

1.0.0

SERIES 1

Establishing Resilience Principles



Contents of Set

- 1.0.0: Guide
- 1.0.1: Activity 1
- 1.0.2: Activity 2

TRAINING.I-S-E-T.ORG

© ISET-International, 2013

GETTING STARTED

About Resilience

The Climate Resilience Framework (CRF), developed by ISET and Arup, focuses on resilience as a goal that is not merely responsive to predicted climate impacts, but that also fosters proactive and systemic approaches to preparing for unexpected and indirect effects of global change (Moench, Tyler, Lage 2011). These concepts are further discussed in Catalyzing Urban Climate Resilience, which is free for download at www.i-s-e-t.org/publications.

Our Approach

These materials have been intentionally designed with a handful of key features in order to support a process of resilience planning. To be effective in a resilience planning process everyone involved must first develop an understanding of what resilience is, and how resilience can be experienced in your own community. In addition, as

the process unfolds we suggest that the facilitator and city team intentionally foster working relationships. To support this working and learning environment, we have designed these materials around key concepts that support resilience: iteration, support and reliance on collaboration, personal and group reflection, and the creative engagement of all parties involved.

The Key Characteristics of Our Approach are Iteration, Collaboration, Reflexive and Creative Engagement

ITERATION

The concept of iteration is important to the whole process of resilience planning. Characteristics of resilient systems include; flexibility, substitutability, diversity, redundancy, modularity and safe failure (Moench, Tyler, Lage 2011). These elements of resilience are also important to the learning process.

The Training Materials are designed to pull together and build on the knowledge and expertise that is already present in this group of participants and in the wider community. When we introduce new knowledge we want to do so in a way that allows for real engagement and the opportunity to own and integrate the ideas, and that allows the concept taught to be adapted to fit local reality. To do this successfully requires, amongst other things, repetition and revision. This allows the time and opportunity to look at familiar issues in different ways. Because we value resilient learning experiences we invest time and creativity into the shared learning experience. This also means that the learning process is open, inclusive and mutual; people in leadership have to be as willing (or more) to learn, adapt and grow.

COLLABORATION

A key learning from the ACCCRN experience is that the ability to coordinate and communicate across organizations as well as recognizing the value of diverse perspectives and input is more valuable to the resilience planning process than technical expertise. The design of these workshops takes this into account and supports collaboration skill development by; primarily focusing on collaborative and group work (rather than individual learning), being inclusive of different learning styles & engagement preferences as well as offering the opportunity and the time for critical thinking, creativity

and active listening so that different and diverse perspectives can be brought forth. However, collaboration cannot be accomplished by reading words on paper alone, so the while the design of these materials creates a space for developing collaborative skills, what makes the actual difference to skill development is the commitment you and your working group bring to this approach.

REFLEXIVE

To support the collaborative experience of iterative process a personal process of reflection is essential. This involves questioning ourselves, identifying and challenging our own assumptions, and challenging ourselves to look again for things we might have left out or missed. This is the practice that keeps us open to considering different perspectives. If each of us commits to being willing to challenge ourselves and grow, then our collective potential is exponentially greater!

CREATIVE ENGAGEMENT

Both the new science of complexity theory (or working with complex adaptive systems) and ancient wisdom traditions indicate that action and perception are linked. From these traditions we know that the only way to sustain change in how we live and act in the world is to change our way of being and engaging. We need to awaken our creative thinking. We need to learn to express ourselves differently and engage in the richness of communication not based on language alone. We want this workshop to be fun, to challenge ourselves to think outside of the

box and to build good relationships. Part of how we will do that is to use activities that utilize creative skills or practice engaging our minds in different ways.

Introduction to Series 1

Series 1 is designed to support a local leadership team and partners in starting the Climate Resilience Framework.

Set 1.1 introduces the Climate Resilience Framework, a conceptual framework ISET has developed and piloted for engaging cities and working with them over an extended period of time (10–24 months, or more). The Framework begins with the introduction of climate change and resilience concepts, continues through the design and completion of a climate vulnerability assessment and development of a climate resilience strategy, through initial implementation of resilience building actions, and closes with the development of indicators to monitor progress and outcomes of those actions.

Set 1.3 introduces the key engagement tool we use in this work, the Shared Learning Dialogue. Sets 1.4 and 1.5 engage city participants in thinking about the initial steps required to start your resilience planning process. Each of these sets include a short introduction and accompanying activities.

