



Pacific Drawing Competition

on the occasion of the

2010 International Day for Disaster Reduction (IDDR)

“Making the Pacific Resilient: My Community is Getting Ready!”

Natural hazards, such as earthquakes, tsunamis, cyclones, floods, volcanoes and droughts, as well as the impacts of climate change on health and livelihoods, continue to affect cities and communities throughout the world. Pacific Island Countries are especially at risk from disasters.

The ISDR World Disaster Reduction Campaign 2010-11, *Making Cities Resilient: My City is Getting Ready!*, seeks to increase community knowledge and awareness of urban disaster risk issues.

The two-year campaign urges local governments and community leaders to commit to making cities, towns, villages and other urban areas resilient, by signing up to improve their community's ability to withstand disasters.

You can get involved!

To celebrate the 2010 International Day for Disaster Risk Reduction, UNISDR, in collaboration with regional partners, is holding a **regional drawing competition for school children in the capital of each country in the Pacific**, with the theme: “*Making the Pacific Resilient: My Community is Getting Ready!*”.

There will be certificates and prizes for the best drawings from across the Pacific – and the winner will be invited to receive their award at an official 2010 International Day for Disaster Risk Reduction celebration in the region!

The following pages will explain:

- What is the competition all about?
- Who is eligible to enter?
- How to enter?
- The competition dates and rules for entry

You will also find everything you need to run the competition at your school:

- Lesson Plan & Classroom Guide for teachers
- Application Form
- Guidelines for judging
- ...and more!

DID YOU KNOW?

Resilience means the ability of a system, community or society exposed to hazards to resist, absorb, accommodate and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions (UNISDR, 2009).

Aim

The Pacific Drawing Competition 2010 aims to promote and increase awareness among school children (age 8-12) in the Pacific region on how to reduce disaster risk in urban areas.

Theme

The theme of the drawing competition is "*Making the Pacific Resilient: My Community is Getting Ready!*"

The drawing should depict what **an urban Pacific community that is safe from disaster** looks like. This is a city, town, village or other urban area where the population is **well-prepared** for any type of disaster and where buildings and infrastructure can **withstand the adverse effects of natural hazards**.

For additional information about the theme, you are invited to visit www.unisdr.org/campaign.

HELPFUL HINT:

To help explain the theme to students in a clear and simple way, a sample lesson plan and in-classroom guide for teachers (including activities, questions and suggested answers) can be found at **Annex C**.

Cost

Entry in the competition is **free**. Schools will need to give each participating student a piece of paper for their drawing (at the school's expense). Students will also need access to existing drawing tools (eg. coloured pencils, etc). Schools can hold the competition during normal class times (see **Annex C** for sample lesson plan).

Competition Dates

The Pacific Drawing Competition will be held from **1st – 28th August 2010**.

A list of competition dates and responsibilities can be found at **Annex A**.

How to Enter

1. Format of the Entry: A1 size paper (594 mm x 841 mm).
2. Each school can submit only one entry (see next page for guidelines on judging to help you select the best drawing from your school).
3. Participants must be citizens of a Pacific Island Country (PIC) attending school in or near the capital.
4. The age of the participant must be between 8 - 12 years (as of 28th August 2010).
This means that eligible participants are those who were born between 28th August 1998 - 28th August 2002.
5. The drawing should depict what can be done to make urban communities in the Pacific safe from disasters and the effects of climate change, using the participant's imagination.
6. Drawings should be in colour, using any kind of colouring medium (for example coloured pencils, watercolours, etc).
7. All details of the Application Form (**Annex B**) must be completed in English, or be accompanied by an English translation, which includes:

▪ Full name	▪ Name of school and grade
▪ Date of birth (day/month/year)	▪ School address, telephone & fax numbers
▪ Home address & telephone number	▪ Email address (if available)
8. Post the drawing and application form to the address below (drawings must be **received** by 10 Sept 2010):

Attn: Ms Catherine Wallace
UNISDR - Pacific Drawing Competition
c/- UNDP, Private Mail Bag, Suva, Fiji

Judging

1. School Judging

Each school must select one winning entry from among their eligible students. In selecting a winner, schools are encouraged to use the regional judging criteria, provided below. The winning drawing and application form must be posted to UNISDR's Sub-Regional Office for the Pacific by **28 August 2010**.

