergency management authorities. By fostering these relationships, EM-CITY can leverage diverse perspectives, resources, and expertise to develop comprehensive and sustainable solutions for emergency situations. This collaborative approach ensures that the response efforts are inclusive, responsive, and aligned with the needs of the community.

Social entrepreneurship/activism promotes innovative thinking and creative problem-solving. It encourages individuals to challenge conventional approaches, explore new ideas, and develop innovative solutions to address the complex challenges of emergency situations. By embracing social entrepreneurship/activism within EM-CITY, new and adaptive approaches can be identified and implemented, leading to more effective and efficient emergency management practices.

Social entrepreneurship/activism emphasizes the importance of sustainability and long-term impact. Rather than relying solely on short-term emergency responses, it seeks to develop sustainable solutions that address the root causes of vulnerabilities and build resilience within the community. By integrating social entrepreneurship/activism principles into EM-CITY, the focus shifts towards fostering lasting change, community development, and building capacities that can withstand future emergencies.

Social entrepreneurship/activism contributes to community resilience by promoting self-reliance, social cohesion, and preparedness. It empowers communities to become active participants in their own resilience-building processes, enabling them to adapt, recover, and bounce back stronger from emergencies. By nurturing a culture of social entrepreneurship/activism, EM-CITY can foster community resilience, reduce vulnerabilities, and enhance the overall preparedness and response capacities of the community.

5.3 Key Guidelines for Facilitating the Stereotypes and Communication Sessions

Create a Safe and Inclusive Space:

Set the tone for the session by establishing a safe and inclusive environment where participants feel comfortable expressing their thoughts and opinions. Emphasize the importance of respectful and non-judgmental communication throughout the session.

Encourage Active Participation:

Encourage active participation from all participants to foster diverse perspectives and experiences. Create opportunities for open discussions, group activities, and sharing personal stories to deepen understanding and challenge assumptions.

Use Thought-Provoking Materials:

Select thought-provoking materials such as case studies, videos, or real-life examples that highlight the impact of stereotypes on emergency communication. These materials should encourage participants to critically analyze stereotypes and their implications.

Foster Self-Reflection:

Guide participants in reflecting on their own biases, assumptions, and stereotypes. Encourage self-reflection through individual or group exercises that prompt participants to examine their own attitudes and beliefs, fostering personal growth and awareness.

Facilitate Constructive Dialogue:

Manage discussions effectively by ensuring that all participants have the opportunity to speak and be heard. Encourage active listening, respectful questioning, and constructive feedback to facilitate meaningful dialogue and learning.

Promote Empathy and Cultural Sensitivity:

Highlight the importance of empathy and cultural sensitivity in challenging stereotypes. Encourage participants to view situations from diverse perspectives and consider the impact of stereotypes on different communities.

Provide Action-Oriented Strategies:

Offer practical strategies for participants to challenge and address stereotypes in their own lives and work as interactive bridges during emergencies. Guide them in developing action plans that promote inclusive communication and collaboration.

As a facilitator of the stereotypes session, your role is vital in creating a transformative learning experience for participants. By fostering inclusive dialogue, promoting critical reflection, and providing actionable strategies, you can empower participants to challenge stereotypes, promote inclusivity, and contribute to more effective emergency communication within diverse communities. Your facilitation skills will play a key role in shaping participants' understanding and inspiring them to take meaningful action towards breaking down stereotypes.

5.4 Examples of the Activities/Techniques to be Used in the Session

Activity 5.1 Group Discussion on the Role of Young People as Interactive Bridges in Emergency Situations

Aim of the activity/technique: The aim of this group discussion activity is to engage participants in exploring and discussing the role of young people as interactive bridges in emergency situations. It aims to promote a deeper understanding of the unique contributions, challenges, and strategies associated with this role.

Duration: 10-15 minutes

Preparation/Materials/Equipment:
- Prepare discussion questions related to the role of young people as interactive bridges in emergency situations (as provided in the previous response).
- Arrange the participants into small groups of 4-6 people.
- Provide each group with a flip chart or whiteboard and markers for capturing their discussion points.

Outcomes of the activity:

Knowledge:

- Understanding the concept of young people as interactive bridges in emergency situations.
- Awareness of the specific role and responsibilities of interactive bridges.
- Knowledge of different stakeholders involved in emergency response and the importance of collaboration among them.
- Familiarity with the challenges and barriers young people may face in their role as interactive bridges.
- Knowledge of strategies and approaches for effective partnership building and collaboration.

