

Risk Manager for a day

Objectives:

- Get to know the meaning of vulnerability in risk contexts
- Stimulate problem solving
- Increase individual and community capacity

STEP BY STEP

BEFORE STARTING

The activity starts with brainstorming on the word 'vulnerable'. Everyone is asked to write down what this word means; examples can be given at this stage.

Once all definitions have been written and read, the teacher shares with the class the correct definition of vulnerability, contained in the [glossary](#):

Vulnerability - The propensity to suffer damages from an event.

WHAT DOES VULNERABILITY MEAN?

Vulnerability is a risk factor. But what does it mean exactly? Vulnerability expresses the degree of loss of a given element or series of elements caused by a phenomenon of a given strength. It is expressed on a scale of zero to one, where zero indicates no damage and one corresponds to total destruction.

Vulnerability can be mitigated by a community's ability to prepare for disaster events as well as to plan for and manage emergencies.

IMAGINE A CALAMITOUS EVENT

The class imagines an earthquake at school. They start with the vulnerability of the structure and ask: *How do you think the school building would react to an earthquake? Where would you feel safest and where would you feel least safe?*

We then move on to a second question about individual vulnerability: *who, in your opinion, is most vulnerable? Would you feel vulnerable? Why?*

The following questions are then answered:

- *In your opinion, does everyone have access to the information regarding the evacuation of the school? Does everyone know and understand it?*
- *Does the route to the assembly point present obstacles?*
- *Are there boys and girls who for physical disability or other reasons cannot follow it?*

Once these questions have been answered, we proceed with a case study.

The teacher divides the class into 3 groups and assigns one of the the 3 scenarios in the attachment "Risk Manager for a day - Scenarios" (below) to each group:

Each group has to imagine the proposed scenario and identify

- *potential vulnerabilities, in addition to the one detected*
- *the needs during the emergency*
- *the ways and means to intervene*

Every group will have to immerse themselves in the scenario and analyse it, defining the possible risks and vulnerabilities involved. In each group, a spokesperson is elected who will report the imagined scenario to the rest of the class.

SEARCHING FOR STRATEGIES

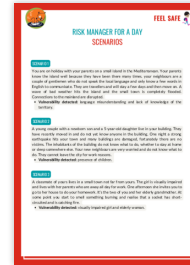
At this point, the groups mix and each will have a 'new' scenario. In this second phase, possible strategies should be found to increase the ability to react and thus decrease vulnerability.

CONCLUDING THOUGHTS

At the end, strategies are presented, defining what might be the most effective strategies in each

scenario. At the end of the reflection, the class will rank the strategies considered most effective in general, giving reasons for their choice. The teacher can guide the definition of the ranking by writing the voted strategies on the blackboard.

ATTACHMENTS



Risk manager for a day -
Scenarios

PDF