



## ACTIVITY 1

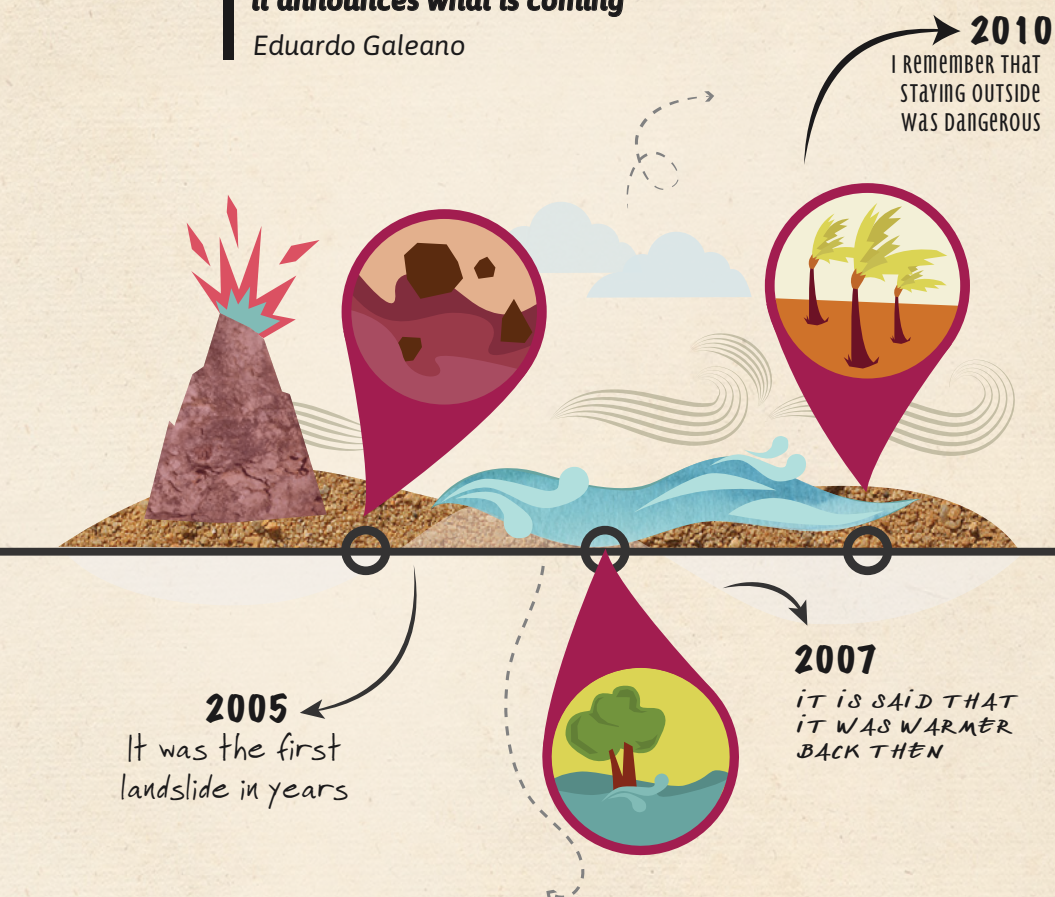
# Historical profile



**Duration**  
4 hours

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

Eduardo Galeano



## Activity 1 - PLAN

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### Activity 1. Historical profile

- Weaving memories -

#### Summary

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

#### Purposes

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

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

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

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## Materials

**Illustration set A\***

Depict the main hazards known in the region.

**Pen, pencils & erasers\***

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

**Alternative:** chalk, markers, pens.

**A5 size paper\***

To draw additional illustrations.

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

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

**Alternative:** colored paper sheets or cards.

**Flip chart\***

To locate annotations while creating a timeline.

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

**Digital camera\***

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

**Alternative:** scanner.

**Digital Track\***

To digitalize the timeline.

**Computers or tablets\***

One for each subgroup to build the digital timeline.

**Skein of yarn**

To carry out the youth's presentation activity.

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



**Adhesive tape**

To stick cards to paper sheets or to the board.