Skills:

- Communication skills: Participants will enhance their ability to express ideas clearly, actively listen to others, and engage in constructive dialogue.
- Critical thinking skills: Participants will develop their ability to analyze complex situations, evaluate different perspectives, and generate creative solutions.
- Collaboration and teamwork skills: Participants will learn to work effectively in groups, share responsibilities, and contribute to collective decision-making.
- Problem-solving skills: Participants will explore potential challenges and brainstorm practical solutions related to their role as interactive bridges.
- Cultural competency: Participants will develop an understanding of different cultural backgrounds and learn how to navigate cultural diversity in collaborative settings.

Attitudes:

- Empathy and understanding: Participants will cultivate an empathetic mindset towards the needs and perspectives of diverse stakeholders.
- Open-mindedness: Participants will embrace different ideas, perspectives, and approaches during discussions and value the contributions of others.
- Proactivity and initiative: Participants will be encouraged to take initiative and actively seek opportunities to bridge gaps and foster collaboration during emergencies.
- Confidence: Participants will gain confidence in their abilities to contribute as interactive bridges and make a positive impact in their communities.
- Appreciation for teamwork and partnerships: Participants will recognize the value of teamwork and effective partnerships in achieving successful outcomes during emergency situations.

Instructions/Suggestions:

1. Divide participants into small groups of 4-6 people.

2. Explain that the purpose of the group discussion is to explore and discuss the unique role of young people as interactive bridges in emergency situations.

3. Start the discussion by providing a brief overview of the concept of interactive bridges and their significance in fostering cooperation and synergy among culturally diverse communities, local residents, and emergency management authorities.

4. Encourage participants to share their thoughts, insights, and experiences related to the following discussion questions:

   - In your opinion, what does it mean to be a young person as an interactive bridge in emergency situations?

   - What are some specific examples or scenarios where young people can serve as effective bridges between different stakeholders during emergencies?

   - What are the key skills and qualities that young people can bring to the table as interactive bridges?

   - How can young people effectively collaborate with culturally diverse communities, local residents, and emergency management authorities to address the challenges in emergency situations?

   - What are some potential barriers or conflicts that young people may encounter in their role as interactive bridges, and how can they overcome them?

   - How can young people promote trust, communication, and shared goals among diverse stakeholders in emergency situations?

   - What are some innovative approaches or strategies that young people can employ to build effective partnerships and achieve successful outcomes?

   - How can young people advocate for the needs and concerns of different communities during emergencies while maintaining a balanced and inclusive approach?

   - How can the role of young people as interactive bridges be further supported and encouraged by organizations and authorities involved in emergency management?

5. Encourage participants to actively listen to each other's perspectives and experiences, and to build upon and expand the ideas shared within their groups.

6. After the allotted time, reconvene as a whole group and invite each group to share the key insights and highlights from their discussions.
7. Facilitate a broader discussion by asking follow-up questions, encouraging participants to reflect on the common themes and challenges identified across different groups.
8. Summarize the key takeaways from the discussion and emphasize the importance of young people's roles as interactive bridges in fostering collaboration, teamwork, and effective partnerships during emergency situations.
9. Conclude the discussion by encouraging participants to apply the insights gained to their own lives and consider how they can contribute as interactive bridges in their communities during emergencies.

Activity 5.2 Stereotype Walk

Aim of the activity: To raise awareness about stereotypes and promote critical thinking among young people acting as interactive bridges in emergency situations.

Duration: 30-45 minutes

Materials/Equipment:
● Index cards or small pieces of paper
● Pens or markers for participants

Outcomes of the activity:

Knowledge:

● Participants will gain awareness and knowledge about stereotypes and their impact on individuals and communities.
● They will understand the concept of stereotype threat and how it can affect individuals' performance and well-being.
● Participants will learn about different types of stereotypes prevalent in society and the harmful effects they can have on marginalized groups.

Skills:

- Participants will develop critical thinking skills by reflecting on their own biases and assumptions.
- They will enhance their communication skills through discussions and sharing their perspectives with others.
- Participants will practice empathy and perspective-taking by putting themselves in the shoes of individuals who experience stereotypes.