Please note: only entries with a postmark dated 28 August (or earlier) that are received by UNISDR by **10 September 2010** will be eligible to take part in the competition. The winning entries from each school will comprise the regional finalists.

2. Regional Judging

The Regional Judging Committee, consisting of representatives from UNISDR and regional partners (including UN-Habitat, SOPAC, Commonwealth Local Governments Forum and UNICEF), will select the winning regional drawing(s) from the finalists. The decision of the Regional Judging Committee is final and participants cannot raise any objection.

Judging Criteria

Criteria	Maximum Points
1. Content relevancy of the drawing to the given theme <i>"Making the Pacific Resilient: My Community is Getting Ready"</i>	
1.1. City/Town/Village/Community Image	10
1.2. Safe Sanctuary	10
1.3. Measures that reduce disaster risk / increase disaster resilience (things put in place to keep the community safe from disasters)	20
2. Expression of Pacific identity	20
3. Elements of the drawing	
3.1. Sketching (sketching ability, confidence in line drawing etc.)	5
3.2. Organisation of the drawing elements (balance, unity and focus)	5
3.3. Skills in applying and using of materials	5
3.4. The beauty of art (harmonized line, color, surface and shape)	5
4. Creativity & originality (of content, colouring and picture organisation)	20
Total	100

Ownership and Use of Drawings

All entries shall remain the property of UNISDR and may be used for any purposes deemed appropriate (refer to **Annex D** for additional information).

Prizes and Certificates

It is the responsibility of each school to select a winning drawing from among their students. It is up to each school to determine whether they will award prizes to individual students and to provide those prizes. Template certificates for participants/winners can be used at the school's discretion (templates provided in **Annex E**).

The regional award winner and runners-up, as selected by the Regional Judging Committee, will receive a **prize** and **certificate** from UNISDR. If possible, the winner may also be invited to attend a regional International Day for Disaster Risk Reduction event to receive their award (subject to funding).

Exhibition of Winning Entries

All finalists' entries, including the winner and runners-up, will be exhibited at the celebration of the 2010 International Day for Disaster Risk Reduction at the designated venue.

Further Information

For enquiries, please contact the National Disaster Management Organisation in your country.

You can also visit the following websites: www.unisdr.org/campaign and www.preventionweb.net for additional information on the *Making Cities Resilient* campaign and disaster risk reduction.

Competition Dates & Responsibilities

Activity	Person/Group Responsible	Date(s)
Invite schools in PIC capitals to participate in Pacific Drawing Competition	UNICEF, National Disaster Management Offices and Ministries of Education	1-31 July 2010
Hold school-based drawing competition and select a winner for your school	All Schools in PIC capitals	1-28 August 2010
Send winning entry for your school to the UNISDR Sub-Regional Office for the Pacific	All Schools in PIC capitals	28 August – 10 September 2010
NOTE: drawings must be <u>received</u> by the UNISDR office by close of business on Friday 10 September to be eligible		
Judging of eligible drawings and selection of 1 st , 2 nd and 3 rd places	Pacific Drawing Competition Regional Judging Committee	10-17 September 2010
Winner and runners-up notified; prizes and certificates awarded	Pacific Drawing Competition Regional Judging Committee	October 2010

Other Key Dates

World Habitat Day <i>Better City, Better Life</i>	4 October 2010
International Day for Disaster Risk Reduction <i>Making Cities Resilient: My City is Getting Ready!</i>	13 October 2010

Pacific Drawing Competition 2010

APPLICATION FORM

INSTRUCTIONS: Please **PRINT CLEARLY** using a black or blue pen.
All details on this Application Form must be completed in English, or be accompanied by an English translation.

STUDENT'S DETAILS

Full Name: _____
FIRST NAME SURNAME

Home address: _____

Telephone: _____ Email: _____

Date of Birth: _____ School Grade: _____
Day / Month / Year for example. "Grade 3"

NOTE: Participants must be between 8 - 12 years at the time of competition.
This means that eligible participants are those who were born between 28th August 1998 and 28th August 2002.

SCHOOL'S DETAILS

Name of School: _____

Name of Contact Person at School: _____

School address: _____

Telephone: _____ Fax: _____

Email: _____

Directions for the School:

Once you have selected a winning drawing for your school, this completed Application Form must be forwarded with the student's drawing to the UNISDR Sub-Regional Office for the Pacific at the below address:

Attn: Ms Catherine Wallace
UNISDR - Pacific Drawing Competition
c/- UNDP, Private Mail Bag, Suva, Fiji

NOTE: drawings must be received by the UNISDR office by close of business on Friday, 10th Sept 2010 to be eligible. Please ensure you allow appropriate time for the entry to reach Suva, Fiji, by this date.

