# Indonesia: Forces of nature

Some areas and people around the world seem to be facing more natural disasters. In December 2018, Indonesia was struck by a devastating tsunami, triggered by a landslide of part of Anak Krakatau volcano. This was following the previous tsunami that occurred in September 2018.

This activity will give learners an opportunity to explore resilience – this is the ability to cope with and recover from setbacks or difficult situations. Looking at a photograph, learners will consider how people can support each other in challenging times and discuss what helps to build resilience.

**Learning objectives**

Learners will:

* discover more about the impact of natural disasters
* explore the meaning of resilience and the importance of support in developing this
* consider what can help people to cope with challenges.

## Discussion: Coping skills

Start by discussing moments in life when we face setbacks. At school this could be something like not getting the grade we hoped for a piece of schoolwork or not being picked for the football team. Ask learners:

* What has helped them overcome or make sense of these challenges?
* Who helped them?
* Why did it help?
* Who can they learn from to support them to overcome challenges? Do they have any role models they could identify that have overcome challenges that inspire them to do the same?
* Where might they turn to for help?
* What have they learned from past experiences that they can use to cope now?

Every year millions of people around the world face dangers that could have a serious impact on their lives, whether from health issues, conflict or natural disasters such as earthquakes and storms. This activity considers the qualities and factors that might enable people to cope and recover after extremely difficult challenges.

## Photo activity: Recovery

Show the learners the photograph. The image shows a woman salvaging materials from her restaurant which was washed 30 metres across a road by the tsunami in Banten, Indonesia, on 28 December.

Ask them to consider and discuss the following in relation to the image.

* What emotions might the people affected by this disaster feel as they see its effects?
* What impact could the threat of natural disaster have on aspects of people’s lives? Think about impact on home, jobs, school etc. as well as health effects. The impact could be practical and emotional. Learners could consider how this might impact on people’s beliefs? For example, on their beliefs about the world, about themselves, about the future?

Ask learners to think about the meaning of the word “resilience”. Display this definition in the PowerPoint – is this similar to what learners suggested?

“Having the ability, skills, behaviours and coping strategies to support yourself and others during times of change or a sudden shift in circumstances, such as a crisis caused by a disaster or emergency.”

You might like to explore the difference between skills (e.g. problem solving or first aid); behaviours (e.g. looking out for others, compassion, giving support); and strategies (e.g. knowing who you can speak to for support, having some techniques to remain calm for examples listening to music).

## Discussion: Resilience

As a group, discuss:

* Why might resilience be important for people affected by the disaster?
* What might the qualities be that make people resilient and able to recover from situations like this? Leaners can think about skills, behaviours and strategies. It might be helpful for learners to relate this to how they recover from setbacks in their own life, e.g. by focussing on the future, the support of family and friends, making changes to avoid the same things happening again, doing activities they like.
* What factors might hinder or help with recovery? Think about infrastructure, funding, support services, healthcare, etc.
* When a whole community has been affected by a natural disaster, how can that community help each other to recover? Ideas could include working together to repair damage or supporting those who have been most badly affected.
* What help from outside might the community need to recover from these events? This might include help from governments or aid agencies to rebuild buildings, restore clean water supply etc.
* Why might it be harder for some people to recover than for others? What kinds of support might they need?

To extend the activity, students could watch the video (download from this resource’s webpage, or view [here](https://twitter.com/BritishRedCross/status/1082576608257601537) on Twitter) of the Indonesian Red Cross workers playing games with children affected by the tsunami. Why might this help the children to cope with the situation?

Possible reasons could include:

* Taking people’s minds off the immediate problems they have
* The importance of feeling safe and connected to other people through also linked in the PowerPoint acts of kindness.

Emphasise that although these events may only be news headlines for a few days, people who have lost their homes or loved ones could take many years to recover. How might people support each other to be more resilient?