Attitudes:

- The activity may foster a sense of empathy and understanding among participants as they gain insights into the experiences of marginalized groups.
- Participants may become more aware of their own biases and strive to challenge and overcome them.
- The activity can promote a more inclusive and respectful attitude towards diversity and encourage participants to actively combat stereotypes in their daily lives.

Instructions/suggestions:
1. Introduction (5 minutes):
- Begin by explaining the concept of stereotypes and their impact on individuals and communities.
- Discuss how stereotypes can influence perceptions, communication, and collaboration in emergency situations.
- Emphasize the importance of recognizing and challenging stereotypes to foster understanding and effective partnerships.
2. Stereotype Identification (10 minutes):

- Distribute index cards or small pieces of paper to each participant.
- Instruct participants to think of a stereotype related to a specific cultural, ethnic, or social group.
- They should write down the stereotype on their index card, ensuring it remains confidential and anonymous.

- Encourage participants to consider stereotypes associated with gender, age, profession, religion, nationality, etc.

3. Stereotype Walk (15 minutes):

- Ask participants to stand up and form a large circle in the room or outdoor area.
- Explain that you will read out a series of statements or characteristics related to stereotypes.
- Participants should walk towards the center of the circle if the statement applies to them based on their own experiences or beliefs.
- Read out the statements one by one, allowing participants enough time to reflect and move accordingly.
- Example statements: "I have been stereotyped based on my appearance," "I have encountered stereotypes about my cultural background," "I have witnessed stereotypes affecting collaboration in emergency situations," etc.

4. Reflection and Discussion (10 minutes):

- After the stereotype walk, bring the participants back to the circle and facilitate a reflective discussion.
- Ask participants to share their observations, feelings, and thoughts about the activity.
- Encourage them to discuss the impact of stereotypes on personal experiences, relationships, and emergency response efforts.
- Prompt questions such as: How did it feel to encounter stereotypes or witness their effects? What are the consequences of stereotypes in emergency situations? How can we challenge stereotypes and promote inclusivity?

5. Counter-Stereotype Challenge (5 minutes):

- Conclude the activity by inviting participants to think of one counter-stereotype for the stereotype they wrote down earlier.
- Instruct them to write the counter-stereotype on the back of their index card or on a separate piece of paper.
- Emphasize the importance of promoting positive alternative perceptions and breaking down stereotypes.

6. Closing Remarks:

- Thank participants for their active participation and willingness to explore stereotypes.
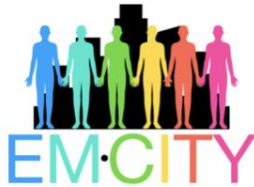
- Summarize the key insights and takeaways from the activity.
- Encourage participants to carry their newfound awareness and commitment to challenging stereotypes into their roles as interactive bridges in emergency situations.

Note: As a facilitator, ensure a respectful and inclusive atmosphere throughout the activity. Remind participants that personal experiences and feelings shared during the activity should be respected and kept confidential. Encourage open-mindedness, empathy, and constructive dialogue.

Activity 5.3 Stereotype Role-Play

Aim of the activity: To promote empathy, understanding, and critical thinking about stereotypes among young people acting as interactive bridges in emergency situations.

Duration: 60 minutes

Materials/Equipment:

- Index cards or small slips of paper
- Pens or markers for participants
- Hats or props representing different roles or identities (optional)

Outcomes of the Activity:

Knowledge:

- Increased understanding of different stereotypes and the impact they can have on individuals and communities.
- Knowledge of the underlying biases and misconceptions that contribute to the formation of stereotypes.
- Awareness of the potential harm caused by perpetuating stereotypes during emergency situations.
- Knowledge of the role that young people as interactive bridges can play in challenging stereotypes and promoting inclusivity.

Skills:

- Enhanced ability to take on different perspectives and empathize with others.
- Improved communication and active listening skills through engaging in role-play scenarios.
- Strengthened critical thinking skills in recognizing and questioning stereotypes.
- Skill development in responding effectively to stereotype-based situations and addressing them constructively.