Sample Lesson Plan for Teachers: *Making the Pacific Resilient - My Community is Getting Ready!*

Grade Level: 3-7 (ages 8-12)

Duration: 1-2 hours

Subject(s):

- Social Studies
- Health & Safety
- Natural Sciences
- Art (drawing)

Description: In this lesson, students learn about the types of disasters that affect communities in the Pacific. They are introduced to relevant terminology such as “resilience” and “vulnerability”. Students are encouraged to use their imaginations to draw an urban community that is safe from disasters (*Note: one drawing selected by the school will be submitted to the regional Pacific Drawing Competition as part of the ISDR World Disaster Reduction Campaign 2010-2011 and International Day for Disaster Risk Reduction 2010 celebrations*).

Goals:

1. Students will be aware of the types of natural hazards that affect their community and what impacts they cause.
2. Students will understand that communities can be protected from natural hazards & their impacts and will be able to describe ways to make communities safer from disasters.
3. Older students will understand key disaster risk reduction terms, such as “resilience” and “vulnerability” and how these apply to their communities.

Materials:

- A1 size paper (594 mm x 841 mm) – at least one sheet per student
- Coloured drawing tools, for example : colour pencils, crayons, paint / watercolours, etc

Outcome:

Students will draw a picture showing what a disaster-resilient city/town/village looks like (for younger children, a drawing of a ‘community safe from disasters’).

Procedure:

Beginning the Lesson – What is a Disaster?

Begin by introducing the students to the topic of **disasters**. Explain that disasters are events that cause great loss of life, damage or hardship. Disasters are caused by natural hazards, such as storms and floods. Natural hazards result in disasters when the community cannot cope with their effects (for example, when the buildings cannot withstand strong winds, or the drains cannot cope with heavy rain and the streets flood).

Ask the students, “**What types of natural hazards have affected our community in the past?**”. Write their answers up on the board (answers might include: cyclones, floods, earthquakes, tsunamis, volcanic activity, landslides, climate change impacts, etc).

Activity 1 – Which Hazard Are You?

Tell the students that you are going to break the class into natural hazard teams. The catch is that they are going to **be** the hazard. Divide the class into groups, each representing one kind of natural hazard from the list (see above). Ask each team to describe what its effect(s) would be, if it were to come into the classroom. Make sure the team describes **how** the damage took place, instead of focusing on the aftermath. For example, an earthquake might start out slow, and then continue to rumble for a set amount of time. Perhaps there are aftershocks as well, making the damage even worse.

After each group has presented the effects of their natural hazard, ask the class to vote (show of hands) on which natural hazard would have the worst effect. For the one that gets the most votes, ask the class “How could we protect the classroom against that natural hazard?”

Activity 2 – Is your community resilient or vulnerable?

This activity is for older (10-12 year olds) or more advanced students.

For younger students, go straight to Activity 3 (see below)

Write the words “**RESILIENT**” and “**VULNERABLE**” on the board. Ask students if they are familiar with the words and what they think they mean. Provide them with definitions (for example: someone or something that is “**resilient**” is able to resist or recover from pressure put on it. A “**vulnerable**” person or place is one that has trouble defending itself against being hurt or damaged because of its weaknesses). Ask the students, “**Which people are the most vulnerable to disasters in our community?**” (answers might include: children, the elderly, poor people, sick people, etc). Get the students to explain why they think the different groups of people are at risk.

Divide the students back into their disaster teams. Ask the teams, “**What does our community do to make itself resilient to your disaster?**” (for example the “cyclone team” would discuss how the community tries to protect itself from cyclones, etc). If the idea of “resilience” is too complicated, ask the students to discuss, “**What does our community do to make itself safe from disasters?**” instead. Answers might include: building on high ground, making sure buildings are strong and stable, having a good drain system to prevent flooding, having Early Warning Systems, having education and awareness campaigns in schools and communities, etc. Ask each team to write down their answers and present back to the class.