The activities introduced during Series 1 training session, and the bulk of the work outlined herein will need to be completed over the following several months. The details of this follow-up are given in set 1.6, along with a collection of lessons we have learned in piloting this process through the Asian Cities Climate Change Resilience Network (ACCCRN). The amount of time the follow-up takes will be entirely dependent on your city, your stakeholders and own adaptation of this process.

The accompanying Series 1 facilitator notes outline both facilitation recommendations for leading participants through Series 1, as well as suggestions for how to support participants with these follow-up tasks. Completion of Series 1 follow-up tasks will lay a solid foundation for beginning *Series 2: Understanding Vulnerability & Risk*. If portions of the work outlined in Series 1 have already been completed by your community, those particular sets can be omitted. However, we recommend that the resilience team and facilitator review all the sets to support their comprehensive understanding of this process. Each activity is designed to demonstrate different analytical techniques and methods, and engage diverse learning styles.

1.0.1

SERIES 1

Establishing Resilience Principles



Understanding Resilience

Activity 1.0.1

Over the course of the next few days, while working through Series 1, we will be engaged in a creative process. To begin a climate change resilience process we have to think about ourselves and our cities in ways that may be quite different from what we're used to.

This activity will be a little bit of a warm up, a fun way to start thinking in new ways.

In subsequent sets, you will gain a more complete understanding of resilience, and how it relates to your city's systems, agents and institutions and how to begin the urban resilience process (Series 1); its vulnerabilities and how to identify potential climate risks (Series 2); and how to identify resilience strategies and actions (Series 3).

IN THIS ACTIVITY YOU WILL:

- ✓ Use a fun and creative activity to explore what resilience means (for your group)

(Unlike most other activities in this series there are 3 different options to choose from. The facilitation team may have chosen an activity that they think fits the group best; the others are outlined as examples of other approaches to think about.)

ACTIVITY 1.0.1: UNDERSTANDING RESILIENCE

INSTRUCTIONS

Choose one of the following activities to complete with your group.

Storytelling

- Tell or solicit a creation/flood/disaster story of resilience that will likely be familiar to most people present, or has particular meaning to you.
- After telling the story, as a group, reflect on:
 - What characters are resilient? What are the attributes that make them resilient?
 - What role do they have in the story?
 - How is this related to community identity?
 - What can we learn from these characters and the relationship that our community has with them?

Game Show

- Break your group out into teams of 2–4
- **Select a Champion:** The most resilient local animal, plant, or character.
- **10-minutes:** In your group, develop your champion’s profile and evidence to support your selection.
- **1–2 minutes:** Select a spokesperson for each champion to present your champion’s profile.
- **1-minute:** Players offer rebuttals/discussion points.
- **Vote:** Each group, please vote on your favorite champion. (You may not vote for your own champion.)
- **Discussion:** What can we learn from these characters and the relationship that our community has with them? How does this relate to the resilience planning process?

Drawing

- Find a quiet place to sit.
- Select a creative medium (For example, pencils, markers or other arts supplies).
- Draw an image that represents resilience to you. *It could be any image; a symbol, scene from a story, a plant or animal. Your drawing might even be inspired by a personal memory or family story.*
- When the facilitator calls you back after the established time (~10 minutes) find a partner to have a conversation with.
 - With your partner share what you drew and why. Discuss what attributes of resilience were present in both of your drawings. What was different? Are there things that you would add now that you hadn’t thought of before?

1.0.2

SERIES 1

Establishing Resilience Principles



Envisioning Your City's Resilience

Activity 1.0.2

To begin a climate change resilience planning process we must first frame the way we think about ourselves and our local communities. Throughout the course of this workshop and the application of the Climate Resilience Planning Framework we will be engaged in a creative process. The following activity provides the building blocks to support your use of the CRF, with a clear vision of your community's potential for resilience—in accordance with the philosophy, "begin with the end in mind".

IN THIS ACTIVITY YOU WILL:

- ✓ You will take time for silent reflection on your own resilient characteristics;
- ✓ You will write a personal statement of your resilient characteristics;
- ✓ You will have a group discussion to envision your city as a resilient city at some point in the future;
- ✓ Your group will identify the strengths of your city that will support resilience;
- ✓ Your group will identify challenges that your city will face to transition to a resilient city; and
- ✓ As a group you will write a statement of your shared resilient characteristics.