Attitudes:

- Increased sensitivity and awareness of the impact of stereotypes on individuals and communities.
- Heightened empathy and understanding towards those who are affected by stereotypes.
- Greater self-awareness of personal biases and a commitment to challenging and overcoming them.
- Cultivation of a more inclusive and accepting attitude towards diverse individuals and cultures.
- Motivation to actively combat stereotypes, promote dialogue, and foster a more inclusive environment during emergency situations.

Instructions/Suggestions:

1. **Introduction (10 minutes):**

- Start by explaining the purpose of the activity: to explore stereotypes and their impact on individuals and communities.
- Discuss the importance of recognizing and challenging stereotypes for effective communication and collaboration in emergency situations.
- Emphasize the goal of promoting empathy and understanding among participants.

2. **Stereotype Identification (15 minutes):**
- Distribute index cards or small slips of paper to each participant.
- Instruct participants to write down a stereotype they have encountered or heard about related to a specific cultural, ethnic, or social group.
- Encourage them to be sensitive and respectful while sharing stereotypes, reminding them that the focus is on understanding and challenging stereotypes rather than reinforcing them.

3. **Role-Play Preparation (10 minutes):**
- Explain that participants will engage in role-play activities to challenge stereotypes.
- Ask participants to fold their index cards and place them in a container or hat.
- If available, distribute hats or props representing different roles or identities (e.g., occupations, cultural backgrounds).

- Instruct participants to randomly select an index card from the container and a hat or prop.

4. **Role-Play Activity (20 minutes):**
- Divide participants into pairs or small groups, ensuring a diverse mix of roles or identities.
- Instruct each pair or group to develop a short role-play scenario based on the stereotypes they received and the roles they selected.
- Encourage them to create a realistic situation that challenges the stereotypes and promotes understanding and collaboration.
- Allow participants sufficient time to plan and rehearse their role-plays**.**

5. **Role-Play Presentations (15 minutes):**
- Ask each pair or group to perform their role-play in front of the larger group.
- After each presentation, open the floor for discussion and reflection.
- Encourage participants to share their observations, emotions, and insights about the role-plays.
- Discuss the impact of stereotypes on communication, teamwork, and effective partnerships in emergency situations.

6. **Reflection and Discussion (10 minutes):**
- Facilitate a group discussion about the role-plays and their implications.
- Encourage participants to reflect on how stereotypes can hinder or facilitate cooperation and understanding.
- Prompt questions such as: How did the role-plays challenge stereotypes? What did you learn from participating or observing? How can we apply these insights to our roles as interactive bridges in emergency situations?

7. **Closing Remarks:**
- Thank participants for their active participation and engagement in exploring stereotypes.
- Summarize the key learnings and encourage participants to continue challenging stereotypes and promoting inclusivity in their interactions and partnerships.
- Reinforce the importance of empathy, understanding, and critical thinking in overcoming stereotypes and fostering effective collaboration.

Note: As a facilitator, ensure a supportive and respectful environment during the role-plays and discussion. Remind participants to approach the activity with sensitivity and empathy. Encourage constructive feedback and dialogue, and intervene if any stereotypes or biases emerge during the role-plays.

Activity 5.4 Telephone Game

Aim of the activity: To highlight the importance of clear and accurate communication in emergency situations and the potential for miscommunication.

Duration: 15-20 minutes

Materials/Equipment:

- Small pieces of paper or index cards
- Pens or markers

Outcomes of the Activity:

Knowledge:

- Understanding the potential for miscommunication and how it can occur in emergency situations.
- Knowledge of the importance of clear and accurate communication for effective emergency response.
- Awareness of the impact of stereotypes, assumptions, and biases on communication.

Skills:

- Improved active listening skills as participants need to accurately hear and relay the message.
- Enhanced verbal communication skills in relaying information clearly and succinctly.
- Development of critical thinking skills to assess the accuracy of the received message.

Attitudes:

- Increased awareness of the need for empathy and sensitivity in communication to prevent misunderstandings.
- Appreciation for the value of effective communication in building trust and fostering cooperation during emergencies.
- Heightened motivation to practice and improve communication skills in emergency response scenarios.