After the presentations, ask the students, “**Does being resilient mean disasters never happen?**” (answer guide: No, being resilient doesn’t mean disasters never happen. But being resilient does mean that you are better able to cope with or withstand a disaster. It also means that you are able to reduce the damage and losses from the disaster. For example, if a cyclone goes through two communities, a **resilient** community that has **reduced its vulnerability** (by having good building practices, flood drains, an early warning system, safe schools and hospitals, and by practicing how it will respond to a disaster with community disaster exercises, etc) will have **less damage** to people and property, and will be able to **recover more quickly** than a community that has not done these things).

Activity 3 – What does a community that is safe from disaster look like?

Give each student a piece of A1 size paper (594 mm x 841 mm) and coloured pencils/crayons/etc to draw with.

Ask them to draw a **city, town, village or other urban community that is resilient to disasters** (for younger students ask, “**What does a community safe from disaster look like?**”). They can use their imaginations!

Some of the things you might want the students to think about or include in their drawings of a **resilient community** are:

- **Where is the city/town/village located?**
(for example, is it on the coast or inland? Is it on high ground or low? Are there natural barriers protecting the community from disasters?)
- **What do the buildings look like?**
(for example, what are the buildings made of? Are they tall or low? Are they close together or spread out? What are the streets like – narrow or wide? Do they have drains?)
- **What do the schools and hospitals look like?**
- **Who is responsible for making the city/town/village safe from disasters?**
(for example, is it the mayor or leader? The local council? The people? Everyone?)
- **How does the community prepare for disasters?**
(for example, is there an early warning system? Do people practice what they will do if there is a cyclone/earthquake/tsunami/flood/etc? Do the schools teach children how to protect themselves from disasters? etc)

Closing the Lesson

Ask the students to hand in their drawings. If you have time, you may ask some students to show their drawings to the rest of the class and explain the features of their “**resilient community**”.

After the class, select the best drawing from your school to enter the Pacific Drawing Competition.

In-Classroom Guide for Teachers:
Making the Pacific Resilient - My Community is Getting Ready!

NOTE FOR TEACHER: You can take this guide into your classrooms, so it will help you to deliver the lesson plan for *Making the Pacific Resilient – My Community is Getting Ready!* This guide includes activities and questions to ask the class (with sample answers).

Beginning the Lesson – What is a Disaster?

Disasters are events that cause great loss of life, damage or hardship.
Disasters are caused by natural hazards, such as storms and floods.

QUESTION A:

Ask the students, **"What types of natural hazards have affected our community?"**

Write their answers up on the board.

SAMPLE ANSWERS: cyclones, floods, earthquakes, tsunami, volcanic activity, landslides, climate change impacts, etc.

Activity 1 – Which Natural Hazard Are You?

Break the students into groups.

Each group is going to **be** one of the natural hazards listed from QUESTION #1.

ACTIVITY #1

1. Ask each team to **describe what its effects would be if affected the classroom.**
For example, if a cyclone came into the classroom, what would happen?

NOTE FOR TEACHER: make sure the team describes how the damage took place, instead of focusing on the aftermath. For example, an earthquake might start out slow, and then continue to rumble for a set amount of time. Perhaps there are aftershocks as well, making the damage even worse.

2. After each team has presented the effects of their natural hazard, ask the class to vote (show of hands) on which natural hazard would have the worst effect.

QUESTION B:

For the natural hazard that gets the most votes, ask the class

"How could we protect the classroom against that natural hazard?"

(for example, "How could we protect the classroom against a tsunami?")

Activity 2 – Is your community resilient or vulnerable?

NOTE FOR TEACHER: This activity is for older (10-12 year olds) or more advanced students. For younger students, go straight to Activity 3.

Write the words “**RESILIENT**” and “**VULNERABLE**” on the board.

QUESTION C:

Ask the students, “**What do the words ‘resilient’ and ‘vulnerable’ mean?**”.

SAMPLE ANSWERS:

Someone or something that is “**resilient**” is able to resist or recover from pressure put on it. A “**vulnerable**” person or place is one that has trouble defending itself against being hurt or damaged because of its weaknesses.

QUESTION D:

Ask, “**Which people are the most vulnerable to disasters in our community?**”.

Get the students to explain why they think the different groups of people are at risk.

SAMPLE ANSWERS: children, the elderly, poor people, sick people, etc.

ACTIVITY #2

Divide the students back into their disaster teams from Activity #1.

Ask each team “**What does our community do to make it resilient to your disaster?**”

For example, the “cyclone team” would discuss how the community tries to protect itself from cyclones.

