

VOICES OF RESILIENCE

A METHODOLOGICAL GUIDE
FROM TALCAHUANO

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OBJECTIVES

When an earthquake or a tsunami strikes a community, external help comes to assist victims. These victims become active protagonists in their communities, whose stories of survival inspire others and teach us how to be better prepared for future disasters. These actors are **“local experts.”** Their knowledge and resilience are at the centre of the community’s power.

Talcahuano is a community that has faced many disasters and challenges. It is from these adversities that local experts have emerged, teaching others about the resilience coming out of this territory. This project collected life histories from 12 older people who survived the earthquakes and tsunamis of 1960 and 2010. Their experiences show us that everyone has scars from disasters as well as from other life challenges, which these older people overcame with strength and wisdom. These stories teach us that **the community has its own resilience tools**, based on local knowledge.

The development of methods and strategies in disaster risk reduction based on a general resilience against life’s challenges and with a local identity ensures that they are used by citizens for many years to come. The methodologies of Voices of Resilience have the following **objectives**:

- ◆ **To strengthen** the sense of belonging and pride in the resilience of the community among older people and children, and thereby create a culture where people want to and believe that they can fight for their communities when facing disasters.
- ◆ **To develop** materials for DRR education with a local identity, and therefore make them meaningful and useful for community members.
- ◆ **To create** playful tools for DRR so that risk reduction and disaster preparedness are attractive, thereby making people want to include them in their everyday lives.

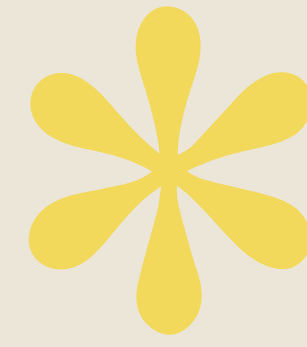


AN OLDER PERSON AND A STUDENT SHARING ORAL HISTORIES DURING A WORKSHOP (APRIL 2022)



ABOVE: Interviewing Winston Hermosilla Soazo (April 2022).

BELOW: Learning about transporting victims in the workshop with children (April 2022).



To record
“life history
interviews” of
older people in
the community.

Resilience is learned
from life, not only
from disasters.

METHODOLOGY 1

Life Histories for Intergenerational Connections

1. Select double the number of older people as children.
*Selection of students needs to happen with teachers so that the selected children work well with older people and/or are interested in the topic of disasters.
2. Conduct a workshop with only children to raise awareness about DRR and so they can get to know each other.
3. Conduct preliminary interviews with older people. To get to know the researchers and to review questions for the final, official interview.
4. Conduct official interviews with older people.
*Key questions: About their childhood; memories of disaster with details about their everyday lives to understand what resources, lack, rhythms of life, familial and neighbourly relations they had; mutual help among family members and neighbours; survival strategies; advice for future generations.
5. To transcribe and analyze life histories and choose a key phrase about disasters from each, which could be used for the intergenerational workshop.

For the workshop with children, you can use [Manual para la Caravana Escolar de Seguridad de Talcahuano](#).



