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| **Level** | I |
| **Credits** | 6 |
| **Unit Descriptor** | This unit defines the standard required to: describe and give examples of the most common natural hazards found in Vanuatu; explain how and why a hazard can become a disaster; distinguish between hydro-meteorological, geological, biological and human-made hazards; take responsibility for the reduction of climate and disaster risks; and to identify hazard risks in a local community |
| **Pre-requisite** | Ability to read, write and draw simple maps |
| **Co – requisite** |  |
| **ELEMENT**   1. Describe and give examples of the most common natural hazards found in Vanuatu. | **PERFORMANCE CRITERIA**   * 1. Give an actual example (date, name, location) of at least five ***disaster events*** in the local area /Vanuatu.   2. For each disaster listed, explain some of its effects (long and short term impacts) and comment on the ***response to the event*** by individuals, communities and the government. |
| 1. Explain how and why a hazard can become a disaster. | * 1. Define ***“natural hazard”*** and ***“disaster”.***   2. Explain how a natural hazard can become a disaster, with some actual examples. |
| 1. Distinguish between hydro-meteorological, geological, biological, other natural, and human-made hazards. | * 1. State how hazards can be either natural or human-made.   2. Define and give examples of hydro-meteorological hazards in Vanuatu.   3. Define and give examples of geological hazards in Vanuatu.   4. Define and give examples of biological and other natural hazards in the Pacific.   5. Give some examples of human-made hazards in the Pacific |
| 1. Take responsibility for the reduction of disaster risks. | * 1. Explain the natural causes and human actions that may have led to some recent disaster events.   2. Give a talk to explain why all of us need to take responsibility to try to reduce disaster risks and increase ***community resilience***. |
| 1. Identify hazard risks in a local community. | * 1. For one local village or neighbourhood, work in groups to produce a map and a description of the community. Then identify ***areas, assets and people on the map at risk*** from natural hazards. |
| **REQUIRED SKILLS AND KNOWLEDGE**  **Key competenciesrequired for this unit**   |  |  | | --- | --- | | **Key competency** | **Example of application** | | Collect, analyse and organize information | Collect, analyse and organize information on disaster events and different types of hazards. | | Communicate ideas and information | Give a talk to explain an individual’s responsibility for reducing disaster risks. | | Plan and organize activities | Plan the collection of information from a community in order to determine areas at risk from natural hazards. | | Work with others and in teams | Cooperate in a small group to produce a map and description of a community and identify areas, assets and people at risk. | | Problem-solving | Analyse features of a village to determine areas that are at risk from natural hazards | | Cartographic skills | Produce a detailed map of a local village or neighbourhood. | | Technical skills | Use the internet or local survey questionnaires to find out about examples of natural hazards in Vanuatu and the Pacific region. | | Show initiative | Carry out research into types and examples of hazards and the community response to them. |   **Prior knowledge required**   * Knowledge and experience of natural hazards in Vanuatu * First-hand knowledge of a local village or neighbourhood * Basic mapping skills - scale, direction, use of key, etc. | |
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| **EVIDENCE GUIDE**  **Critical aspects of evidence required to demonstrate competency in this Unit**  **Context of Assessment**  **Resource Implications**   * Specific details of hydro-meteorological, geological, biological, other natural and human-made hazards. * Differentiation between “hazard” and “disaster”. * Analysis of the role of natural and human causes in creating a recent natural disaster. * Awareness of an individual’s role in contributing to the resilience of a community to the impacts of natural hazards. * Effective communication of ideas on individual responsibility. * Map of hazard risk zones, assets and people in a nearby community * Assessment of underpinning knowledge and communication of ideas can be done in the classroom through observation and discussion. * Assessment of the hazard risk map can be done in the field or in the classroom * Access to the internet or survey questionnaires for research (optional) * Topographic map of local area at scale of 1: 50,000 (optional) * Choice of butcher paper, blackboard, felt pens, chalk, notebooks, etc. |
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**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole.

**Natural hazards and disaster events** may include the following: earthquake, tsunami, volcanic eruption, tropical cyclone, flooding, king tides, drought, El Nino, La Nina, coastal erosion, fire, outbreak of pests and diseases, pollution, and others.

**A response to an event** may include actions (or lack of actions) by individuals, communities, provincial governments and the national government to help minimize damage to property and the environment or loss of life of people and animals.

**Community resilience** includes ways in which communities reduce negative impacts of natural hazards and enable a sustainable way of life to continue.

**Areas, assets and people at risk** are parts or sectors of the community that are exposed to greater damage from hazards, for example, coastal areas, steep slopes, water wells, elderly or disabled people.