NOTE FOR TEACHER: If the idea of “resilience” is too complicated, ask the students to discuss, “**What does our community do to make itself safe from disasters?**” instead.

Have each team write down their answers and present back to the class.

Sample Answers: building on high ground, making sure buildings are strong and stable, having a good drain system to prevent flooding, having Early Warning Systems, having education and awareness campaigns in schools and communities, etc

QUESTION E:

Ask the students, “**Does being resilient mean disasters never happen?**”.

SAMPLE ANSWER: No, being resilient does not mean disasters never happen.

Being resilient does mean that you are better able to cope with or withstand a disaster. It also means that you are able to reduce the damage and losses from the disaster.

For example, if a cyclone goes through two communities, a **resilient** community that has **reduced its vulnerability** (by having good building practices, flood drains, an early warning system, safe schools and hospitals, and by practicing how it will respond to a disaster with community disaster exercises, etc) will have **less damage** to people and property, and will be able to **recover more quickly**, than a community that has not done these things.

Activity 3 – What does a community that is safe from disaster look like?

Give each student a piece of A1 size paper (594 mm x 841 mm) and coloured pencils/crayons/etc to draw with.

Ask the students to draw a picture of a **city, town, village or other urban community that is resilient to disasters** (for younger students ask, “**What does a community safe from disaster look like?**”).

They can use their imaginations!

NOTE FOR TEACHER:

Some of the things you might want the students to think about or include in their drawings of a **resilient community** are:

- **Where is the community located?**
(for example, is it on the coast or inland? Is it on high ground or low? Are there natural barriers protecting the city/town/village from disasters?)
- **What do the buildings look like?**
(for example, what are the buildings made of? Are they tall or short? Are they close together or spread out? What are the streets like – narrow or wide? Do they have drains?)
- **What do the schools and hospitals look like?**
- **Who is responsible for making the community safe from disasters?**
(for example, is it the mayor or leader? The local council? The people? Everyone?)
- **How does the community prepare for disasters?**
(for example, is there an early warning system? Do people practice what they will do if there is a cyclone/earthquake/tsunami/flood/etc? Do the schools teach children how to protect themselves from disasters? etc)

Closing the Lesson

Ask the students to hand in their drawings.

If you have time, ask some students to show their drawings to the rest of the class and explain the features of their “**resilient community**”.

After the Lesson

Each school must select the best drawing from their school to enter the Pacific Drawing Competition. Entries must be posted to Suva, Fiji, by 28 August 2010.

ANNEX D

Use of original drawing entries submitted to the Pacific Drawing Competition 2010 ("The Drawings")

1. The Drawings shall be the Copyright of UNISDR.
2. The Drawings shall be kept at the UNISDR Sub-Regional Office for the Pacific.
3. The Drawings shall be used for the purpose of building disaster risk reduction awareness, mainly in the Pacific.
4. Potential uses of The Drawings include, but are not limited to:
 - a. Calendars;
 - b. Greeting Cards;
 - c. Postcards; and
 - d. Other awareness-raising materials.
5. The following entities shall have the permission to use The Drawings:
 - a. UNISDR;
 - b. National Governments;
 - c. UN-HABITAT;
 - d. UNICEF;
 - e. CLGF; and
 - f. SOPAC.
6. Entities other than those indicated in Paragraph 5 above that wish to utilise The Drawings shall seek permission from UNISDR Sub-Regional Office for the Pacific by formal request, in writing.
7. In using of The Drawings, the phrase: "This drawing is used with the permission of UNISDR's Sub-Regional Office for the Pacific" shall be used. Other phrases that reflect similar meaning to the aforementioned phrase may also be used.

ANNEX E

The following page contains a template certificate for participants in the Pacific Drawing Competition 2010.

This certificate template is provided for schools to use if they want to recognise students who have participated in the competition at **their school**.

Participation certificates must be printed and filled-in by the schools locally if they wish to use them. It is not compulsory to award certificates at the school level – each school can decide for themselves whether they want to issue certificates to their students.

The winner from each school will become a finalist in the regional competition.

The winner and runners-up for the region will be awarded special certificates by UNISDR and partners.



United Nations

International Strategy for Disaster Reduction

Certificate of Participation

This award is presented to

Write Student's Name Here

for participating in the

Pacific Drawing Competition 2010

“Making the Pacific Resilient: My Community is Getting Ready!”

by: Write School's Name Here

Signed,

Date: Day / Month / 2010

Principal / Teacher