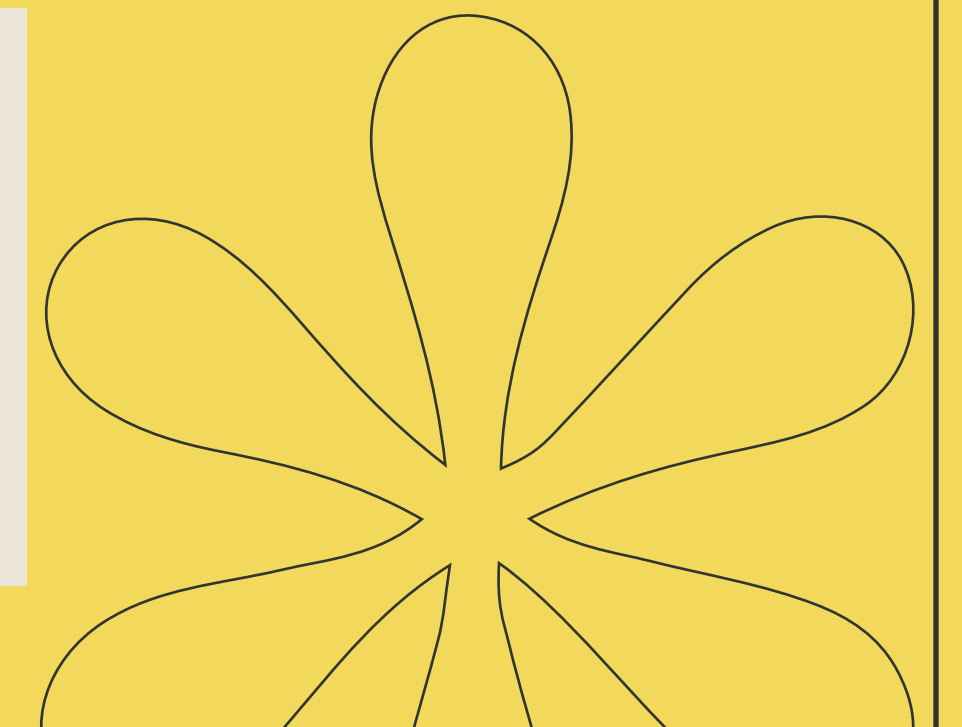
INTERGENERATIONAL WORKSHOP

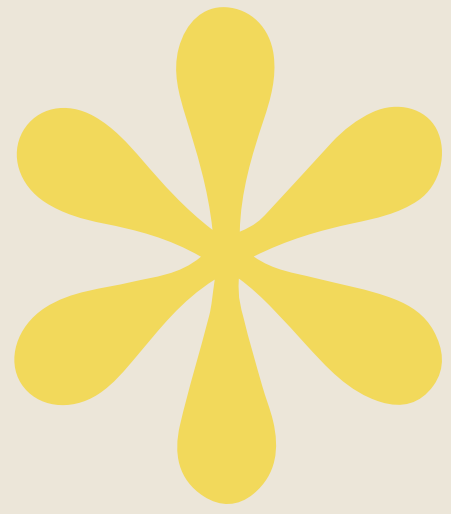
1. Pair 1 older person with 1 student.
2. Work in pairs. Use key phrase to begin sharing a story about disaster.
3. Play at being a reporter: Students ask questions to their partnered older person.
4. The students draw the stories by the older people.
5. Share with everyone.
6. Play traditional games such as the “payaya” (jacks).



*Repetition is effective for older people. Therefore, run 2 workshops, e.g. 10 students with 10 older people in one workshop, and 10 different students with the same 10 older people in the second workshop.

*The key is to let the pair of older person and student speak freely, even if they start with specific stories of disaster. The students draw what left the strongest impression from their conversations.





BOOK OF TESTIMONIES

Now you have the materials to create the products. One product from Voices of Resilience was an illustrated book with the stories from the older people and the students' drawings. It is powerful for the older people to see their life histories reflected on paper in this way. We also made a documentary. There are many possibilities!



Eduardo Becerra Zapata

📍 Arenal 📅 Nació el 4 de Diciembre de 1952

"El deporte enseña valores como la lealtad, la socialización, respeto y compañerismo."

Nací y fui criado en Talcahuano, hijo de Luis Becerra y Lidia Zapata, somos 5 hermanos. De mi infancia tengo recuerdos muy bonitos, muy alegres. Jugábamos a la pelota, cacineta, trompo, a las naciones, muchos juegos que hoy se han perdido. Desde niño estuve ligado al deporte, y recuerdo que se organizaban campeonatos en mi barrio, en el sector El Morro. Teníamos por un lado el mar y por el otro el ferrocarril. Con mi señora pololeamos 5 años y nos casamos. Tenemos 3 hijos, Cecilia, Paola y Julio, quien lleva 6 años viviendo en Alemania y dos nietos, Lucas y Mariano. Soy un hombre feliz y satisfecho, con una familia unida y una mujer maravillosa.

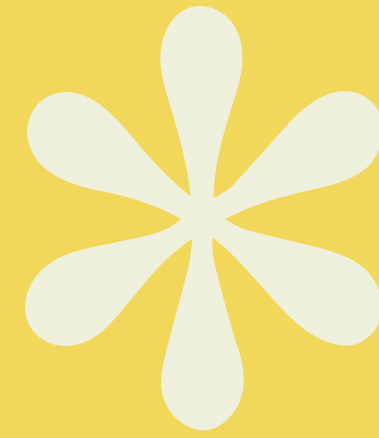
10 Testimonios de Resiliencia





ABOVE: Tabletop game.

BELOW: Comic book drawn by children



To design playful educational material with a local identity.

When it is fun, it becomes part of everyday life.

METHODOLOGY 2

Playful Education about Disaster Risk Reduction with a Local Identity

1. Select 10 to 15 older people.
 2. Preliminary interviews with older people.
 3. Official interview with older people (see methodology 1).
 4. Transcribe and analyze the life histories and choose a key phrase from each story about disasters, which can be used for the tabletop game and comics.
- es as a guide. (4) Create a pile of cards with general questions about disasters. *Rules: Advance from area to area of the city, answering questions; win points; achieve goals such as winning trophies.
- 5a. Design tabletop game: (1) Find a good designer. (2) Design the game, focusing on the community's geography. (3) Choose stories of older people from each area of the city, and create questions about disasters based on the stories, using the key phrases as a guide. (4) Create a pile of cards with general questions about disasters. *Rules: Advance from area to area of the city, answering questions; win points; achieve goals such as winning trophies.
- 5b. Design comics: (1) Find a good comics instructor for children. (2) Run a workshop on DRR and invite 2 or 3 older people to share their stories, using the key phrases from their stories. (3) Let the children draw what left the strongest impression on them about lessons related to disasters.

RESOURCES NEEDED



- Interviewer(s) for the life history interviews. You could invite university students or middle/high school students.
- Workshop facilitator(s) .
- Product designer.
- (Optional) Cost of printing the products.

YOU DON'T NEED MANY RESOURCES.
WE INVITE YOU TO DO IT IN YOUR COMMUNITY!

To learn more about the project: <https://sites.manchester.ac.uk/voces-de-resiliencia/>

To see the products from the project: <https://www.talcahuano.cl/minisitios/gestionriesgos/>

To watch the documentary “Voces de Resiliencia”: <https://youtu.be/VpUAQkJwcTc>

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