Instructions/Suggestions:

1. Begin by explaining the importance of effective communication in emergency situations and how miscommunication can lead to misunderstandings and potential risks.
2. Divide the participants into two or more teams, depending on the group size.
3. Provide each team with a set of small pieces of paper or index cards and pens/markers.
4. Instruct each team to form a line or sit in a circle.
5. Whisper a simple emergency-related message or phrase (e.g., "There is a fire in the building") into the ear of the first person in each team. Make sure no other team members can hear the message.
6. The first person in each team then whispers the message they heard to the next person in line or circle, and so on, until it reaches the last person.
7. The last person in each team writes down or verbally shares the message they received.
8. Compare the final message with the original message and discuss the differences and potential misinterpretations that occurred.
9. Facilitate a group discussion to reflect on the activity:
10. How did the message change as it passed from one person to another?
11. What were some common reasons for the miscommunication?
12. What strategies can be used to ensure clear and accurate communication in emergency situations?
13. How can effective communication contribute to better coordination and decision-making during emergencies?
14. Repeat the activity with different messages or phrases to provide more opportunities for practice and discussion.

Activity 5.5 Storytelling Circle

Aim of the activity: to develop effective communication skills among participants.

Duration: 20-30 minutes

Materials/Equipment: No need

Outcomes of the activity:

Knowledge:

- Understanding the importance of active listening in effective communication.
- Knowledge of the role of storytelling in conveying messages and engaging an audience.
- Awareness of the impact of nonverbal communication cues on understanding and interpretation.

Skills:

- Improved active listening skills as participants need to pay attention to what others are saying to contribute effectively to the story.
- Enhanced verbal communication skills in articulating ideas, adding to the narrative, and maintaining coherence.
- Development of collaboration skills as participants build on each other's contributions to create a cohesive story.

Attitudes:

- Increased appreciation for the value of effective communication in conveying messages and building connections.
- Improved empathy and understanding as participants listen to and respect the ideas and contributions of others.
- Heightened confidence in expressing ideas and engaging in group discussions.

Instructions:

1. Arrange the chairs in a circle, facing inward, so that all participants can see and hear each other.
2. Explain to the participants that they will be engaging in a storytelling activity where each person will contribute to creating a story.
3. Choose a theme or topic for the story, such as "Survival in a Disaster" or "Community Resilience."
4. Start the storytelling circle by providing an opening sentence or phrase related to the chosen theme.
5. The participant sitting next to you continues the story by adding a sentence or two.
6. Each participant, in turn, adds to the story by building on what the previous person said.
7. Encourage participants to be creative, imaginative, and to actively listen to the contributions of others.

8. The story continues around the circle until it reaches the starting point, or until a designated endpoint is reached.
9. Once the story is complete, facilitate a group discussion to reflect on the communication dynamics during the activity.

Activity 5.6 Negotiation Simulation

The aim of this activity: to develop participants' skills in intermediation and negotiation by engaging them in a simulated negotiation scenario. Participants will have the opportunity to practice their intermediation skills by facilitating communication and reaching agreements between different parties.
Duration: 30-45 minutes
Materials/Equipment:
● Scenario briefs or role-play cards describing the negotiation scenario for each participant or group.
● Flipchart or whiteboard and markers for capturing key points and agreements.
● Timer or stopwatch to keep track of time.
Outcomes of the activity:

Knowledge:
● Participants will gain a deeper understanding of intermediation as a vital skill in emergency situations and the importance of effective communication and conflict resolution.
Skills:
● Participants will enhance their intermediation skills, including active listening, problem-solving, negotiation, and facilitation. They will also develop skills in managing conflicts, finding common ground, and reaching mutually beneficial agreements.
Attitude:
● Participants will develop a positive attitude towards intermediation, recognizing its potential to bridge gaps, build trust, and foster effective partnerships. They will become more confident in their ability to mediate and facilitate communication in challenging situations.

Instructions/Suggestions:

1. Prepare the negotiation scenario: Create a realistic and challenging negotiation scenario related to emergency situations where intermediation skills are crucial. Provide each participant or group with a scenario brief or role-play card that outlines their role, interests, and objectives.

2. Explain the rules and objectives: Clearly explain the rules of the negotiation simulation and the objectives participants need to achieve. Emphasize the importance of intermediation skills, such as active listening, problem-solving, and finding mutually beneficial solutions.

3. Divide participants into groups: Divide participants into small groups of 3-4 people, ensuring that each group represents different stakeholders or parties involved in the negotiation. If there are a limited number of participants, you can also conduct the simulation one-on-one.