**Alternative:** pins or tacks.



**Internet connection**

Optional to be able to explore additional tools and examples.

## Considerations

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

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

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

## ACTIVITY 1

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## Preliminary preparations





### **Artist and volunteer with manager's support**

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

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

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

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

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

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### **Observe and estimate**

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

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

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

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

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

**Artist with manager and technical consultant's support**

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

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

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

 **Go to Digital Track**

# Activity 1 - FACILITATE

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## Presentation



### Step 1

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



### Step 2

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



*See -Suggested Activity step 2- on the next page.*



*See Part 5 -Annex 2. Energizers- for additional ideas.*



### Step 3

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



### Step 4

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



### Step 5

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

## Suggested Activity step 2

### ¿What's needed?

Skein of yarn



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

An illustration of three cartoon figures, each with a brown body and a pointed hat, standing in a circle. A red dashed line forms a circle around them. A blue line of yarn is being passed between them. One figure is holding the yarn, and another is throwing it. A speech bubble from one figure says "My name is Pemba and I love music".
- 2** Present the activity with the skein of yarn in your hand and **tell your name and what you most enjoy doing** in your daily life (like your favorite game, places you visit, etc.)
- 3** When you're done **throw the skein** of yarn to any other participant but **hold on to the end of the yarn..**
- 4** The person who receives it **also says their name and what they enjoy doing and then throws the skein to another participant while continuing to hold the yarn.**
- 5** Repeat until all have participated. At that moment **reflect briefly about social fabric** in the community and the importance of listening and learning about others.
- 6** To recoil the yarn, **the last person says the name of the one who gave it to him and what that person shared, as he returns the yarn.** Repeat this until the yarn is completely recoiled.



## ACTIVITY 1

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#### Action

##### Step 6

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

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

🔗 *See Part 5 -Annex 2. Energizers- for ideas about how to divide the PASSA Group in subgroups.*

##### Step 7

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

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

##### Step 8

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

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

## Step 9

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

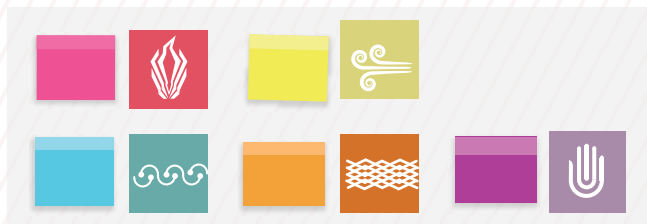
### Sample questions

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

## Step 10

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

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



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

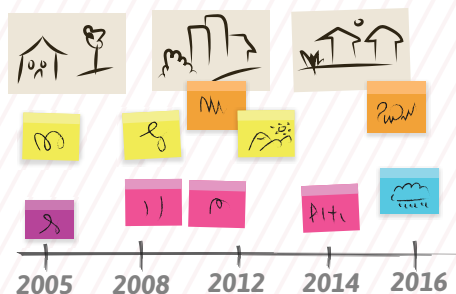
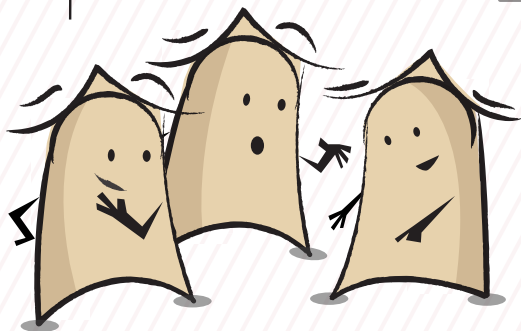


- 6** Split the PASSA Group in **subgroups**

If guests are present, assign one to each subgroup

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

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



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

### Step 11

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

### Step 12

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

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

## Closing

 **See the FACILITATE pamphlet.**

### Step 13

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

### Step 14

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

## ACTIVITY 1

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

#### **Step 15**

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

#### **Step 16**

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

## Activity 1 - DEBRIEF

### **Facilitators**

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

## 2. Share your thoughts about the activity and reflect on:

- Level of youth participation and how to continue to stimulate the group.
- Results in relation to purposes.
- Additional requirements for the next session.