4. Start the negotiation simulation: Allow participants some time to review their scenario briefs and understand their roles. Then, initiate the negotiation simulation by setting a specific issue or problem for the parties to resolve. Encourage participants to engage in active communication, express their interests, listen to others, and work towards finding common ground.

5. Facilitate the negotiation process: As the facilitator, observe the negotiation process and intervene when necessary. Encourage participants to employ intermediation techniques such as summarizing key points, reframing perspectives, and proposing creative solutions. Help them manage conflicts, maintain a respectful atmosphere, and guide the negotiation towards productive outcomes.

6. Debrief and discuss outcomes: After the negotiation simulation, gather participants together for a debriefing session. Discuss the outcomes of the negotiation, the challenges faced, and the strategies used. Reflect on the effectiveness of intermediation techniques and identify lessons learned.

7. Identify key takeaways: Summarize the key takeaways from the activity, highlighting the importance of intermediation skills in fostering collaboration and resolving conflicts in emergency situations. Encourage participants to apply these skills in real-life scenarios.

Activity 5.7 Decision Matrix

Aim of the activity: to enhance participants' problem-solving, decision-making, and critical thinking skills by using a decision matrix to evaluate and prioritize different options in emergency situations. This activity encourages participants to think systematically, consider multiple factors, and make informed decisions.

Duration: Approximately 30 minutes.

Materials/Equipment:
- Flipchart or whiteboard with markers.
- Sticky notes or index cards.
- Pens or markers for participants.

Outcomes of the activity:

Knowledge:
- Understanding of the decision-making process and its importance in emergency situations.
- Familiarity with different decision criteria and their relevance in evaluating options.
- Knowledge of how to use a decision matrix to structure and analyze complex decisions.
- Awareness of the potential consequences and impact of decisions made during emergencies.

Skills:
- Improved problem-solving skills through the systematic evaluation of options.
- Enhanced critical thinking skills by considering multiple criteria and weighing their importance.
- Ability to effectively use a decision matrix to organize and compare different options.
- Skill development in evaluating and scoring options based on defined criteria.
- Collaboration skills through group discussions and collective decision-making.

Attitudes:
- Increased confidence in making informed decisions in emergency situations.
- Enhanced awareness of the need for a structured approach to decision-making.
- Openness to considering different perspectives and criteria when evaluating options.
- Appreciation for the importance of critical thinking and problem-solving in emergency response.

- Development of a proactive and analytical mindset for addressing challenges in emergencies.

Instructions/Suggestions:

- Introduce the activity: Explain the purpose of the activity and its connection to problem-solving, decision-making, and critical thinking in emergency situations. Emphasize that participants will be using a decision matrix to evaluate different options and make informed choices.
- Define the decision: Clearly state the decision that participants will be working on. It could be a hypothetical emergency situation or a real-life example relevant to the training.
- Identify decision criteria: Facilitate a group discussion to identify the key criteria that should be considered when making the decision. These criteria could include factors such as safety, feasibility, resources required, impact, and effectiveness. Write down the criteria on the flipchart or whiteboard.
- Generate options: Ask participants to brainstorm and generate different options or courses of action that could address the given decision. Write each option on a separate sticky note or index card.
- Create a decision matrix: Draw a decision matrix on the flipchart or whiteboard. The matrix should have the decision criteria listed as column headers and the options listed as row headers. Leave enough space in each cell for participants to evaluate and score each option.
- Evaluate options: Distribute the sticky notes or index cards with the options to the participants. Instruct them to individually evaluate and score each option based on the defined criteria. They should consider the importance of each criterion and rate the options accordingly. Provide a scale, such as 1-5 or 1-10, for scoring.
- Calculate scores and make decisions: Once participants have completed their evaluations, ask them to tally up the scores for each option. Encourage them to discuss their evaluations and any differences in scoring within their groups. Based on the scores, participants can identify the option(s) with the highest overall rating and make a collective decision.
- Group discussion: Facilitate a group discussion to reflect on the decision-making process. Ask participants to share their insights, challenges encountered, and lessons

learned. Encourage them to discuss the importance of considering multiple criteria, the rationale behind their choices, and the potential impact of their decisions in emergency situations.

Activity 5.8 Inclusive Social Impact Pitch

Aim of the activity: to develop participants' skills in pitching social impact projects or ideas with a specific focus on promoting inclusion. It allows them to refine their communication skills, convey their vision effectively, and gain support for their initiatives while ensuring inclusivity for all members of society.

Duration: 45-60 minutes
- Materials/Equipment:
- Flipchart or whiteboard
- Markers or pens
- Timer
- Optional: Projector or screen for multimedia presentations

Outcomes of the activity:

Knowledge:
- Understanding of the importance of inclusion in social impact projects.
- Knowledge of effective pitching techniques and strategies with a focus on inclusivity.
- Awareness of the barriers and challenges faced by marginalized communities and how they can be addressed through entrepreneurship and activism.

Skills:
- Communication skills in delivering concise and compelling pitches that highlight the inclusive aspects of projects.
- Presentation skills, including clarity, confidence, and engaging delivery, while considering accessibility for all participants.
- Active listening and providing constructive feedback, particularly in relation to inclusivity.

Attitudes:
- Increased awareness of the need for inclusion in social entrepreneurship/activism.
- Motivation to promote inclusivity in project development and implementation.

- Appreciation for the value of diverse perspectives and the power of inclusive approaches in creating positive social change.
- Commitment to designing projects that consider and address the specific needs of marginalized communities.

Instructions/Suggestions:

1. Introduction (10 minutes):

- Explain the concept of social entrepreneurship/activism with a focus on inclusion and its significance in creating a more equitable society.
- Share examples of successful social impact projects or ventures that prioritize inclusion and their outcomes.
2. Project Selection (10 minutes):
- Ask participants to individually select a social issue related to inclusion that they are passionate about or a project that promotes inclusivity.
- Each participant should write down their chosen project or idea.

3. Project Development (20 minutes):
- Divide participants into pairs or small groups.
- Instruct each pair/group to discuss and develop their project or idea further, focusing on how it promotes inclusion and addresses barriers or challenges faced by marginalized communities.
- Encourage them to consider the target audience or beneficiaries, the potential impact on inclusion, and the implementation strategy, keeping in mind the principles of diversity, equity, and accessibility.

4. Pitch Preparation (10 minutes):
- Explain that each participant will have a set amount of time to pitch their inclusive project to the rest of the group.
- Instruct participants to prepare a concise pitch highlighting the problem, their solution, the impact on inclusion, and any unique aspects of their project.
- Encourage them to use visual aids or multimedia presentations if available, ensuring that the content is accessible to all participants.

5. Pitch Presentations (10-15 minutes):
- Provide each participant with a specific time limit (e.g., 2-3 minutes) to deliver their pitch.
- Use a timer to ensure each participant stays within their allotted time.
- Encourage active listening and provide feedback or ask clarifying questions after each pitch, focusing on the inclusive elements of the presented projects.

6. Reflection and Discussion (10 minutes):
- After all the pitches, facilitate a group discussion on the presented inclusive projects.
- Encourage participants to share their thoughts, provide constructive feedback, and ask questions, specifically relating to the inclusivity aspects of the projects.
- Discuss the potential impact of the projects in promoting inclusion and explore opportunities for collaboration or support.

7. Conclusion:
- Summarize the importance of inclusive approaches in social entrepreneurship/activism and their potential for creating positive change.
- Emphasize the significance of refining ideas, articulating them clearly, and gaining support for social impact initiatives that prioritize inclusion.
- Encourage participants to continue developing their inclusive projects and consider the diverse needs of marginalized communities.

5.5 Useful links

The following guidelines could be useful for understanding the concept of CALD communities and emergency management:

https://knowledge.aidr.org.au/media/1969/manual-44-guidelines-for-emergency-management-in-cald-communities.pdf
https://www.undrr.org/publication/sendai-framework-disaster-risk-reduction-2015-2030
Mitchell, L. (2003). Guidelines for emergency managers working with culturally and linguistically diverse communities. Australian Journal of Emergency Management, The, 18(1), 13-18. **https://search.informit.org/doi/abs/10.3316/INFORMIT.376944415766551**

The following website could be useful to have more information on communication in multicultural situations:

https://www.pon.harvard.edu/daily/leadership-skills-daily/how-to-negotiate-in-cross-cultural-situations/

The following web platform could be useful to have more information on non formal training methods, tools and also for joining non formal training organized under Erasmus+ program:

https://www.salto-youth.net/tools/toolbox/